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An Evaluative Study of the Tenth Grade Materials
"English For Palestine" from Teachers' Perspective.

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Palestine" from Teachers' Perspective.

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Dedication

To the soul of my father, brother and sister.

To all the martyrs of Palestine, I dedicate this work.

Declaration

I certify that this thesis submitted for the degree of master is the result of my own research, except where otherwise acknowledged, and this thesis (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signed:

Jamila Mohammad Mosa Al-Sheikh Ali

Date: 22/7/2006.

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Abstract

The main purpose of this study is to investigate teachers' opinion about the effectiveness and suitability of the different components of the tenth grade English textbook "English For Palestine", more specifically, this study aims at showing the points of strength and weakness of the textbook from the teachers' perspectives. The study also aims at investigating whether there are any significant differences among teachers' responses due to sex, academic qualification and teaching experience.

The population of this study consisted of all tenth grade English teachers teaching in the Palestinian government schools for the academic year 2004/2005. The purposive sample of this study consisted of 54 female and male teachers from the two directorates of Jerusalem district.

To achieve the purpose of this study .The researcher used two evaluative instruments. A questionnaire and an interview.

The researcher has developed a questionnaire which consists of 158 Likert-type items. The researcher has explored nine domains. Six domain pertaining to the teacher's book and three domains pertaining to the student's book, workbook and the teacher's audiocassette.

The teacher's book domains are: rationale and objectives, general features, language of the teacher's book, type and amount of supplementary exercises, methodological guidance and linguistic background and information. The student's book, workbook and the teacher's audiocassette domains are: layout and design, language content, and subject matter.

The study attempted to answer the following questions

- 1- What is the English language teachers' evaluation of the different components of "English For Palestine" 10, student's book, workbook, teacher's book and the teacher's audiocassette?
- 2- To what extent do teachers believe the textbook encourage the use of high-order thinking skills.
- 3- To what extent do teachers believe the four language skill, presented in the textbook develop the learners' communicative competence?

The researcher testifies the following hypothesis which are drawn from the first question:

- 1- There is no statistically significant difference at $\alpha = 0.05$ level between teachers' evaluation due to sex.
- 2- There is no statistically significant difference at $\alpha = 0.05$ level between teachers' evaluation due to their academic qualification.
- 3- There is no statistically significant difference at $\alpha = 0.05$ level between teachers' evaluation due to their years of "TEFL" experience.

The study includes the following variables:

Independent Variables:

- Sex: two levels; male and female.
- Academic qualification: four levels; diploma, B. A, B. A + diploma, M. A.
- Years of TEFL experience: five levels; 1-5 years, 6-10 years, 11-15 years, 16-20 years and more than 20 years.

Dependent variables: Teachers' responses to the items of the different domains of the questionnaire.

The teachers' responses to the evaluation questionnaire were analyzed using the following statistics: means, standard deviation, t-test and one-way ANOVA.

The findings of the study reveal that:

There is a reasonable degree of satisfaction with all of the following domains: layout and design, listening texts, activities for reading, speaking, listening, writing, grammar, vocabulary and subject matter. However, the results indicate that teachers were dissatisfied with some aspects of the above domain, for example;

1. Writing activities were judged to be uninteresting.

They emphasized the concept of accuracy with little encouragement of individual creative thinking.

2. The material failed to lend itself for external reading, there is no accompanying storybook or readers.
3. The length of the unit and the subdivision of each unit into eight lessons are not reasonable.
4. There were no opportunities for teaching the rhythm and inadequate opportunities for teaching sounds.
5. The allotted time is not enough.
6. The teachers also dissatisfied with the methodological guidance of the teachers' book.
7. The teacher's book hardly provides supplementary exercises to reinforce language skills, grammar and vocabulary.
8. The teacher's book did not present a kind of contrastive analysis between English and Arabic for teachers to overcome certain pronunciation problems.

