ANALYSIS OF ENGLISH READING AND WRITING TEXTBOOKS AT A HIGH SCHOOL IN BANGKOK

BY

MR. JIRASH PIASIRI

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS (ENGLISH LANGUAGE STUDIES)

DEPARTMENT OF ENGLISH

FACULTY OF LIBERAL ARTS

THAMMASAT UNIVERSITY

ACADEMIC YEAR 2021

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THESIS

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ENTITLED

ANALYSIS OF ENGLISH READING AND WRITING TEXTBOOKS
AT A HIGH SCHOOL IN BANGKOK

was approved as partial fulfillment of the requirements for
the degree of Master of Arts (English Language Studies)

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ABSTRACT

In Thai schools as elsewhere, textbooks play an essential role in English language learning. Most Thai schools adopt textbooks produced on a commercial basis by non-Thai publishers. When the schools' selection criteria are unclear or obscure, issues may arise. The subject of the case study for this research was the series *"Reading Adventures"* published by National Geographic Learning, it is widely employed by high school teachers across Bangkok, Thailand, with students in the three years of upper secondary education (Mathayom 4 – 6). The aim of the study was to explore and analyze the attributive components of the textbooks, and to investigate whether the series was qualitatively relevant to the Thai Ministry of Education's Basic Education Core Curriculum (BECC). The study used descriptive methods, including textual analysis, and a corpus analytical tool for the demonstrated keywords. In the first place, the corpus analysis revealed that the shared features and characteristics of people, places, animals, and natural entities were presented coherently for the most part and in appropriate proportions. Secondly, even though the majority of the contents met the BECC criteria, they failed to serve certain interval indicators, particularly in the language and culture strand. This suggests that greater account of the BECC criteria should be taken prior to selection of English language textbooks for use in Thai schools. The appraisal of criteria and comparisons of data in this study may help English teachers to apply the criteria more completely and effectively when they choose English language textbooks.

Keywords: Textbook analysis, EFL textbooks, Reading and Writing textbooks

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CHAPTER I
INTRODUCTION

1.1 Introduction

Compared to other foreign languages, English plays an exceptionally prominent role in Thai life. English language skills are needed in various domains, including everyday communication, professional development, the tourist industry, and in educational institutions (Padermprach, 2017). In light of this, the government has tried to focus on improving the population's use of English, developing the school curriculum to foster more effective communication in English, and encouraging learners to be aware of cultural and other perspectives within the global community (Office of the Basic Education Commission, henceforth OBEC, 2008).

The Basic Education Core Curriculum 2008, henceforth BECC, identifies English as a required subject in the Thai educational system. In this connection, the curriculum's specific goals include equipping students to use English correctly in communication, promoting more effective and widespread access to bodies of knowledge, and enabling students to achieve precise objectives in pursuit of success in their lives (OBEC, 2008).

The Basic Education Core Curriculum sets out various modes and situations in which students will prepare to use English, described under the heading "What is learned in foreign languages?"

> *The learning area of foreign languages is aimed at enabling learners to acquire a favourable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of diversified matters and events of the world community and will be able to creatively convey the conceptions and cultures of Thainess to the global society.*
>
> (OBEC, 2008: 267)

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The curriculum divides English language learning into four main areas, as follows:

1) **Language for Communication**

   Students learn to use English in the four skills of listening, speaking, reading, and writing.

2) **Language and Culture**

   In this content area, students learn English alongside aspects of culture, including the various cultures of native speakers of English, and relevant features of Thai culture.

3) **Language and Relationship with other Learning Areas**

   Here, students learn to use the English language while studying such other subjects as Mathematics, Science and Social Studies.

4) **Language and Relationship with Community and the World**

   In this area, students practice the use of English in various situations.

In line with the core curriculum goals, teachers are required to design the English courses in their schools' curriculum, setting objectives and creating lessons for each period. In addition, they need to find or create classroom materials such as worksheets, textbooks and other media, as well as devising activities, including presentations. At the secondary level, students have to learn English as a core or fundamental subject that focuses on all four skills. They should also develop such English language skills as are required for their elective subjects.

1.2 Rationale

In Thai schools, textbooks are considered essential learning material for English language classrooms. However, it seems that no textbooks or English language coursebooks produced by Thai publishers are available; thus, international commercial textbooks have been used.

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The selection process may shed some light on decision-making in Thai schools, and even the underlying reasons for the study and teaching of English.

There have been several studies of how and why Thai schoolteachers pick specific commercial English language textbooks. Wuttisrisiriporn et al. (2020, pp.74-75) revealed the selection criteria of 30 outstanding EFL teachers in small, medium, and large public schools from seven provinces in the Eastern Region of Thailand. The study's method mixed an open-ended online questionnaire about the reasons considered in textbook selection with telephone interviews for subsequent clarification. The research was presented in the following table.

No.	Textbook selection criteria	Percentage
1.	A selected EFL textbook follows the Basic Education Core Curriculum (2008).	77.78
2.	The content of a selected textbook suits target students' English proficiency level.	66.67
3.	A selected EFL textbook must be approved by OBEC.	66.67
4.	A selected textbook follows the EFL teaching and learning programs of Distance Learning Television (DLTV)	11.11
5.	The publishers of a selected EFL textbook offer reasonable costs and provide additional teaching and learning activities	11.11

Table 1: The Textbook selection criteria

(Note. From "A Situational Analysis of EFL Textbook Selection in Thai Public Schools," by Wuttisrisiripron, N., Vinichevit, N., and Usaha, S. (2020). pp.74-75)

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According to this study, in all seven provinces of the Eastern Region of Thailand, following BECC 2008 is the most common textbook selection criterion for English as a Foreign Language, henceforth EFL (77.8%). Another two common criteria are the suitability of a selected EFL textbook's content (66.67%) and approval for use from OBEC (66.67%). Most textbooks include information for persons in charge of selection as to whether or not each book's contents follow the core curriculum. (Wuttisrisiriporn et al., 2020, pp.74-75)

There are similarities between the textbook selection methods in most public schools in Thailand and those for the particular high school in Bangkok where the researcher teaches. In both locations, the process often starts with the publishers providing book lists and sample books for the school's administrative board. Next, the teachers in the foreign language department consider the sample books and discuss which are most appealing. Finally, a vote decides which books should be used for each course.

Most commercial books from international publishers include attractive activities for learning, or show how to use English in real-life situations as specified in Thailand's BECC. However, Thai high school teachers often choose from among such textbooks without reference to specific criteria; the researcher has observed this directly in his place of work, and he described the most common method for selection in the above paragraph.

With this situation in mind, the researcher has sought to determine how far the BECC could provide criteria to be applied throughout public education in Thailand. In that connection, he needed to consider whether internationally published textbooks were consistent with the selection guidelines and educational policy benchmark. The relevance of textbook contents to the Basic Core Curriculum and skills also required assessment. The researcher, therefore, chose to analyze both the content and the consistency with the curriculum of a book he has used in the English Reading and Writing course at his high school in Bangkok. He then used his analysis to provide guidelines for developing the criteria for EFL textbook selection and their effective application in EFL classrooms.

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He chose *"Reading Adventures with Writing 1 - 3*", an international commercial textbook already familiar in Bangkok schools. The textbooks are designed to teach EFL, focusing on reading and writing skills, and have been used mainly in elective courses for high school students. As well as the researcher himself, other teachers in the same school have used them. The website of *National Geographic Learning* (2020), which is the publisher of the *"Reading Adventures with Writing"* series, describes the goals of the textbooks as follows:

> *"Reading Adventures is a three-level reading series which teaches both the language and knowledge learners need to fully participate in today's global community. Using carefully adapted National Geographic text, images, and video, Reading Adventures develops both learners' understanding of the wider world in which they live, and the language skills necessary to succeed in the classroom."*

(National Geographic Learning. (2020, June 20). *Reading Adventures with Writing*. Retrieved from: https://www.cengage.com.br/ngl/reading-adventures/)

Motivating students to learn appears to be a high priority for the series. It uses a map of the world to introduce the main contents, and the theme of adventure is prominent in the reading texts. The illustrations and overall design benefit from the rich visual style associated with National Geographic publications and recognized in most parts of the world.

Even though English has been studied in Thailand for centuries, textbooks such as *"Reading Adventures"* are a more recent arrival. Thai teachers have to confront the inconvenient fact that, attractive as they are, these books are designed without reference to our Basic Core Curriculum. If they are used as primary material in the classroom, they may not meet every objective of the curriculum. However, if teachers can analyze and understand the content and/or ideas that a textbook attempts to construct for students, they should find it easier to design lessons and supplement them with activities and materials to support their students' experience in class.

This study aims to help English language teachers select and use international commercial textbooks judiciously, deploying them in class to maximum effect in pursuit of the curriculum objectives.

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1.3 Research Objectives

Having chosen the textbook series from the English language reading and writing course he teaches in a high school, the researcher has two main purposes in his research study, as follows.

1. **To analyze content features, which the textbooks construct for language learners.**

   Among the series' appealing features, the study aims to establish the key components and how they relate to concepts and messages that the textbooks seek to construct for language learners.

2. **To identify associations between the textbook content features and the Basic Education Core Curriculum (BECC).**

   The objective is to investigate which of the contents relate to the Basic Education Core Curriculum, and how these might serve as criteria for textbook selection in each school.

1.4 Research Questions

The present study aims to analyze English reading and writing textbooks used in Thai schools, and their relevance to the Basic Core Curriculum. Therefore, the research questions are as follows.

1.4.1 What are the essential features of English textbooks?

This question seeks to analyze the textbooks' general features and to understand some of their goals, as well as the messages they attempt to construct for the students who use them in the classroom.

1.4.2 How are the textbooks relevant to the BECC?

This question attempts to delineate the relevance of the content to the BECC, which the researcher expects will help to establish clear and strong criteria for textbook selection.

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1.5 Scope of the study

1.5.1) The textbooks *"Reading Adventures with Writing 1 - 3"*, published by National Geographic, are analyzed, being among the textbooks widely used in Bangkok schools.

1.5.2) The Basic Education Core Curriculum 2008 is applied to analyze the textbooks.

1.5.3) The analysis focuses on English reading and writing skills related to the textbook series.

1.6 Definition of terms

1.6.1) EFL refers to English as a Foreign Language. EFL is the use of English by non-native speakers, for whom it does not have any important role alongside their mother tongue language. It also means learning English in non-English-speaking countries (Dingfang, 1994), and a teaching standard of which the goal is to attain native-like levels of competence with no expectation of its being used immediately in daily life; instead, it is associated with situations such as tourism. (Seargeant, 2010)

1.7 Framework of Analysis

Textual analysis was used to analyze the content or "texts" found in the books and the texts designed for reading practice, and examines the other activities prompted by the textbooks. Interpretation from "Voyant Tools" was used to analyze the textbooks' relevance to the BECC in each strand.

1.8 Outline of the study

This thesis study consists of five chapters:

Chapter I shows the background of the study, describing both the prominence of English language teaching in Thailand and how EFL material is used in language lessons. It also discusses the statement of the problem, which addresses the limitations of using international textbooks in class. Also included are the significance of the study in providing

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help for teachers, the research questions, purposes of the study, scope of the study, and definition of terms.

Chapter II reviews a theoretical framework for textbook analysis, a previous study of textbook use in Thai EFL classrooms, and tools for EFL textbook analysis.

Chapter III shows the methodology of the study, its research procedures, tools, plans, data collection, data analysis, and the pilot study.

Chapter IV presents the findings of the analysis for each research question. This chapter starts with the textbook analysis results and a summary of the purpose and research questions.

Chapter V provides a summary of the whole thesis. It starts with a theoretical framework and research methods used. Next, it gives a summary of the key findings and limitations of the present study, as well as recommendations for future research.

1.9 Chapter Summary

In summary, the BECC designates English as a compulsory subject. The curriculum focuses on the students' English communication skills relative to indicators provided by the curriculum. In this context, English teachers are responsible for planning and designing lessons, as well as selecting materials to be used in the classroom.

As learning material, textbooks play an essential role in the English language teaching of schools in Thailand. However, the English textbooks used in the country are imported. They are produced by international publishers, and the schools can choose from among the output of many different publishers. Therefore, textbook selection is a key process in English language education. The problem is that these textbooks are not designed for Thai people, and most teachers have no explicit criteria for selection.

Moreover, some parts of the textbooks may not be consistent with the Ministry of Education curriculum. However, teachers need to be fully aware of the curriculum's

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composition and content, and apply it consistently in the classroom. With a view to helping teachers, this research aims to analyze the content of the textbooks and how far it corresponds to the requirements of the core curriculum. The researcher selected National Geographic textbooks, which are among those used widely in Thai schools. The books are used in reading and writing courses, and the researcher has used them in his own English language teaching.

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CHAPTER II
LITERATURE REVIEW

2.1 Introduction

This chapter aims to provide an overview of theory, research and other material related to issues in the present research. First, studies of Reading and Writing skills as taught to foreign learners of English are considered. This section focuses on elements that illuminate the textbooks under scrutiny in this study. Second, previous analyses of textbooks for non-native speaking students of English are analyzed, also for ideas pertaining to the present study. Next, the Social Theory of Learning is introduced, and its relevance to the use of textbooks is touched on. Fourth, the corpus-based approach in text analysis is reviewed to explore previous research on the application of the corpus for text analysis. Lastly, the Basic Education Core Curriculum Thailand 2008 is examined, in particular such of its stipulations for the teaching of foreign languages as may elucidate the textbooks' relevance to the BECC.

2.2 Reading and Writing Skills in English

Reading and writing skills are often used alongside each other for communication in English, and are prominent in the basic core curriculum. As a result, every school tends to have various types of supplementary modules or courses focusing on developing reading and writing skills; a reading-writing English course for each level of education is common, for example. As explained in the previous chapter, teachers design the curriculum, create learning activities, and select materials to help students develop their skills at each level. Teachers also have to select textbooks.

A good deal of relevant research has been carried out. Yoshimura (2009) studied the effects of connecting reading and writing instruction and of providing a checklist to guide the reading process. Two groups of college students in Japan were compared, one with and the other without a checklist. Advantages for those reading

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with a checklist were clearly observed; for example, the students developed an understanding of genre and were able to integrate the reading and writing processes better. This study can be used by teachers to build checklist techniques for the benefit of their students.

Cho and Janina (2015) studied integrated reading and writing among Korean learners of English. The study charted the students' perceived needs, and how integrated instruction affected their reading comprehension and summary writing abilities. It found that they needed extra help with writing but appreciated studying reading and writing together. The Korean case study can help teachers survey their students' needs and design integrated lessons. It also provided useful portraits of the teachers in action in the classroom, though some of those observed taught reading and writing separately.

Around the same time, Habibi et al. (2015) examined the impact of incorporating reading directly into efforts to improve the writing skills of EFL students in Malaysia. The results showed the impact was appreciable and positive. From this, the study enables teachers and students to see how reading can play a significant role in the fulfilment of writing tasks.

Another researcher, Schoonen (2018), sought to investigate the relationship between reading and writing by comparing L1 and EFL skills. This study's outcomes suggest that subskills play a larger role in EFL reading and writing than in L1 reading and writing. This comparatively recent research equips teachers further to appreciate how the two skills inter-act, and this should inform their course design in productive ways.

In summary, numerous studies support the proposition that, in EFL, reading and writing need to be taught together. To put it another way, learners should study the two skills side by side within the same course. Teachers are thus advised to plan their

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courses, design their lessons and select their materials at every level with this idea at the forefront of their minds.

2.3 The Textbook Analysis

"The textbook is an essential means of satisfying needs that emerge from the classroom and its broader context. It is a visible and workable framework around which the many forces and demands of the teaching-learning process can provide the basis of security and accountability necessary for purposeful action in the classroom." (Hutchinson & Torres, 1994). "Textbooks play a central role in English language teaching." (Vettorel & Lopriore, 2013). "The textbook is an almost universal element of ELT teaching. Millions of copies are sold every year." (Hutchinson & Torres, 1994). "They have long been the primary source of classroom activities and lessons for teachers." (Ulla, 2019).

Textbooks are primary elements among the materials in EFL classrooms. They aim to provide non-native English users with skills and the understanding of how English works that will prepare them to communicate with foreigners of different cultural backgrounds. However, they adopt contemporary and traditional pedagogical approaches in varying degrees and combinations. Thus, their precise role in the classroom dynamic varies, as do the messages conveyed to readers. These are among the reasons why teachers need to analyze textbooks carefully before making their choices for the classroom. They need to understand exactly what each volume communicates to the reader, and keep their analysis in mind when using the chosen volume(s) with students.

Hutchinson and Torres (1994) argue that a good textbook, properly used, can provide an excellent vehicle for effective and long-lasting change in students' learning processes. Only a textbook can provide the level of structure that appears to be necessary for teachers to fully apprehend and 'routinize' change. According to Heros

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(2009), the origins of textbooks in educational institutions ensure the reliable delivery of information about a particular subject to the audience of readers (students). This institutional dimension also means that the relationship between reader and writer is hierarchical because the writer is "empowered" and the source of their power is displayed in the text. When they are used appropriately in the EFL classroom, students generally respond to textbooks as valuable learning resources (Rahimi & Hassani, 2011).

Despite such endorsements, teachers need to remain alert for the different kinds of messages that may be transmitted to students. Certain features of some English language textbooks can infiltrate sociopolitical values by, for example, affirming hegemonic messages, power relationships and stereotypes through language choices and styles. Majid and Fateme (2015) studied gender representation in a particular series of international ELT textbooks and found that the series betrayed two types of overt sexism. Thus, the research highlighted concerns about sexist issues which EFL teachers need to be aware of and avoid.

Furthermore, Amalsaleh et al. (2010) found that language may be employed in ELT textbooks to represent a society and its members. The societal structures implicit in, or explicitly portrayed by, reading texts and exercises may be more than merely "background"; they may be designed to express or shape the learners' ideas. For example, Yakhontova (2001) studied the inter-action of certain textbooks, the context in which they were used, and the learners they were intended for. It was shown how particular cultural and historical tropes characteristic of the Ukrainian intellectual context left noticeable imprints on the students' responses. An alternative version should be explicitly genre-based, possess a strong language focus, and include at least some instances of comparison with English L1 genre exemplars; this would foster learners' ability to make more conscious selections and writing choices. Zarei and

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Khalessi (2011) studied the cultural load in English language textbooks. Their results indicate that textbooks are artifacts that are firmly grounded in cultural assumptions and biases. It can be concluded that learners may absorb cultural messages from the content of textbooks.

Srakang (2013) studied how 10th grade English teachers from Maha Sarakham, Thailand, perceived the use of English textbooks. The results showed that, although teachers who had anti-textbook views believed the books were ineffective, teachers with pro-textbook views believed they could not teach effectively without using English textbooks. In other words, the English textbooks influenced the design of their classes, as well as the teaching style. This research reflects the continuing influence of textbooks in the EFL classrooms of Thailand.

In conclusion, textbooks have a key role as materials in the EFL classroom. The use of the language yields the power to shape students' ideas, while students may also absorb sociopolitical and cultural values from the texts, exercises and other activities in the textbooks.

2.4 Social Theory of learning

According to Wenger (1998), the idea of social learning theory is that new behaviors come from observing and imitating others. In addition, in a social context, learning is a cognitive process and can occur through both observation and direct instruction. Moreover, learning can also result from the observation of rewards and punishments when a particular behavior is rewarded regularly.

The theory assumes that engagement in social practice is the primary process that people experience and inhabit. In figure 1, “meaning” refers to the learning experience or a way of changing people's abilities. “Practice” refers to learning as doing, sharing experiences, and how they develop us. “Community” refers to learning

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as belonging, through talking about the social environment, and perceiving ourselves as members of the community. Finally, "identity" is a way of learning as becoming – becoming someone or becoming ourselves. In social theory, "identity" links the other features.

This provides a model to study how a learner's identity evolves from reading a course textbook. One reason why a student may choose not to apply certain strategies is how they identify themselves as readers, or how they want to be identified by their peers or teachers (Hall, 2012; Moje & Lewis, 2007).

Wenger (1998) argues that when we stop doing something, learning cannot be initiated. But learning does not stop when we progress from doing one thing to doing another (1998, p8). The situations that bring learning into focus (such as when a teacher walks into a classroom) do not necessarily produce the most learning. In Wenger's theory (1998), "community" is associated with "practice". He sees "practice" as a more tractable characterization in that it defines a particular type of community. "Practice" is more reliable than terms such as "culture", "activity" or "structure".



Figure 1: The diagram of the Social Theory of learning

(*Note.* From *Communities of practice: Learning, meaning and identity* (p.5), by Wenger, E., 1998, Cambridge University Press.)

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2.5 The corpus-based approach in Text Analysis

Corpus linguistics is the study of a language based on extensive collections of language used in everyday life, stored in corpora. It is the computerized database for linguistic research, and also known as corpus-based studies.

The use of corpus-based approaches in various areas of linguistic analysis is increasing. Corpora have been a powerful tool in identifying non-native language features in foreign language learners' language production (Granger, 2002). As a pedagogical tool, corpus linguistics has challenged many traditional approaches to language studies in various ways (e.g., Hunston & Francis, 1998). It has been shown particularly useful in studies of collocational patterns and word frequency (Schmitt, 2000).

However, Norberg and Nordlund (2018) point out that corpus linguistic research focusing on the construction of textbooks and vocabulary from pedagogical perspectives are limited. A small number of studies have employed corpus-based approaches that focus on teaching materials, but they have been mainly concerned with academic written materials (e.g. Hoey, 2000; Thompson, 2000). Studies addressing young learners' needs have tended to be neglected (Foster & Mackie, 2013; Keck, 2004).

In summary, the corpus-based approach is suitable for analyzing the text of an EFL textbook used in Thailand, because it can be a powerful tool to identify non-native language features in the materials. Nowadays, corpus-based programs are widely used in various configurations. They provide an online program that users can adapt for their research study. One of the online corpus-based programs which can be used for textual analysis is “Voyant Tools.”

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2.6 The Basic Education Core Curriculum Thailand 2008

The Basic Education Core Curriculum (BECC) Thailand 2008, is used as a framework for analyzing content and construction. This study focuses on the textbooks for grades 10 - 12 (Mathayom 4 - 6 in Thai schools).

There are four main strands in BECC 2008 referring to language, which can be explained as follows:

1. **Language for communication**

Language for communication focuses on: "use of foreign languages for listening, speaking, reading, and writing; exchanging data and information; expressing feelings and opinions; interpreting, presenting data, concepts, and views on various matters; and creating interpersonal relationships appropriately". (OBEC, 2008, p.267)

2. **Language and culture**

Language and culture focuses on: learning the English language alongside the culture of native speakers; "relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application" (OBEC, 2008, p.253)

3. **Language and relationship with other areas**

Language and relationship with other areas focuses on: learning English relating to other learning areas in order to form the basis for further development, "seeking knowledge, and to broadening learners' world views".

4. **Language and relationship with the community and the world**

Language and relationship with the community and the world focuses on: "use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society". (OBEC, 2008, p.253)

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Each of the four strands is divided into the standard and the indicators within the standard – see Appendix A. This study is concerned with the indicators for grades 10 - 12.

2.7 Chapter Summary

The following were reviewed in this chapter: Reading and Writing Skills in English, Using Textbooks in Thai EFL classrooms, the Textbook Analysis, the Social Theory of Learning, the Corpus Based Approach in Text Analysis, and the Basic Education Core Curriculum Thailand 2008. In the next chapter, the research methodology implemented in this study is discussed.

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CHAPTER III

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses data collection, referring to the materials used in the study, and data analysis, referring to the method of textual analysis employed. More detailed information is provided about the online text analysis program, "Voyant Tools", and about the process by which English language textbooks are selected for use in schools.

3.2 Data Collection

"*Reading Adventures"*, published by National Geographic Learning, was the data collected for textual analysis in this study. Specifically, the series of textbooks taught from the tenth to the twelfth grades of a high school in Bangkok were selected.

3.3 Data Analysis

3.3.1) The qualitative descriptive method of textual analysis, supplemented by the "Voyant Tools" program, was employed to assess the structure of language demonstrated in the series.

3.3.2) The relevance of the content was considered in relation to the requirements of the Basic Education Core Curriculum Thailand 2008.

3.4 Using "Voyant Tools" for Text Analysis

"Voyant Tools" is an open-source, free online text-analysis program. Users can upload a corpus or use one of the program's pre-existing texts. After the text has been uploaded, the tool reveals information with which users can generate a word cloud of most frequent words, graphs of word frequency across the corpus, and various related documents.

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The online program developers are Stefan Sinclair, Associate Professor of Digital Humanities at McGill University, and Geoffrey Rockwell, Professor of Philosophy and Humanities Computing at the University of Alberta, Canada.

