

Inductive Presentation vs. Deductive Practice: A Textbook Analysis of Grammar Lessons in the *English for Iraq* Series for the 6th Preparatory Class

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العرض الاستقرائي مقابل الممارسة الاستنتاجية: تحليل الكتاب المنهجي لدروس القواعد في سلسلة اللغة الانكليزية للعراق لصف السادس الاعدادي

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Abstract

This study investigates the problem of presenting grammar lessons in nation-wide prescribed EFL textbooks in Iraq. In these contexts, there is a tension between abiding with the principles of communicative language teaching and the reality of the prevalent exam-oriented teaching practices. The study seeks to determine the extent to which the textbook follows the inductive versus the deductive grammar teaching approaches. To fulfill the aims of the study, a content analysis method has been utilized to evaluate the content of a sample of three core units (out of six core units) from the series of *English for Iraq*, 6th preparatory. The findings reveal significant methodological discrepancies in the presentation of grammar lessons between the Student's Book and the Activity Book. While the Student's Book successfully follows an inductive approach and presents grammar structures within contextualized input following the principles of communicative language teaching, the Activity Book follows the deductive approach and is found to be profoundly influenced by examination washback and decontextualized discrete-point mechanical exercises. These findings suggest that the curriculum presents conflicting grammar teaching approaches, reducing the communicative elements, maximizing rote memorization, considering these methodological frictions and presenting practical strategies for teachers to deal with these misalignments.

Keywords: grammar, inductive approach, deductive approach, communicative language teaching, exam washback

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الملخص:

تناولت هذه الدراسة مشكلة تقديم دروس القواعد الموصوفة في كتب اللغة الانكليزية كلغة أجنبية على مستوى العراق ، في هذه النصوص هناك جهد بين الالتزام بمبادي تدريس اللغة التواصلية و واقع ممارسات التدريس الشائعة الموجهة نحو الامتحان. لذلك تسعى هذه الدراسة الى تحديد مدى اتباع كتاب الطالب لنهج تدريس القواعد الاستقرائي مقابل النهج الاستنتاجي لتحقيق اهداف الدراسة، اذ تم استخدام طريقة تحليل المحتوى لتقييم محتوى العينة من ثلاث وحدات اساسية (من اصل ست وحدات اساسية) حسب سلسلة اللغة الانكليزية للعراق الصف السادس الاعدادي . تكشف النتائج عن اختلافات منهجية كبيرة في تقديم دروس القواعد بين كتاب الطالب و كتاب النشاط. يتبع كتاب الطالب بنجاح منهجا استقرائيا و يقدم تراكيب القواعد ضمن مدخلات سياقية وفقا لمبادئ تدريس اللغة التواصلية بينما يتبع كتاب نشاط المنهج الاستنتاجي وقد وجد انه يتأثر بشدة بتأثير الامتحانات و التمارين الالية المنفصلة عن السياق. تشير هذه النتائج الى ان المنهج يقدم طرق تدريس قواعد بشكل متناقض مما يقلل من العناصر التواصلية و يزيد من الحفظ مع الأخذ بنظر الاعتبار هذه الاختلافات المنهجية و تقديم استراتيجيات عملية للمدرسين للتعامل مع هذه الاختلافات.

الكلمات المفتاحية: القواعد ، المنهج الاستقرائي ، المنهج الاستنتاجي ، اللغة التواصلية ، الاختبار الارتدادي.

1. Introduction

The inclusion of grammar lessons within EFL textbooks assumes an essential place in the curricula, particularly in contexts where the teaching of a foreign language depends heavily on prescribed material on a nation-wide level (Saengboon et al., 2022). Historically speaking, with the shift from structuralism to communicative language teaching, textbook designers tended to reevaluate how grammar should be presented to EFL learners (Nunan, 2004; Richards & Rodgers, 2014). Within this central orientation in second language teaching theories, the grammar pedagogy has developed and moved from rule-driven (deductive approaches) to data-driven or guided discovery (inductive approaches) (Ellis, 2015). To differentiate between the two approaches, it can be said that deductive approaches prefer explicit clarity and paid special attention to time constraints, while inductive approaches prefer guiding the learners to infer the target rules from the exposed input. The latter emphasizes strengthening cognitive development, noticing and autonomous study style (Thornbury, 1999; Widodo, 2006).

Although there is general agreement, at least from a theoretical perspective, on the effectiveness of inductive grammar teaching approaches, the process of actual implementation of these principles in actual classroom practices and actual textbook materials still poses serious pedagogical challenges (Spada & Lightbown, 2008). These challenges are clearer in EFL contexts where centralized educational systems are followed and examination cultures prevail such as the case in Iraq. In these contexts, there is a profound conflict between the imposed communicative language teaching principles and the established traditional exam-oriented teaching practices (Cheng, 2005). Under these situations, teachers and learners use the materials that have been presented following the inductive approach, but they have to adapt it to fit within the local examination culture because at the end they will have to enable their students to prepare for summative examinations that reward rote memorization (Wu, 2023).

The Iraqi EFL context presents an ideal example of this international phenomenon. The national curriculum *English for Iraq*, which was released in 2013-2014, is designed under the principles and theories of communicative language teaching. Yet, its actual teaching in the classroom is heavily done under the traditional local approaches that emphasize mechanical drills and reward rote memorization particularly for the 6th preparatory grade where students' final results govern their university admissions (Alrickaby, 2024a). This phenomenon is not unique to Iraq, and there is solid research confirming its presence internationally. However, in the Middle East, there is a notable gap for rigorous critical textbook analyses of how grammatical structures are presented within these prescribed nation-wide curricula (Lafta, 2021).

To bridge this gap, the present study conducts a systematic textbook analysis of the *English for Iraq* for the sixth preparatory grade for both the Student's Book and the Activity Book. By utilizing established pedagogical theories, this study seeks to determine with the extent to which the textbook (including both the Student's Book and the Activity Book) follows inductive versus deductive approaches of grammar presentation. Furthermore, the study aims to investigate the textbook to find whether it follows the communicative principle of guided discovery or it follows the structural principle of rule-based teaching that is related to preparing for summative examinations. By doing so, the study hopes to offer actionable recommendations for textbook designers and EFL teachers.