9. It did not provide suggestions to motivate and engage all learners in classroom activities.

In the light of the findings of the study, the researcher recommends that: the materials writers provide the methodological guidance of the teacher's book with a kind of contrastive analysis between Arabic and English to help teachers overcome some pronunciation problems and the student's book to be provided with a storybook. It is also recommended that the educational authorities increase the number of the allotted weekly periods, encourage teachers and supervisors to do participatory action research that is classroom-based. Regarding the research field, the researcher recommends that other evaluative studies be conducted on upper stages and comparative study between the two approaches of teaching writing; the guided approach and the free-writing approach are conducted.

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Chapter one

1.1 Background of the study

All elementary and secondary school students currently in Palestine and the Middle East will be living in and contributing to an increasingly interdependent community of nations in the 21st century. To realize their personal, social and long-term career goals, individuals will need to be able to communicate with others skillfully, appropriately, and effectively. The challenge of the contemporary education is to provide opportunities for students to learn about the cultural diversity around them and to learn modern languages. (Palestinian Ministry of Education, 1996).

As we approach the beginning of the 21st century, English is recognized worldwide as the major international language. Its role as the most common international medium of communication and its important role in connecting cultures are also recognized.

Educational psychologists, linguists and educators in Palestine are fully aware of the great importance of teaching and learning English as a world language. The ministry of education cite several reasons for the study of a second / foreign language, namely; to improve employment opportunities, to learn to value other cultures, and to enhance mental capacity. (Palestinian Ministry of Education, 1996).

In respect to the educators' awareness, English has been chosen as a required subject for Palestinian students according to the plan for developing the first Palestinian curriculum. This has been done in an attempt to enable Palestinian to read, write, speak and appreciate English as a world language by teaching it through all twelve years of schooling.

Guided by this vision the Palestinian ministry of education established a Palestinian center for curriculum development in 1994.

One of its major responsibilities is developing a comprehensive plan for the development of the first Palestinian curriculum for general education which could be implemented in phases within five years. The center's staff carried out critical studies of all the subjects of the existing curricula at that time including English curriculum (PETRA).

The findings of the studies indicated that (PETRA) curriculum is inappropriate and it is not compatible with the vision and aspiration of the Palestinian people. (Palestinian Curriculum Development Center, 1996)

Acting on those findings the Palestinian Ministry of Education has replaced "Petra series" with English for Palestine series. The former one describes itself as a function-notional organizational framework, but the second series derived its basic principles framework from a variety of models. These models are mainly consistent with the principles of learner – centered approaches to learning, thematic topical model, the proficiency movement and the communicative and interaction as integrative elements". (Palestinian Ministry of education, 1996, P: 5)

English for Palestine, a 12 – year course in general English was composed specially for schools in Palestine to realize the aims of the Palestinian Ministry of Education as described in detail in the ministry's English language curriculum for public schools (1999).

English for Palestine 10 is designed for the final year in the upper primary stage, claims to have well organizations to provide learners with extensive systematic and well-integrated practice in the productive and receptive skills necessary for successful communication in both oral and written forms of language. The course embodies a multi-syllabus approaches. Traditional emphasis on systematic learning of grammar and vocabulary is balanced with practice in communicative language use.

Moreover, some important aspects of phonology such as intonation and stress are emphasized and the use of high-order thinking skills too. Learners are challenged to take some responsibility for their own learning so as to become more independent learners. (English For Palestine, 2004).

In this research, the researcher tries to explore and examine the tenth grade English teachers' opinion about the tenth grade's textbook "English for Palestine". The researcher also tries to investigate from the teacher's point of view other questions concerning the effectiveness and suitability of the newly developed textbook.

1.2 Survey of English for Palestine 10 components: student's book, teacher's book, work book and audio cassette

1.2.1 Student's book:

English for Palestine student's book contains the teaching material for the classroom use. It consists of 12 units, each with eight pages which provide material for eight 45-minute lesson. All the twelve units follow a regular pattern, outlined below.

Lesson one and two consists of the following four activities that help the learners to comprehend the presented texts.

The first activity is Focus; it is an oral exercise to introduce the topic and some vocabulary.

The second activity is Before You Read; it is a set of questions to practice pre-reading skills.