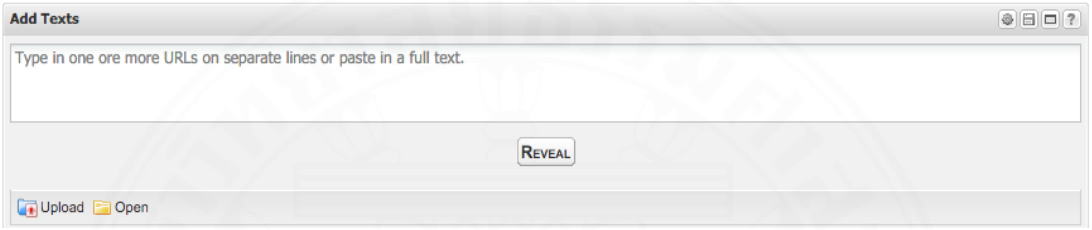


Figure 2: The "Voyant Tools" home page with textbox for uploading files

(Note. From *Getting Started: Voyant Tools*, by Voyant Tools Helps, 2020, [https://www.voyant-tools.org.])

On the homepage shown above, the program provides a box where users can place their text directly, or key in URL link(s) to documents within a corpus. The program also accepts file formats for uploading various text types. After text has been uploaded, the program reveals its analysis as in the example below.

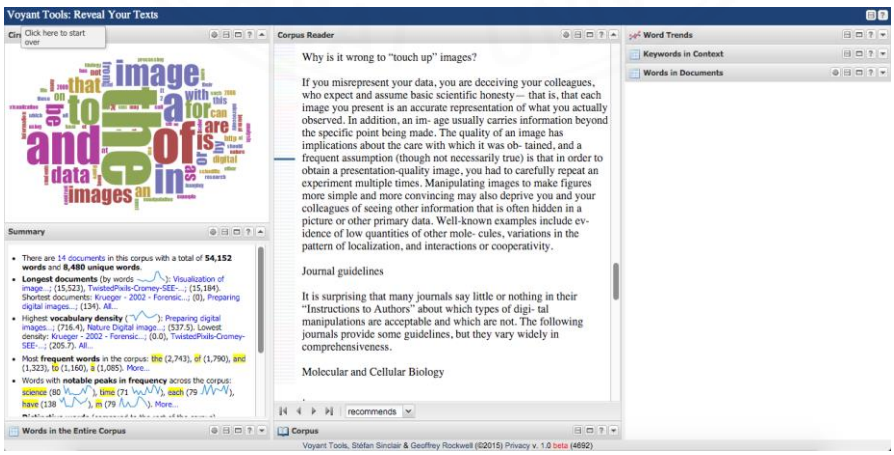


Figure 3: "Voyant Tools'" main interface (example from "Voyant Tools" website)

(Note. From *Getting Started: Voyant Tools*, by Voyant Tools Helps, 2020, [https://www.voyant-tools.org.])

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The Word Cloud



Figure 4: The page of Word Cloud analysis after the text has been uploaded

(Note. From *Getting Started: Voyant Tools*, by Voyant Tools Helps, 2020, [https://www.voyant-tools.org.])

After text has been uploaded, the program shows the most frequently used words or terms in a word cloud format. Users can study which words are primarily used; then, the program can help to reveal the text's intention, or the writer.

Link Analysis

Link Analysis, or the Collocates graph, shows words in a close network. This can help the user understand the connections or relationships between words and phrases in the text.



Figure 5: Example of Link Analysis from Jirash's pilot study

In conclusion, “Voyant Tools” is an online platform where a researcher can upload a corpus and then analyze the text through various of the program's functions. It facilitates the swift analysis of text and may provide information to support the user’s research.

3.5 About the “*Reading Adventures”* textbook series.

“*Reading Adventures”* is a three-level reading series that, as described in the first chapter, uses text adapted from National Geographic magazine, images and video. Each unit contains two related reading passages; these cover a wide range of topics, including culture, natural science, social issues, and world literature. Each unit also includes a video activity that can be done in class or at home.

The textbook series is divided into three levels (Book 1, Book 2, and Book 3) and is designed for upper secondary learners. Approximately sixteen reading passages per book are combined with exercises to stimulate practice of reading and writing skills.

The idea of “make reading an adventure” runs through the series. Reading skills and strategies are taught in each reading comprehension section, with question types such as are found in standard school tests. In the Language Practice section, essential vocabulary and grammatical structures are set out. Extra comprehension and further vocabulary practice accompanies activities linked to videos with authentic National Geographic content. Finally, the “Review Units” reinforce vocabulary and comprehension skills through cultural topics and folktales.

3.6 Pilot Study

The pilot study aimed to investigate the relevance of the textbook series to BECC, particularly its language and culture strand. As detailed above, the qualitative descriptive method of textual analysis was supplemented with “Voyant Tools”. The corpus analysis showed that the vocabulary of people, places, animals and nature were featured, mostly satisfactorily. Textual analysis of the content revealed less adequate coverage of the cultures

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of native speakers of English. Overall, the required interval indicators of the BECC's language and culture strand were not met. These results were discussed, and specific recommendations put forward in the context of English language learning and teaching. This pilot study argues that the criteria of BECC must be met by any textbooks used in English language classes in Thai high schools. The findings of the study are intended to assist teachers to identify the relevant selection criteria and apply them to commercial textbooks, while also taking account of them in lesson design.

To report the study in more depth, certain focusing words were shown from the indicators: (1) Gestures and manners, (2) Social manners, (3) Lifestyles, (4) Beliefs, (5) Origins of customs, and (6) Traditions. Using these keywords with the corpus analysis led to the conclusion, mentioned above, that the attributive components regarding people, places, animals and nature were acceptable. The study from "Voyant Tools" suggested that the series emphasized "people" most of all, as well as giving some weight to student participation in global issues.

As for the cultural dimension, use of keywords confirmed the textbooks' inadequacy in this regard. This conclusion applies not only to the diverse cultures of native speakers, but also to those features of local culture which the curriculum requires for language learners. The mismatch probably arises because the lessons and activities in international commercial textbooks are designed with a global "market" in mind, while our curriculum has precise objectives arising from the Thai context. Certainly, the BECC's criteria must inform the creation of any appropriate textbook series for English learners in Thai high schools.

Meanwhile, as previously stated, the findings of this study can help teachers give more precise attention to the selection criteria when choosing commercial books, in order to serve the "language and culture" strand. Most pressing of all, teachers should create or otherwise access supplements and worksheets related to the cultural keywords of the interval indicators;

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these issues are the major weaknesses revealed by this study of the *"Reading Adventures"* series.

3.7 Chapter Summary

In summary, this chapter has covered data collection, the process of textbook selection for schools, data analysis, the use of "Voyant Tools"' for text analysis, the contents of the *"Reading Adventures"* textbook series, and the components of the pilot study. The next chapter further explores the results of the study and issues arising.

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CHAPTER IV

RESULTS AND DISCUSSION

4.1 Introduction

The present chapter reports the findings of the study and provides answers to the two research questions. In addition, the essential features of the textbooks' contents and their relevance to the Basic Education Core Curriculum are discussed.

4.2 Results and Discussion

The results of the study are reported beneath each of the research questions and purposes of the study as follows.

Research question 1: What are the essential features of the English textbooks?

This question aims to determine the general composition of the textbooks as used in English language classrooms. It leads to an analysis of the content presented in each chapter of the books, including those key elements that encourage student learning behaviors toward a focus on reading and writing in English. It may link to other elements of knowledge that the publisher intends students to acquire through reading and writing in English.

Purpose of the study1: To analyze content features, as the textbooks seek to construct them for language learners.

This purpose of the study mainly investigates the content of the three textbooks by analyzing their general composition and various forms in which content is presented, including the content that appears through the reading material in each chapter of the books.

4.2.1 The Essential Features of the English textbooks

Regarding the essential features of the textbooks, the analysis had three principal aspects: 1) textbooks overview, 2) textbooks analysis, and 3) content analysis using "Voyant Tools".

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4.2.1.1 The Textbooks Overview

This section reports general information about the textbooks, their main components, and the purpose(s) of using them in class.

General Information

The Publishers: National Geographic Learning & Cengage Learning

Title of the books: *"Reading Adventures with Writing 1 - 3"*

Image and design:

Book 1: Mainly red-colored cover with the image of a volcano

Book 2: Mainly blue-colored cover with the image of a sea turtle

Book 3: Mainly green-colored cover with the image of a chameleon

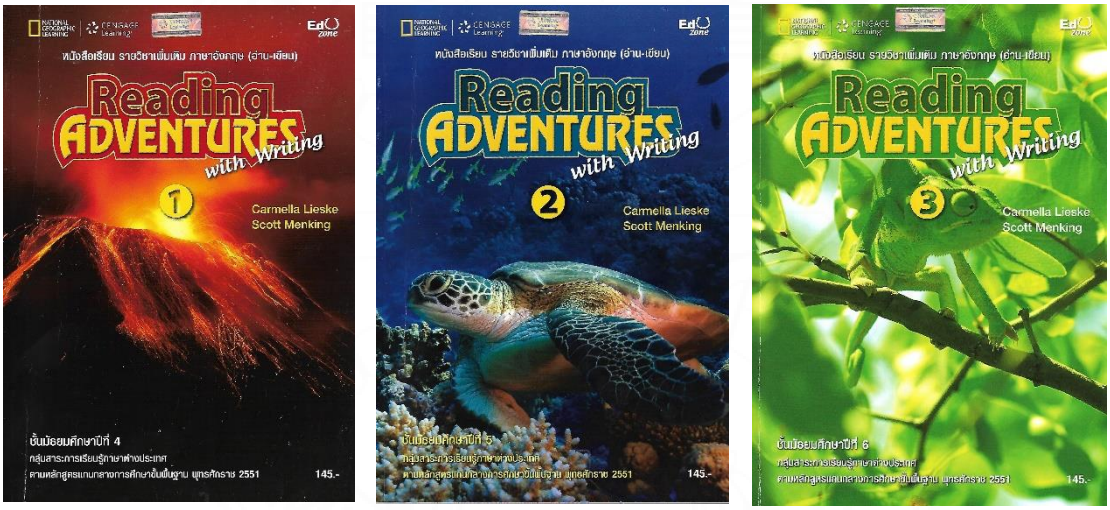


Figure 6: Front covers of the books

(*Note*. From *Reading Adventure with Writing Level 1-3* (Front Covers), by Lieske, C. and Menking, S., 2013, National Geographic, Cengage.)

The covers of the three textbooks feature illustrations of natural entities. The design style with its use of color and the striking images of a volcano, a turtle, and a chameleon reflect the idea that students are watching a documentary by National Geographic or looking at a cover of National Geographic magazine.

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The Purposes of the Textbooks

From descriptions on Cengage's website, it can be seen that the following are major purposes of the publications:

1) To engage and motivate learners.
2) To offer learning that is exciting, inspiring, and transformational.
3) For learners to experience the excitement and joy of study.
4) For learners to acquire powerful skills and an awareness of their role as caretakers of the planet.

It is clear that the authors want readers to feel they are participating in the content of lessons. The textbooks provide plans for learning, and graphic outlines of what is to be learned. The purposes listed above are pursued by means of structures for interactive use of skills, along with role play as caretakers of the planet. It follows that teachers need, not only to understand these strategies, but also to design learning activities complementary to the goals and conceptual framework of the publications and the lesson-by-lesson objectives. Then teachers and their students may derive maximum benefit from use of the textbooks.

Components of the Textbooks

The key components of the textbooks consist of four main sections. The introductory first section is called "Get Ready for an Adventure!". It is followed by "Scope and Sequence", then "Unit Walkthrough", and, finally, the reading and writing lesson material for each unit.

Introduction: "Get Ready for an Adventure!"

This is designed around a map of the world with locations indicated, and illustrated labels linking those locations to lessons in the chapters that follow. The graphic and written styles of the labels encourage a sense of adventures to come, almost in the manner of film or broadcast trailers; many of the short texts end with questions that seem intended to tantalize, as can be seen in Figure 7. The overall presentation serves the publishers' and authors'

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intention to foster a feeling of active involvement on the reader's part, casting him or her in the role of an "adventurer" alongside the more practical role of language skills learner.

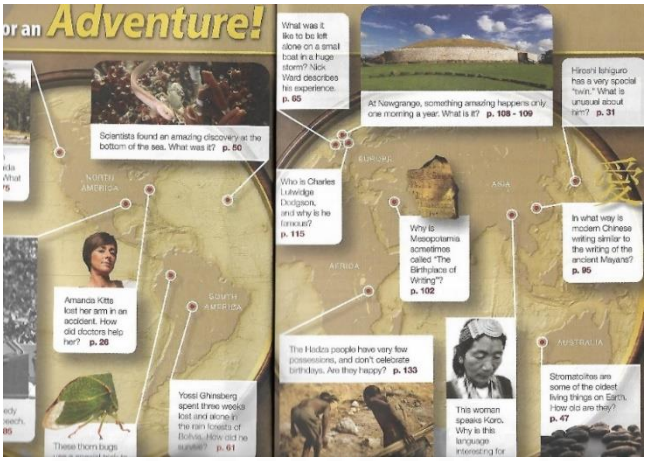


Figure 7: The first part of the textbooks

(*Note*. From *Reading Adventure with Writing Level 3* (pp.4-5), by Lieske, C. and Menking, S., 2013, National Geographic, Cengage.)

"Scope and Sequence"

This second section is consistent with, first, the design style of the cover and introduction, and, second, the function of a detailed plan of contents such as appears in the early pages of most ELT textbooks. Here, for each unit, readers find the theme; the names of the two lessons and then of the two reading passages; descriptions of the two principal features of language to be practiced; the name of the video that accompanies the unit; and, finally, short descriptions of the writing practice task.



Figure 8: Scope and Sequence

(*Note*. From *Reading Adventure with Writing Level 2* (pp.6-7), by Lieske, C. and Menking, S., 2013, National Geographic, Cengage.)

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“Unit Walkthrough”

This third section introduces the learning activities in more detail. Extracts from the units are shown, with labels that are not dissimilar to those in “Get Ready for an Adventure!” Under various headings, the labels describe the function of specific features of the units, how they are intended to help students, and how students may use them. Examples shown in Figure 9 include “Before You Read”, in which students are encouraged to think ahead about ideas that will be developed in the reading material; “Warm Up”, which provides discussion topics or questions that will, again, be elaborated on in the readings; “Reading Passages and Reading Comprehension”, and “Vocabulary Builder and Grammar”, which introduces the vocabulary and grammatical structures in the labelled material.

In this as in the first section, the graphics and text seek to involve the reader by posing questions – a direct and basic way of encouraging participation - and by presenting fragments from the subsequent units in an appetizing style. As well as thinking for themselves and seeking answers to questions, students are being prepared to recognize, and to use, language skills as they will be introduced through the reading texts.

In most cases, readers will be sitting down when they use the textbooks. However, the title “Walkthrough” itself suggests physical activity. Similarly, the use of maps and graphics that provide overviews of landscapes, often from a distant perspective, seems designed to encourage a sense of moving freely across expanses of the world. Thus, the reader is steered toward feeling empowered in relation to the learning material, at least subliminally, and toward his or her role as a global citizen with responsibility for the planet’s well-being.

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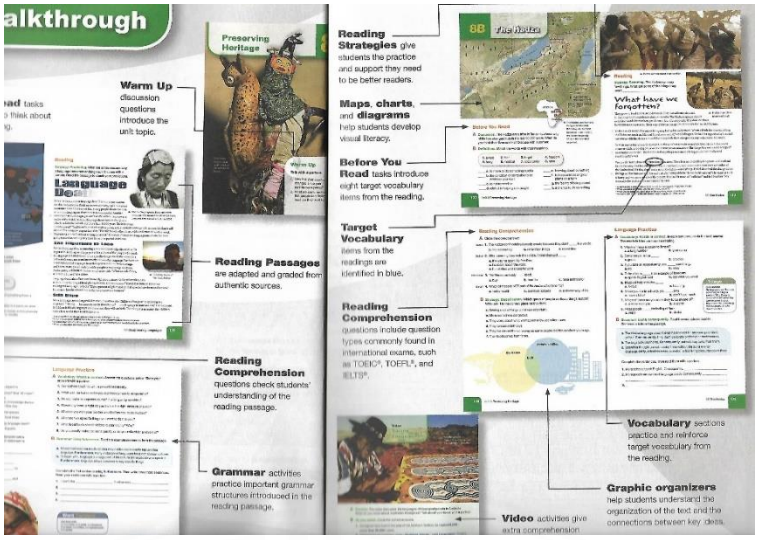


Figure 9: The Unit Walkthrough

(*Note*. From *Reading Adventure with Writing Level 3* (pp.8-9), by Lieske, C. and Menking, S., 2013, National Geographic, Cengage.)

4.2.1.2 The Textbooks Analysis

In this study, textual analysis was used as a framework to investigate the textbooks' themes and language use. The content themes were considered first by examining the various passages in the lessons; then, the content was analyzed in further detail and arranged into sub-themes, which enabled the books' themes to be categorized. As for the language use, it was analyzed by way of observations that arose from the analysis of content, and by analysis from the corpus using "Voyant Tools". The intention was to identify precisely the characteristics of language use in the textbooks.

1) Themes

By analyzing all the reading passages and their keywords and topics, six main themes and twelve sub-themes were found. The six main themes were People, Animals, Places, Nature, Culture, and Science and Technology. These theme descriptions were informed by definitions in the Merriam-Webster Online Dictionary (2021), as were the following twelve sub-themes: Family, Experiences, Career, Animal Families, Survival, Language, Literature, Folk tales, Festivals, Experiment, Technology, and Innovation. These themes allow students to learn

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English as filtered through a variety of global perspectives, in keeping with the books' motifs of adventure and movement around the world. The arrangement of themes and sub-themes can be considered as shown in the following table:

Main Theme	Description	Sub-Theme
People	People are described as a group of human beings united by a common interest.	- Family - Experiences - Career
Animals	Animals are described as living things that are neither human beings nor plants.	- Family - Survival
Places	Places are described as buildings or areas used for a particular purpose.	-
Nature	Nature is described as the physical world and everything in it which is not made by people.	-
Culture	Culture is described as a set of shared attitudes, values, goals, and practices. It is also the integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge	- Language - Literature - Folk Tales - Festivals
Science & Technology	Science & Technology are described as knowledge or study based on facts learned through experiments and observation, and the use of science in industry and engineering for the invention of machines, of other equipment or of methods.	- Experiment - Technology - Innovation

Table 2: Description of six themes for textbook analysis

Table 3 shows how the six main themes are divided among the textbooks. Closer inspection reveals variations of focus among the themes, as shown in the tables below.

Themes	Book 1 (Passages)	Book 2 (Passages)	Book 3 (Passages)	Total
People	3	6	3	12
Animals	1	2	2	5
Places	4	7	4	15
Nature	4	-	3	7
Culture	9	8	10	27
Science & technology	4	-	2	6
Total	25	23	24	72

Table 3: frequency of the six themes

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As indicated in table 3, the theme of Culture occurs most frequently among the reading passages in each book, and features in 27 out of the total of 72 passages in the series. Material on Culture is presented in relation to the sub-themes of Folk tales, Language and Literature, and Festivals. This corresponds to some, but not all, of the Basic Core Curriculum. The data will be presented and discussed in the analysis of relevance to the Basic Core Curriculum.

Other prominent themes in the reading passages are Places, in 15 out of the total of 72 passages, and People, in 12 out of the 72. There is a connection between these three themes in that they reflect a strong emphasis on human stories. The themes of Animals and Nature are appreciably less prominent, contrary to the message of the books' covers, which suggest a strong concern with the natural world and the environment.

The research explored content related to the main themes by analyzing passages in further detail, separating information and observations as follows.

1) **Book**: the number of the book in the series in which the passage appears.

2) **Topic**: the topic of the passage as specified in the textbook.

3) **Title of the passage**: The title of the reading passage, indicating its intended connection to the main theme.

4) **Note**: This is a reference to the series' primary objective, which is to enable students to develop their reading of English through adventures around the world. In this section, the study investigates how consistent the content is with the stated aim. Specifically, it records the primary location of the passage, if any.

Main Theme: People

Table 4 tracks the reading passages in the three textbooks presented to students on the theme of People. In book 1, the stories are intimate, relating personal experiences such as family travel and winning the lottery. The most heavily "People-themed" volume, book 2,

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focuses on a range of careers, including firefighter, meteorologist, photographer, inventor, and oceanographer. Lastly, book 3 features the more extreme experiences of great danger and surviving abandonment at sea, together with an "inspirational" text on going to the moon.

Theme	Book	Topic	Title of the passage	Note
People	1	My family	To Africa with Dad	
		Winning the Lottery	A Real Winner	USA
		Stealing Mona Lisa	The Crime of the Century	France
	2	Firefighters	Fighting a Wildfire	USA
		Predicting the Weather	Meet a Meteorologist	USA
		An Unusual Photographer	Through the Camera Lens	North America
		Leonardo the Inventor	Inventor of the Future	
		Hero for the Planet	Sylvia Earle: Oceanographer	
		Saving India's Forests	Saving the Animals and the People	India
	3	When Danger is Near	How to Survive Almost Anything	
		Survival at Sea	Left for Dead	
		To the Moon	We choose to go to the moon	USA

Table 4: Topics and Passages on the theme of People

Main Theme: Animals

As indicated in table 5, there are comparatively few animal-themed passages. This is surprising, given the long association of National Geographic with the production of TV documentaries about animals and the natural world. What's more, that association seems to be reinforced by the images on the covers of book 2 and book 3. As suggested earlier, though, the apparent message of those covers is contradicted by the actual quantity of texts on animal themes.

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Theme	Book	Topic	Title of the passage	Note
Animals	1	Animal Families	A Sister's Love	Alaska
	2	Animal Migration	Move as Millions, Survive as One	
		Butterfly Migration	Heading South for the Winter	North America
	3	Hiding from Danger	Animal Camouflage	Panama
		Spider Webs	Deadly Silk	

Table 5: Topics and Passages on the theme of Animals

Main Theme: Places

These are among the reading passages most closely related to the publishers' stated aims for the three books. It is as if students are invited to develop their reading and understanding of English by absorbing information as they "travel" around the world, mainly to famous places.

Theme	Book	Topic	Title of the passage	Note
Places	1	World Heritage Site	Kilimanjaro National Park	Africa
			The Great Wall of China	China
			Central Amazon Conservation Complex	
			The Ruins of Ancient Olympia	Greece
	2		Komodo National Park	Indonesia
			Tiki National Park	Guatemala
			Florence	Italy
			Jantar Mantar	India
		A Hidden World	Discovery in the Foja	Canada
		The Lost World	An Extraordinary Find	
		Crystal Palace	Preparing for the Cave of Crystals	Mexico
	3	World Heritage Site	Saryarka	Kazakhstan

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Theme	Book	Topic	Title of the passage	Note
			The Bend of the Boyne	Ireland
			Sgang Gwaay	Canada
			Tongariro National Park	New Zealand

Table 6: Topics and Passages on the theme of Places

Main Theme: Nature

It was suggested earlier that, along with the theme of Animals, the three books offer fewer texts related to the natural world than might have been expected from the publishers' stated aims, and from the presentation of the material in a style overtly reminiscent of National Geographic publications. The data in table 7 bears this out, although the themes of Nature and Animals could be said to occur in a secondary role in texts with other primary themes.

Theme	Book	Topic	Title of the passage	Note
Nature	1	Mountain of Fire	Mount Merapi Erupts	Indonesia
		Journey to the Center of the Earth	Into the Volcano	Iceland
		Beautiful but Deadly	Plants that eat insects	Australia
		Our Solar System	Earth's Neighbor	
	3	Earth's Beginning	The Road to Life	Australia
		Saturn	The Jewel of the Solar System	
		Deep Sea Vents	Dawn of the Deep	The Pacific Ocean

Table 7: Topics and Passages on the theme of Nature

Main Theme: Culture

The three books boast a large number of reading passages on cultural themes, as Table 8 makes abundantly clear. The sub-themes most frequently visited are, in order, Folk Tales and Festivals. It appears that the treatment of the tales from an appreciably diverse range of

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traditions is intended to help students learn about the ways of life, and perhaps also the values, of the different countries. Though less numerous, the festivals covered are also markedly varied, from the Bull Run of Pamplona, Spain, to the Lantern Festival in Seoul, Korea.