2. Literature Review

2.1. The Pedagogical Dichotomy: Deductive and Inductive Approaches

The question of specifying the most effective approach for grammar teaching remains a foundational one in second language acquisition theories. In the past, the deductive approach has dominated the research and practice of grammar teaching. This approach can be characterised by explicit presentation of grammatical structures followed by mechanical practice (Thornbury, 1999). For example, the teacher typically explains a certain grammatical rule, sometimes using the students' first language, gives examples, and then assigns the students a set of drills to practise the grammatical rule. It is argued that this method has roots from the Grammar-Translation Method which is often adopted in different contexts around the world due to its efficiency and directness, especially in large, crowded, teacher-led EFL classrooms (Ellis, 2006).

The inductive approach, on the other hand, is theoretically based on the theories of communicative language teaching. In principle, it presents the grammatical rules within

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contextualized linguistic data, and encourages the students to infer them through some sort of guided cognitive effort (Decoo, 1996). For example, the teacher assigns the students a reading passage that includes a certain underlying grammatical rule and s/he expects them to infer the rule and its use. The theoretical support for this approach primarily comes from the Noticing Hypothesis by Schmidt's (1990) which assumes that learners tend to acquire a certain linguistic input if they pay conscious attention to it. In the same way, researchers suggest that the inductive approach can lead to stronger retention rates and can encourage learner autonomy because it develops deeper levels of cognitive processing (Widodo, 2006; Spada & Lightbown, 2008). However, the implementation of this approach is a demanding process because it requires greater pedagogical skills from the teacher. In addition, it is more time consuming which makes it unsuitable in certain contexts around the world (Thornbury, 1999).

2.2. Grammar Presentation in EFL Contexts

In contexts where it is not possible for teachers to design their own teaching materials and the authorities provide teachers with prescribed curriculum, the textbooks remains as the primary component of curriculum implementation, if not the only one, in most international EFL classrooms, particularly in underprivileged contexts (Richards, 2001; Tomlinson, 2012). However, with the trend of abandoning structural methods and adopting communicative language teaching over the past few decades, textbook designers found themselves pressured to shift away from teaching discrete grammar structures towards focus on meaning, communication and language functions (Long, 1991).

Because the shift from form to focus on meaning is a challenging process particularly for practitioners working in difficult circumstances, some textbook designers preferred to follow a hybrid mode combining the two. That is, in nation-wide prescribed textbooks, there should be a balance between communicative tasks and explicit grammar sections. In this way, a certain task in the textbook can start with an inductive consciousness raising task to be followed by a deductive consolidating exercise (Gholami et al., 2017). However, recent critical analyses show that a lot of EFL textbooks use communicative language teaching materials as a cover for traditional form-focused exercises which can lead to failure in developing authentic communicative competence (Tomlinson, 2012).

2.3. Exam Washback

The success and effectiveness of a certain method of grammar structures presentation in a textbook often depends on the local culture of the stakeholders, mainly the teachers and their

students. This is often calculated in the rates of success and failure in summative examinations rather than authentic language use. For this reason, the phenomenon of washback, which means the influence of testing on teaching and learning, appears as a central factor in many EFL contexts around the world, especially in the global south (Alderson & Wall, 1993; Cheng, 2005).

With the pressure to adopt trendy communicative language teaching methodologies, some educational systems, particularly in developing countries, show a notable disconnect between the state-level educational policies and the classroom realities. While the ministries of education in these countries set ambitious plans to adopt communicative language teaching and inductive approaches, teachers' practices seem to resist and thus classroom realities remain untouched. The prevalence of traditional methods focused on preparing students for summative examinations is still present in spite of the many attempts to bring change (Al-Issa, 2006; Inbar-Lourie, 2008; Alrickaby, 2024). This misalignment between planning and reality creates a significant pedagogical gap. Recent studies indicate that when textbooks encourage inductive learning but examinations focus on mechanical rule application, teachers have to 'teach to the test', overlook the textbook's communicative intent, and adhere to deductive grammar teaching (Watanabe, 2004).

Accordingly, a critical gap remains in the current EFL research regarding how the newly adopted textbook series *English for Iraq* - the sixth preparatory grade in this study - design and introduce grammar lessons. Analyzing these materials provides important insights to textbook designers, policymakers, as well as teachers into how this fundamental part of the textbook is designed and how it can be improved for better learning outcomes and more effective teaching methodologies.

3. Research Questions

In order to investigate the approaches of presenting new grammar structures and consolidating them in *English for Iraq* (Sixth Preparatory) in a systematic manner, the study will be guided by the three research questions listed below:

1. Which approaches (inductive or deductive) do the designers adopt to present the new grammatical structures in Student's Book and Activity Book (English for Iraq) for 6th preparatory class?
2. What types of instructional activities are utilized in introducing the new grammatical structures in Student's Book and Activity Book, and what is the distribution for each of them?

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3. Is there a pedagogical misalignment or friction between the communicative grammar presentations provided in Student's Book and the consolidation exercises provided in Activity Book?

4. Methodology

4.1. Research Design

To investigate the pedagogical presentation of grammatical structures in *English for Iraq* (Sixth Preparatory class), the researcher employs a systematic content analysis in her analyzing process. The reason for adopting this method of data analysis is, as Krippendorff (2018) explains, that it is a highly effective method for evaluating the covert and overt pedagogical intentions within the textbook materials. The analysis will mainly involve a critical examination of the grammar presentation method by labelling them as either inductive or deductive or hybrid. This process will encompass both the Student's Book and the Activity Book. The analysis will also involve calculating the frequency of each approach across the target units in the textbook to decide which approach is the most prevalent.

4.2. Corpus and Materials

The data targeted in this study exclusively include a sample of three core units out of the core six units in the target textbook (*English for Iraq*) by Olivia Johnston, Caroline de Messieres and Edward Alden (2025) for 6th preparatory. The textbook originally consists of eight units including six core units and two revision units. The two revision units (unit 4 and unit 8) do not include any grammar presentation lesson so they do not count. For the rest of the six units, units with odd numbers (units 1, 3, and 5) were included in the corpus to ensure that the selection process is not biased. The analysis will encompass both the primary instructional test (called the Student's Book) and the supplementary material (called the Activity Book). The reason for including both of these is to ensure that the analysis is comprehensive and covers every detail of the textbook.