The third activity is While You Read; it is a set of questions for the students to answer as they read the text.

The fourth activity is After You Read; it is more detailed comprehension work, followed by discussion of a topic arising from the text.

Lesson three: development; learners are guided through writing a summary of the text from the previous lesson.

Lesson four: language -1-, in lesson 4, grammar is presented and practiced. The designer uses two boxes for presenting and revising grammar. The learn boxes use for presenting New language while the remember boxes use for revising previous grammar.

Lesson 5: Writing. The first part of the lesson focuses on writing skills such as punctuation and the use of connections. Then a closely guided writing exercise leads to the production of a written work.

Lesson 6: Listening and speaking.

Learners listen to materials in natural spoken English in order to understand the gist and important points of information.

Lesson 7: Language 2

Further work on language from the previous lesson is presented, including grammar, functions, notions and lexico- grammatical development.

Lesson 8: Integrated Skills

The final lesson consolidates and builds on the work of the unit, students use reading, listening speaking and writing skills to gather information and then use it in productive writing and speaking exercises.

At the back of the book, there is useful reference material which includes the following

-a grammar reference

-a skills reference

-a unit –by –unit word list

-a list of common irregular verbs

-a list of common abbreviations and symbols see appendix (C)

1.2.2 Teacher's Book:

The teacher's book consists of the following components:

Introduction, self-monitoring, lesson by-lesson notes, practice test answers, semester tests and their answers, word list, revision units and key answers. Each one is explained below:

1- Introduction: The teacher's book introduction consists of three sections.

Section one includes an overview of the 12-year course of English for Palestine and the general aims of the English language curriculum.

Section two includes a brief summary of the main objectives of grade ten of the following aspects of language: the four language skills 'listening, speaking, reading and writing, language and cultural awareness; grammar, function, vocabulary and culture, and thinking and learning skills.

Section three contains general advice and recommended procedures for teacher to use in all units. These procedures help teachers dealing with listening, speaking, reading, writing, vocabulary and grammar activities. These procedures also help teachers in preparation and timing each part of the lesson.

2- Self Monitoring: it consists of two checklists; the preparation checklist and the self-evaluation checklists. Teachers are advised to use the preparation checklist before going into classroom, and the self-evaluation checklist afterwards.

3- Unit –by- unit notes: contain teaching suggestions for each lesson, answers for the student's book and workbook exercises are provided, and tape script and extra information about topics and language are included where necessary.

4- Practice test answers: is a key answer for the two practice tests provided in the workbook.

5- Semester tests and answers.

There are two tests, each one could be used at the end of each semester.

6- Word list: contains a unit-by-unit word list.

7- Revision units and answers: There are four revision units, which the teacher can photocopy and use if there is time and need. Key answers are provided for each unit.

1.2.3 Workbook:

The workbook consists of twelve units, they contain exercises that provide written practice of grammar, vocabulary and situational language after it has been taught in the student's book. The first unit in the workbook is 'Review and preview'. This is for use in class at the start of the year to reactivate basic language and familiarize students with the various sections of the student's book and workbook. There are also two practice tests. See appendix (D)

1.2.4 Audiocassette:

The audio cassette contains recordings of all the listening texts (dialogues and oral presentation such as a talk or weather forecast) as well as material for pronunciation exercises and example of functional language. The tape scripts are printed in the teacher's book in the relevant lesson notes.

1.3 Importance of textbook evaluation

Textbook evaluation is a process in which new introduced materials are evaluated by using different kinds of scales and techniques. This kind of evaluation is highly needed by different sectors in the educational process such as textbook designers, teachers, supervisors and educational departments since the data resulting from the evaluation process help us in deciding whether a textbook needs to be modified or intended so that objectives might be achieved more effectively.