Theme	Book	Topic	Title of the passage	Note
Culture	1	A Tanzanian Folktale	The Rabbit and the Well	
		A Chinese Folktale	Meng Chiang-Nu and the Great Wall	
		A Brazilian Folktale	The Curupira	
		A Greek Folktale	Persephone and the Return of Spring	
		The Long, Hard Road	Porters on the Tea Horse Road	China
		Building the Pyramids	Builder of the Pyramids	Egypt
		Fantastic Finds	Old But Valuable	
		The Modern Olympics	An Olympic Blog	
		The Ancient Olympics	Let the Games Begin	
	2	An Indonesian Folktale	A Legend of Komodo Island	
		A Mayan Folktale	The King of the Birds	
		An Italian Folktale	A Happy Man's Shirt	
		An Indian Folktale	The Boy and the Drum	
		Crystal Skulls	The Mystery Goes On	London, UK
		Senses in Poetry	Five Senses	
		A Korean Festival	The Lantern Festival	Seoul, South Korea
		The Sun Also Rises	The Bull Run	Spain
	3	A Kazakh Folktale	Aldar Kose and the Magic Coat	
		An Irish Folktale	Aonghus and Caer	
		A Haida Folktale	How the Raven Stole the Sun	
		A Maori Folktale	Maui and the Magic Fishhook	

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Theme	Book	Topic	Title of the passage	Note
		Writing around the World	Five Thousand years of Writing	
		Why Do People Read?	The Companionship of Books	
		The Wonderland of Lewis Carroll	The Beginning of Alice	
		Through the Looking Glass	A Boat Beneath a Sunny Sky	
		The Hadza	What have we forgotten?	
		Disappearing Languages	Language Death	

Table 8: Topics and Passages on the theme of Culture

Cultural themes also occur in reading passages related to Language and Literature. These are mainly focused on Western literature; for example, there is a story about Alice in Wonderland and an article on the experiences of Alice's creator, Lewis Carroll. However, the third book also begins to introduce less familiar cultural themes by inviting students to acquaint themselves with what might be called exotic language cultures, such as languages confined to a certain small geographical area, or a dead language.

However, when the passages are taken as a whole, for all the presentation of cultural stories from both the West and countries in different parts of the non-Western world, Thai culture is nowhere to be seen, nor is there much that may have a familiar ring for Thai students. Here again is an issue that may be problematical when it comes to teaching and learning in accordance with the Basic Education Core Curriculum.

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Theme: Science & Technology

As indicated in Table 9, the series features only a small number of reading passages on themes of science and technology. However, none appear in the second volume, and most of the content seems confined to everyday science, such as light pollution, or to technology related to new innovations and the now well-worn themes of robots and AI.

Theme	Book	Topic	Title of the passage	Note
Science & Technology	1	A Plant Experiment	Darwin's Diary	
		Light Pollution	The End of Night	LA, USA
		A New Building	The Building that Moves	Dubai
		Big Ideas, Small Sizes	Making It Safe	
	3	Remaking Humans	A New Start	North America
		Making Robots Human	Them and Us	USA

Table 9: Topics and Passages on the theme of Science & Technology

In summary, of the six main themes, the content of the reading passages is concentrated on matters relating to People, Places and Culture. It can also be said that cultural topics are highlighted throughout the textbooks in the selection of reading passages. The majority of these explore cultural issues through folktales of various races, also touching on them in text linked to the sub-themes of Language and Literature. Thai culture does not appear, however, which may put the series at odds with the core curriculum. This is discussed in the section on content relevance to the core curriculum.

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4.2.1.3) Language Use

The use of language in these books delivers clear, easy-to-understand explanations, communicating readily with students to ease them toward the goals of each lesson. Features of the essential language use (see Appendix B for details) in the textbooks are as follows:

1) The use of 'Guideline Questions'

A highlight of these three books is that, at the beginning of each lesson, there is a guideline question. This encourages students to think, answer questions, and link their background knowledge to the reading. The guideline questions in each chapter help students both to prepare themselves before reading and to read more objectively.

2) The use of capital letters

From the analysis of the textbooks, it was found that capital letters are used to emphasize the importance of certain words or draw the reader's attention to significant points that will occur in the reading passages. In addition, the appearance of titles in capital letters is considered to enhance observation and reading comprehension as well.

3) The use of "Noun with Pronoun" for description

It was found that both nouns and pronouns are frequently used in the reading passages for emphasis and to engage the reader. The first-person pronoun is used to tell a story or involve the reader more directly, and the second-person pronoun is deployed, again to draw the reader more closely into the text. For example, the second-person pronoun is used to ask questions of the reader as narratives and/or descriptions proceed. This contrasts with most academic and general texts, in which nouns preponderate, and pronouns are more likely to be third-person. In the reading passages being studied, the frequent use of first- and second-person pronouns makes the texts more personal. Whether the texts relate to people, the environment,

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science, animals or sport, there is usually an individual who plays an important role, and whom the reader seems intended to identify with, to a greater or lesser extent.

4) Language Analysis using "Voyant Tools"

The online text analysis program, "Voyant Tools", was employed to investigate various features of the textbooks' use of language. In the three textbooks (Book 1 - 3), a total of 23,380 words and 3,612 unique word forms were analyzed using "Voyant Tools". Document length, vocabulary density and the average number of words per sentence were analyzed, as follows.

4.1) Word and sentence length

It was found that book 3 contains the highest number of long words, the total being 9,794. The same volume also has the highest average number of words per sentence, with 13.6. This suggests the likely suitability of book 3 for Mathayom 6 students. Being in the highest year of secondary education, they may benefit most from exposure to longer words and sentences, and from practicing reading and writing with more extended vocabulary and sentence structures.

4.2) Word use frequency

As can be seen in chart 1, "people" is by far the most frequently used word in the textbook series, followed in order by "world", "said", "years" and "animals".

The outstanding frequency of the word "people" can perhaps be connected to the use of first- and second-person pronouns described earlier. Both are notable features of the reading passages, and seem intended to encourage among students a sense of personal involvement with the stories and issues. This in turn supports the stated aim of motivating readers to feel they can fully participate in today's global community. In connection with the latter, the appearance of the word "world" with the second highest frequency is also significant.

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Meanwhile, the presence of "animals" in the chart alongside "people" and "world" is consistent with the thematic concern for the natural world.

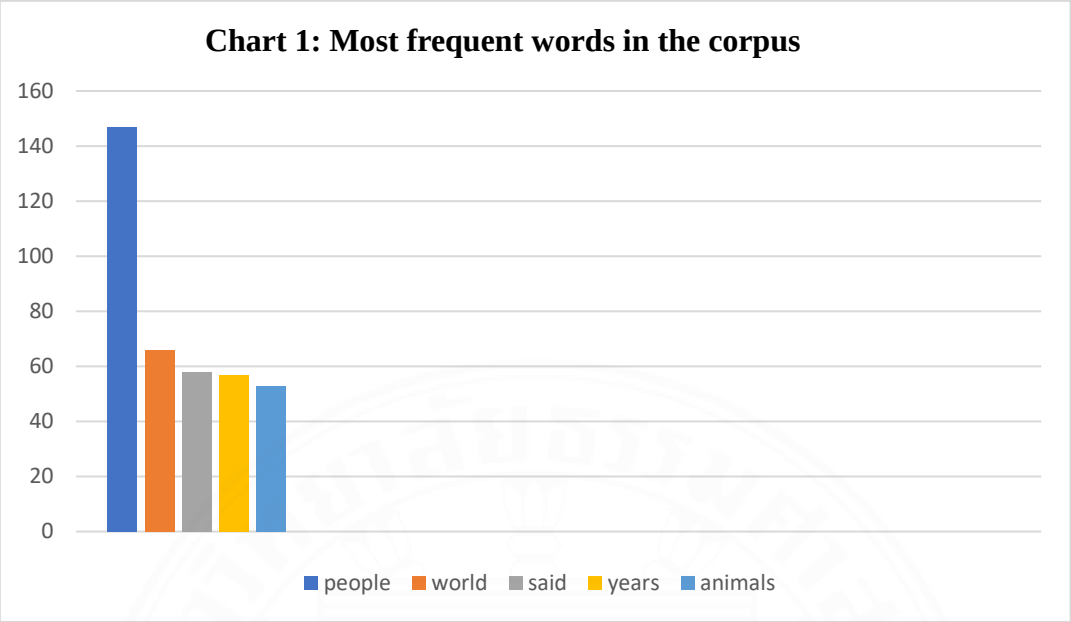


Chart 1 shows the words most frequently used in the passages

4.3) Word use analysis

In the analysis of word use, Figure 10 shows that "people" is again predominant in all three books. This supports the inference that the authors choose to focus narratives on individuals, their roles and actions; in sentences that are not primarily about a person or people, the word "people" may still appear and form part of the message. As for other words highlighted in the analysis, "said" relates directly to people, and "world" indicates the authors' objective of providing practice in reading and writing on map-based themes of adventure around the world.

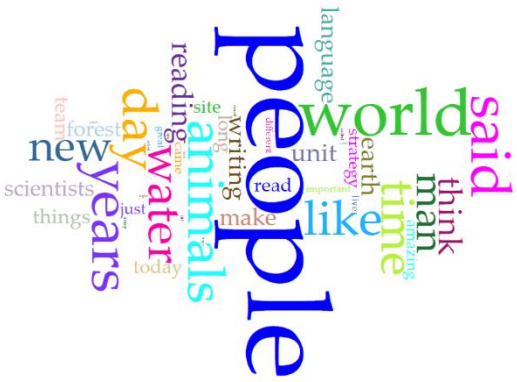


Figure 10: Analysis of word use in the books using the corpus "Voyant Tools"

4.4) Links analysis

Figure 11 shows that the word “people” is the most used noun, in association with certain other nouns and with verbs such as “believe”, “lived”, “think”, and “wanted”. These combinations once again suggest “people” in a leading role, and human beings’ actions and ideas having principal weight in the texts. It can also be noted that, besides the key and frequently emphasized word “people”, “man” is included in relation to the verbs. Coupled with the use of the verb “lived”, the idea of human ways of life again comes into focus, just as human beliefs and needs are expressed through the use of the verbs “believe” and “think”. “Wanted” may further encourage readers to think in terms of the effects they can have on the events and environment that surround them.



Figure 11: Link analysis of word uses in the texts using the corpus “Voyant Tools”.

From the analysis of language use by “Voyant Tools”, it can be concluded that there are clearly different numbers of words used in each level. When analyzing word usage and word links, it was found that the word most emphasized in the three books is “people”, and it is linked to several specific verbs. Overall, through its narratives and descriptions, this textbook series conveys the importance of the role that human beings play in the world.

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4.2.2 The content's relevance to the Basic Education Core Curriculum

This section addresses the second research question and the second purpose of the study.

Research question 2: How are the textbooks relevant to the BECC?

This research question investigates how consistent the content of the textbooks is with Thailand's Basic Education Core Curriculum, and which if any features of the content are irrelevant to the BECC or fail to meet the curriculum indicators.

Purpose of the study 2: To analyze the association between the textbook content features and the Basic Education Core Curriculum.

This objective relates to the second research question. It focuses on a congruence analysis of the textbook content, particularly the various types of reading and related exercises. It also asks whether the content can be seen to respond to the indicators set out in the Basic Education Core Curriculum.

With the above aims in mind, the study analyzed the content of reading passages and writing exercises in each chapter, then matched them with course metrics; this was done in order to identify readings or exercises that reflect the curriculum indicators. The topic name is specified under "Content" below; if no readings or exercises correspond to the metrics defined in the course, this is indicated as "None".

The analysis results are presented by Strand and Standard as follows.

Strand 1 Language for communication

The results of the analysis revealed that content from these three books is consistent with nine indicators from strand 1 which are related to the use of language for communication, specifically reading and writing skills. This is because all three textbooks are designed for use in additional courses that teach reading and writing skills.

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The table shows that the content of the three textbooks does not correspond to the following indicators:

Indicator F1.1 Grade 10-12/1 *Observe the instructions in manuals for various types of work, hear and read clarifications and descriptions.*

This indicator focuses on reading and listening in a variety of media. The textbooks are primarily designed for the practice of reading and writing skills, and do not include listening. Teachers have the option to use materials provided by the publishers for additional listening practice. However, the content areas of the books are built around the reading passages (mostly in the documentary and narrative genres). In other words, there is no practice in reading manuals or manual-type texts in pursuit of task completion. As a result, the content of the three books fails to meet the indicator.

Indicator F1.1 G.10-12/2 *Accurately read aloud paragraphs, news, advertisements, poems, and skits by observing the principals of reading.*

This indicator focuses on reading aloud from certain media, including poems. Although some units in the books mention the reading of poetry, they do not meet the requirement for students to practice reading from several specific media. Moreover, the activities in the textbook provide no guidance for students to read aloud. That said, teachers may opt to introduce reading aloud by means of supplementary activities.

Indicator F1.2 G.10-12/2 *Choose and use requests, instructions, clarifications, and explanations fluently.*

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Requiring the selection and use of language to request or explain, this indicator is inconsistent with the books' primary focus on reading and writing skills. In the classroom, some of the books' activities can involve students answering questions or expressing their opinions, but not to a sufficient extent to meet the indicator.

When considering the remaining indicators alongside the content of the three books, it was found that the series corresponded to some indicators in part but not completely, since the indicators require comprehensive practice of the skills, as follows.

Indicator FL1.1 Grade 10-12/ 3 *Explain and write sentences and paragraphs related to various forms of non-text information, as well as specify and write various forms of non-text information related to the sentences and the paragraphs heard or read.*

Indicator FL1.1 Grade 10-12/ 4 *Identify the main idea, analyze the essence, interpret and express the opinions from listening to and reading feature articles and entertainment articles, as well as provide the justifications and the examples for illustrations.*

Indicator FL1.2 Grade 10-12/ 1 *Converse and write to exchange information about themselves and various matters around them, experiences, situations, news/ incidents and issues of interest to the society, and communicate the information continuously and appropriately.*

The series provides exercises or activities at least partly corresponding to the three indicators above, insofar as they require the development of writing skills. However, the books do not cover all the skills, and teachers would need to provide supplementary listening practice (see table 10).

Indicator FL1.2 Grade 10-12/ 3 *Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.*

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Indicator FL1.2 Grade 10-12/ 4 *Speak and write appropriately to ask for and give information, describe, explain, compare and express opinions about matters/ issues/ news and situations heard and read.*

Indicator FL1.2 Grade 10-12/ 5 *Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents with proper reasons.*

Indicator FL 1.3 Grade 10-12/ 1 *Speak and write to present data themselves/ experiences, news/ incidents, matters and various issues of interest to society.*

Indicator FL 1.3 Grade 10-12/ 2 *Speak and write to summarize the main idea/ theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.*

Indicator FL 1.3 Grade 10-12/ 3 *Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustrations.*

Regarding the indicators above, the textbooks fail to provide content that fully corresponds to the descriptions. While writing skills practice is included (as for example shown in Table 10), teachers would again need to generate supplementary speaking activities in order adequately to cover the indicators set forth in the curriculum.

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Indicators	Book	Content	Remarks
F1.1 G.10-12/1	-	None	-
F1.1 G.10-12/2	-	None	-
F1.1 G.10-12/3	1	Writing Practice: An information display at a zoo	-
F1.1 G.10-12/4	1-3	Reading comprehension in each chapter: What is the reading mainly about?	No listening activity
F1.2 G.10-12/1	1	Writing Practice: A TV Evening News Report; Writing a Blog	-
F1.2 G.10-12/2	-	None	-
F1.2 G.10-12/3	2	Writing Practice: Writing a travel guide; A Radio Warning Message	No speaking activity
F1.2 G.10-12/4	1	Writing Practice: A TV Evening News Report; Writing a Blog	No speaking activity
F1.2 G.10-12/5	1 - 2	Writing an email about an environmental problem to the Prime Minister; Writing a speech	No speaking activity
F1.3 G.10-12/1	1, 3	Writing: A TV Evening News Report; Writing a Bibliography	No speaking activity
F1.3 G.10-12/2	1	Writing: A TV Evening News Report	No speaking activity
F1.3 G.10-12/3	2	Writing: An Extraordinary Find	No speaking activity

Table 10: the content relevant to strand 1

Strand 2 Language and Culture

The results of the analysis showed that the textbooks' content relates to only one of the indicators in strand 2. This strand juxtaposes the cultures of native speakers with Thai culture, in the context of practicing and developing English language skills. Although the textbooks refer to various cultures, Thailand and its culture are absent.

The table shows how the content of the series fails to correspond with the following indicators:

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Indicator F2.1 Grade 10-12/1 *Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and cultures of the native speakers.*

Indicator F2.1 Grade 10-12/3 *Participate in, give advice and organize language and cultural activities appropriately*

Indicator F2.2 Grade 10-12/1 *Explain/ compare the differences between the structures of sentences, paragraphs, idioms, sayings, proverbs, and poems in foreign languages and Thai language.*

Indicator F2.2 Grade 10-12/2 *Analyze/ discuss the similarities and the differences between the lifestyles, beliefs and culture of the native speakers and those of Thais and apply them appropriately.*

Indicators	Book	Example	Remarks
F2.1 G.10-12/1	-	None	
F2.1 G.10-12/2	2	Reading: A Folktale Reading: A Korean Festival, The Bull Run	
F2.1 G.10-12/3	-	None	No participatory activities
F2.2 G.10-12/1	-	None	No explanation for the difference between foreign languages and Thai
F2.2 G.10-12/2	-	None	The textbooks present the culture of foreign countries only

Table 11: the content relevant to strand 2

Meeting the indicators in this strand requires in-depth cultural understanding of a kind that is rare in the three books. For example, the indicator that cites choice of words and appropriate tone of voice cannot be met, given the textbooks' focus on reading and writing. The indicators also emphasize participatory activities that could only be achieved if organized

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for readers of the series by their teachers. Moreover, elements of the indicators require comparing similarities and differences between the cultures of native speakers and those of Thais. As has already been shown, although many culture-related topics are covered in the series, there is no content relating to Thai culture. Consequently, a sizeable gap exists between the content of the series and numerous of the curriculum indicators related to Thai culture.

Strand 3: Language and Relationship with Other Learning Areas

There is only one indicator in Strand 3:

Indicator F3.1 Grade 10-12/1 *Research/ search for, make records, summarise opinions about the information related to other learning areas and present them through speaking and writing*

The results of the analysis revealed that the series' content relates to strand 3 in that the reading passages cover places and cultures all around the world; these can legitimately be considered "other learning areas".

Indicators	Book	Example	Remarks
F3.1 G.10-12/1	2	Writing an article for the museum website	

Table 12: the content relevant to strand 3

Strand 4: Language and Relationship with Community and the World

According to the results of the analysis, the content meets two indicators of this strand as the series clearly seeks to motivate students to think about community and the world. The table shows that the content of the books does not correspond to the indicator immediately below.

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Indicator F4.1 Grade 10-12/1 *Use the language for communication in real situations/ simulated situations in the classroom, school, community and society.*

This indicator requires the use of language to communicate in real situations, which is hardly compatible with the books' concentration on reading and writing skills. In other words, the series gives strictly limited practice in the communication skills specified by the indicator. Besides, the series makes no use of simulations, which are more likely to occur in the teaching of listening and speaking skills.

Indicators	Book	Example	Remarks
F4.1 G.10-12/1	-	None	Textbooks focus on reading and writing
F4.2 G.10-12/1	2	Book 2: Writing an article for the museum website	
F4.2 G.10-12/2		Writing News Report; writing a short story; writing an information display	

Table 13: the content relevant to strand 4

4.3 Discussion

By analyzing the composition of the series, by carrying out language use analysis through themes and through the use of "Voyant Tools", and by assessing the relevance of the content to the core curriculum, several salient points can be identified. The strengths of these three textbooks will be discussed below, followed by the weaknesses.

Firstly, each of the National Geographic publications has its own unique strengths. The covers are designed with vivid natural colors to suggest the images in a documentary, or the covers of National Geographic magazine. Inside, the content is introduced as a collection of adventure stories around the world, with the enticing slogan *"Get Ready for an Adventure!"*. Taken together, the words and images on these early pages provide valuable background and encourage a sense of the publications' uniqueness.

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Secondly, the passages are varied, appealing, and cover a set of diverse main themes. Initially, these appear consistent with the global theme of the introductory pages, though closer analysis reveals certain imbalances. The most prominent theme is Culture. This is explored mainly through Folk tales from various localities, which provide copious and enjoyable reading material. The theme given second most attention is Places; these texts transport the reader to many of the world's most historic and impressive natural landmarks, enhancing the sense that the student is travelling as he or she reads. Under the heading of the third-placed theme, "People", the experiences and achievements of both famous and "ordinary" individuals are conjured up. Analysis for the study of these and the other themes has clarified the messages most likely to be communicated to the reader.

Thirdly, the language use analysis with "Voyant Tools" revealed that "people" is the most frequently used term, which suggests an emphasis in the three books on the individual's actions and the impact of them. Furthermore, analysis also showed strong links between the word "people" and use of verbs that reflect lifestyle, beliefs and needs. This and similar information will assist the teacher in two ways: first, in assessing the content of the lesson and its messages; secondly, in planning for the classroom and adding to or reducing content in pursuit of educational aims.

As for the weaknesses of the three books and the drawbacks of using them, the analysis can again be helpful in identifying limitations. In particular, the following should be borne in mind by the teacher both in lesson preparation and in managing the classroom experience.

The most obvious weakness is the focus on the theme of Culture, and its development primarily in reading passages, leading to an over-emphasis on the sub-themes of Language and Literature. What's more, despite the commendable fact that material is drawn from many different parts of the world, the idea of Culture that emerges is bound to be distant from many of the series' readers. This certainly applies to Thai students, who are given very limited

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opportunities to explore and express their own culture in English, still less to articulate what "Thainess" means.

The most obvious explanation for this problem is the simple fact that the series is produced abroad and imported. Another inescapable fact is that it has been created by native-speakers but is intended for non-native learners of English, wherever they are in the world. Although Thai teachers of English are accustomed to using foreign-produced textbooks, the latter cannot help but be incomplete for Thai purposes and inconsistent with the context of education in Thailand. This is a clear limitation of textbooks that are not produced by Thai publishers.

Furthermore, such publications are likely to be irrelevant to the core curriculum, to a greater or lesser degree. As the study demonstrated, the series' content cannot match all of the curriculum's indicators. One reason is that the textbooks focus on developing specific skills, namely reading and writing in English, while the core curriculum requires skills to be developed in all areas.

This disadvantage of the series can be limited in practice if a supplementary course is provided which allows students to practice the additional skills. After all, these three books are consistent with the indicators related to reading and writing in their entirety. However, their origins outside Thailand mean that the books cannot cover all the indicators, for reasons related to the idea of Culture as dissected above. Moreover, the core curriculum requires students to learn about, and then be equipped to compare, both their own culture and the cultures of native speakers. The series cannot help learners to reach these indicators, nor those that emphasize active participation and expression, as well as speech in particular.

Teachers therefore have a very important duty to develop lessons and to select highlights from the books carefully, so as to maximize their value to students. Appropriate recommendations will be discussed in the next chapter.

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CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the conclusion of the study is discussed in relation to the two research questions and the two purposes of the study. The limitations of the research are also discussed to provide assistance to future researchers; finally, recommendations are made.

5.2 Conclusion of the study

5.2.1 Review of approach and method

Research Question 1: What are the essential features of the English textbooks?

To answer the research questions and achieve the research objectives, textual analysis was used on the content of the reading material and other activities facilitated by the books. The results are presented in table form.

From this analysis, examination of the general composition of the book, and analysis of the use of words, it was found that the series had stimulating content and distinctive vocabulary. Salient features are as follows:

1) The authors of the books clearly state their goals. This can help teachers and students understand the purpose of the series, and so use it most effectively.

2) Furthermore, the composition of the book matches the authors' statement of goals. A key idea is to involve students fully in the lessons, developing the theme of adventure. Starting with a world map, and "trailers" of fascinating stories, the books suggest the experience of watching – or even participating in - a documentary with high production values.

3) The units are built round information on various topics, in a "user-friendly" style. The table of contents makes it easy for teachers to select the material that will be most valuable, and which skills can be taught in each chapter.

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Using text-based analysis and presenting it in a categorical format, key information emerged that can be summarized as follows.

1) Students may broaden their knowledge through the various themes, while the books simultaneously help them hone their reading and writing skills. However, it was found that the clarity of focus on the themes and sub-themes was variable.

2) The use of language throughout the textbooks is clearly consistent with the intended purpose, as in the posing of leading questions before the chapters begin. Furthermore, the use of emphasizing words may stimulate interest in the messages of the texts that follow.

3) The “latent” and frequent use of words such as “people”, “world” and “animal” reinforces the sense of student activity, not only in learning, but more broadly in caring for the planet.

Research Question 2: How are the textbooks relevant to the BECC?