4.3. Analytical Framework

To ensure that the analysis process is both objective and comprehensive, the study adopts an eclectic mixed-methods analytical framework based on Thornbury's (1999) and Decoo's (1990) works on grammar teaching. So, each of the grammar lessons in the target units will be evaluated against the following criteria:

- a. Deductive presentation (Rule driven): a lesson will be labelled as deductive if it starts with an explicit statement of the target grammatical rule, metalanguage, or a morphological paradigm. This also includes exercises that involve isolated, sentence-level examples in mechanical, form-focused practices such as sentence transformation, MCQ exercises or fill-in-the-blanks.
- b. Inductive presentation (data driven): a lesson will be labelled as inductive if it presents the target grammatical structures embedded within contextualized communicative input such as reading passages or dialogues. These lessons are typically followed by exercises to engage the students in noticing tasks such as completing a story or writing composition. Afterwards, the lesson introduces the grammatical rule explicitly for consolidation.

4.4. Data Collection

The units to be included in the analysis will include any lesson or part of the lesson that introduces any distinct pedagogical sequence explicitly or implicitly designed to teach new grammatical structure. The data collection process will follow a two-tiered protocol:

- a. Phase 1 (presentation): every grammar lesson in the Student's Book is analyzed to determine whether the initial linguistic input and the following scaffolding exercises align with the inductive approach or the deductive approach.
- b. Phase 2 (consolidation): the corresponding exercises in the Activity Book are cross-referenced to evaluate the pedagogical continuity. This phase of the analysis seeks to check whether the exercises in the Activity Book sustains the communicative, data-driven approach adopted in the Student's Book, or if it adheres to the traditional mechanical drills intended for examination preparation.

4.5. Reliability and Validity

In order to ensure that the researcher's bias is mitigated and the analysis framework is reliable, an inter-rater reliability protocol will be adopted. This means that a second independent rater who is an academic holding a Master's degree in applied linguistics will be trained on the analytical framework and will undertake the analysis of 20% of the data independently. Then, the researcher's analysis and the secondary rater analysis will be compared to ensure maximum consistency, and to establish validity of the data analysis. Thus, the researcher depends on Cohen's Kappa coefficient to calculate the inter-rater agreement. According to Gavora (2015), the range of agreement was determined > 0.61 to 0.80 (Substantial) and > 0.81 to 1.00 (Almost Perfect). The (K) agreement was 91.55 which means

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there is a strong agreement in coding process and giving a higher support for the value of reliability in this study.

5. Results and Analysis

This section presents the systematic analysis of the collected data from the *English for Iraq* (sixth preparatory class) textbook regarding the pedagogical design of grammar lessons. Accordingly, the researcher has drawn her analysis data from each odd unit of the six core units which comprises units 1, 2, and 3 from both the Student's Book and the Activity Book. The analysis is structured to directly reflect the order of the three research questions concerning the inductive versus deductive presentation, types of instructional activities, and the pedagogical alignment between the Student's Book and the Activity Book. This section encompasses two sub-sections. The first sub-section deals with quantitative data analysis and the second deals with qualitative data analysis.

5.1. The Quantitative Analysis

This part of the data analysis displays the list of grammar structures lessons and identifies whether they are presented in the inductive approach or the deductive approach in the Student's Book. It also identifies the type of approach (inductive vs. deductive) in the consolidation part in the Activity Book. The results are shown in Table (1) below.

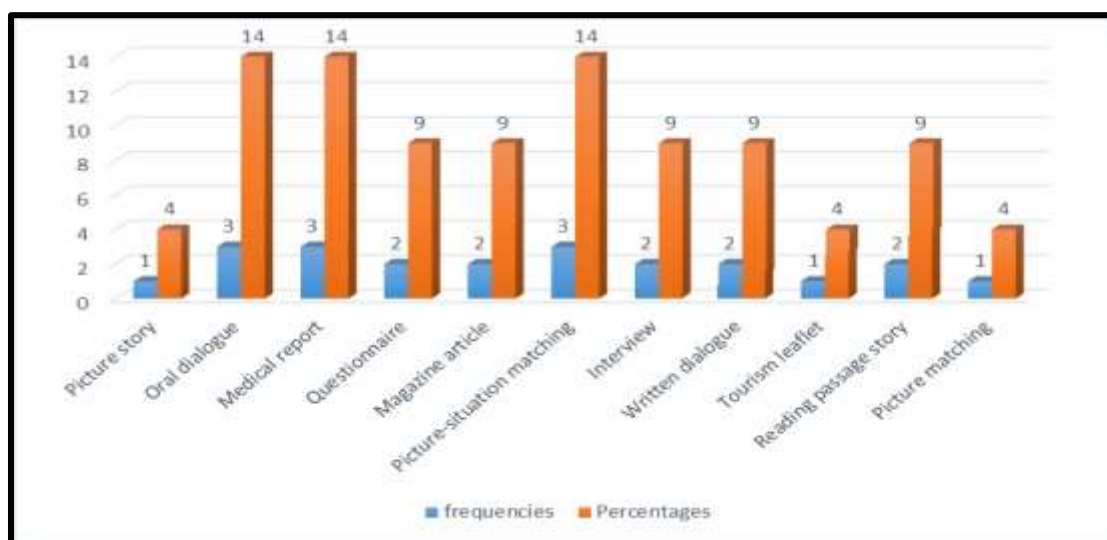
Table (1): Grammar Structures Presentation and Consolidation Approaches

Grammar structure rule	Presentation (Student's Book)	Consolidation (Activity Book)
Past simple & past continuous	Inductive	Deductive
Adjective ing/ed	Inductive	Deductive
Adjectives and adverbs	Inductive	Deductive
Phrasal verbs	Inductive	Deductive
Countable & uncountable nouns	Inductive	Deductive
Many & much	Inductive	Deductive
A few & a little	Inductive	Deductive
Used to	Inductive	Deductive
Job definition	Inductive	Deductive
Zero conditional	Inductive	Deductive
First conditional	Inductive	Deductive
Second conditional	Inductive	Deductive
Third conditional	Inductive	Deductive
Regret	Inductive	Deductive
Reported question	Inductive	Deductive
Reported speech	Inductive	Deductive
Present perfect simple	Inductive	Deductive
Since & for	Inductive	Deductive

How long	Inductive	Deductive
Gone & been	Inductive	Deductive
Past perfect tense	Inductive	Deductive
Relative clause	Inductive	Deductive

As can be seen for Table (1) above, there is a clear consistent pattern of presenting the grammatical structures in all of the three investigated units. All the grammar structures were introduced inductively in the Student's Book in a variety of activities including reading passages, dialogues, magazine articles, situational dialogues, etc. For the consolidation part of these lessons in the Activity Book, all the grammar structures in all of the three investigated units were presented deductively in decontextualized mechanical drills (see table 2 in Appendix 1).