There are many definitions regarding evaluation in general and educational evaluation in particular. A considerable number of researchers (Gay, 1980; Borich, 1981; Khan, 1995) define evaluation as a systematic process of gathering, analyzing and orchestrating data for the purpose of decision making. Evaluation plays an important role in people's life since it serves them by providing relevant information for giving a clearer perspective of the issues of the programs are being evaluated. Tomlinson (1998, 238p), adds, "materials evaluation can be seen as a way of developing our understanding of the way in which they works. This leads to the contribution of both theory and pedagogical practice. It can be also seen as one way of carrying out action research". Ansary and Babi (2005) argue that any textbook should be used judiciously, since it can not cater equally to the requirements of every classroom setting. Meanwhile other researchers, Steeves, Frank and English, and Fenwik (1978) Criticize curriculum evaluation effort for being short-sighted, under financed, or loosely conceptualized that data produced from them are almost worthless in making future curriculum decisions. They urged curriculum evaluators to be decision makers who know how to define evaluation problems in such a way as to enhance the

probabilities that the technical and statistical method employed can strengthen and improve the quality of decisions which must follow data." Coming across several definitions of textbook evaluation, the researcher finds out that textbook evaluation is a process in which data are obtained, analyzed and interpreted into relevant information for decision-making.

1.4 The role of teachers in textbook evaluation:

Teachers play an important role in the teaching learning process, they spend far more time observing and influencing the language learning process than do researchers or material developers . They are the ones who understand learner's needs, their preferred learning styles, their learning difficulties and they are at least partially responsible for their achievement.

Therefore, many researchers in the field of language teaching (Hedge and Whitney, 1996; Tomlinson, 1998; Celce _ Murcia and McIntosh, 1979; Gay, 1980) argue that it is necessary for teachers to take part in materials development, instead of wasting their time by teaching them how to apply methods and theories. They based their argument on the following facts:

First, Tomlinson, (1998) stated that teachers have received very little attention in the materials development literature. Discussion about teachers has centred around their roles in methods, for example, the teacher as facilitator of learning. Studies of teacher role seem hard to find, and teachers often seem to be treated in both language learning and teaching studies as passive beings who are expected to adapt flexibly to the roles determined by the objectives of the methods and by the learning theory on which the method is based. He continued criticizing the lack of studies in teacher variables describing it as alarming, because teachers are

in a crucial position in language teaching and learning process and, they are often expected to be in charge of vital stages of curriculum development for they are the ones who select materials or, at least have some influence in the selection process, who actually teach the materials and who sometimes have to rewrite materials.

Second, individuals at all levels of a program, from policy makers and administrators to teachers rely heavily on textbooks to achieve the prescribed goals and objectives, so teachers need to learn more about textbooks. Hedge and Whitney (1996) argue that teachers should become good theorists, who understand not only how, but also why something is done. This indicates a need for a better relationship between the textbook and the teacher development through courses, seminars or workshops to help teachers become better consumers of textbook by teaching them how to select and use textbooks effectively. This means helping them to be able to evaluate textbooks properly, exploit them in the class, and adapt and supplement them where necessary.

Third, in the field of language teaching, we have become accustomed to regular revolutions, as one syllabus model gives way to another. This regular revolution forcing decision maker's make their choices, attempting to find those that best match their program or student's needs. Celce –Murcia and McIntosh (1979) argue that it is teacher's responsibility to select the textbook he /she will use in the class. They suggest that teachers have to get an idea about the text i.e. its purpose, way of presentation, arrangement and organization. They can do this by skimming the introduction, content. Teachers can also investigate the claims made on the cover of the student and teacher's book

Fourth, Gay (1980) suggests that teachers need to be aware of the ever changing role of English and its increasing power in almost all domains of life, teachers need to be aware of the attitudes toward English

that learner's and their communities have, if teachers are not enthused by materials they use, their dissatisfaction is always apparent to learners. As a result, the materials lose credibility and the learner's motivation and investment of energy are reduced.

To sum up, it seems clearly from the above discussions that teachers play an important role in textbook evaluation since learners come and go and so do materials but a large number of teachers tend to stay.