The analyses found that the content of the textbooks is not consistent with all the core curriculum indicators, as follows:

1) It is inevitable that, concentrating on reading and writing, the textbooks do not cover all of the required skills.

2) Thai culture is not included, and the range of cultures of foreigners who are native speakers is only touched on indirectly. It follows that Thai culture does not appear in comparison with other cultures of native speakers.

3) The use of the foreign language, English, in relation to other subjects is satisfactorily achieved.

4) The use of English in relation to community and the world is a feature of the series, insofar as it encourages students to adopt the role of global citizens.

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5.2.2 Key findings

In summary, students practice English reading and writing skills in stimulating contexts where cultural themes are most frequent and are informatively presented. The other principal themes are Places and People; these and the theme of Culture are developed both singly and in relation to each other, with a strong emphasis on people's own stories, adventure and the world.

While themes relating to animals, nature and the environment are also covered, however, they are not treated as fully as the design of the textbooks may lead readers to expect. What's more, the culture-related material fails signally to match the indicators of the Basic Education Core Curriculum in that Thai culture is wholly absent, and the required comparisons between cultures are not drawn.

Before Thai teachers use books from the series in the classroom, therefore, it is their duty to identify inconsistencies with the core curriculum and to design activities and/or additional materials to remedy the issues. Only if this happens can use of the series contribute effectively to fulfilment of the curriculum's objectives.

5.3 Limitations of the study

The study's limitations mean that its findings may not be applicable to other ELT textbooks in general, for the following reasons.

5.3.1) The study is based on the single case of a high school in Bangkok, and the researcher's use of the textbooks in class there.

5.3.2) The books studied focus on the specific skills of English reading and writing, while the curriculum's indicators refer to the use of the language with all skills.

5.3.3) Analyses were carried out primarily on the text and content of three particular books. Other elements are for the most part not included.

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5.4 Recommendations

The results of the research suggest further studies could usefully provide more complete information, along the following lines.

5.4.1) A more comprehensive analysis could be achieved by adding data from users. For example, teachers and students who use the textbooks could be asked in interview for their opinions; the consistency of their understanding of the authors' goals might also be assessed.

5.4.2) It is recommended that experiments with the research are carried out in the classroom context. New teaching schemes devised on the basis of the study results could be usefully tested out. The test results could then be assessed and/or questionnaires collected to see if the teaching is consistent with the series' objectives, and if, at the same time, it matches the core curriculum's indicators.

5.4.3) More elements need to be subjected to critical analysis, such as meaning through additional characters, the connotations of illustrations, the use of visual imagery, and the possible effects on the behavior of learners of vocabulary in the exercises .

5.4.4) It would be useful to apply the kinds of analysis used in this study to different types of series, such as General English textbooks and/or those not focused on specific skills.

5.4.5) The analyses from this study could be used to develop a guide to book selection, with easy-to-use criteria.

5.4.6) A study of tools for textbook evaluation is needed, with a view to creating a checklist, informed by the results of this study and the further research recommended.

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APPENDICES

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Appendix A

The Basic Education Core Curriculum Thailand A.D.2008

(Strands and Indicators)

Strand 1: Language for Communication

Standard FL1.1: Understanding and ability in interpreting what has been heard and read from various types of media, and ability to express opinions with reasons

Interval indicators (Grade 10 -12):

1. Observe the instructions in manuals for various types of work, clarifications and descriptions heard and read.
2. Accurately read aloud paragraphs, news, advertisements, poems and skits by observing the principals of reading.
3. Explain and write sentences and paragraphs related to various forms of non-text information, as well as specify and write various forms of non-text information related to the sentences and the paragraphs heard or read.
4. Identify the main idea, analyze the essence interpret and express the opinions from listening to and reading feature articles and entertainment articles, as well as provide the justifications and the examples for illustrations.

Standard FL 1.2: Possessing language communication skills for effective exchange of information; efficient expression of feelings and opinions

Interval indicators (Grade 10-12):

1. Converse and write to exchange information about themselves and various matters around them, experiences, situations, news/ incidents and issues of interest to the society, and communicate the information continuously and appropriately.
2. Choose and use requests, instructions, clarifications and explanations fluently.

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3. Speak and write to express needs and offer, accept and refuse to give help in simulated or real situations.
4. Speak and write appropriately to ask for and give information, describe, explain, compare and express opinions about matters/ issues/ news and situations heard and read.
5. Speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/ incidents with proper reasons.

Standard FL 1.3: Ability to speak and write about information, concepts and views on various matters

Interval indicators (Grade 10-12):

1. Speak and write to present data themselves/ experiences, news/ incidents, matters and various issues of interest to society.
2. Speak and write to summarize the main idea/ theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests.
3. Speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustrations.

Strand 2: Language and Culture

Standard FL 2.1: Appreciating the relationship between language and culture of native speakers and ability in using language appropriately

Interval indicators (Grade 10-12):

1. Choose the language, tone of voice, gestures and manners appropriate to various persons, occasions and places by observing social manners and culture of the native speakers.
2. Explain/ discuss the lifestyles, thoughts, beliefs and origins of customs and traditions of the native speakers.
3. Participate in, give advice and organize language and cultural activities appropriately.

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Standard FL 2.2: Appreciating the similarities and the differences between language and culture of the native speakers and Thai speakers, and ability in using accurate and appropriate language

Interval indicators (Grade 10-12):

1. Explain/ compare the differences between the structures of sentences, paragraphs, idioms, sayings, proverbs and poems in foreign languages and Thai language.
2. Analyse/ discuss the similarities and the differences between the lifestyles, beliefs and culture of the native speakers and those of Thais, and apply them appropriately.

Strand 3: Language and Relationship with Other Learning Areas

Standard FL 3.1: Using foreign languages to link knowledge with other learning areas, as foundation for further development, seeking knowledge and broadening one's world view.

Interval indicators (grade 10-12):

1. Research/ search for, make records, summarise opinions about the information related to other learning areas and present them through speaking and writing

Strand 4: Language and Relationship with Community and the World

Standard FL 4.1: Ability to use foreign languages in various situations: in school, community and society

Interval indicators (grade 10-12):

1. Use language for communication in real situations/ simulated situations in the classroom, school, community and society.

Standard FL 4.2: Using foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

1. Use foreign language in conducting the research, collecting, analysing and summarizing knowledge/ various information from the media and different learning sources for further education and livelihood.

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2. Disseminate/ convey to the public the information and the news about the school, the community and the local area/ the nation in foreign languages.

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Appendix B

The Textbook Analysis of the three textbooks:

‘Reading Adventures with writing 1-3’

Story/ Passages	Theme/ Topic	Category	Lexical Items	Note
1 Mountain of Fire	Volcanoes	Earth Sciences	N.+ Pronoun People, they, the volcano, the scientists Adj. Adv. safe, Hot, terrible, happy	Images: Mount Merapi erupts, Ash on plants, volcanologists
2 Journey to the Center of the Earth			N.+ Pronoun I, deep, beautiful, terrible	Using 1st person to tell the story: I……. Images telling the story
3 My Family	Families	Family	N.+ Pronoun My, he, I, brother, friends, amazing, beautiful	- A man tells a story - Images of a storyteller are shown with the reading texts.
4 Animal Families			N.+ Pronoun You, bears, grizzlies, they	A story of a bear telling by an author
5 Kilimanjaro National Park	Kilimanjaro	Geography		Facts about Kilimanjaro National Park
6 The Long, Hard Road	Amazing Facts	Facts, History	Warm up: Sentence Completion Question: Can you…..?	Images of porters in China

Ref. code: 25645706040127OAN

Story/ Passages	Theme/ Topic	Category	Lexical Items	Note
			N. + Pronoun Man, woman, people, Chinese	
7 Building the Pyramids			Leading question N + Pronoun People, pyramids, they, workers	Images of Pyramids
8 A New Building	Big Ideas	Innovation	Leading question about the building N + Pronoun Everyone, They, Fisher, He	Images of the buildings
9 Big Ideas, Small Sizes			Leading question about the invention N. + Pronoun You, people, they rural places	Image of innovation Image of people in rural area
10 The Great Wall of China	The Great Wall of China	History		Fact and history about the Great Wall of China
11 Winning the Lottery	Striking It Rich	Experience	Leading question: Have you ever….? N. + Pronoun	

Ref. code: 25645706040127OAN

Story/ Passages	Theme/ Topic	Category	Lexical Items	Note
			Money, people, Ryan, she, students, children	
12 Fantastic Finds			Leading question: Do you…..? <u>Adj.</u> Special, worth, unsual	
17 Light Pollution	The Night Sky	Science, Astronomy	Leading question for giving opinion about light pollution. <u>N.+Pronoun</u> You, people, we, us, the light <u>Verb</u> Fill, affect, focus	
18 Our Solar System			Leading question to talk about solar system. <u>Noun</u> Mars, Earth, Planet. Saturn	Images of planet
19 The Modern Olympics	The Olympics	Sports	Leading question about the Olympic <u>Pronoun</u> You, He, mom, my	Images of people in Olympic
20 Hiding from Danger	Predators and Prey	Environmental Issue	*<u>Guideline Question</u>* Using Question with image of Toad for discussion about	

Ref. code: 25645706040127OAN

Story/ Passages	Theme/ Topic	Category	Lexical Items	Note
			animal camouflage <u>*N.+ Pronoun*</u> twig, tree, vine, plant, leaf, forest floor, it, things, animals, thorn, thorn bug <u>*Capital Letters*</u> Animal Camouflage <u>Adj. Adv.</u> Nearby, sometimes, harder, together, always	Using N.+ Pron. For describing animal camouflage - Highlight the subtopics - Describing nouns/ verbs in detail <u>Images</u> 2-3 images of animal camouflage (bugs)
21 Spider Webs			<u>*Quiz*</u> Using quiz: How much do you know about spiders and using T/F exercise <u>*N.+ Pronoun*</u>	

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Story/ Passages	Theme/ Topic	Category	Lexical Items	Note
			Spiders, they, these, a spider silk, spider webs <u>*Capital Letters*</u> <u>Adj. Adv.</u> Tiny, different, strong, flexible	Using N.+ Pron. For describing spiders They = others Red Capital letters - Highlight the subtopics - Describing nouns/ verbs in details - describing 'spiders' <u>Images</u> 2-3 images of spider and spider web
22 Remaking Humans	Bionics	Science and Technology	Capital letter: A NEW START Discussion question What do you know about artificial body parts? N.+ Pronoun	- Using image of Amanda Kitts, who lost her arm and have a new artificial arm

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Story/ Passages	Theme/ Topic	Category	Lexical Items	Note
			Amanda Kitts, Kitts, I, She, a research Adj. Adv. New, artificial	<u>Images</u> 2 images of research engineer and artificial arm
23 Survival			Discussion with image: Robot Capital letter: THEM AND US ROBOTIC HELP SPENDING TIME TOGETHER N.+ Pronoun Robots, engineer, they, Hiroshi Ishiguro, generation, machines, difference, human, robot	Images of robots from USA

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Story/ Passages	Theme/ Topic	Category	Lexical Items	Note
24 A Maori Folktale		Cultural Issue, Folklore		
25 Earth's Beginning	Clues about the Past	Environmental Issue, Earth Science	Discussion with image: natural geyser Question: What do you know about….? N.+ Pronoun Scientist, the Earth, magma, volcano, atmosphere, air, you, they Adj, adv. Generally, new, very, small, slowly, taller, bigger	Images of the first land plants
26 Deep Sea Vents		Environmental Issue, Sea Oceans and animals	Quiz discussion T/F Place, sea, scientist, sea vent Discovery, deep sea vent, reason, Earth, surprise	Using image of deep blue sea Using Image of sea stars

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Story/ Passages	Theme/ Topic	Category	Lexical Items	Note
			Dark, new, actually, absolutely	
27 When Danger is Near	Survival	Social Issue	Discussion with image Leading question in a passage: What would you do if you got lost on a mountain? You, skills, people, they, he, it, everything, situation, attitude, adventures Dangerous, deadly, survival, horrible,	Using image of park Using image of people: Jerry Long, Yossi Ghinsberg
28 Survival at Sea			Discussion from image, talking about 'left for dead' Storm, crew, Nick, Gerry, I, it, Alone, confused, too, biggest, huge,	Using image of Nick Ward Use the interview of Nick Ward

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Story/ Passages	Theme/ Topic	Category	Lexical Items	Note
			strong, nasty, alert	
29 A Haida Folktale		Cultural Issue, Folklore		
30 Saturn	Outer Space	Science, Astronomy	Discussion and Question with T/F: What do you know about Saturn? The title: THE JEWEL OF THE SOLAR SYSTEM Saturn, you, it, people, scientists, Earth, Cassini, spacecraft, evidence More, unique, attractive, large, major, thin, valuable	Using image: Saturn
31 To the Moon		Social Issue	Question before reading using T/F activity	Using image of the American astronaut standing on the moon

Ref. code: 25645706040127OAN

Story/ Passages	Theme/ Topic	Category	Lexical Items	Note
			Topic: We choose to go to the moon Using passage from the adapted speech of President John F. Kennedy Leading question from the passage: Why, some say, the moon? Why choose this as our goal? We (many times) Challenge, rocket, moon, metal, experience, equipment, mission, earth, atmosphere, temperature, sun, explorer, space, moon, planet Easy, hard, willing, unwilling, bold, new, peace, dangerous, greatest	Using image of the president Kenedy Using image of the girl reading news about the man who walk on the moon

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Story/ Passages	Theme/ Topic	Category	Lexical Items	Note
32 Writing around the world	The Power of Writing	Languages	Discussion with picture of world map Using the big alphabet of 'WRITING' Invention, wheel, impact, point, writing, Sumerians, record, numbers, objects, ideas, pictographic, characters, pictures, writing, ancient, number, cultures, characters, object, alphabet, Longer, greater, many, developed, less, picture-like, faster, modern, powerful, artistic, creative	
33 Why Do People Read?			Using question for discussion Using passage adapted from the essay 'The Companionship of Books'	Using image of the American librarian

Ref. code: 25645706040127OAN

Story/ Passages	Theme/ Topic	Category	Lexical Items	Note
			You, I, others, them, book, foreign language, someone, he, them, these, people, necessary, questions, object, paper, ink, inspiration	
34 An Irish Folktale		Cultural Issue, Folklore		
35 The Wonderland of Lewis Carroll	Lewis Carroll	Language and Literature	Discussion question People, Charles, college, students, he, him, daughter, colleague, story, girl, Alice, sister, river, girls, day, stories, Dodgson Shy, good, social, extremely, boring, funny, imaginative, bloom, tired, important	

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Appendix C

Reading Text

Reading Adventures with Writing Book 1

Mount Merapi Erupts

For the people near Mount Merapi – a volcano in Indonesia – Monday. October 25, 2010 started like every other day. People got up. They went to school and work. Like many other days, smoke and ash came out of the volcano. Before this, scientists told the people near the mountain to leave their homes. However, they didn't want to leave. That morning, the volcano was worse. The scientists again told people to leave their homes. This time the people went to a safe place.

Monday Afternoon

That afternoon, Mount Merapi erupted three times. Hot lava and rocks went down the mountain. A lot of ash went into the air. Because of the ash, people could not see the mountain.

After the Eruption

After the eruption, people went back to their homes. There was ash in their rooms. There were no tree or other plants. It was terrible. The people were very happy they left their homes before the eruption.

Into the Volcano

We stood at the top of Mount Sneffels in Iceland. This was the volcano Arne went into. Now it was our turn to go inside!

From the top, I looked out and I could see the whole island. It was beautiful. Then I looked down, deep into the volcano. Did Arne really go in there? There was no time to think about that. It was time to go!

Down, down, down we climbed. The climb was very hard, but in the afternoon, we were at the bottom. I sat down to rest. I imagined the volcano suddenly erupting, with rocks, ash, and lava coming out. "This is a terrible idea!" I thought, but the professor didn't seem to feel this way. He was very happy, and he ran here and there, looking at everything. Suddenly, he called, "Axel, come here!" and pointed to the wall. On the wall, I could see the word *Arne*.

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To Africa with Dad

My first trip

My dad is a photographer, so he goes all over the world and takes pictures. For fifteen years, he went to Africa, most of the time by himself. But when I was about 7, my dad took me and my mom, Reba, to Rwanda. My dad took pictures, and I studied with Rwandan students. We became good friends, and when we weren't studying, we found amazing worms, birds, and other animals.

Back to Africa

I went back to Africa again when I was 22. My mother and my father took me and my brother, Eli, with them to Gabon. For six months, we camped in the grass near beautiful trees and palms. In the day, my father and I took pictures, and Eli studied on the beach with my mom. At night we slept in our camp, and the animals came near us.

My dad says Africa with his family was amazing. I think so, too.

A Sister's Love

Do you think bears know who their brothers and sisters are? Do you think they love them in the same way people do?

Every summer, bears eat a lot of salmon. The grizzlies stand in the water and use their front legs to feel the river bottom. When they feel a salmon, they catch it with their feet, and then grab it with their teeth.

One young grizzly was having trouble. A hunter killed his mother and also shot the cub in the leg, so he could not fish. He tried and tried, but he never caught any salmon.

Stacy Corbin, a fishing guide in Alaska, worried about the cub – until he saw the cub's sister catch six salmon and put them near her brother's feet. While other cubs hunted alone, the sister stayed and looked after her brother. "She fed him for weeks," says Corbin. Because of her, he lived. That really is love!

Kilimanjaro

Site: Kilimanjaro National Park

Location: Tanzania, Africa

Category: Natural

Status: World Heritage Site since 1987

At 5,895 meters high, Kilimanjaro is the tallest mountain in Africa. It is also one of the largest volcanoes in the world. Africa is really hot and dry, but the top Mt. Kilimanjaro has snow on it!

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The snow turns into water and flows down the mountain, so there's a lot of water. Many types of plants and animals – like elephants and giraffes – live near the mountain. Kilimanjaro National Park is a safe place for these animals to live, and a good place for a lot of different plants to grow.

Today, Kilimanjaro is a very popular place to visit. About 1,000 people climb the mountain every year. Climbing is hard work, but you don't have to be a good mountain climber to climb Kilimanjaro. You only have to be healthy.

Tanzania is usually very hot, bout the air the top of Kilimanjaro is very cold. It's so cold that there are large areas of ice, called glaciers. Scientists now tell us that Kilimanjaro's glaciers are getting smaller. The glaciers are now 82 percent smaller than they were in 1912. Today, there is less than 2 square kilometers of ice on the mountain. Soon, Kilimanjaro may have no more snow, and then no more water.

What does "Kilimanjaro" mean?

No one knows where the name Kilimanjaro came from. Some people believe it comes from old Swahili words that mean "white, shining hill."

A Tanzanian Folktale

The Rabbit and the well

Long ago, there was a small village in Tanzania. Many different animals lived there. There were elephants and lions. There were antelopes and rabbits. The giraffe was the king of all the animals.

One summer it was very hot. There was very little rain. Soon, the animals did not have enough water to drink.

The giraffe called a meeting of all the animals. "What can we do?" he asked them. They decided to dig a well. The rabbit, however, did not want to do any work.

The animals dug a well – and the rabbit sat nearby, laughing. Soon they had cool, clean water to drink. The giraffe said, "The rabbit did not help with this well. He cannot drink the water. Every day, one animal will guard the well".

The first day the elephant guarded the well. The rabbi walked up to him and gave him some honey. The elephant asked for more. The rabbit said, "OK, but first I have to tie your hands and legs. You will enjoy the honey more this way." The rabbit tied up the elephant and jumped into the well. He drank water, and swam and laughed. Then he ran away.

The giraffe was vey angry. The next day, he asked the antelope to guard the well. The rabbit came by and tricked him, too. He drank water and swam. He laughed at the antelope and then ran away.

Finally, it was the turtle's turn to guard the well. The turtle climbed into the water and waited for the rabbit. The rabbit came and did not see any guards. He jumped in the water – and the turtle grabbed him. He took him to the king. The rabbit was in trouble.

After that, all the animals enjoyed their water in peace.

Porters on the Tea Horse Road

Can you lift a person? Could you carry that person for 200 kilometers?

Before 1950, some Chinese did something like that. These men and women, called porters, carried tea on their backs. They walked for 20 days. During that time, they traveled about 200 kilometers.

Luo Yong Fu was one of the porters. Although he weighed only about 50 kilograms, he carried more than 60 kilograms of tea! The heavy tea wasn't the only hard part of the trip. The porters went up mountains. They crossed valleys. They didn't even stop when the snow was a meter deep. Luo Yong Fu carried tea from 1935 to 1949. He said, "It was a terrible job". But people today still remember their hard work. The horses they brought back helped many people in China.

The tea was heavy, so the porters had to rest often. As they walked, they sang a song.

Builders of the Pyramids

Every year, millions of people from around the world visit the Great Pyramid at Giza. It is as popular today as it was 4,000 years ago. During most of that time it was taller than any building on Earth.

How was it made?

The Great Pyramid, one of the Wonders of the World, has more than 2 million blocks. Many of them are huge. Some are as heavy as five school buses! Although they were heavy, workers put a block into the pyramid every three minutes.

The workers, Egyptian men and women, worked in teams. The teams had different jobs. Some dug up the stones. Others moved them. Another team cut the stones. The last group put the stones into the pyramid.

Even though there were so many different teams, the pyramid is perfect. No stone is in the wrong place, But how did the Egyptians move those huge stones to the top? No one knows for sure. Some things are still a mystery.

The Building that Moves

Everyone knows the buildings don't move. They can't change the way they look. However, architect David Fisher wants to change that.

Fisher has an amazing idea. He wants to make 80-story buildings that change shape. Each floor will move around slowly. The floors will move at different speeds. Because of this, the shape of the building is always changing. "These buildings will never look the same," says Fisher.+

His idea is an interesting one. However, Fisher doesn't stop there. He also wants the building to be "green". The building will make its own energy. In most buildings, only the top floor has a roof. In Fisher's building, each floor will have its own roof. The roofs each have solar panels. This means a lot more solar energy. Also, machines between each floor of the building will catch the wind. They will turn the wind into energy.

Making It Safe

Do you drink water every day? Is it clean? You probably answered yes to both questions. But 900 million people around the world don't have safe drinking water. Without clean water, they get sick more easily. That's why these two ideas are so great! They can make a big difference for a lot of people.

The LifeStraw

This straw cleans water when you drink through it. It is small and easy to carry. You can get clean water anywhere you go. It lasts over six months for most people. You don't have to worry about getting a new one often.

The Q Drum

This new container helps people carry clean water to their homes. In rural places, people often have to walk to get clean water. Then they have to carry it back to their homes. They repeat this every time they need water, but water is heavy! You don't have to lift the Q Drum. You can roll it home. No more carrying 50 kilograms of water!

The Great Wall of China

The Great Wall of China is famous for being the largest man-made structure in the world. It is known to the Chinese people as the Long Wall of Ten Thousand Li. One li is about half a kilometer. Many people think the Great Wall of China is just one long wall. But today's Great Wall is really a collection of different sections of wall built in different places.

At first, the wall was built of stone, wood, grass, and earth. In later years, the builders used bricks to make the old walls stronger and make new walls last longer. These pieces of wall were built part by part, by different rulers, over 2,000 years. China's first emperor, Qin Shi Huang, brought together many of the original wall pieces into one wall.

Today, many parts of the wall are gone. About 50 percent of the original ancient structure is not there anymore. But the parts still standing are some of China's most popular tourist sites.

Each year, about ten million tourists visit China's Great Wall, making it the world's largest outdoor museum.

Chinese Folktale

Meng Chiang-Nu and the Great Wall

Thousands of years ago, in China, there was an emperor, Shi Huang. He made people from all over China work on the Great Wall. The work was long and hard. Many workers died.

A beautiful woman, Meng Chiang-nu, lived with her husband in a small village. Her husband had to go north to work on the Great Wall. It was very, very cold in the north. He was gone for many months.

One day, Meng Chiang-nu went to find her husband. She walked for days and days. She walked across rivers and mountains. Finally, she reached the Great Wall. "Where is my husband?" she asked.

"Oh, he died long ago", a man said. "We buried him here, by the Wall." Meng Chiang-nu cried. She cried for days, and many people cried with her. Their tears made a river 300 meters long. They cried so hard that a part of the wall fell down.

When the emperor heard about the woman, he came to see what had happened. He saw her cry, and fell in love with her. "Will you marry me?" he asked. "I will marry you," Meng Chiang-nu said. "But first, you must build a tomb for my husband." The emperor agreed.

When the tomb was finished, Meng Chiang-nu wouldn't marry the emperor. She jumped into the river. "Catch her! Catch her!" the emperor shouted. But Meng Chiang-nu became a beautiful silver fish. She swam away, into the green-blue water.