Graphic (1). The Distribution of Instructional Activities for the New Grammatical Structures in Student's Book.

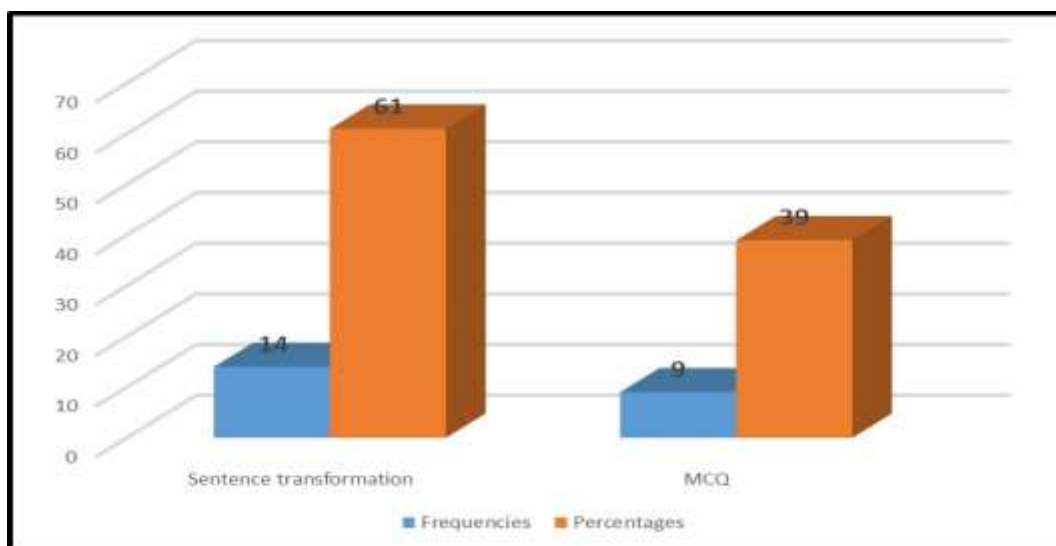


As can be seen in graphic (1) above, the activities for presenting new grammatical structures are varied, including picture story (1, 4%), oral dialogue (3, 14%), medical report (3, 14%), questionnaire (2, 9%), magazine article (2, 9%), picture-situation matching (3, 14%), interview (2, 9%), written dialogue (2, 9%), tourism leaflet (1, 4%), reading passage story (2, 9%), and picture matching (1, 4%). Conversely, there are only two types of consolidation activities, both of which are deductive: sentence transformation (14 exercises, 61%) and MCQ (9 exercises, 39%). Graphic (2) is provided to illustrate the distribution of the instructional activities in Activity Book.

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Graphic (2). The Distribution of Instructional Activities for the New Grammatical Structures in Activity Book.



5.2. The Qualitative Analysis

This sub-section deals with the analysis of the qualitative data (carefully selected samples from both the Student's Book and the Activity Book) in order to investigate the details of new grammatical structures presentation and consolidation approaches beyond their distribution and frequencies Sub-section 5.1 above. This will be presented under three headings for the sake of clarity.

Inductive presentation and contextual scaffolding

The data drawn from the Student's Book showed a consistent effort to employ the principles of communicative language teaching by embedding the target new grammatical structures within contextualized and meaningful input. Across all three units analyzed, the initial presentation of grammar leans heavily toward an inductive, guided-discovery approach.

Rather than isolating grammatical structures, the Student's Book introduces grammar through authentic-style texts and communicative scenarios.

- In Unit 1, which included eight grammar lessons, the past continuous and past simple tenses, for example, are introduced within a reading passage set in "Amar blog post". Furthermore, the concept of past habits using "used to" is introduced through a

communicative speaking task where students discuss how life has changed over the past 100 years, evaluating statements such as "Families used to be bigger" (See Image 1 and Image 2 in Appendix 2).

- In Unit 3, which also included eight grammar lessons, the first conditional, for example, is introduced within a dialogue between a student and a careers adviser discussing university requirements (See Image 3 in Appendix 2). Similarly, past regrets (*I wish / If only*) are presented visually and contextually by asking students to match expressions of regret (e.g., "I wish I'd brought my sunglasses with me") with corresponding photographs of unfortunate situations (See Image 4 in Appendix 2).
- In Unit 5, there are five grammar lessons. Just like in the two previous units, all the lessons are presented in the same way. For example, the present perfect simple is introduced communicatively through "The crazy tourist quiz", and relative clauses are embedded within a descriptive reading passage about the "Kerkennah Islands" (see Image 5 and Image 6 in Appendix 2).

Noticing Tasks and Scaffolding:

Following the contextual input, the Student's Book relies on consciousness-raising tasks designed to facilitate cognitive processing, shifting the analytical burden onto the learner.

- In Unit 5, after reading a dialogue about holidays in Thailand, students are explicitly instructed to "Find examples of the present perfect and the past simple in the conversation". Later in the same unit, they are told to "Read these sentences and find the relative clause in each one" before being asked to discuss in pairs whether the clauses are defining or non-defining.
- In Unit 3, students are tasked with analyzing the careers dialogue: "Find examples of conditionals in the conversation". This same inductive instruction is repeated for the second conditional: "Find examples of the second conditional in the above conversation".

It is worth noting, however, that the Student's Book employs a hybrid approach. While the initial encounter with the language is inductive and text-based, the textbook frequently provides brief, deductive consolidation boxes at the bottom of the pages to summarize the rules, such as outlining the zero and first conditionals or explaining the rules for phrasal verbs.