Ullman, (1999) and Masuhara (1996) point out that teachers gain some benefits because of being involved in materials evaluations such as:

- 1- The process of developing the book led the teachers to think more deeply about their role in classroom, articulate their teaching philosophies, work collaboratively with other teachers, and adopt a more critical attitude toward textbooks and their authority in the classroom.
- 2- Teachers made some substantial changes in their thinking about varieties of English, their use of texts, their confidence in creating their own materials.
- 3- Teachers have a role in decision- making.
- 4- Materials selection and evaluation is acknowledged as an important aspect of teaching and teacher development.
- 5- It gives teachers opportunities to discuss issues with colleagues, to share experience and expertise and to build teachers' resources in collaboration, thus reducing the amount of individual work.
- 6- Having a good, accessible and user-friendly collection of evaluation comments for future references.

1.5 Statement of the problem

In 2004, the Palestinian government schools, directed by the Ministry of Education, started implementing the new text book "English for Palestine" 10 as a trial edition. "English for Palestine", describes itself as a modern communicative and learner – centered course which has been specially written for schools in Palestine. It systematically develops competence in four language skills, and encourages students to become confident users of English". (2004) (Palestinian, Ministry of education and higher education).

The implementation of the new textbook has presented the teachers with a challenge to adapt themselves to new approaches and techniques.

It is probably a good idea if teachers accept the challenge and take part in material development as has been suggested by large numbers of considerable researches. Dubin and Olshtain (1986) stated that "the teacher population is the most significant factor in determining success of a new syllabus or materials. The attitudes of the teachers and their abilities to adjust to new thinking and what it involves in practical terms are crucial" (p: 31). Tomlinson (1998,p:239) argues that "teachers said to be central figures in material development, for they are the ones who select materials or at least, have some influence in the selection process, who actually teach the material and who sometimes have to rewrite it. Similarly Hedge and Whiteny (1996) call for teachers' participation in materials development. They point out that "teachers need to learn more about textbooks, teachers should become good theorists, who understand not only how, but also why something is done. (P: 321)

Several researches (Tomlinson, 1998; Khan, 1995; Troudi, 1990) argue against neglecting the teacher's role in materials development process. They all agree on the fact that teacher role has received very little attention in material development process. Discussion about teachers has centered around their roles in methods, for example, the teacher as facilitator of learning they add, teacher often seem to be treated in language learning and teaching studies as passive beings who are expected to adapt flexibly to the roles determined by objectives of certain programs.

In the light of the previous discussion, it is felt necessary to investigate teachers' views about the effectiveness and suitability of the different components of the newly prescribed textbook ,” English for Palestine 10”

1.6 Significance of the study

To the best of the researcher's knowledge, this is the first evaluative study of the tenth grade's textbook "English for Palestine".

This study is significant to each of the four target audiences, namely: teachers, supervisors, educational authorities and material writers.

First, by participating in this study, teachers have been provided with an opportunity to share experiences with colleagues, reflect on both their perception of learners' needs and formulate criteria which could contribute to the development of successful materials. These provisions may helpfully, contribute significantly to teachers' self development.

Second, ELT supervisors, who play an essential role in the educational process, are provided with feedback on teachers' evaluation

and the actual use of "English for Palestine materials", so, they could make use of this feedback to organize suitable activities for teachers' development.

Third, the findings of the study may help the education authorities:

1. To assess the effectiveness and success of the new materials.
2. To assess the validity of the content, whether it suits the objectives and the methods employed for their achievement.
3. To organize pre-service and in – service teacher development programs.
4. In their ongoing assessment of the English curriculum as well as in their recommendation for curriculum revision, change or improvements.

Finally, this study provides “English for Palestine” designers with evaluative feedback, which may help them to revise, adapt and improve points of weakness. Moreover, this feedback can benefit them in their future work on developing other textbooks for higher stages.

1.7 Purpose of the study

The purpose of this study is to investigate the teachers' evaluation of the different components of the newly introduced textbook "English for Palestine" 10 namely; workbook, teacher's book and the teacher's audiocassette.

This study aims to achieve the following objectives:

1. Showing the points of strength and weakness of the textbook from the teachers' point of view.

2. Exploring the teachers' opinion about the extent to which the textbook encourages the use of high order thinking and learning skills.
3. Investigating teachers' opinion about the extent to which the four language skills presented in the textbook develop the learners' communicative competence.