A Real Winner

Does money make people happy? Some people think so, but read about Sheelah Ryan.

Ryan often bought lottery tickets but wasn't lucky. Then, one day, she got some amazing news. She won $55 million, and she was suddenly famous.

In that one day, her life changed. People knew she was rich, so over 750,000 people wrote letters to her. She couldn't get away from them. She finally moved to a new house so she could escape.

The story doesn't end there, though. Ryan didn't just hide from everyone. With the money, she started a group called the Ryan Foundation. The foundation helps students go to college. It also helps women and small children. When they can't pay their rent one month, the foundation helps them pay it.

The foundation is still helping people. Today, Ryan is famous for the good things she did with her money.

Old But Valuable

The next time you find something unusual, look again. Maybe it's worth more than you think!

Look closely at this menu. Why do you think it is special? This menu is from the famous ship, the Titanic. It's from the Titanic's final lunch before it sank. In 1971, the menu was on the back of a $45 painting. Fred Kelly bought the painting and menu. He didn't think about it very much. Then in 1998, the movie Titanic became very popular. Fred's wife thought maybe the menu was worth up to $5,000. They look it to an expert – and found out it was worth $65,000! She laughed.

Alex Bauer's mother paid just $1 for these Star Wars action figures. After Alex got them, he took them on a TV show. The show, Antiques Roadshow, tells people how much their items are worth. Alex found out his blue Snaggletooth is worth $100. It's one of the hardest Star Wars action figures to find. Together, Alex's figures are worth $250-$300! He doesn't plan to sell them, at least not right now.

Plants That Eat Insects

The next time you see an insect on a plant, watch closely. It may be that plant's lunch!

A fly lands on a Venus flytrap. It touches the flytrap's very small hairs twice. In less than a second, the flytrap closes. There is no time for the fly to escape. After the flytrap slowly eats the insect over the next 10 days. Then it opens again. It's ready to catch its next meal!

An insect wants something to drink. It lands on this beautiful Australian sundew. The "water" sticks to the insect, and it can't escape. Slowly, the plant covers the insect with a liquid. The bug slowly dies.

What's the nice smell? Insects like the smell, too, so they land on this pitcher plant. It's slippery, and the bugs fall in. The inside of the pitcher plant is slippery, so the insects cannot climb out. Slowly, the plant kills them.

Darwin's Diary

Can plants kill flies? In the summer, I found sundew plants with many insects on them. I decided to examine them more carefully. I examined 12 plants, and I found 31 dead insects, or parts of their bodies. Some leaves caught several insects. The sundew plant catches flies much more often than other insects. I want to do some experiments. I don't know what I'll find out.

Experiment 1

I put several items in the center of each leaf. The 'tentacles' always moves toward the items. The speed was not always the same. Why?

Experiment 2

I found a leaf with a fly on it. The fly could not escape. The fly was on one side of the leaf. The tentacles on that side closed around the fly and killed it. The tentacles from the other side of the leaf never moved!

Experiment 3

I put a dead fly in the center of a leaf. The next morning, the leaf was closed. It opened again five days later.

Central Amazon

Site: Central Amazon Conservation Complex

Location: South America

Category: Natural

Status: World Heritage Site since 200

The Amazon rain forest is the largest rain forest in the world. More than half of all the rain forests left on Earth are there. The area covers about two thirds of the South American continent. It covers parts of nine different countries, including Brazil, Colombia, and Peru. This big forest makes up to 20% of the world's oxygen for us to breathe.

The Amazon rain forest is a place of giant things. The jaguar – the biggest of the American big cats – and the largest otter live in the Amazon. The mighty Amazon River runs through the forest. It is the largest river on Earth. The water from the river helps millions of kinds of plants and animals to live and grow. Many of these animals and plants are endangered.

The Central Amazon Conservation Complex lies between two big rivers in South America – the Amazon River and the Rio Negro (Black River). It covers over 60,000 square kilometers (6 million hectares) of the Amazon rain forest. People cannot cut down trees of kill animals in the complex, so the plants and the animals that live there are safe.

Conservation: the protection of nature and animals

Complex: a place with many different parts

Beautiful flowers and plants like these orchids add bright colors to the rainforest. There are thousands of different orchid species in the Amazon.

Animals in Trouble

The giant otter

The giant otter lives in the forests near the Amazon River. Adult giant otters can grow up to 1.8 meters (6 feet) long. They swim very well, and catch all the fish they eat from the river. Giant otters live in big families with their parents, brothers, and sisters. Some people kill these otters for their fur. Also, a lot of the forest they live in is gone. So there are only a few thousand giant otters left in the Amazon.

Ref. code: 25645706040127OAN

The jaguar

Today, jaguars are only found in the rain forests of Central and South America. An adult jaguar can weigh more than 140 kilograms (300 pounds) and grow to more than two meters (eight feet) long from nose to tail. In most countries in the Amazon, the law says you cannot hunt jaguars. But some people still do, so the jaguars are still in trouble.

The poison dart frog

The poison dart frog is one of the most interesting, and most dangerous, species in the Amazon. The frog's skin has a dangerous poison that can hurt other animals when they try to eat it. While many other frog species use their brown or green skin to hide in the forest, the poison dart frog uses its bright colors to tell animals: "I'm dangerous! Don't eat me!" The poison dart frog is an animal in trouble because people are cutting down the trees it lives in.

A Brazilian Folktale

THE CURUPIRA

For many countries, the people of the Amazon Basin have told stories about the curupira. Some say the curupira is a boy. Others say it is a girl. However, everyone agrees that it is small, and it has wild red hair, and big pointed ears. A curupira has very special feet; its feet point backwards! Many people in Brazil believe the curupira looks after all the plants and animals in the forest. A hunter can kill enough to feed his family, but no more. That is the curupira's rule.

Once upon a time, there lived a hunter called Carlos. Carlos wanted to catch animals for his family to eat, but he was unlucky. He could not catch any animals. Finally, he decided to ask the curupira for help. Everyone knows the curupira likes gifts. Carlos left honey under a tree for the curupira. Suddenly, Carlos was very lucky. That day, he killed two birds. Carlos's family had lots to eat.

One day, a man said to Carlos, "How many animals can you kill for me? I will pay you lots of money." Carlos thought this was a good idea. He went into the forest, and hunted for several days. He killed many animals: birds, and pigs, and dear.

Suddenly, a chicken without feathers walked out of the forest.

"What are you doing?" it asked. Carlos heard a voice from the forest say:

"Estefan! Are my animals there? It was the curupira! "Yes, Curupira, they are all here!" the chicken replied.

"Then bring them here!" Curupira said. The chicken touched each dead animal and said, "Wake up! Curupira wants you!" The animals all got up and walked away, into the forest. Carlos was very scared. He wanted to hide. The curupira said to the chicken, "Let him escape." Carlos ran from the forest, and never made the curupira angry again.

The Amazon Basin is the part of South America around the Amazon River.

The Night Sky

A starry sky over Natural Bridges National Monument, Utah, USA. This area is the United States' first Dark Sky Park.

7A Pollution

Light Pollution from Chicago lights clouds in the night sky.

Electric lights fill the night sky of Los Angeles, USA, with light.

The End of Night

Look up at the sky at night. What can you see? Before electric lights, people could often see about 2,500 different stars. Now, light fills the skies over our cities. This is called light pollution. Because of it, people in cities can often only see about ten stars!

Most of the time, light helps us. We can see because of it. It gives plants energy. But light isn't always good. We need times of dark to rest. One hundred years ago, we had those times of dark. Now the night is like day. Some scientists are worried about how this light affects our health. These scientists are studying the effects of light pollution.

Other scientists are finding ways to stop light pollution and make our lives better. For example, many streetlights now have covers. The covers focus the light toward the ground. They stop the light from going up into the sky. They also save energy. The covers are a small change, but they can still have a positive effect.

Covered streetlights save the night sky in Florida, USA

Some astronomers now say the Solar system has 13 planets. These include very small planets, called dwarfs planets.

Earth's Neighbor

Mars is about half the size of Earth. In some ways, Mars is similar to our planet. However, there are also many differences.

As on Earth, there are mountains on Mars. However, they are much larger than Earth's mountains. One of them is the largest volcano in the Solar System. It is three times as high as Mount Everest. Unlike Mount Everest, its sides aren't steep. It's also flat on the top.

Mars also has rocky canyons, just like Earth. They are much larger than Earth's. One of the canyons is 4,000 km long and 200 km wide. It is amazing to see!

Sometimes asteroids hit planets. When this happens, they create craters. This happens to Earth, too. But asteroids hit Mars much more often than they hit Earth. Scientists think that an asteroid larger than Pluto hit Mars. When this happened, it threw dirt into the air. That dirt covered an area as big as the United States!

Writing Model

Ref. code: 25645706040127OAN

I live in Bangkok, the capital city of Thailand. Where I live there are many people working all through the day and night. There are always people shouting in the street, and sometimes they use music to attract people to their businesses. I think the biggest problem where I live is noise pollution.

Noise pollution can stop people sleeping. I find it difficult to concentrate on my homework when I get home from school. Sometimes people have to shout to each other instead of talking normally because there is so much noise outside. Every shop and restaurant also has a TV set switched on all the time, which makes the problem worse.

The people who are most affected by noise pollution in my street are probably old people – my grandparents are both hard of hearing. I also think it is probably bad for babies and, of course, it affects everybody if we find it hard to sleep.

There are many types of pollution in a big city like Bangkok – for example, air pollution and water pollution. However, in my opinion, we should try to deal with the problem of noise pollution first. After all, how can we solve the other problems if we can't talk to each other without shouting?

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8 The Olympics

A luge racer practicing at the Winter Olympic Games.

8A The Modern Olympics

Before each Olympic games, there is a torch relay, a long run with many runners. Each runner carries a torch. The last runner in the relay uses the torch to light the Olympic flame in the stadium. The 2008 Beijing Olympics torch relay had more than 22,000 runners, and went through 21 countries in 138 days.

Olympic flame

stadium

torch

runner

The Beijing Olympics Torch Relay.

After leaving Ho Chi Minh City, the torch visited more than 100 cities in China.

An Olympic Blog

The Olympic Torch

Every Olympics has a torch relay. The Beijing relay set a new record. It was the longest ever. One of my dad's friends ran in the relay. He told me something I didn't know. After each runner finishes, Olympic officials take the torch and remove the gas container. Then they return the torch to the runner. This way, the runners can keep their torches. But they can't relight them.

What You See and What I Saw

When you watch the Olympics on TV, you can see cameras, However, you can't see all of them. Look at the camera in this photo. It moves along a rail. It's used to film athletes running around the track.

Athlete Badges

My mom took me to a party. At the party, I met Gabe Gardner. He's on the men's volleyball team. He told me that all the athletes have badges. These badges contain computer chips. When officials put Gabe's badge in a computer, it shows his picture. That way, no one can compete in the event instead of him!

Ref. code: 25645706040127OAN

8B The Ancient Olympics

spectators

chariot

horse

The first Olympic Games were in Olympia, Greece, in 776 B.C. At first, they lasted only one day. The chariot race was one of the most popular events.

runners
armor
spectators
wrestlers
a trumpet

- Athletes running at the ancient Olympics. In this event, they wore heavy armor.
- Spectators watching wrestlers in the ancient Olympics. In most events, athletes competed without clothes.

LET THE GAMES BEGIN!

It was the first morning of the Olympic Games. We went to the stadium for the running races. Even though it was very early, it was already full of athletes. Some exercised, and some stretched. All of the athletes wanted to be ready for their games.

Other athletes were on the field. There were spectators all around them. As we joined the crowd, we heard trumpets and the sounds of horses. The voices of the great crowds joined these sounds. I shared the excitement everyone felt.

As we watched, the athletes walked to the center of the field. The king wanted to know the athletes were good and honest. They promised not to cheat. Then, one of the king's officials stood up. He asked the spectators, It was very quiet. No one answered. After a minute, we heard, "Then let the games begin!"

Writing Model

My Soccer Blog

Team Tryouts

On April 15, the school had tryouts for students who wanted to join this year's soccer team. Over 50 students tried out for the team, and only 22 were chosen. 16 of these students played on the soccer team last year, and 6 students are joining the team for the first time. There are two goal keepers and three strikers. Not everyone who tried out made it on the team, but those who did not make the team can try out again next year.

Our First Team Practice Game

On May 3, the soccer team held an exhibition match on the school soccer field. The 22 members of the soccer team were divided into two groups of 11 players each. These "teams"

Ref. code: 25645706040127OAN

played each other for a full 45 minutes. One team wore red jerseys and the other team wore blue. It was an exciting game, with 3 goals scored in the first half, and the winning goal scored in the final five minutes of the game. The blue team won with a score of 3 to 1. The game was good practice for the first game against another school that is scheduled for next week.

Our First Game

On May 12, the soccer team played its first competitive game of the season against the Alexander High School Eagles. The Eagles were the soccer team that won the local soccer championship last year, so we were expecting to face a strong team again this year. The Eagles scored the first goal in the first 10 minutes and then scored again on a penalty kick. The score remained 2 – 0 until the second half, when our own team scored on a corner kick that was headed into the goal. Unfortunately, the Eagles won the game with a score of 2 to 1, but it was a close and exciting game.

Our First Victory

On May 23, the soccer team played its second game of the season, and this time we took the match. The opposing team scored two goals in the early minutes of the first half, and it looked like a repeat of last week's defeat to Alexander High School Eagles. However, we improved our offence and managed to tie the game with 20 minutes left in the second half. Striker John Williams was the hero of the game when he kicked the ball past the keeper and scored the go-ahead goal with only 5 minutes left in the game. The next game is scheduled for June 2.

Olympia, Greece

Site: The Ruin of Ancient Olympia

Location: Olympia, Greece

Category: Cultural

Status: World Heritage Site since 1989

Olympia is an ancient city. People have lived there for thousands of years – since the 10^{th} century B.C. As the birthplace of the Olympic Games, Olympia is famous for bringing people together to do amazing things. Every four years, the ancient Greeks stopped their war and made peace for a short time, so their athletes could compete and focus on winning the games.

Today, the Olympics are no longer held in Olympia. The huge hippodrome created for the chariot and horse races is now gone. And instead of athletes, the stadium is often filled with crowds of tourists.

However, Olympia is not just famous for its games. In ancient times, it was also a very important religious center. The ancient Greeks built beautiful temples to their gods here – to Zeus, the king of the gods, and to the goddess Hera, his queen. Many people visited the area to bring gifts for the gods, and to ask them for good health, wealth, and happiness.

Today, the ruins of the stadium and temples remain to tell us the history of Olympia. The things scientists find here affect the way we understand the ancient Greeks.

The Lost Statue of Zeus

Around 432 B.C., a Greek artist named Pheidias made a statue of Zeus for the temple at Olympia. The statue was huge. At a record height of 12 meters, it was about seven times bigger than any other statue of Zeus at the time. The statue was made of bronze, gold, ivory, and various precious stones. It was so beautiful, people called it one of the seven wonders of the ancient world. People came from all over to see it. Sadly, in A.D.393, it was removed from the temple and taken to Constantinople, and was later destroyed in the great fire of Lauseion, in A.D. 476.

A Greek Folktale

PERSEPHONE AND THE RETURN OF SPRING

Among the gods of ancient Greece, there was a beautiful goddess named Persephone. Persephone's father was Zeus, the king of the gods. Her mother was Demeter, the goddess of farms. The young goddess was lovely, like her mother. She smelled like roses. She loved to laugh and play.

One day, Persephone was playing with her friends in a field of flowers. Hades, the god of the Underworld, saw her and fell in love with her. He drove his chariot up through the ground and grabbed her. He took his kingdom below the Earth.

Demeter looked everywhere for her daughter, but could not find her. As she cried, plants and trees around the world died. There was no food, and the people became hungry. They cried to the gods, but no one could help. As long as Demeter was sad, nothing would grow. Persephone was sad, too. The Underworld was dark and cold, and she missed her mother. Finally, Zeus made Hades let Persephone return to Earth. But first, Hades gave her four pomegranate seeds to eat. Anyone who eats or drinks something from the Underworld must live there forever. However, Persephone did not know the law, and she ate the seeds.

So, for four months every year, Persephone returns to the Underworld. During that time, Demeter is sad, so the ground is brown and nothing grows. Then, for the next eight months, she lives on Earth. Then, everything grows again; the fields are green and there's fruit in the trees.

Ref. code: 25645706040127OAN

Reading Adventures with Writing Book 2

Unit 1 : 1A A Hidden World
Reading (p.13)
Strategy: Scanning. How many new kinds of animals did the team of scientists find?

Discovery In The Foja

In 2008, a group of scientists went to the Foja Mountains in Guinea. “The mountains are unique. There are no roads, no people-and almost no human impact,” One group member said. In just a few weeks, the international team found at least 12 different new species. These species live only in the Foja Mountains. Here are a few of the animals they discovered.

Biologist Kristofer Helgen found this tiny tree mouse, which travels from one tree to another. “It uses them almist like a highway in the forest. It hardly ever goes down and touches the ground,” he say.

The blossom bat is a bat with a really long tongue. It uses it to drink nectar from flowers. It’s “kind of like the hummingbird of the bat world,” says Helgen

The scientists also found a frog, which they called the Pinocchio frog because of its long nose. They kitchen. During the whole trip, this was the only one they saw.

The group found many amazing things. However, there are still many more mysteries waiting for the next team of explorers.

Unit 1 : 1B The Lost World
Reading (p.17)
Strategy: Skimming. Read the passage quickly. How many animals did they find?
……
An Extraordinary Find
It took us almost no time to find some signs. When we found them, we knew there were amazing things close by. Suddenly, Lord John stopped walking.
“Look at this!” he said.
There was an enormous three-toed track in the soft mud in front of us. What animal leaves such a mark? Whatever it was, it was in the forest.
“this is new – the animal walked here less than ten minutes ago. And look!”
Lord John said excitedly. “This is from a little one!”
“But what animal?” I asked.
“A dinosaur. Nothing else can leve such a track.”
We stood, amazed, and then we followed the tracks through the trees and into an open area. There we found five of them – two big and three little ones. They were enormous, with the babies as big as elephants. They were gray and had scales, like a lizard, so in the sun, they shimmered. They all had powerful tails, huge three – toed back forest, and small five – fingered front feet. They were the most extraordinary animals, and we stayed low in the bushes, watching them.
“What will the people in England say?” I asked
“They will say you are not telling the truth,” Lord John replied.
“But with photos?”
“They will say they are fakes!”
“What about taking the animals?”
“Ah. Then we might have some chance!”

Writing Model (p.24)
An Extraordinary Find (continued)
Of course, trying to move these huge animals would be extremely difficult – and dangerous.
“How on earth could we get one of them back to England?” I asked.
“Wait. Don’t move!” said Lord John. “I think they can smell us!”

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The two larger dinosaurs had stopped moving. They had their noses lifted up and seemed to be smelling the air. We huddled even lower in the bushes and tried not to make the slightest noise.
"The big ones – they must be the parents. I think they sense danger. We had better get away from here!" whispered Lord John.

Too late! The two large dinosaurs were slowly moving closer on their huge, three – toed feet. One dinosaur smelled the air and came within just a few feet of our bush. It let out a loud roar and we could see the long, sharp teeth in its mouth.
"Quick, get out the camera!" I said.
"No! This is no time for picture taking. We need to run away," said Lord John.
"We can't outrun it. The camera flash. The light might just scare the dinosaurs if we flash it in their eyes," I whispered.
The large dinosaur was almost on top of our bush.
"Okay, it might be our only chance," said Lord John, digging the camera out of his pack.
"On the count of three, I will stand up and take a picture. Get ready to run!"

Unit 2 : 2A Firefighters (p.27)
Reading
Strategy: Identifying the main idea.
Quickly skim the passage below.
What is the passage mainly about?
a. how fires stsrt
b. how firefighters stop fires
c. the kind of people who become firefighters
Fighting a Wildfire
Smoke fills the sky. The day is as dark as night. Heat makes it hard to breathe.
This is the world of a wildfire fighter!
Wildfires are a part of nature. But, as one firefighter says, "Fire is not problem. People living near fire – that's the problem." A wildfire can destroy everything in its way. But there are ways to fight it.
By air
Smokejumpers are often the first firefighters to reach a fire. To get closer, they jump from a plane.
They are especially important when the area is difficult to walk to. If smokejumpers can't stop a fire in 24 hours, other firefighters join them. This second group drops water and sometimes chemicals on thefire from an airplane.
On the land
On the ground, firefighters work together to stop the fire. First, one group digs a fire line. This is a long deep ditch. It is difficult for the fire to cross this line.
Then, while those firefighters dig, other start a backfire. They burn the dry grass and leaves between the wildfire and the fire line. When the wildfire comes, there is nothing for it to use as fuel.
Other firefighters cut down dead trees. That way the fire can't move to other trees.
Firefighters risk their lives to keep people safe. Their job takes hard work, and it takes courage.

Unit 2 : 2B Predicting the Weather (p.31)
Reading
Strategy: Predicting.

Quickly read only the interviewer's questions below. How do you think Dr. Rogers answered? Read the passage and check your predictions.

Meet a Meteorologist

Interviewer What is an average day at your job like?

Rogers That depends on what time of year it is. For most of the year, I work in my office. I do research on the computer and read and write scientific articles. But, during hurricane season, I get the chance to fly into hurricanes.

Interviewer You fly into hurricanes?

Rogers Yes. We fly into storms to measure them. One of our jobs is to find out exactly the location of the center of storms. In a storm, it's really exciting. In one 2005 hurricane, I had a clipboard and a can of soda. Suddenly they were flying in the air – near face!

Interviewer Is it only you on the airplane?

Rogers No, there are uaually 15 to 18 people on the plane. These include pilots, engineers, and the scientific crew. I'm part of that last group, which usually has two to five people.

Interviewer Are hurricanes always bad?

Rogers Hurricanes are very dangerous, but they are also important. They move heat from the warm oceans toward the north and south poles. No hurricanes means some parts of the world don't get rain. So we need hurricanes, too

Writing Model (p.38)

Warning! A severe weather warning has been declared in parts of Japan, Korea and China, which may affect visitors from Thailand. Thunderstorms are predicted to bring winds of up to 150 kilometers per hour to these areas. There is also a possibility of large hailstones and heavy rain.

If a thunderstorm passes over your area, stay indoors and listen for important weather news on the radio. If hail falls in your area, cars can be damaged by the falling hailstones. Hailstones could be as large as golf balls and it is very dangerous to go outside when the hailstones are falling.

Strong winds can cause trees to fall over and can damage buildings. If you are outside, the strong winds can prevent you from walking and can cause serious injuries. You are advised to stay indoors in the event of strong winds caused by the thunderstorms.

If heavy rains accompany the thunderstorms, rainwater can quickly build up and cause flash floods. If you are near rivers or other waterways, be warned of the possibility of sudden increases in the water level. If heavy rains continue to fall, buildings and vehicles can be washed away in flash floods. You are advised to stay away from rivers during and after the stormy weather.

Please continue to check radio and television reports to get the latest information about the dangerous thunderstorms that are forecast in your area. Remember to prepare emergency supplies such as drinking water, non-perishable food, batteries, warm clothes and medicine.

Review 1 (p.40)

Komodo Island

Site: Komodo National Park

Location: East Nusa Tenggara Province, Indonesia

Category: Natural

Status: World Heritage Site since 1991

Komodo National Park is located in Indonesia, between the islands of Sumbawa and Flores. When it was founded in 1980, the park's main purpose was to protect the unique Komodo dragons living on the island of Komodo. However, over the years, the park has become bigger. Now, it protects other islands as well as the beautiful coral reefs that surround them. Today, more than 45,000 people visit the park every tear. However, only about 4,000 people actually live within the park. Most of these people are fisherman, originally from surrounding islands. Descendants of the original people of Komodo. But, sadly their culture and language

is slowly disappearing. What is left of the Ata Modo culture is know only through stories and legends told to each new generation of Komodo islanders.

The Komodo Dragon (p.41)

The Komodo dragon is the world's targest living lizard. An adult can grow up to three meters long, and weigh more than 130 kilograms.

They will eat almost anything, including dead animals, smaller komodos, and even large water buffalo. They have even been know to attack humans. When hunting, a Komodo dragon often lies down and waits until its prey is close. Then it attacks, using its powerful lega and sharp teeth. Komodo dragons will often attack an animal, and then let it go. Then, they will quietly follow the hurt animal for a long time, waiting for the dangerous bacteria in the dragon's saliva to kill it.

Today, there are about 3,00 t0 5,000 Komodo dragons in the park. However, they are endangered because the areas where they live are being destroyed as more people come to live on the islands.