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Pedagogical Friction and Exam Washback

While the Student's Book attempts to boost guided discovery, the analysis of the Activity Book exposes a severe pedagogical misalignment. The supplementary material completely abandons the inductive by depending on the rule-based teaching directly reflects the rule-based teaching, meaning-first philosophy in favor of a highly deductive, structuralist approach. This friction provides strong evidence of the washback effect exerted by the national Baccalaureate examination. This is mainly done through two strategies:

a. Explicit Metalanguage and Rule Provision:

Before students engage in practice tasks, the Activity Book openly supplies dense, highly explicit rule boxes, effectively circumventing the guided discovery process initiated in the SB.

- In Unit 1, the Activity Book explicitly dictates syntactic rules: "We can use the past continuous and the past simple in the same sentence to show that one action happened in the middle of another action" (See Image 7 in Appendix 3). It also provides strict formulas for phrasal verbs: "With phrasal verbs, pronoun objects must come before the preposition" (See Image 8 in Appendix 3).
- In Unit 3, the Activity Book provides formulaic instructions for reported speech: "We often take the verb one tense to the past" and "We do not use the question form of the verb" (See Image 9 in Appendix 3). For past regrets, it explicitly states: "We use If only or I wish + past perfect to express regret about the past" (See Image 10 in Appendix 3).
- In Unit 5, the Activity Book explicitly instructs the students on the use of the present perfect with *ever*: "We use *ever* and *never* with the present perfect simple. We use *ever* in questions, e.g., *Have you ever eaten octopus?* We can use *never* to answer them, e.g., *No, I've never tried it*" (See Image 11 in Appendix 3). Similarly, it overtly defines relative clauses using grammatical terminology: "Defining relative clauses give essential information" and "Non-defining relative clauses give an extra piece of information" (See Image 12 in Appendix 3).

b. Mechanical Drilling and Exam Simulation:

Following these deductive presentations, the scaffolding does not progress toward free, communicative production. Instead, the exercises consist almost entirely of discrete-point, mechanical drills and sentence-level transformations designed to mimic high-stakes testing formats.

- Unit 1: Students are given highly mechanical instructions such as "Put one verb in the past continuous and one in the past simple". The revision section heavily features decontextualized sentence transformations: "Rewrite the sentences with the correct form of *used to* while giving the same meaning".
- Unit 3: Practice tasks prioritize structural manipulation over meaning. Students are instructed to "Write the direct speech as reported speech" and "Complete the second sentence so that it means the same as the first".
- Unit 5: Students are subjected to rigid, form-focused tasks, such as "Combine these sentences with *who*, *that* or *where* to make defining relative clauses" and "Complete the second sentence so that it has a similar meaning to the first sentence, putting the verbs in brackets in the present perfect simple".

The systematic analysis of the sample units (Units 1, 3, and 5) confirms a profound design friction within the curriculum. The materials serve two conflicting orientations: the Student's Book acts as a vehicle for modern Communicative Language Teaching, utilizing rich texts and noticing tasks to encourage inductive reasoning. However, the Activity Book acknowledges the structural reality of the Iraqi educational system, completely abandoning inductive approaches to provide explicit rule memorization and mechanical drilling in clear anticipation of the nation-wide summative examinations such as the baccalaureate examinations.

6. Discussion

The current textbook analysis reveals interesting findings regarding grammar presentation in *English for Iraq* for the sixth preparatory grade. The analyzed data show a consistent pedagogical conflict. That is, while the design of the Student's Book follows an inductive approach based on the principles of communicative language teaching, the design of the Activity Book explicitly follows the deductive approach based on some principle of the

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structuralist and traditional exam-oriented methodologies. This design misalignment in the prescribed textbook highlights the dynamic conflict between the adoption of trendy communicative language teaching principles and the realistic strategies of responding to the local necessities.

First of all, the analysis shows that the Student's Book attempts to follow the principles of communicative language teaching. The analyzed samples demonstrated various complex grammatical structures embedded within authentic reading passages and dialogues. The apparent objective for this process is to encourage the students to engage in the cognitive process of noticing (Schmidt, 1990) before they are overtly exposed to the grammar structure in hand. These tasks sought to raise the students' consciousness by asking them, for instance, to locate conditional sentences or relative clauses within the assigned linguistic input before the explicit explanation of the rules. This procedure aligns with modern second language learning theories which indicate that contextualized input can develop deeper cognitive processing and long-term retention (Spada & Lightbown, 2008).

However, the subsequent analysis of the Activity Book shows a different orientation which may suggest that the employment of these communicative principles functions merely as a pedagogical cover. These findings reinforce the observations made by Tomlinson (2012) in his critique of modern ELT materials. In this work, he noticed that many contemporary textbooks adopt communicative methodology as a superficial cover, thus failing to create spaces for authentic, meaning-based instruction. In this way, the data-driven phase serves largely as a short introduction to traditional structuralism because these inductive tasks in the Student's Book are repeatedly abandoned rather than developed into genuine language use activities.

The direct transition from purely inductive tasks to highly deductive tasks in the Activity Book shows an evident contrast to the Student's Book. The analyzed data demonstrates that the material in the Activity Book consistently abandoned the contextualized, meaning-focused approach in favor of explicit decontextualized drills such as sentence transformations or MCQs. It is noted that before any exercise, the Activity Book provides explicit grammar explanation boxes showing syntactic formulas such as explicitly defining the rules for reported speech or job definition.

These findings confirm observations made by previous studies investigating grammar lessons presentations in similar contexts around the world where textbooks are prescribed by central authorities. The findings are similar to the findings of Gholami's et al (2017) study who

noted that there is a prevailing hybrid design of inductive approaches and deductive approaches in EFL textbooks. The practice exercises heavily give priority to discrete-point mechanical drills over authentic language use. These exercises do not align with the communicative tasks offered inductively in the Student's Book.

The main reason for this pedagogical conflict can be attributed to the phenomenon of exam washback (Alderson & Wall, 1993; Cheg, 2005) which is quite common in the context of Iraq. The structural format of the national Iraqi baccalaureate examinations is directly reflected in the decontextualized sentence transformation exercises in the Activity Book, particularly in the revision and test sections. These findings align with the assertions made by previous studies (Watanabe, 2004; Al-Issa, 2006) who found out that test taking and teaching for examinations directly affect natural language learning in educational systems dominated by nation-wide summative assessments.