1.8 Study Questions

This study attempts to answer the following questions:

1. What is the English language teachers' evaluation of the different components of "English for Palestine" 10, student's book, workbook, teacher's book and the teacher's audiocassette?
2. To what extent do teachers believe the different components of the textbook encourage the use of the high order thinking and leaning skills?
3. To what extent do teachers believe the four language skills "listening, speaking, reading and writing" presented in the textbook develop the learners' communicative competence?

Concerning the first question, the researcher examined the following hypothesis:

- 1- There is no statistically significant difference at $\alpha = 0.05$ level between teachers' evaluation of the different components of "English For Palestine" due to sex.
- 2- There is no statistically significant difference at $\alpha = 0.05$ level between teachers' evaluation of the different components of "English For Palestine" due to their academic qualification.

- 3- There is no statistically significant difference at $\alpha = 0.05$ level between teachers' evaluation of the different components of "English For Palestine" due to their years of "TEFL" experience.

1.9 Assumptions

This study is based on the following assumptions:

- 1- The subjects have responded to the items of the questionnaire to the best of their knowledge, honestly and seriously.
- 2- The sample involved in this study is representative.
- 3- The instruments are appropriate.

1.10 Limitations of the study

The researcher acknowledges the following limitations to the study:

1. The subjects contributing to the study are tenth grade's English language teachers teaching in the West Bank government schools, so the findings of this study could be generalized only to similar groups.
2. The findings of the study are limited due to the validity and reliability of the evaluative criteria used in the scale of this study.

1.11 Definitions of terms

The following terms will appear throughout the present study:

Procedural guidance: a criterion concerning explicit suggestion, general techniques and procedures concerned with planning, preparing for and conducting lessons.

Authentic text: a text, which is not written or spoken for language teaching purpose. Such as, a newspaper article, a rock song, a novel, or a radio interview.

Communicative approach: a approach to language teaching which aim to help learners to develop communicative competence i.e. The ability to use the language effectively for communication.

Communicative competence: consists of knowledge that users of a language have internalized which enable them to understand and produce messages in the language. Gaining such competence involves acquiring, grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

Grammatical competence: refers to the mastery of the rules of grammar.

Sociolinguistic competence: refers to the knowledge of what constitutes appropriate linguistic behavior in a particular situation.

Discourse competence: refers to the ability to interpret utterances and achieve coherent texts relevant to a given context.

Strategic competence: refers to various communication strategies which enable the student to attain fluency in the language such as paraphrase, repetition, avoidance and guessing.

High-order thinking skills: the skills that encourage independent and reflective thought. These skills require students to give reasons, draw distinctions, speculate, make judgments, solve problems and analyze.

Foreign language: a language, which is not normally used for communication in a particular society. Thus, English is foreign language in France and Spanish is a foreign language in Germany.

Materials: anything, which is used to help to teach language learners.

Materials can be in the form of a textbook, a workbook, a cassette; anything which presents or informs about the language being learned.

Supplementary materials: materials designed to be used in addition to the core materials of a course. They are usually related to the development of skills of reading, writing, listening or speaking rather than to the learning of language items.

Effectiveness: a principal of materials evaluation, a certain programme or a textbook said to be effective if it meets the needs of the learners.

Error analysis: the identification, description and interpretation of errors that the L2 learners (s) make on the assumption that these errors reveal linguistic system that this learner has developed at a given moment in his learning.

Contrastive analysis: the comparison of two languages (L1 and L2) in order to find areas of similarity.

Thematic content: refers to the topics of interest and areas of subject knowledge selected as themes to talk or read about in order to learn and use the target language.

Situational content: refers to the context within which the theme and the linguistic topics are presented.

1.12 Summary.

The first chapter includes the background of the study, which shows the importance of teaching and learning English as a world language in Palestine. It also discusses the research problem which centered around investigating teacher's views about the different components of English for Palestine 10 namely: the teacher's book, workbook, student's book and the teacher's audio cassette, the purpose of the study, the significance of the study, the definition of terms, and the assumptions on which this study is based.