An Indonesian Folktale (p.43)

A Legend of Komodo Island

Once upon a time, on Komodo Island, there lived a princess called Putri Naga. Some called her the Dragon Princess. Putri Naga and her husband, Najo, had two children, a pair of twins. Putri Naga's children were special. The firt was a boy, and she named him Si Gerong. However, Si Gerong's twin was not a human child, but a dragon. Putri Naga named her Orah. To keep her dragon daughter safe, Putri Naga took her away. So Orah grew up in the forests, far away from her brother.

One day, many years later, Si Gerong was hunting in the forests. He was a good hunter, and soon he had killed a deer with his spear. He was about to pick the deer up when a huge dragon came out of the trees and started to eat it.

Si Gerong was surprised, but he didn't back away. He lifted his spear to fight the dragon. Suddenly, a spirit came out of the forest and held him back. It was the spirit of his mother, Putri Naga, who had died many years before. "Stop, Si Gerong!" she said. "Do not kill the dragon. That is your sister. Her name is Orah." Putri Naga told Si Gerong and Orah that they should live on the island together in peace.

That is why, from that day, the people of Komodo Island have always protected these huge dragons. It is also said that no dragon on Komodo Island has ever killed a person living on the island.

Unit 3 Crystals 3A Crystal Palace (p.47)
An explorer wears a protective suit in the cave.
boot glove mask helmet headlamp
tried explorers inside the Cave of Crystals a vest an ice pack

Reading
Strategy: Predicting.
Which is hotter, the Cave of Crystals or the Sahara Desert in Africa?
Read the passage to check your answer.
Preparing for the Cave of Crystals
The Cave of Crystals is an amazing place. One visitor described it as "like a child's dream." The huge crystals are possible because of the hot, wet conditions in the cave. However, those same conditions also make it impossible for humans to stay in the cave for very long.
The temperature of the Cave of Crystals is 45°C. That is almost as hot as the hottest days in the Sahara Desert! You can't just walk in. You need to prepare carefully and wear special clothes. First, you have to put on a vest, which has more than 12 ice packs across the front and back. After this comes to wear a bright orange caving suit. You also need a mask that blows ice-cooled air. Then there is the helmet with a headlamp. Finally, you need to put on gloves and boots.
Even with all this protection, being inside the cave is very tiring. Most people don't go inside for more than 20 minutes. Even a few minutes can be enough.
However, visitors to the cave think its beauty is worth the difficulty. In words of another explorer, it's as though you are "standing inside a star."

Unit 3 3B Crystal Skulls (p.51)
Reading
Strategy: Scanning. Read the text quickly. How many crystal skulls have the British Museum's archeologists excavated?
The Mystery Goes On
For years, a few famous crystal skulls have been a source of mystery and discussion. Even now, no one knows exactly who made them, and no one can say when.
Some people believe the Mesoamerican people made the skulls thousands of years ago. Some stories say they have special powers, such as the ability to make sick people well. Moviemakers love these stories. In the movie Indiana Jones and the Kingdom of the Crystal Skull, the skulls had great power. In the movie, a crystal skull is actually the head of an alien.
However, most scientists don't believe these stories. They think the skulls are more modern. Scientists have found marks on the skulls that they believe only more modern technology could make. Because of this, scientists are certain the skulls are not thousands of years old. Instead, they think the skulls are from the 19th century. Scientists also point to the British Museum's excavations. The museum's archeologists have found many Mesoamerican objects, butt they have never found a crystal skull. Scientists say this is more evidence to show they are fakes, and not really Mesoamerican.
Until we know more about the skulls, the mystery – and the debate – will keep going.

Unit 3 Writing Model (p.58)
The Siam School Museum of Maritime History is pleased to announce a new and exciting exhibit: The Mystery of the Galleon Santa Maria.
On June 3, 1634, the Spanish galleon Santa Maria set sail from what is now the Philippines with a cargo of gold coins. The ship was never heard of or seen again – not until the ship was discovered on the bottom of the Gulf of Thailand last year by a team of Thai contestants on a reality show on Channel 3.

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The Santa Maria was built in the year 1623 and was meant to carry gold, silver, and other treasures from the Philippines back to the kingdom of Spain. The ship had crossed the world several times before its final and tragic journey.
Over 50 meters in length, the Santa Maria was a three - masted galleon with 30 cannon on her decks. One of the largest galleons in the Spanish fleet at the time, it was heavily armed with cannons to defend itself from Vietnamese pirates that often attacked Spanish ships.
Treasure hunters have found many of the large iron cannon on the sea floor, still among the wooden hull of the ship. Two of these cannon, measuring over 2 meters long and 40 centimeters in diameter, are on display at the museum, along with the cannon balls that were used as ammunition.
The total value of the gold coins found in the wreck is estimated at over 2 billion baht in today's money. In addition to the gold coins, several ancient bottles of wine were discovered. Many examples of these treasures are on exhibit at the museum. Come and see with your own eyes the amazing artifacts from this shipwrecked Spanish galleon.

Unit 4 4A Animal Migration (p.61)
Move as Millions, Survive As One
Great white sharks in the Pacific Ocean. Wildebeest in Africa. Arctic terns in the Atlantic. At first, these animals seem completely different. One swims, one walks, and the other flies. But they all have one thing in common. They all migrate.
Some migrating groups move to a place with a better temperature. Some go to find food or water. The group travel as one, trying to survive. During the trip, they face many different challenges.
One challenge is distance. Some migrating animals take very long trips. They go far away from their home areas. For example, one great white shark swam from Australia to South Africa and back. In nine months, it swam about 20,000 kilometers.
Another challenge is finding enough food and water during the journey. For example, each Mali elephant needs over 200 liters of water each day. To get this, they need to go from one waterhole to another.
In addition, migrating animals have to avoid other animals that want to eat them. For example, the zebra has to stay away from lions. Traveling as a group helps keep them safe. All the zebras in the group can watch for danger. When one zebra is in trouble, the other members make a circle around it.
By working as a group, migrating animals can survive some of the world's most extraordinary journeys.

Unit 4 4B Butterfly Migration (p.65)
Heading South for the Winter
One monarch butterfly flies by. Then another, and another. As they make beautiful shadows on the ground below. They seem to be everywhere, in fact, there so many butterflies that the groups look like beehives in the trees. And when they fly, the sound of 150 million monarchs' wings creates a soft sound, as though it is raining. People say Mexico is the only place in the world where you can hear the sound of butterflies' wings moving.
The Migration
Every year, millions and millions of monarch butterflies migrate from the U.S.A. and Canada. They go to a place high in the mountains of Mexico. There, they can escape from North America's cold winter temperatures. To get there, the monarchs often travel over 80 kilometers a day. But what's really amazing is that the butterflies make the trip only once. Somehow they know exactly where to go.
The Effect on People
After the butterflies arrive in Mexico, people gather to watch. The effect on people is amazing. Young and old, men and women, locals and people from away – everyone is smiling and friendly. It's as though the butterflies encourage people to be their best.

Writing Model (p.72)
Thunder Bay, Ontario, Canada
The city of Thunder Bay in the province of Ontario, Canada, is located on the northern shore of the largest freshwater lake in the world, Lake Superior. Thunder Bay is a short distance from several national parks, famous for their amazing camping and fishing areas. There are many sites of interest in and around the city itself.
Thunder Bay is located on a major fur trading route that French and British trading companies used to bring animal furs from North America back to Europe for use in European fashions.
The Sleeping Giant is a peninsula that is visible to the south of Thunder Bay. It is a peninsula whose silhouette resembles a large giant sleeping on its back. Located about a 30 minute drive from Thunder Bay, the area features many spectacular natural attractions, including white water rafting, kayaking, hiking and camping.
There are several inexpensive hotels in Thunder Bay which can organize tours to The Sleeping Giant and other attractions.

Review 2 (p.74-75)
Tikal National Park
Site: Tikal National Park
Location: EI Peten, Guatemala
Category: Natural and Cultural
Status: World Heritage Site since 1987
In the heart of the jungles of Central America is one of the most important sites of the Mayan civilization – the ruins of Tikal. Tikal was once the largest city in the Mayan world. Experts think 90,000 people used to live here. However, by A.D. 950, all the people had left the city. Then the rain forests returned to completely cover the land.
Today, historians and tourists can visit Tikal and see some of the 3,000 ancient structures that once stood there. Among the ruins are six huge pyramids. Some are more than 60 meters (200 feet) high. On these pyramids are carved pictures. They help us understand what the Maya were like and how they lived. The ruins of Tikal also give us important clues to solve the mystery of why they left and never returned.
Experts believe there were a few reasons the Maya left Tikal. It didn't rain very often, so there was not enough water to drink or to grow food. Also, Tikal was always at war with other cities, and some people may have left to avoid the war.
Today, in addition to its important ruins, Tikal National Park contains the largest area of wild rain forest in Central America. It protects thousands of unique plant and animal species.
3114 – 3113 B.C. According to the Mayan calendar, the four original gods create the Earth.
400 – 300 B.C. The Maya build pyramids at Tikal.
A.D. 500 Tikal becomes the first great Mayan city.
A.D. 899 – 950 The Maya abandon Tikal.
A.D. 1517 The Spanish arrive in South America. They bring with them new disease which kill 90 percent of the native people.
A.D. 1695 While lost in the jungle, a Spanish priest discovers the ruins of Tikal.
A.D. 1839 Explorer John Lloyd Stephens and artist Frederick Catherwood discover more Mayan ruins. Their maps and drawings show the whole world how amazing the ancient Mayan civilization was.
A.D. 1956 – 1980 America and Guatemalan archeologists dig up more ruins at Tikal. They clean up many of the structures we can see at Tikal today.

A Mayan Folktale the King of the Birds (p.77)
One day, the Great Spirit who guarded the Mayan world told the birds that they must choose a king.

Almost every bird thought it should be king. The only bird that stayed quiet was the quetzal. The quetzal wanted to be king, but his feathers were a dull brown, and he looked quite plain. He didn't think anyone would choose him.
The quetzal went to the road-runner, a very colorful bird, and said, "Your feathers are beautiful, but you are too busy being the messenger of the roads to become king. Lend me your feathers. I'll return them after I become king, and I'll share the wealth and fame with you."
At first, the road – runner said no. But the quetzal would not stop asking him. At last, the road – runner agreed.
One by one, the road – runner's feathers magically disappeared and then appeared on the clever quetzal's body. Soon, the quetzal's body and tail were a rich blue-green, his chest was bright red, and his beak had turned a lovely glowing yellow.
The Great Spirit was very surprised by quetzal's new beauty and chose him to be king of all the birds. From that day on, the quetzal was so busy being king, he had no time to return the road-runner's feathers. He soon forgot all about his promise to the road-runner.
Days later, the other birds found the road – runner hiding deep in the forest. He had no feathers, and he was very cold. He told the birds about the quetzal's promise.
The birds felt sorry for the road-runner, and each gave up a few feathers to cover him. That is why, today, the road – runner's feathers are such an odd mix of drab and faded colors, and why he always watches the Mayan roads. He is still looking for the quetzal that took away his feathers.

Unit 5 The Senses
Unit 5A An Unusual Photographer (p.81)

Reading
Strategy: Skimming. What is unusual about photographer Bruce Hall?
Through the Camera Lens
When you stand outside at night, what do you see? The stars? Maybe a planet? Bruce Hall can't see any of these things. That's because Hall is almost blind. Even though he can't see more than a few centimeters in front of him, he's a photographer. When he looks through the lens of the camera, he sees the world – sometimes for the first time.
Discovering Another World
It all started at the age of nine when Hall had an eye-opening experience. He grew up hearing about stars. However, he had never seen them. All he saw was darkness. Then one night a neighbor let him look through his telescope. "It was like an opening into another world!" He decided to become a photographer. The decision changed his life. He discovered hoe to see the world! Now he can't live without photographs. "I think all photographers take pictures to see, but I can't see without cameras," he says.
"Seeing"
When Hall looks through his camera, the lens makes things look bigger. Then he sees things again through the pictures he takes. Using modern technology, Hall can look at them closely and examine all the detail that most of us see – but ignore – every day. And through his picture, we can learn new things about the world around us.

Unit 5B Senses in Poetry (p.85)
Reading
Strategy: Scanning. A stanza is a paragraph from a poem. With which words do almost all of the stanzas in this poem star?
Five Senses
Paul Scott is deaf. He can't hear, but he writes poems. His poems are usually "said" using sign language. This poem was translated from British Sign Language by Rachel Sutton – Spence.

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Excuse me, but who are you?
Who am I? Come with me and see.
Feel your arms tingle at my embrace.
Reach out – oh, that's cold!
Reach out – oh, that's hot!
So, now you know me.
Excuse me, but who are you?
Who am I? Come with me and see.
A lick of ice-cream-mmm!
A scoop of that-yuck!
A scoop of his-yum!
So, now you know me.
Excuse me, but who are you?
Who am I? Come with me and see.
Pick a flower and sniff-lovely!
Take some cheese from the fridge-whiffy!
Pop this tasty morsel in your mouth,
Yes, and it smells good too.
So, now you know me.
Excuse me, but who are you?
Excuse me?
Excuse me, but what's wrong with him?
Oh, we're together.
Together?
Yes, come with us and see.
Eyes wide open, seeing and understanding.
Information and learning,
Colors, speed, action.
Learning and drinking in the world through the eyes.
So now you know us.
And now you know me.

Writing Model (p.92)
Tony Jaa born in 1976 in Surin, Thailand. He is famous for his action movies, which have become popular all over the world, especially Ong Bak and Tom Yam Kung. Some people say that his movies have made Muay Thai (Thai boxing) more popular abroad.
When he was a child in Surin< he used to watch martial arts movies featuring Jackie Chan and Jet Li, and watched Muay Thai at local temple fairs. When he was 10 years old he told his father that he would kill himself if he did not learn Muay Thai!
He was good at many sports, and at university he competed in the high jump. He can still jump over two meters!
In 2010 he became a Buddhist monk in his home town of Surin. When he came out he returned to movie making, and is now preparing to star in several Hollywood movies.

Unit 6 Art: History and Mystery
Unit 6A Stealing Mona Lisa (p.95)
Reading
Strategy: Scanning. In this passage a man steals Mona Lisa. When did he do it?
The Crime of The Century
As he walked out of the Louvre Museum in Paris, France, he looked like an average repairman. But what he carried was very unusual. Under his jacket, Vincenzo Perugia was carrying Mona Lisa, one of the most famous paintings in the world. And he was stealing it!

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It sounds incredible, but it's a true story. On August 20, 1911, Perugia went into the museum and hid. He waited 15 hours until the next was closed for repairs. Perugia walked out into the museum wearing the same kind of clothes as the other repairmen. No one paid attention to him as he walked out the door!
Police looked all over the world – Russia, Japan, and Brazil. They even interviewed Perugia, but they let him go! Police continued to look for the painting. Two years passed before Perugia brought Mona Lisa to a man in Florence, Italy, who dealt in art. Florence is the city where Leonardo da Vinci painted Mona Lisa. Unfortunately for Perugia, the art dealer called the police, who arrested him.
Perugia said he wanted to return Mona Lisa to its "real" home. The police believed he wanted to sell copies of the painting and keep the original for himself. To this day, nobody really knows why he did it.

Unit 6B Leonardo the Inventor (p.99)
Strategy: Skimming. What are three of Leonardo da Vinci's inventions?
Inventor of the Future
Leonardo da Vinci once said, "Art is never finished." So it may not be surprising that he only completed about 12 paintings. These, however, include
Mona Lisa and The Last Supper, two of the world's most famous Leonardo the artist. But he was more than that. He was also a scientist.
Leonardo da Vinci is often called one of history's greatest thinkers. Imagine the world of 500 years ago. At that time, few book about Leonardo, says, "He invented the future." Leonardo studied engineering and physics. He was also interested in the science of flight. With all of that knowledge, he imagined flying machines – 400 years before the first airplane!
Leonardo drew many of his ideas. They had incredible detail. Other people have used his designs to make parachutes, and inventions similar to today's submarine and telescope. Leonardo's drawings showed all these things hundreds of years before anyone else! His drawings also showed how the machines of his day worked. In fact, today we can still use them to make models that works!

Florence, Italy (p.108)
Site: Historic Center of Florence
Location: Tuscany, Italy
Category: Cultural
Status: World Heritage Site since 1982
The Ponte Vecchio (or old bridge), built in the 14th century, was the only bridge in Florence that was not destroyed in World War II. It is unique because it's the last bridge in Italy that is lined with shops.
The Uffizi Gallery used to contain the offices for the city's government. Today, it is one of the most famous art museums in the world. Artists like Leonardo da Vinci and Michelangelo often came to the Uffizi to work and enjoy the art.
The Palazzo Vecchio is the town hall of Florence. In the square below stands Michelangelo's David, Florence's most famous sculpture.

(p.109)
From street artists to world-famous art galleries, Florence has always been a city of art. In ancient times, it was once a small village for Roman soldiers. However, in the 14th and 15th centuries, the Medici family became rulers of the city. They ordered and paid for many of the buildings and works of art that the city is now famous for, and it became the birthplace of the European Renaissance. Today, it is one of the world's loveliest cities.
The Bargello is the oldest public building in Florence. During the Middle Ages and Renaissance periods, it was a police station and prison, but it is now an art museum.
Reaching 90 meters into the air, the Duomo was once the largest dome in the world, and is still the largest brick dome ever constructed.

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An Italian Folktale (p.111)

A Happy Man's Shirt

Once upon a time, there lived a good and honest king. But he was very unhappy. He was so sad, he wouldn't eat, and couldn't sleep. So the queen called for the best doctor in the kingdom.

The wise doctor said, "To be happy again, the king must find and wear the shirt of a happy man."

The king looked up from his bed. "That's all?" he asked. "Ask the prime minister to give me his shirt. He is very powerful, and his wife is very beautiful. He must be a very happy man."

But the prime minister said, "Oh, no. I'm not a happy man. My son doesn't want to be a minister like me. He wants to run away to be a treasure hunter."

He began to cry.

So the queen called all the rich people in the kingdom to come to the castle. All were healthy, and most had big houses and a lot of expensive things. Their families were clever and beautiful. But not one of them could say they were really happy.

But the queen would not give up. She asked her soldier to look all over the kingdom for a happy man. All the soldier came back with the same story. They couldn't find a man who was really happy.

Then one day, a young soldier saw a man sitting in a field. The man was singing a loud happy song. "Why are you singing? You are poor and dirty, and you have nothing," the soldier said.

"I am happy because I have everything I want, and I've never wanted what I couldn't have," the cheerful man said.

The soldier did not believe him. But when he told the queen about it, she asked the soldier to bring the happy man to the castle.

At last, the happy man arrived at the castle. When the king saw him, he was surprised. Then he started to laugh. The happy man wore no shirt.

Unit 7A A Korean festival (p. 115)

Reading

Strategy: Scanning. What are three things people do at the festival?

Seoul, Korea: The Lantern Festival

Seoul is the site of one of the most amazing festivals in the Korea calendar – the Lantern Festival. Look for in April or May. Here are a few of the fantastic sights you can see.

Women wear traditional Korean clothes in bright greens, pinks, peaches, and purples. Some of them carry fans with bright pink flowers on them. The fans can be longer than their arms! Other women carry lanterns of all shapes and sizes.

Regular visitors to the festival suggest going to the music and dance shows to see Poongmulnori. Poongmulnori is a traditional Korean drum music. It mixes dancing, acting, and acrobatics all in one. In the past, people used the music to celebrate. They also used it to frighten away demons. The show starts with the sounds of instruments. At first, you may think the noise of metal hitting metal can't get louder – but it will! And the excitement grows as the music and dance continue. By the end of the show, it's hard not to join in!

During the festival, painting on wood is a popular activity. Try painting lotus flowers. They are both beautiful and the symbol of the festival.

The lantern festival really is a must-see for any tourist to Korea. You don't want to miss it!

Unit 7B The Sun Also Rises (p. 119)

Reading

Strategy: Scanning. Quickly read the passage. Does the writer run in the race?

The Bulls Run

When I woke it was the sound of the rocket exploding that announced the release of the bulls from the corrals at the edge of town. They would race through the streets and out to the bullring.

Down below, the narrow street was empty. All the balconies were crowded with people. Suddenly a crowd came down the street. They were all running packed close together. They passed along and up the street toward the bullring and behind them came more men running faster, and then some stragglers who were really running. Behind them was a little bare space, and then the bulls galloping, tossing their heads up and down. It all went out of sight around the corner. One man fell, rolled to the gutter, and lay quiet. But the bulls went right on and did not notice him. They were all running together.
After they went out of sight, a great roar came from the bullring. It kept on. Then finally the pop of the rocket that meant the bulls had gotten through the people in the ring and into the corrals.

Writing Model (p. 126)
The Lantern Festival, which is celebrated in Korea has some similarities with the Songkran Festival, which is celebrated in my home country of Thailand. Although these festivals are similar, they are different in some ways.
Both festivals take place in April. In the Korean Lantern Festival people wear bright traditional clothes. At Songkran, which celebrates the Thai new year, people also wear bright clothes, although these are not necessarily traditional. In both festivals people listen to cheerful music. During both festivals you can hear very loud music wherever you go.
April in Korea can be quite cool, so people might need to dress up in warm clothes. However, in Thailand it is the hottest month of the year, so people wear very light clothes. An important part of Songkran is throwing water at people, while fire is a big part of the Korean festival, as the lanterns have to be lit. The origins of these festivals Lantern Festival and Songkran are celebrated in different ways, in different countries, both festivals share some similarities.

Unit 8 Heroes for the World
Unit 8A Hero for the Planet (p.129)
Reading
Strategy: Predicting. Which questions do you think this passage will answer? Read the passage to check.
Why is Sylvia Earle famous?
Why is the ocean important for life?
What can people do to help the ocean?

Sylvia Earle: Oceanographer
A living legend. A hero for the planet. These are just two of the many descriptions of Sylvia Earle and her love for the ocean. It's a love that started when she was a child, and has continued her whole adult life.
A woman of firsts
For over 40 years, Earle has been a leader on deep ocean expeditions around the world. Earle says that the great thing about exploration is that it's never over. Even so, spending 6,000 hours underwater – like she has – is amazing!
Earle wasn't happy to just follow others. She was the leader of the first team of women to live underwater. And in 1979, she walked on the ocean floor. Unattached to any boat, she walked deeper in the ocean than any woman before or since.
Inspiring Other
Being a marine scientist isn't Earle's only job. She believes she must inspire people to solve the ocean's problems. She wants people to use their talents to improve the world. "Don't take no far an answer," she advises people. "Find out what you want to do. Then find a way to make it happen … If you have a dream of your own, don't wait!"

Unit 8B Saving India's Forests (p.133)
Reading

Strategy: Scanning. How long has Aparajita Datta been working in the area?
Saving the Animals and the People
In Namdapha National Park, in northeast India, Aparajita Datta moves slowly across a bridge high above the river. On the other side, she enters the thick tropical forest. Later, Datta calls the variety of wildlife in the area "mind-boggling."
This area is the most species-rich environment in India. There are over 100 mammal species here. There are 500 species of birds and more than a thousand different plants. For about eight years, Datta has worked to protect the region. After two years in the area, she understood something important – she needed the support of the local people to protect the forest. Ever since then, she has been focusing her attention on the people of the Lisu tribe.
The Lisu people have lived in the area of the Namdapha National Park since before it was protected in 1983. The Lisu are far from everything. They need to walk four days to reach the nearest town. They have to hurt and grow their own food. With little land to grow rice, they have to cut down the trees in the forests. But this destroys the plants' and animals' natural habitats.
Datta started working with the Lisu. She started a program which reduces hunting, and helps save wildlife. It also tries to find solutions that can help protect for the future the diversity that makes the area so special.

Writing Model (p. 140)
To: Prime Minister
From: Tangmo Nakanurak
Regarding: Save our ciral reefs
Dear Prime Minister,
I am writing to you to express my concern about the poor heath of the world's coral reefs.
In recent years, more and more coral reefs in oceans around the world are being damaged. Coral reefs are underwater structures formed by coral building up over many years. The coral must stay alive or else other marine life, such as fish, seaweed and shellfish, will die. Coral reefs are therefore very important for the ocean ecosystem.
Marine scientists have recorded a rise in water temperatures around many of the world's coral reefs. This is damaging the coral reefs and causing the coral to die. This is called "bleaching" the reefs, because the dead coral turns a white color when it dies.
Coral reefs are an important part of our ecosystem and must be protected. Our government should support international agreements to protect these important natural habitats before the damage is too serious to repair.
Yours faithfully,
Tangmo Nakanurak

The Jantar Mantar (p. 142)
Site: The Jantar Mantar
location: Jaipur, India
Category: Cultural
Status: World Heritage Site since 2010
In the early 18th century, Maharaja Jai Singh II built five huge parks where people could go to study the skies. He called them Jantar Mantars. The name Jantar Mantar means calculation instrument.
The jantar Mantar in Jaipur is the langest and the best preserved of the five. It has 20 different stone structures used to find out the position and movement of the sun, stars, and planets.
Before the giant Jantar Mantars were built, the kingdom's official stargazers would use smaller, often handheld instruments to study the skies. However, they often had arguments about whose measurements were correct. Maharaja Jai Singh II built the giant Jantar Mantars because he believed that if the instruments were much bigger and carefully fixed in position,

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people could take better measurements. The Jantar Mantar at Jaipur is considered one of the Maharaja's greatest achievements.