More specifically, the results of this study largely correspond to results reported by previous studies from the Middle East where the high-level educational policies repeatedly clash with classroom realities (Inbar-Lourie, 2008). Ministries of education in these countries often seek to implement ambitious plans regarding the adoption of modern communication-based curriculum without critically examining the local factors that can hinder these implementations, and without serious planning to mitigate the influence of examinations of teaching and learning.

To sum up, it can be said that the pedagogical conflict between aiming to implement communicative language teaching and the resisting classroom realities indicate some sort of uncertainty for EFL teachers regarding what and how to adopt. In the reality of preparatory schools in Iraq, which are normally characterized by large numbers of students, lack of resources, and strict timelines (Alrickaby, 2024b), teachers are encouraged to overlook time-consuming inductive tasks in the Student's Book. Instead, the influence of examinations and the endeavour to comply with the need to prepare students for examinations and score high often drive these teachers to focus on the test materials by offering grammar explanations in the students' first language. As a result, even though there are strict guidelines on the teaching of indicative tasks as outlined in the teacher's guidebooks, the actual practices show that the teachers lean to the realities of the local culture of education which prioritizes examinations and high scores.

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7. Conclusions

This study conducted a systematic textbook analysis of grammatical structures presentation in the *English for Iraq* textbook for the sixth preparatory grade including both the Student's Book and the Activity Book. The findings reveal a number of design issues that reflect the broad tension between the ambitious plans to implement communicative language teaching and the local classroom realities. The findings show that the Student's Book successfully implements inductive approaches through the utilization of contextualized linguistic input and consciousness raising strategies to engage the students in the process of noticing new grammatical structures. On the other hand, the design of the material in the Activity Book follows a different paradigm. The Activity Book explicitly resorts to the deductive approach based on the structuralist methodologies by offering mechanical drills and decontextualized metalanguage directly. This tendency reflects the powerful influence of nation-wide baccalaureate examination washback. This phenomenon has serious consequences on the curriculum implementation by minimizing the communication elements and maximizing traditional strategies such as rote memorization.

This tension between the sought plans and the actual necessities places the Iraqi EFL teachers in a challenging position. To deal with this persistent problem a number of recommendations can be suggested. Most importantly, teachers can see their role as active mediators rather than passive consumers of the prescribed textbook: they can use both the Student's Book and the Activity Book as one entity, rather than two entities. This can give them the opportunity to bridge the inductive input with the deductive exercises. For example, immediately after the students discover the grammatical structure in the input, the teacher should show them how it will be included in summative tests. Throughout this procedure, the teachers can save time for the communicative elements of the lessons while still responding to the students' needs of preparing for examinations. Moreover, the teachers can attempt to adapt the content of the mechanical deductive drills in the Activity Book by making them more communicative. For instance, instead of asking the students to complete sentence transformations individually, they can ask the students to do so while personalizing the sentences or by working interactively in groups.

With these local challenges and drawbacks, the curriculum designers of *English for Iraq* as well as the specialized authorities in the Ministry of Education must work to find effective solutions to address this gap between prescribed textbooks and the realities of EFL classrooms

in Iraq. One primary path to bridge this gap is to mitigate the effect of washback by amending the focus of summative assessments. This can be achieved by changing the content of the examinations from focus on the ability to recall information by rote memorization to focus on authentic and creative language use. For example, instead of isolated sentence transformations, the summative tests can focus on measuring the students' competence in the four skills. It is an avoidable fact that this type of change is not easy to undertake due to several legislative requirements, training, and challenges persistent in the local culture of stakeholders.

8. Limitations and Future Research

While this study provides a systematic textbook analysis of the curriculum's pedagogical design, it is limited to document analysis. The findings establish the pedagogical conflict within the materials themselves, but they do not measure the actual classroom implementation. Future research should employ qualitative methods such as classroom observations and teacher interviews across Iraqi preparatory schools to investigate exactly how EFL teachers deal with this textbook's friction in real classrooms, and to what extent the summative exams washback influence their teaching practices of the Student's Book's communicative materials.

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Appendix (1):

Table (2): Types of Activities for New Grammar Structures Presentation and Consolidation

Grammar structure rule	Presentation (Student's Book)	Consolidation (Activity Book)
Past simple and past continuous	Picture story	Sentence transformation
Adjective ing/ed	Reading passage - story	MCQ
Adjectives and adverbs	Reading passage - story	MCQ
Phrasal verbs	Oral dialogue	MCQ
Countable & uncountable nouns	Medial leaflet	MCQ
Many & much	Medical report	MCQ
A few & a little	Medical report	MCQ
Used to	Questionnaire	Sentence transformation
Job definition	Picture matching	Sentence transformation
Zero conditional	Written dialogue	Sentence transformation
First conditional	Written dialogue	Sentence transformation
Second conditional	Oral dialogue	Sentence transformation
Third conditional	Picture-situation matching	Sentence transformation
Regret	Picture-situation matching	Sentence transformation
Reported question	Interview	Sentence transformation
Reported speech	Interview	Sentence transformation
Present perfect simple	Questionnaire	Sentence transformation
Since & for	Magazine article	MCQ
How long	Magazine article	Sentence transformation
Gone & been	Oral dialogue	MCQ
Past perfect tense	Picture-situation matching	Sentence transformation
Relative clause	Tourism leaflet	Sentence transformation + MCQ

Appendix (2): Sample grammar lessons (Student's Book)

Image (1): Past continuous and past simple

Unit 1
Lesson 1
A1-B1

My friends were all watching, so I didn't want to give up

1 Read Amara's blog post and choose the best title.

- Be very careful when swimming in rivers
- How health technology changed my life
- How I made it into the basketball team
- How technology making a difference in medicine



When I was 16, life was great. I was fairly part of the school basketball team and had loads of friends. But one day, everything changed. I was swimming in a river with my friends. It was a sunny day and we were all having lots of fun. I decided to jump off a bridge above us. I climbed up carefully and looked down. It seemed a lot higher than when looking up from the water. It was a bit scary, but my friends were all watching, so I couldn't give up now. I closed my eyes and jumped. That was the last thing I remember.

I woke up in hospital. My parents were sitting next to me. My father told me what happened: the river wasn't deep enough, and I hit the bottom when I dove. That night I was very lonely. Luckily, I was alone, but the doctors said I might not walk again. While my father was talking to me, I was thinking about this moment and how one decision changed my whole life. I decided that I would do everything I could to walk again.