(p. 143)

The Jantar Mantar at Jaipur includes two massive sundials which were used to tell the time. At 27 meters high, the Samrat Yantra is the largest sundial in the world – its shadow moves at one millimeter a second!

The Rashivalaya Yantra contains twelve smaller sundial-like instruments. Each one is carefully positioned so that stargazers of the time could find and follow one of the twelve western zodiac signs.

The spaces between the columns of the Ram Yantra let in sunlight. By examining the shadow of a stick in the center, astronomers could note the exact position of the sun in the sky.

The Digansa Yantra had two wires across its top, which held a metal plate with a small hole in the center. At night, astronomers used to lie down on the floor, and look at a star or planet through the hole to calculate its position.

An Indian Folktale The Boy and the Drum (p.145)

There was once a poor woman with only one son. One day, she asked her son if there was anything he wanted. The boy said he wanted a drum. The mother left for the market, feeling very sad, because she did not have enough money to buy a drum.

On the way home, she found a piece of wood and gave it to her son to play with Later that day, the boy went outside to play. Along the road, he saw an old woman crying. The old woman was trying to start a fire to cook some food, but she didn't have any wood. Hearing this, the boy gave her his piece of wood. The old woman gave him a piece of the bread she had made.

Then, further down the road, the boy met a pot maker's wife and her crying child. The boy asked her what was wrong. The woman said she had no food to give to her hungry child. The boy gave the woman the piece of bread, and she gave him a pot. The boy walked on.

Before long, he saw a husband and wife arguing. He asked them why they were arguing. They said, "We have broken our pot and have nothing to clean our clothes in." The boy gave his pot to them, and they gave the boy a new coat.

Next, the boy saw a man who had no shirt. The man said he had been robbed on his way home. The robbers had taken his money, and his shirt. The boy gave the man his new coat. The man was so happy, he gave the boy his horse.

Finally, on his way home, the boy met a huge group of people going to a wedding. There were musicians, the bridegroom, and his family. Everyone looked sad. The bridegroom's father said, "We are waiting for a horse. If it doesn't come soon, we will be late for the wedding." The boy gave them his new horse. The group asked the boy what they could give him, and he replied, "A drum." So, the musicians gave him their drum. The boy ran home to tell his mother how he had at last gotten the drum he had wanted.

Video Scripts (p.147)

1. Exploring The Congo

Narrator: It's September in the Congo, just north of the Equator. An international team of scientists is exploring an extraordinary place. The team member are walking more than 1,900 kilometers across an enormous forest. They want to record all the animals and plants they discover here. This is the lead explorer, Dr. Michael Fay. He is here to do what he calls a Megatransect.

Michael Fay, Wildlife Conservation Society: What I'm trying to do in a desperate way is to show the world that we're just about to lose the last little gem in the African continent, and if we don't do something now, if we don't do it today, we can forget about it.

Narrator: The Congo Basin contains about one-quarter of the world's rain forests, and about half of all of Africa's plant and animals species. People hardly ever come so deep into the

forest. There are many species which are unique to this area. Dr. Fay has spent eight months in the forest studying them. At last, the track they are following leads them out of the forests of Gabon. They climb onto mountains that rise high above the trees. This might be the scientists' last chance to explore this amazing land.
Michael Fay: We can see a long way here, you know, 70 or 80 kilometers in every direction, we can see 360 degrees around. There are no humans. There's not a single village, there's not a single road. It's an amazing place.
Narrator: Now, the team has to cross the Kongou Chutes, a big, fast river.
Michael Fay: Okay, wow!
Narrator: It is this river and waterfall that keep this land alive. But if nothing is done to protect the forest, they might all be cut down. Here, the river is only a few hundred meters wide. But the water is still very strong and fast. The team moves slowly and carefully. Over a year after they started, the team walks out of the forest.
Michael Fay: We'd been walking in the woods in our own little world for fifteen months and now it was over.
Narrator: The Megatransect is over, but the impact of the team's discoveries on helping to save the forest has just begun.

Reading Adventures with Writing Book 3

Unit 1A Hiding from Danger (p.13)

Reading
Strategy: Scanning. Read the passage quickly. Which of these animals is not mentioned?
- snake - toad - bug - turtle

Animal Camouflage
A twig suddenly flies by. Just as suddenly, it moves – then stops on a nearby tree. A vine moves slowly up a plant, and a brown leaf hops across the forest floor. Your eyes aren't playing tricks on you. The twig isn't really a twig – it's an insect. The green vine is a snake, and the jumping leaf is a leaf-litter toad. In the rain forest in Panama, things sometimes require a closer look.
Nature's copy cats
Many animals imitate other animals or plants. Doing so makes them harder to see, and can sometimes mean the difference between life and death. To trick predators, no detail can be overlooked. For example, the leaf-litter toad looks just like a leaf, right down to the line down the toad's back, which looks like a leaf vein.
Working together
Sometimes, animals work together to blend in. Consider the thorn bug. One thorn bug looks like a single thorn not particularly scary. However, when many of the bugs sit together on a branch, the branch looks thorny. As a result, other animals stay away from the branch, and the bugs.
Once you know how animals imitate other, you may begin to notice things that you did not see before. In nature, things are not always what they seem.

Unit 1B Spider Webs (p. 17)

Reading
Strategy: Predicting. What are some of the things that spiders can do with their webs? Make a list, then read the passage to see if any other uses are given.
Deadly Silk
They weigh almost nothing, yet they are stronger than steel. In fact, some spiders' webs are among the world's strongest materials, but they stretch more than elastic. They can also be any shape. Spider webs are amazing.
Changing for the Conditions

A spider's silk-making organ has hundreds of small openings. Silk comes out of these openings as a liquid, and, as it reaches the air, it becomes thread-like. These tiny threads combine to form a single, solid thread.
The spider can make many different kinds of thread. The threads can be thick or thin, wet or dry, sticky or wooly. Each kind has a different purpose. Some webs create an egg case. Other provide hiding places. The most common purpose of a spider web, however, is to catch food.
Tricks for Catching Dinner
There are many ways the spider uses its web to catch prey. For example, some spiders spin a single thread. An insect then sits on it without realizing what it is doing, and becomes stuck. Slowly, the spider moves toward the insect. Suddenly, it covers its prey in silk.
Argiope spiders use a different kind of trap. They make webs that confuse insects. An insect sees the web and thinks it's a flower. It then lands on the web. The spider can feel even the smallest movement of the web, and rushes at the insect before it can get away.
Spider webs are so amazing that engineers have been studying for years. They want to learn why they are so strong and flexible. However, for the moment, spiders are keeping their secrets. Despite their science and technology, humans still haven't been able to copy natural webs.

Unit 2A Remaking Humans (p.27)
Reading
Strategy: Predicting.
Without reading the passage, what do you think Kitts can do with her bionic arm?
What do you think she can't do?
A New Start
Children surround Amanda Kitts as she comes into the classroom. She bends over to talk with a small girl. As she bends, Kitts puts her hands on her knees. For most people, this wouldn't be extraordinary. However, just a few years ago, this was impossible for Kitts.
In 2006, Kitts-who runs a day-care center-was in a car accident. A truck crushed her arm. "I was angry, sad, depressed. I just couldn't accept it," she says. But then she heard about a new technique that could use the remaining nerves in her shoulder to control an artificial arm.
In a difficult operation, a surgeon moved Kitts's nerves to different areas of her upper-arm muscles. For months, the nerves grew. Millimeter by millimeter, they moved deeper in to their new homes. "At three months I started feeling little tingles and twitches," she said. A month later, she got her first bionic arm. A research engineer worked with Kitts to make the computer programs match her real movements more and more closely.
Today, Kitts's arm is great, but it's not yet perfect. She wants feeling in her hands. For example, she needs to feel whether something is rough or smooth. She also needs feeling to do one of her favorite things-drink coffee. "The problem with a paper coffee shop, her hand kept closing until it crushed the cup. But Kitts says positively, "One day I'll be able to feel things with it … and clap my hands …… to the songs my kids are singing."

Unit 2B Making Robots Human (p. 31)
Reading
Strategy: Scanning.
Quickly read the introduction. What are some things robots are probably going to start doing for the first time?
Them And Us
Robots are already popular in industry, but scientists and engineers around the world are now developing a new generation of robots. These new robots are becoming increasingly independent. They can cook and clean, and may soon even take care of young children and older people. In the future, they will do things that only humans did before. This new generation of robots may be more like friends or family members than machines.
Robotic Help

New robots are no longer just machines. They are now able to do things they never did in the past. PR2, for example, is a prototype of such a robot. At the company that created it, PR2 delivers mail, but it is also able to cock and fold laundry. It can even be programmed to help older people. “In five to ten years, robots will routinely be functioning in human environments,” Reid Simmons, a professor of robotics, predicts.
Spending Time Together
Hiroshi Ishiguro is a robot expert. He wants to make robots more realistic. He believes the differences between humans and robots will continue to shrink until people think of them as human.
Ishiguro is trying to prove this using a robotic twin he has built. While most of us may dream of having a robot to do our work for us, Ishiguro has a different idea. He thinks the best use for his twin would be at his mother’s home. She lives far away, and he is rarely able to visit her. But if she had a robot, she could spend more time with “him.” When asked why his mother would be happy with a robot son, he replies, “Because it is myself.”
If robots become enough like people that you can’t tell the difference, Ishiguro wonders, “does it really matter if you’re interacting with a human or machine?”

Writing Model (p. 38)

Paul fell off his skateboard trying to do a skateboard trick
Jenny rode her bicycle very fast towards the school gate.
Before the accident
Paul was taken to the hospital.
Jenny ran over Paul with her bicycle. During the accident
Students from his class visited Paul in the hospital. After the accident
On the morning of April 1 at 8:14 am, two student from Phuket Middle School were involved in a traffic accident.
One student, whose name is Jenny, was riding her bicycle through the front gate of the school. According to witnesses who saw her riding her bicycle, she was riding very fast. Witnesses also said she appeared to be listening to music on her smart phone.
As Jenny was passing through the school gate, Paul, who was riding a skateboard, tried to exit the gate in other direction. Witnesses who saw Paul was doing skateboard tricks as he came out of the gate. One witnesses said that he jumped in the air and tried to flip his skateboard and land on it. Instead, he fell down and his skateboard went flying straight at Jenny on her bicycle.
No one saw whether the skateboard hit Jenny, but several witnesses reported that Jenny screamed as she crashed into Paul, who was lying on the ground. Jenny’s bicycle ran over Paul’s left leg, and jenny fell off her bicycle and landed right on top of Paul.
Paul was taken to the hospital with a broken leg. However it is not known for sure whether Paul broke his leg after falling off his skateboard, or whether Jenny broken his leg by running over it with her bicycle.
Jenny was not injured in the accident, but her bicycle had a flat tire and needed to be fixed. the day after the accident, students from Paul’s class visited him in the hospital and gave him a get-soon card.

Tongariro National Park (p. 40)

Site: Tongariro National Park
Location: Central North Island, New Zealand
Category: Mixed (Natural and Cultural)
Status: World heritage Site since 1990
Tongariro National Park is the oldest national park in New Zealand. in 1993, it became the first World Heritage Site to be recognized as a cultural landscape. This means it contains natural environments that should be protected both because they are unique, and because they are culturally important to the native people.

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The park, located near the center of the North Island of New Zealand, covers about 800 square kilometers. It protects various different types of landscape. There are mountaintop glaciers and snow-covered ski fields, hot springs and lakes that form in the craters of the park's volcanoes, and lush areas of rain forest.
At the center of the park are three huge active volcanoes-Ruapehu, Ngauruhoe, and Tongariro. Each of these peaks have important cultural and religious meanings for the native Maori people, who have lived in this area for about a thousand years.
(p. 41)
The kiwi, which lives only in New Zealand, is the country's national symbol. This North Island brown kiwi lives in Tongariro National park. There are only about 35,000 brown kiwis leaf on Earth.
One of New Zealand's most distinctive insect species, the giant weta is one of the largest insects in the world. They can grow up to 20 cm in length, and weigh up to 71 grams.
One legend says that when the Maori people first arrived in New Zealand from Polynesia, a high priest named Ngatoroirangi was frozen in a snowstorm while exploring Mount Tongariro. He called out to his sisters in Hawaiki- the traditional Polynesian homeland of the Maori-for fire. His prayer was answered; the fire came, and Mount Tongariro erupted. But as the fire traveled to Tongariro, it also created a whole series of volcanoes, which stretched from Polynesia to New Zealand. This series of volcanoes is what we now call the Pacific Rim of Fire.

A Maori Folktale (p. 43)
Maui and The Magic Fishhook
Once upon a time, there was a young demi-god called Maui, who had many magical powers. Maui dreamed of the day that he could go fishing with his older brothers. But each time he asked, they would refuse. "You're too young," they said
Maui really wanted to go with them; he wanted to prove he was a good fisherman. So, one day, he hid in the bottom of his brothers' fishing boat. After they had rowed out to sea, the brothers discovered Maui hiding in the boat. They wanted to take him back to shore, but Maui used his powers to make the shore seem very far away. Because they thought returning to shore would take a long time, Maui's brothers decided to let him stay.
When they were in the middle of the ocean, the brothers started to catch fish. Maui look out a magic fishhook that he had gotten from his grandmother, a sorceress. He attached it to his fishing line, and threw it into the water.
After a while, there was a strong pull on Maui's line. He tried to pull in the line, but whatever he had caught was too strong. Maui had to ask his brothers for help. They pulled and pulled. Finally, they pulled up a huge piece of land, which is now known as the North Island of new Zealand.
Today, the symbol of Maui's magic – his fishhook – has become an important symbol to the Maori people, who believe wearing Hei Matau (fishhook necklaces) will keep them safe on their travels and bring them safe on their travels and bring them wealth. And in the Maori language, the piece of land that Maui caught is still called Te Ika a Maui, meaning Maui's fish.

Unit 3A Earth's Beginning (p. 47)
Reading
Strategy: Predicting. Where did life on Earth first appear – on land or in the sea? read the passage to check your answer.
The Road to Life
Scientists generally think the Earth came into existence 4.6 billion years ago. If you could have seen it back then, you wouldn't have recognized it; it wouldn't have looked anything

like the earth we know now. So what did it look like? And how did the earth start to support life?
For the first 700 million years, huge pieces of solid rock floated in a sea of magma-the same magma that comes out of volcanoes as lava today. This cooling magma released water vapor, creating the oceans. However, there was no oxygen, and the air couldn't support life.
Then, about 3.5 billion years ago, single-celled blue-green cyanobacteria started to exist. Originally, they survived on chemicals within the water. However, slowly they changed. Over time, they developed the ability to turn energy from the sun into food. Little, the cyanobacteria helped turn the atmosphere into breathable air.
Stromatolites were also living on Earth 3.5 billion years ago. Part rock and part living things, they also helped create Earth's breathable air. By about 2.4 billion years ago, the level of oxygen in the atmosphere had risen enough for other things to live.
Scientists believe the very first land plants appeared, and produced oxygen, around 470 million years ago-millions of years before the first reptiles and mammals. Little by little, they grew taller and bigger.
Earth has seen an amazing series of changes. We can still see these processes today. for example, volcanoes still erupt, creating new land, and plants continue to make oxygen-just as they have for billions of years.

Reading (p. 51)
Strategy: Scanning. Read the text quickly. When did scientists first find the deep sea vents?
Dawn of the deep
Imagine a place almost two kilometers below the sea surface. It's always dark-there is absolutely no sunlight. Scientists used to think that animals couldn't live without the sun's energy. As a result, they never expected to find living creatures down there. But they did.
Changing old ideas
In 1977, scientists got a surprise. Something was bubbling at the bottom of the ocean. They had found deep sea vents, home to amazing and unusual animals. Jonathan Eisen, one of the scientists investigating the vents, emphasized the discovery's importance. "It told us that life can thrive. Not just grow a little bit, but actually thrive – [even] in the absence of light." The vents are home to a huge number of creatures. On average, scientists have discovered a new species every 10 days since 1979. Timothy Shank, a marine ecologist, calls the number of new species "mind-boggling." "We're still on the tip of the iceberg," he says.
The Value of the Discovery
The discovery was important for another reason. Scientists used to think animals couldn't live in temperatures above 55°C. But the deep sea vents are that hot – sometimes even hotter. The discovery of life in such an extreme environment made scientists review some of their ideas about early life on Earth. Other scientists are looking into space. They believe that if life can survive in the vents, it might give us hope to find life beyond Earth.

Writing Model (p. 58)
Visit the town of Springfield as it will be in the year 2100! Join our tour now for a low price of just $499 for three days of exciting shopping, fine dining, and futuristic fun!
Accommodation: Stay at the New Age Hotel, a floating and revolving hotel 1 kilometer up in the sky. Every room has an amazing view! The hotel also offers bungee jumping and convenient sky taxis that will fly you anywhere in the city below.
Dinning: Sample the amazing variety of foods imported from Mars, Venus, and one planets in the Solar System. New farming technologies are used on low gravity planers to grow the largest vegetables in the Solar System.
Entertainment: Take a day trip to the Moon on our 24 hour Moon Shuttle. Collect moon rocks to take back to Earth as souvenirs, or play a round of low gravity golf at the Sea of Tranquility golf and country club. You have never hit a golf ball so far before!

Shopping: For the best bargains of the year 2100 visit the Mega Future Mall where you can find the latest housecleaning robots, android chefs, and rocket cycles.
Museums: Visit the Museum of Early 21st Century technology where you can see antique smart phones, computers, and video games that used to be popular decades ago.
Spaces on the tour are limited, so sign up now before the tour is sold out!

Unit 4A When Danger is Near (p. 61)
Reading
Strategy: Skimming. Quickly read the passage. What do Jerry Long and Yossi Ghinsberg have in common?
How to Survive Almost Anything
What would you do if you got lost on a mountain? Could you survive a deadly natural disaster? No one wants to find themselves in dangerous situations like these. However, developing survival skills can help you be prepared for whatever happens.
Stay Positive
People who believe they have control over what happens to them are more likely to believe in themselves and take action. Jerry Long is a good example. When he was 17 years old, he broke his neck in a diving accident. As a result, he couldn't move most of his body, and he had to hold a stick between his teeth to type. In the same situation, many people might give up. Long, however, said that his life remained full of meaning and purpose. He said, “I broke my neck, it didn't break me.”
Don't wait for a horrible situation. Start to develop this positive attitude today. Then, you'll be better prepared for anything.
Focus on Survival
Four young people headed into the middle of the Amazon rain forest. They thought they were on an amazing adventure, but then things started to go wrong. One of the adventurers, Yossi Ghinsberg, ended up alone and lost in the Bolivian jungle for three weeks. During that time, he repeated the phrase “man of action” to motivate himself. Later, he explained it like this. “A man of action does whatever he must, isn't afraid, and doesn't worry?'
If you find yourself in a crisis, first focus on survival. Everything else will take care of itself later.

Unit 4B Survival at Sea (p. 65)
Reading
Strategy: Predicting. What survival skill do you think Ward used? Read the passage to check your answers.
a positive attitude
focus on survival
taking action
believing in himself
Left for Dead
For the six people on the Grimalkin, August 11 seemed like the beginning of any other yachting race. But by the night of August 13, a powerful storm was throwing the yacht around like a toy.
The next day, one crew member was missing, and Nick and his friend Gerry weren't moving. Thinking all three were dead, the remaining three sailors left in the small life raft. Left for dead, and with his friend dying, Nick had to try to survive alone on the yacht.
When I came to, nothing looked familiar. I was confused. I had to think clearly. I could tell the storm was still too strong. But my biggest concern was all the water inside the yacht. The force of one more huge wave, combined with a strong wind, would sink the boat.

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Then to my right I saw something blue. A bucket! I reached out for it and fell into the nasty water. Coughing, I reached out again and managed to get the bucket.
For half an hour I kept throwing out buckets of water. It was slow, hard work, but having a purpose and a goal lifted my spirits. But all too soon I was out of breath and energy. I was back to worrying, imagining horrible endings. I needed something to keep me alert. I started testing my knowledge. I named lighthouses, then the planets. Once I'd finished them, I started on each planet's moons. Through it all, I kept saying, “I must not fall asleep."
On August 14, three days after the race started, Nick was finally rescued by a helicopter. Gerry had died during those three days, and his body was taken back to his family.

Writing Model (p. 72)
Please help!
To anyone who finds this message.
My family and I were sailing in our yacht from Hawaii to Australia when we were hit by a huge tropical storm. The winds were blowing over 100 kilometers per hour and the waves were so big they rolled our boat upside down. The mast fell off and our engine died, so we had to escape into our small life raft.
My father, mother, sister and I all survived the storm, but our yacht sank. Now we are floating somewhere in the Pacific Ocean in a small life raft. We have very little food and water and will run out of supplies in just a few days. When it rains we save the rainwater to drink, but it has not rained in a long time.
We are trying to catch fish for food, but we don't have any fishing equipment like fishing rods or nets. We tried making a net out of string, but so far we have not caught any fish.
We think we were hit by the storm about 500 kilometers southwest of Hawaii. The wind seems to be pushing us slowly to the west. Three days ago we saw one small island but we had no way to steer our life raft towards it. We were blown past the island by strong winds.
If you find this message, please notify the Coast Guard. We are afraid of running out of food and water or being hit by another storm. We hope that other boats in the area can find us before it's too late!

SGang Gway (p. 74)
Site: SGang Gwaay
Location: British Columbia, Canada
Category: Cultural
Status: World Heritage Site since 1981
On a small beach in the Queen Charlotte Islands, a number of tall wooden poles look silently out to sea. They are slowly breaking and some are falling down, but these poles are an important part of the Haida people's history. They are reminders of the wealthy village of SGang Gwaay linagaay, also called Nan Sdins, that stood here.
Here, among the ruins, archeologists have found evidence that the Haida people have lived on these islands for thousands of years. Most of the village is covered by forest, but the ruins that have survived are unique. They show us what a 19th century Haida village looked like, and just how powerful, rich, and beautiful Haida society was at its peak.
Nan Sdins is protected from the ocean wind and waves, and surrounded by thick forests. As a result, the village was not completely destroyed. Visitors today can come and see the large hand-built wooden houses that the Haida lived in, as well as many beautifully carved totem poles.
Each of these totem poles gives us information about the people who carved them, and the people they were carved for. Some stand in front of a house, telling us who lived there. Some tell the myths or legends of the clan. Others were made to remind people of important events in Haida history.
More than 8,000 years ago
The Haida begin to live on the Queen Charlotte Islands.

A.D. 1774
The Spanish ship Santiago visits the islands. This is the Haida's first recorded meeting with Europeans.
1788
Englishman Captain George Dixon explores the islands, which are later named after his ship, the Queen Charlotte. The Haida begin to trade with the Europeans. However, ships from the outside world also bring diseases that slowly reduce the Haida population to about 300.
1862
A passenger on the Queen Charlotte brings the disease smallpox to the island. In less than 20 years, the disease kills most of the Nan Sains people. There are only about 30 survivors.
(p. 75)
1885 The last of the Nan Sdins people abandtan the village.
1957 Some of the totem poles from Nan Sdins are moved to Museums, so they can be preserved. Many other poles are left at Nan Sdins.
1985 To stop people cutting down trees, and to protect their lands, the Haida people create the “Haida Heritage Site.”
Today The Haida population has grow again. There are more than 4,000 Haida living in Canada. However, fewer than 50 people can speak the Haida language, and many are over 70 years old. The Haida people are working hard to teach the language and culture to Haida children.

A Haida Folktale (p. 77)
How the Raven Stole the Sun
In the beginning, the world was completely dark. The Raven was tired of flying around blind and bumping into things.
One day, the Raven found a house by the river, where an old man lived with his daughter. The Raven heard the old man talking about a great treasure-the only light in the world. The man kept the light in a tiny box, which was inside a larger box, which was inside an even larger box, and so on. The Raven decided to steal the light for himself. First, he tried to find a way into the house. But no matter how hard he looked, he couldn't find a door.
Finally, the Raven came up with a plan. When the old man's daughter came out to get water, he changed himself into a hemlock needle and floated down the river. When the girl took a drink from the river, she swallowed the needle. Once inside the girl, the Raven changed into a very small human and went to sleep. Then one day, the Raven came out in the shape of a human boy. The old man was surprised at the arrival of his new grandchild, but soon came to love him.
Meanwhile, the Raven looked for the light. He found the largest box and carefully opened it, but all he found was another box. The grandfather heard the Ravenchild open the box and scolded him. The Ravenchild asked his grandfather to give him just the largest box to play with.
The old man agreed and gave the Ravenchild the first box. After a while, the Ravenchild demanded that the old man give him the next box. The old man loved his grandson, and agreed. It took many days of crying and begging, but one by one the boxes were removed. When only a few boxes were left, light began to fill the house. Then, the Ravenchild begged his grandfather to let him hold the light for just a moment.
The old man refused at first, but, after a while, he agreed. He took a beautiful, glowing ball of light out of the box and threw it to his grandson. At once, the Raven turned back into a bird, and caught the ball of light in his beak!
Then, moving his powerful wings, he flew through the roof of the house and escaped. Once out of the house, the light spread all over the sky.
And that is how the sun came to be in the sky.

Unit 5A Saturn (p. 81)

Ref. code: 25645706040127OAN

Reading
Strategy: Skimming. Read quickly. How large are the rings of Saturn?
THE JEWEL OF THE SOLAR SYSTENA
Saturn is huge-more than 700 times the size of Earth. However, it's extremely light-if you could find a big enough ocean to put it in, it would float!
That's because Saturn is mostly made of gases, including helium, the gas that makes balloons float. But it's the rings around Saturn that give the planet its unique look. And for hundreds of years, it's those rings that people have found so attractive.
UNDERSTANDING THE RINGS
At first, Saturn looks like it has just one large ring. However, it actually has seven major rings, and each is made up of thousands of smaller ones. In total, the rings are more than 250,000 kilometers across-that's over two-thirds of the distance from Earth to our moon! In spite of this, the rings are quite thin. In fact, on average, they're less than 50 meters thick.
From Earth, the rings look like they are solid, with clear edges. However, this is deceptive. They are actually made from billions of particles of rock and ice. Some particles are as small as a grain of sand. Others are the size of mountains.
A CLOSER LOOK
Scientists now know a lot about Saturn, but it still holds many mysteries. Because of this, 17 countries worked together to build a spacecraft, called Cassini. Launched in October 1997, Cassini started sending information from Saturn to Earth in 2004. Its images and videos have been extremely valuable. For example, in 2008, scientists found evidence that one of Saturn's moons might contain basic life forms.
All these years later, Cassini still sends daily information back to Earth. Using this data, scientists will continue to make exciting new discoveries for many years to come.

Unit 5B To the Moon (p.85)
Reading
Strategy: Skimming. Quickly read the speech below. What is the main topic President Kennedy talked about?
We choose to go to the moon.
The following is adapted from a speech United States President John F. Kennedy gave in Houston, Texas, on September 12, 1962.
Why, some say, the moon? Why choose this as our goal? And they may ask: why climb the highest mountain? Why, 35 years ago, fly across the Atlantic?
We choose to go to the moon. We choose to go to the moon in this decade, not because it is easy, but because it is hard. But the challenge is one that we are willing to accept. It is one we are unwilling to put off.
To send a rocket to the moon, we must be bold. The moon is 240,000 miles away from the Earth. And the rocket is just 300 feet tall. The rocket will need new kinds of metal, some of which have not yet been invented. It must be able to stand heat and stresses like those never experienced before. It will need to carry all the equipment it needs-all on an untried mission, to an unknown place. And then it must return safely to Earth by re-entering the atmosphere at speeds of over 25,000 miles per hour, causing heat about half that of the temperature of the sun. We want to do all this. And we want to do it right. And do it first, before this decade is out! Many years ago, the great British explorer George Mallory, who died on Mount Everest, was asked why he wanted to climb it. He said, “Because it is there."
Well, space is there, and we're going to climb it. The moon and the planets are there. New hopes for knowledge and peace are there. And, therefore, we start on the most dangerous and greatest adventure that man has ever tried.

Writing Model (p. 92)
JOURNEY TO THE PLANET MARS

"300 meters. 250 meters, 200 meters," Janet Rogers, the commander of the first manned spaceflight to the planet Mars, read the numbers on her computer screen as the space ship went down.
For the last ten months, Janet and her crew, George, Andy, and Sarah, had traveled millions of kilometers after leaving earth in a space ship headed for Mars. Now it was the most dangerous part of the mission: the landing.
"150 meters," Janet read. She looked at George, the second officer. If the crew could land safely on the surface, they would be the first human beings to stand on another planet.
Suddenly a loud alarm filled the small cabin. Red lights flashed on the control panel.
"We're getting some wind!" shouted George. "It's blowing us off course!"
Janet looked out the window and saw a large, rocky crater. They were heading straight into it!
"100 meters, 50 meters!" Janet tried hard to steer the space ship away from a crater, but the wind was blowing too hard now.
Crash! With a huge jolt, the spaceship slammed into the side of the crater, bounced up, and then came down. Something was wrong. The ship was lying on its side. The landing gear was broken.
The four astronauts looked around at each other. No one was badly hurt, but the space ship would never fly again. They had a year's supply of food and water, but that was all they had.
"Maybe we can call for help," said Sarah, the science officer. "It's our only chance to get back to earth."
"Andy, Check the radio. Send the emergency message," said Janet. "Let's hope the radio is working."
"Earth station, this is Mars station. We have crash landed. Can you hear me," said Andy Into rádio, "Earth station, can you hear us?"
... To be continued.

Unit 6A Writing around the World(p. 95)

Reading strategy: Predicting.
Which culture do you think first invented writing?
FIVE THOUSAND YEARS OF WRITING
No other invention-except perhaps the wheel--has had a longer and greater impact on human culture than writing. In fact, the history and culture of many civilizations is only measured from the point that they developed writing.
The Sumerians first started to record the numbers of objects they counted by pressing reeds into wet clay. Since then, humans have been looking for the perfect tool to record their ideas.
The earliest forms of writing were pictographic-in other words, pictures were used to represent objects. Chinese writing is an example of this. Originally, the characters looked like pictures. However, over the centuries, they became less picture-like and faster to write.
Another example of pictographic writing is ancient Mayan. The Maya used pictures to write dates. For example, in one character, a monkey holds a head over a skull. The monkey represents a day, and the head stands for the number six. Since the skull stands for ten, together, the pictogram represents 16 days. Interestingly, of the various cultures that used pictographic writing, only Chinese is widespread today.
As writing developed, the relationship between characters and the objects they represented became less strong. Writing became phonetic-letters represented sounds, like in the modern English alphabet. The phonetic alphabet developed by the Phoenicians about 3,000 years ago influenced the writing of modern Hebrew, Arabic, Greek, and English.
Today, about 85 percent of the world's population can read and write. Whatever form of writing those people use, it remains one of humanity's most powerful forms of artistic and creative expression.
If you record something, you write it down or take a picture of it, so you can remember it in the future.

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Unit 6B Why Do People Read? (p.99)

Reading

Strategy: Skimming. In the essay below, the writer lists three ways books are used. Which of these does he NOT talk about?

a. for fun b. for religious reasons
c. for inspiration d. for information

The Companionship of Books

This essay is adapted from "The Companionship of Books," first published in A Librarian's Open Shelf (1920).

Are books our companions? That depends. You and I read them with pleasure; others do not care for them. To some, the reading of any book is as impossible as reading a book in a foreign language. These people do not read-at all. Take a New York police officer. Someone suggested he ought to read a novel in his vacation time, but he said, "Well, I've never read a book yet, and I don't think I'll begin now. He had no use for books. He could get along perfectly well without them, and he is not unique. These people are not uneducated; they have and are still gaining much knowledge. However, they gain this knowledge not from books, but by personal experience and by word of mouth. Is it possible that they are right? Could it be true that reading books is not necessary?

To answer these questions, let's stop and think about books. Books may be used in three ways. First, a book can give us information. It is valuable not because it a physical object, made of paper and ink, but because it records ideas that can pass from generation to generation. Second, reading can be fun. When a reader loves an exciting story and cannot stop reading, he stays up late at night reading. Finally, books can inspire. Reading about how to make a box may inspire a boy to go out and make one himself. And inspiration goes beyond boxes! A good idea in a book can make those who read it into better men or women. What do all these examples show us? Books make it possible for ideas to go beyond one person to cross places and time. This is the miracle of writing-a miracle that is repeated daily in millions of places with millions of readers.

Writing Model (p. 106)

If you are a fan of Minecraft, you might enjoy the new video game Mission to the Planet Mars, now available from your local game stores.

Like all popular games nowadays, a demo version of both can be downloaded for free. Minecraft allows players to build imaginary houses. In Mission, players also build spaceships using materials that can only be found on Mars.

There are some important differences between the two games. Unlike Minecraft, in Mission only two players can play in the same game at the same time, and these players are randomly chosen to play against each other. While the full version of Minecraft can be expensive, you can download the full version of Mission for free for six months.

The graphics in Minecraft are quite simple, but in Mission the special effects are spectacular and the Martian landscapes are eerily beautiful. However, the game itself is not as addictive as Minecraft because there is a limit to what you can build.

If you like dramatic science fiction adventures and you liked Minecraft, you will also like Mission to the Planet Mars, but you might get bored after a while. I would recommend this game to teachers who want their students to learn about space and space travel, and to Minecraft addicts who want to try something different.

The Bend of the Boyne (p. 108)

Site: The Bend of the Boyne
Location: County Meath, Ireland
Category: Cultural

Ref. code: 25645706040127OAN

Status: World Heritage Site since 1993
For more than 5,000 years, this huge round structure, called Newgrange, has stood by Ireland's River Boyne. Today Newgrange is: one of three great burial mounds which make up the World Heritage Site known as the Bend of the Boyne.
Some histonans think that it was once the center of a small, simple community of farmers. Others, considering the techniques and tools that might be required to build it, believe it was built by a more advanced society, Newgrange itself gives few clues. As a result, it is still very much a mystery to both visitors and experts. One of the things we do know, however, is that it took many years to build. This means it was an important enough project to pass from one generation to the next.
Inside the mound is a long tunnel made of huge stones, many with beautiful carvings of ancient Celtic symbols. At the end of tunnel at the center of the structure-is a room where a stone basin held the ashes and bones of the ancient dead.
This suggests Newgrange was a tomb, but many believe it was more. For example, legends of the area speak of it being the s palace of god-kings. Whether it was built as a a tomb by a small group of farmers, or as a palace by a large, organized tribe, Newgrange stands today as an amazing example of the efforts and art of ancient people.

(p. 109)
For many years since its discovery, people thought Newgrange was just a tomb. However, in the late 1960s, archeologists uncovered an amazing secret that happens every year on the shortest day of the year. At dawn on that day-the winter solstice-as sunlight hits the building, the sun enters above the main entrance. The sunlight lights up the entire 20-metere corridor that leads to the basin of ancestral bones.
This special feature is not only an impressive feat of engineering for its ancient builders. It also tell us Newgrange was probably also an important place of worship trace for people to gather to honor their ancestors.

AN IRISH FOLKTALE AONGHUS AND CAER (p. 111)
Once upon a time, at Newgrange, there lived a young god named Aonghus. One night, a beautiful girl visited Aonghus in a dream. But when he put out his arms to touch her, she disappeared. The next day, Aonghus was so sad he wouldn't eat anything.
That night, the girl appeared in his dreams again. This time, she played beautiful music and sang to him. But once again, she disappeared. Aonghus fell in love with the girl in his dreams. But he could not be with her. For a whole year, Aonghus would not eat, and he grew thinner and sicker.
His friends and family searched for this mysterious girl. Finally, they found her, urrounded by one hundred and fifty other girls, who were tied together in pairs by silver chains. Her name was Caer, and she was the daughter of the fairy king.
Immediately, Aonghus went to ask Caer's father to let him marry her. But Caer's father told Aonghus that he had no power over her, and that she had gone to a lake where she would turn into a swan and live in her swan-form for a year. However, if he could identify Caer in her swan-form, she might agree to marry him.
When Aonghus found the lake, there were many beautiful swans on it. They all looked so similar. Aonghus heard a song coming from across the lake. It 20 was the song Caer had sung in his dreams. He called to her and asked her to marry him. Caer agreed, but only if he too would become a swan for a while. He agreed, and changed into a swan. Together, they flew three times around the lake, and then flew to Newgrange, where after some time they turned back into humans and lived happily ever after.

Unit 7A The Wonderland of Lewis Carroll (p. 115)

Reading

Strategy: Scanning. Dodgson said, "The three little girls were in the garden most of the time, and we became excellent friends." Quickly read the passage and write the names of the girls.

1. ……..
2. …….
3. …….

The Beginning of Alice

Many people described Charles Lutwidge Dodgson as shy. He wasn't very good in social situations. One of his college students even said Dodgson's math classes were extremely boring. Children, however, thought very differently of him. When he was with children, he was funny and imaginative. He invented puzzles and games, and created stories that children loved. Those children included Alice Pleasance Liddell, the daughter of a colleague, and her two sisters, Lorina and Edith. Dodgson was, it seems, a wildflower that only bloomed' when children were around.

"Tell us a story, please, Mr. Dodgson," the three girls asked.

"Alice was beginning to get very tired of sitting by her sister on the side of the river and of having nothing to do. Suddenly, a white rabbit with pink eyes ran close by her," he began. He continued for a few minutes, and then stopped. “That's all until next time.”

The girls complained, so he offered to go on. That day the stories came out one after another. He seemed relaxed in his role as storyteller. Dodgson included the children in the stories, with Alice as the most important character. The other characters included an Eaglet (named for Edith) and a Lory (a kind of parrot) named after Lorina. That day, in particular, Dodgson's stories were really interesting.

Later, Alice begged? Dodgson to write the stories down, and he agreed. However, it wasn't until two and a half years later that Dodgson finally gave her a dark green leather notebook, the beginning of the stories we now know as Alice's Adventures in Wonderland.

Unit 7B Through the Looking Glass (p. 119)

Reading

Strategy: Scanning. Dodgson hid a secret message in the poem below. What is it? …….

A Boat Beneath a Sunny Sky

In Alice's Adventures in Wonderland,

Alice falls into a rabbit hole and explores the wonderland that Dodgson created. In real life, the stories started one day while Dodgson was in a rowboat on a small lake with some friends, including three little girls. Many years after creating the first stories about Alice, Dodgson wrote that he could recall that day, "almost as clearly as if it were yesterday."

Six years after Alice's Adventures in Wonderland, Dodgson published another book, Through the Looking Glass, which continues the Alice stories. He included his memories of that day on the

lake in this untitled poem at the end of Through the Looking Glass.

A boat, beneath a sunny sky. Lingering onward dreamily. In an evening of July.
Children three that sit down near, Eager eye and willing ear, Pleased a simple tale to hear.
Long has gone that sunny sky. Echoes fade and memories die. Autumn cold has killed July.
Sill she haunts me, phantomwise. Alice moving under skies, Never seen by waking eyes.
Children yet, the tale to hear, Eager eye and willing ear, Lovingly shall sit down near.
In a Wonderland they lie. Dreaming as the days go by. Dreaming as the summers die:
Ever floating down the stream. Lingering in the golden gleam. Life, what is it but a dream?

Writing Model (p. 126)

Ref. code: 25645706040127OAN

Mr. Nik Wallenda

Mr. Nik Wallenda was the first human being to walk on a tightrope across the Grand Canyon in the state of Arizona, USA.

On June 23, 2013, Mr. Wallenda walked about 400 meters on a 4cm thick wire that was tretched across the Grand Canyon. The wire was suspended 450 meters above the Little Colorado River. Mr. Wallenda did not use a safety line to stop him from falling to the bottom of the canyon if he slipped and fell off the wire.

Mr. Wallenda said it was always his dream to be the first person in history to walk across the canyon. He comes from a family of tightrope walkers, including his father and grandfather. “It was a dream come true. This is what my family has done for 200 years, so it's part of my legacy," said Wallenda about the historic feat. His great grandfather, Karl Wallenda, died at the age of 73 while attempting a performance in Puerto Rico.

Leading up to his Grand Canyon tightrope crossing, Mr. Wallenda successfully walked across other well-known landmarks, including the Niagara Falls.

Watched by his family and friends, and a group of about 600 spectators, Mr. Wallenda stepped out on the 400 meter long wire on a clear but slightly windy day on June 23, 2013. According to Mr. Wallenda, the wind was stronger than he had expected, which caused the wire to move back and forth. Twice, Mr. Wallenda had to bend his knees and stop walking to wait for the wire to stop moving so much. After 8 minutes of taking small steps along the wire, Mr. Wallenda was only one-third of the way across the wire. It took a total of just over 22 minutes for him to safely reach the other side.

Television cameras filmed the crossing from start to finish, and helicopters with cameras also filmed the crossing from the air.

While making his historic crossing, Mr. Wallenda talked with his friend by microphone, who tried to help him stay calm and to encourage him. Mr. Wallenda ran across the last few meters of the wire and stepped back onto firm ground on the other side of the canyon where his family were waiting for him.

"It took every bit of me to stay focused that entire time," he said. “My arms are aching like you wouldn't believe," he said, moments after reaching the other side of the canyon. He said that his faith and the love and support of his family helped him to accomplish the amazing feat that no one had ever accomplished before him.

Unit 8A Disappearing Languages (p. 129)

Reading

Strategy: Predicting. What are some reasons why a language becomes endangered? Discuss with a partner. Read the passage to check your predictions.

Languane Death

Every 14 days, another language dies. There are many reasons for this. Some people think more common languages have more economic power. Because of this, young people choose to learn a common language as they think it is more useful. Another reason is that some languages aren't written down. Guujaaw is a leader of the Haida Nation. His people have lived on the Queen Charlotte Islands, Canada, for more than 10,000 years. Their language is endangered. Traditionally, it wasn't written down, and, as a result, some people are worried that it will die one day. Guujaaw responds to this, "We talk to each other, listen, visit, and trust the spoken word. Expressing yourself without writing is natural." However, if Guujaaw's language and others like it are going to survive, writing may have to become part of their lives.

Too important to Lose

When a language dies, an amazing amount of knowledge dies with it. To begin with, language is a huge part of the culture of the people who speak it. Language allows speakers to say specific things: words that describe a cultural idea may not translate exactly into another language. Furthermore, many endangered languages have rich spoken cultures. Stories,

songs, and histories are passed on from older people to younger generations. Anthropologist Elizabeth Lindsey emphasizes this. “When an elder2 dies, a library is burned," she claims. Language death also affects our knowledge about nature. Native tribes often have a deep understanding of local plants, animals, and ecosystems. David Harrison, an expert on endangered languages, reflects. "Eighty percent of (plant and animal) species have been undiscovered by science. But that doesn't mean they're unknown to humans."
Still Hope
Many languages are endangered. However, it's not too late. Children often grown up speaking
two Language "No one ….. becomes richer by abandoning ….. one language to learn another." Harrison said If children feel both languages are important, they will use both. Therefore, it is necessary that children realize how useful their local language is.

Unit 8B The Hadza (p. 133)
Reading
Strategy: Scanning. The Hadza own very few things. What are some of the things they own? What have we forgotten?
They grow no food and raise no livestock. They live without calendars. In fact, they don't count hours, days, or months. The Hadza language doesn't even have words for numbers past three or four. Consequently, they don't celebrate birthdays or anniversaries. Their way of life has changed very little for the last 10,000 years.
To the outside world, this way of living may be hard to understand. We may think that there's nothing the Hadza can teach us. Michael Finkel, a journalist, would disagree. He had the opportunity to spend two weeks with the Hadza and said that being with them changed the way he looked at the world.
So what can we learn from the Hadza? One thing is their attitude toward life. Each Hadza tribesperson owns very little: a cooking pot, a water container, an ax, and a bow. The things they own can be wrappede 10 in a blanket and carried. This teaches us that perhaps modern city-living people don't really need everything they own.
We can also learn about their freedom from stress. Their lives are incredibly dangerous, and medical help is far away. One bad fall from a tree, or one bite from a poisonous snake can leave a member of the Hadza dead. Yet they don't worry about the future-or anything. Finkel described the change in his feelings as "the Hadza effect. He said that after being with the Hadza, he felt calmer. He wasn't in such hurry and was more aware of the present. He also felt more self-sufficient and had less fear. “My time with the Hadza made me happier," he said.

Writing Model (p. 140)
My class president election speech
Main opinion sentence: Esperanto, the language invented as a logical and simple language, should be taught at our school as our main second language.
Pros
- The language has very simple grammar and spelling and is easy to learn.
- More and more people around the world are learning to speak Esperanto.
Cons
- Not many people in the world can speak Esperanto yet.
- Esperanto teachers are hard to find.
- Most movies and books have not been translated into Esperanto
Hello fellow students. If you elect me as class president of our school, I will propose that we choose Esperanto as our second language. Most languages are very difficult for people to learn as a second language. Some languages are difficult to read and write. For example, people learning Chinese and Japanese must memorize thousands of characters in order to read.

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Other languages are difficult to learn because their grammatical rules are so complicated. Languages like English have hundreds of irregular verbs that must be memorized, like "swim, swam, swum."
There is a better language for us. Esperanto is a language that was invented by linguists - people who study the basics of language. Esperanto is designed to have a very simple writing system and a very simple grammar system. It is by far the most logical and easiest language to learn. It is also becoming more popular.
Why should we spend so much time and effort learning a difficult language with difficult writing systems and grammar rules? Vote for me, and together let's learn the wonderful language of Esperanto!

Saryarka (p. 142)
Site: Saryarka-Steppe and Lakes of Northern Kazakhstan
Location: The Kostanay and Akmola Provinces, Kazakhstan
Category: Natural
Status: World Heritage Site since 2008
Stretching over about 4,500 square kilometers of Kazakhstan, Saryarka World Heritage Site was the first World Heritage Site in Central Asia.
The site includes two large reserves, which together protect and preserve large areas of the Kazakh steppe.
The reserves also protect other environments, such as ancient pine forests and lakes. This variety of landscapes provides homes to many animals, such as marmots, wolves, and the saiga, a kind of antelope.
The site also protects the region's wetlands, an important area which provides food and rest for many species of migrating birds. Every year more than fifteen million birds including many endangered species--stop here on the way to western and eastern Siberia. Birds like the extremely rare Siberian white crane and pink flamingos come here to find food, and spend the winter. This has made the site one of the most popular areas in Kazakhstan for bird-watching.
(p. 143)
Despite its beauty, the steppe is a difficult place to live. The weather on the steppe can be very extreme. It can sometimes be very hot, and sometimes very cold. However, groups of people have lived in this rough environment for centuries. They are known as the Kazakhs. Today, some of these tribes still live and work on the steppe, moving their families and homes all over the area to find food for their animals. One tradition that has helped the Kazakhs survive in this environment is the art of *hun*ting with eagles. The eagle hunters and their highly-trained golden eagles are an important part *of l*ife on the steppe. Once they have trained to hunt together, each man and his eagle are lifelong *pa*rtners, and help to keep the Kazakhs' traditions and culture alive.

A KAZAKH FOLKTALE ALDAR KOSE AND THE MAGIC COAT (p. 145)
One winter's day, Aldar Kose was riding through the steppe. It was very cold, and he had only an old, torn coat to wear. He tried to ride faster, but his old horse would not move any faster.
Suddenly, he saw a rider on a beautiful horse coming quickly toward him. The rider was wearing a warm, thick coat. Soon, Aldar Kose recognized him as a local rich man. This man was very greedy and selfish. Aldar Kose soon thought up a cunning plan.
He moved his hat to the side of his head and opened his torn coat. Then, he sat up straight, and started singing a happy song, acting as if he wasn't cold at all.
The rich man was surprised Aldar Kose was acting this way. He rode up, and asked, “Are you really not cold?”
"Your coat may be warm, but mine is making me hot," replied Aldar Kose.

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"How can your coat make you hot?" said the rich man, “It is so thin, and there are holes in it!"
"It is a magic coat," said Aldar Kose. "The holes let out the cold, and the warmth stays with me." Aldar Kose looked so comfortable the man believed him. At once, the greedy man wanted the “magic coat" for himself. He wanted to buy it, but Aldar Kose refused.
"I will give you my coat in exchange! It is very warm” said the rich man.
Aldar Kose still refused. “But, if you give me your horse too, I will think about it he said.
The rich man agreed. Aldar Kose took off his old coat and came down from his horse He put on the warm, thick coat, got onto the rich man's horse, and quickly rode off across the steppe.

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