After a few days, I started doing physical therapy. The days turned into weeks, the weeks into months, and I was feeling very upset because I wasn't making enough progress. I could have a regular job with my wheelchair: go to school, hang out with friends, that kind of thing. But I wanted to stand up, walk and, more than anything, go back to playing basketball.

That was when the doctors told me they were trying a new technology for sports like me. It was amazing. It is a machine that needs to be worn and would help me to not only stand up but also to walk. I couldn't believe it! Two weeks after, we tried it out. The feeling was absolutely amazing: after nearly six months, I was walking again!

I continued my treatment, went more motivated than before. Now I'm completely recovered thanks to the amazing technology and medical professionals. They believe one day exoskeletons will replace wheelchairs completely. And yes, I'm back to playing basketball.

2 Now do Exercises A to F in the Activity Book.

Image (2): Used to

Unit 1
Lesson 1
A1-B1

Life used to be different

1 Look at the photos and read the captions. Where and when do you think the photos were taken?





2 Which caption are true for Iraq? Say 'I agree' or 'I disagree'. Then discuss your views with your partner.

I agree. Exoskeletons used to be bigger.
That's right. My mother has eight brothers and sisters.
Add my grandfather had two.
But I've only got two brothers and one sister.

- Exoskeletons used to be bigger.
- Young people used to have less freedom.
- The health service used to be better.
- There used to be more poverty.
- People used to be younger.
- People used to get a better education.
- There didn't use to be so much pollution in cities.
- Children didn't use to be so rich.

3 Talk about how life has changed in the past 100 years. Make sentences with *used to* to talk about the three ideas: children, cities, villages, entertainment, education, hospitals, schools, travel, women, young people.

4 Now do Exercises A to C in the Activity Book.

Notes: *used to* is used to talk about things that were true in the past but are not true now. It is used to talk about things that were true in the past but are not true now. It is used to talk about things that were true in the past but are not true now.

Image (3): First conditional

Unit 3
Lesson 3
A1-B1

If you come round tomorrow, I'll help you

1 Read Sam's interview with a career adviser at school. Complete the conversation with the correct words from the box.

career, concerning, environmental, involve, qualifications, Science, university

Adviser: What would you like to do when you finish studying?

Sam: I'm not sure yet. But I'm very interested in ecology and the environment.

Adviser: If you're good at Geography, there are lots of jobs to choose from.

Sam: I love them both. They're my favourite subjects.

Adviser: Well, how about a technology? That's really important in this country.

Sam: What exactly does water technology involve?

Adviser: If you work in water technology, you look for ways of conserving water and purifying it.

Sam: Yes, I'd like to work in the water industry. Water conservation and purification are really important in this country. What kind of qualifications do I need?

Adviser: First of all, you need to get a degree. You could choose from Environmental Science, Geography or even Engineering.

Sam: Which one is better after those courses?

Adviser: I have to check. If you come back next week, I'll have the answer.

2 Now listen and check your answers.

3 Find examples of conditionals in the conversation.

Zero and first conditional

Zero conditional: If you don't water them, the plants in both classes will die in the present tense.

First conditional: If the course meets tomorrow, I'll talk to you with your application. The verb in the 'if' clause is in the present tense. The verb in the other clause is in the future tense.

4 Now do Exercises A to C in the Activity Book.

Image (4): Regret

Unit 3
Lesson 3
A1-B1

I wish I'd brought my sunglasses

1 Match each sentence with a photo.

- I wish I'd brought my sunglasses with me.
- I wish I'd remembered to turn the oven off.
- I wish I'd listened to the weather forecast before I left.
- If only I hadn't slipped over that rock.
- If only I hadn't tried to overtake that car.
- If only you'd checked the oil before we left.








2 Read the driving test report after Sigda failed her driving test. Then write her regrets.

DRIVING TEST REPORT

Name: Sigda Ibrahim

- She didn't learn the Highway Code.
- She drove through a red light.
- She did not slow down at a crossroads.
- She parked illegally on the pavement.
- She overtook the speed limit.
- She did a three-point turn.
- She drove into the back of a parked car.

3 Now do Exercises A to C in the Activity Book.

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Image (5): Present perfect simple

Unit 5
Lesson 2
45-55-65

Have you ever stayed in a really unusual hotel?

1 Choose the correct ending for each quiz question.

The crazy tourist quiz

- Have you ever stayed in a really unusual hotel?
- Have you ever camped on...
- Have you ever flown in a...
- Have you ever been sightseeing in an...
- Have you ever been checked...
- Have you ever lost your...
- What's the best holiday destination...
- What's the strangest food...

10 Choose the correct ending for each quiz question.

- you've never been abroad?
- it's a real threat?
- it's dangerous?
- it's a really unusual hotel?
- you've never been out?
- it's a real threat?
- it's dangerous?
- it's a really unusual hotel?
- you've never been abroad?
- it's a real threat?

11 Take turns asking and answering the quiz questions. Then do Exercises A and B in the Activity Book.

12 Now do Exercise C in the Activity Book.

Image (6): Relative clauses

Unit 5
Lesson 1
45-55-65

Beautiful Kerkennah

1 Read these sentences and find the relative clause in each one.

BEAUTIFUL KERKENNAH

- Kerkennah is one of a group of islands that are situated off the west coast of Egypt.
- The main two islands are Chergui and Ghazal, which are both inhabited.
- The islands are reached on a ferry that operates throughout the year.
- The most famous beach is Mideen Sidi, where the water is an amazing clear blue.
- There are many colorful fish, which are a great attraction for tourists.
- A famous son of Kerkennah was Hafez Ibrahim, who was also known as Baha, the only one of his class to become a doctor in Egypt.
- Kerkennah is an ideal place for tourists who want a quiet and peaceful holiday in beautiful surroundings.

10 Are these relative clauses defining (D) or non-defining (ND)? Discuss it in pairs.

11 Now do Exercises A to C in the Activity Book.

Appendix (3): Sample grammar exercises (Activity Book)

Image (7): Past continuous and past simple

Unit 1 Lesson 2: I was ice skating, and I fell over

1. Listen to a partner what is happening in each picture. Then read the text and write the missing words.

A: _____ B: _____
C: _____ D: _____

Past continuous and past simple

a. We can use the past continuous and the past simple in the same sentence to show that one action happened in the middle of another action. We use the past continuous for the longer action and the past simple for the shorter action.

I was skating, and I fell over.

b. We often use while and as with the past continuous tense.

While I was eating breakfast, a dog blew over the kitchen.
As I was eating breakfast, a bird flew over the kitchen.

c. We often use when or as with the past simple tense.

I was eating breakfast when a bird flew over the kitchen.
I was eating breakfast, and a bird flew over the kitchen.

2. Practice the dialogue in pairs. Then practice it again, changing the words to suit.

Ali: I've hurt my ankle.
Nadia: Sit down, please. I need to take your details.
Nadia: The doctor will see you very soon, Ali.
Doctor: How old are you?
Ali: I was ice skating, and I fell over.
Doctor: Do you think it's broken?
Doctor: Probably not. But you need to have an X-ray to make sure.
Ali: Is it broken?
Doctor: I'm afraid so. It's fractured here.
Doctor: I'm going to put your ankle in plaster.
Ali: How long will I have to keep it on?
Doctor: Two weeks.

Image (8): Used to

Unit 1 Lesson 4: Most smokers take it up as teenagers

1. Read the texts below and choose the correct figures to complete each one.

(a) There were _____ people in the city.
1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____

2. Write questions based on the text for the following answers. There are several possible questions you could write, but just write one each time.

Example: Q: How many people do it every year?
A: About 25,000 per year.

Q: In which _____?
A: It's highest in the 25-34 age group.

Q: Under what age _____?
A: 16.

Q: When _____ start smoking?
A: When they are teenagers.

Q: How much earlier _____ than _____?
A: They do seven years earlier on average.

Q: _____ cigarettes?
A: One in three.

Q: _____?
A: As many as ten Cigarettes.

Personal notes

• With some phrases verbs, some objects can come before or after the preposition.
Turn off the light.
OK. Turn the light off.

• With phrasal verbs, prepositional objects must come before the preposition.
Turn it off.
NOT: Turn off it.

Image (9): First conditional

Unit 3 Lesson 3: I wish I had brought my sunglasses

1. Write these sentences using the correct form of the words in brackets.

Example: It's just past the high school exam this year. I take it again next year.
If I don't pass the high school exam this year, I take it again next year.

1. If anyone pass advice about their application forms, I find him someone to help.

2. If they just leave soon, they just catch the train.

3. If you need to do a degree in Britain, you have to do a one-year foundation course first.

4. Unless he make a big effort this term, he not get through the end of year exams.

5. If you are offered a place at Carnegie University, you accept it?

2. Complete these sentences in the first conditional.

1. If I do really well in the exams, _____

2. If you want to work in the media, _____

3. If my parents can afford it, _____

4. If I don't get a place at _____

5. If you need to study languages, _____

6. If you like online action games, _____

7. Unless you get the new bus, _____

8. If he doesn't pay his phone bill, _____

Image (10): Regret

Unit 3 Lesson 5: I wish I'd brought my sunglasses

1. Match each sentence with a photo.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

2. Read the driving test report about people taking the driving test. Then write key reports.

1. I wish I'd heard the Highway Code. _____

2. _____

3. _____

4. _____

3. Study the rules and complete the examples.

Regrets

• We use I wish or I wish + (past perfect) to express regret about the past.
If only you had told me about your problem. (→ Then I could have helped.)
I wish I _____ gone to bed at last. (→ Then I wouldn't have been so tired.)
I wish I _____ more carefully. (→ Then I wouldn't have crashed the car.)

4. Write regrets starting I wish or I wish for the situations below.

Example: Unfortunately, I ate three bars of chocolate. That's why I felt sick.
If only I hadn't eaten three bars of chocolate.

1. Unfortunately, he fell over during the exam. That's why he didn't win. _____

2. Unfortunately, you were rude to your brother. Now he won't give us a lift to the cinema. _____

3. Unfortunately, I spent all my money at the weekend. That's why I can't buy those shoes. _____

4. Unfortunately, they didn't rain every day. That's why they lost the match. _____

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Image (11): Present perfect simple

Unit 5 Lesson 2: Have you ever stayed in a really unusual hotel?

2 Choose the correct ending for each question.

1 I _____ a really unusual hotel. _____
2 I _____ a really unusual hotel. _____
3 I _____ a really unusual hotel. _____

3 Listen to different people talking about points related to holidays. Match them with the topics below. Write the correct number in each box.

a accommodation	e excursions
b activities	f the flight
c the atmosphere	g the service
d breakfast	

GRAMMAR - present perfect simple

We can use **have** with the present perfect simple. We use **have** in questions, e.g. Have you ever stayed in a hotel? We can use **have** to answer them, e.g. Yes, I've never and no.

4 Write five sentences with **have** about you, your family and your friends. Write about:

Example: animals (elephants)
I've never ridden an elephant.
My sister has never held a serpent.

1 a game (play)

2 food (vegetables)

3 a place (the river)

4 a sport or activity (climbing)

Image (12): Relative clauses

Unit 5 Lesson 7: Beautiful Kerkennah

2 Read the language box and write four examples.

Relative clauses

a Relative clauses can be defining or non-defining.

b Defining relative clauses

- Defining relative clauses give essential information.
- We use **who** for people, **which** for things and **where** for places. We use **where** to show possession.
- The man **who** lives next door has just bought a printer.
- Which house **you** live with the man **that** was on the boat?
- The car **where** I work with the team is new.
- The girl **whose** father I met at the party is called Layla.
- The lake **which** I discovered yesterday is new.

c Non-defining relative clauses

- Non-defining relative clauses give extra pieces of information.
- We use **who** for people, **which** for things and **where** for places. We cannot use **that**.
- We use **where** to show possession.
- When combining sentences to make a relative clause, there is a comma at the end, e.g. The university of ... is excellent. I studied English there. The university of ... **where** I studied English, is excellent.

d There is a comma at the beginning of a non-defining relative clause and a comma at the end of it.

My father, **who** lives next door, has just bought a printer.

Which house **you** live with the man **that** was on the boat?

The car **where** I work with the team is new.

The girl **whose** father I met at the party is called Layla.

The lake **which** I discovered yesterday is new.