Chapter two

Review of related literature

2.1 Introduction

This chapter consists of two sections:

Section one reviews different criteria and checklists used for
textbook evaluation.

Section two reviews some of the related literature to this study. It is classified into three categories. The first category focuses on textbook evaluation studies conducted internationally. The second category focuses on studies that have been done on "PETRA" series in Jordan and Palestine. While the third category surveys evaluation studies of EFL curricula and syllabuses other than PETRA.

2.2 Criteria for textbook evaluation

Many criteria and checklists were designed and proposed by different authors that describe and recommend the main points and procedure to be followed as well as to be taken into consideration when choosing and adopting a new English textbook.

Lee (1975) advises teachers to take the following points into consideration when adapting a good English textbook:

- 1- The textbook should not give long grammatical explanations, lists of words to be learned in translation, and exercises for translation from the native language into English and vice versa.
- 2- The textbook should give examples of sentences containing the structure to be taught.

- 3- The textbook should lead students to transfer of learning.
- 4- The structure and vocabulary of the text should be related to concrete real situations.
- 5- The textbook should have cartoons and material dialogues as many as possible so that learning becomes much more stimulating for the learning.

Rivers (1986) on the other hand, stated that "The textbook will determine the major parts of the classroom teaching in it. Decisions have already been made about what the students will learn, how it and what sections of the work will receive most emphasis". She has put a checklist for textbook evaluation containing the following components which the teacher should take care of when adapting a textbook: method, material, language skills, grammar, use of native language, variety of exercises, actual communication, culture foreign language, activities, supplementing readers, reader, workbook or test print, price and whether it is pre tested and revised.

Mariani (1980) argues that the chosen course book stands in the middle as one of the most important links between English programs and teaching situation.

The central question, therefore, is: is the book going to help or hinder the teacher in implementing his program? He continued raising the question: must it be seen as one of the constrains imposed by the situation or will it cooperate in carrying out the teacher's plan of activities? To clarify the role the course is going to play, he suggests comparing what the teachers expect from textbook with what it actually offers. He recommends the following for choosing an English textbook:

- 1- The textbook should give a general impression to the teacher.

- 2- The layout of lessons and / or units should influence in utilization of the book in the classroom.
- 3- Illustrations should be decorative and serve a specific purpose.
- 4- The course should offer tape recording and other materials (workbook, tests packs and wall charts).
- 5- The rationale behind the book should be explicitly stated.
- 6- The book should cater for interest motivation, and variety in teaching situations.
- 7- The textbook should provide the student with plenty of opportunities for revision, extension and individual and / or group work.

Celce – Murcia (1979) stated the following domains to be taken into consideration when examining the teacher's manual and textbook.

Domain of the textbook:

- a- Subject matter (Topic and contexts).
- b- Vocabulary and structure covered.
- c- Exercises.
- d- Illustrations.
- e- Physical make – up (cover, size, binding, paper, printing, type, lay – out of the page).

Domains of the teacher's manual:

- a- General features, is a rationale provided? Is there a useful index with references made to the textbook?
- b- Type and amount of supplementary exercises for each language skill (listening, speaking, reading and writing).
- c- Methodological / pedagogical guidance in the presentation of lessons / exercises and the use of aids.

d- Linguistic background information. Perhaps from contrastive analysis or error analysis (grammar, vocabulary and pronunciation).

Griffiths (1995) raised some of the most important questions to be asked when evaluating materials for speakers of other languages:

- 1- Does the material match learner objectives?
- 2- Is the material gender – sensitive?
- 3- Is the material up to date?
- 4- Are vocabulary and comprehensible input levels well – graded?
- 5- Is the material age – appropriate and socio – culturally appropriate?

Martinet (1980) mentioned two methods used at the data systems education center. These methods are used to evaluate courses after being adapted. The first method is carried out by sending questionnaires to a randomly selected sample of students; the job of these student is to compare the relationship between the subject matter and actual job environment. The second method is "course maintenance checklists" the checklist contains historical and administrative information. Curriculum managers, who are used to fill out this checklist once a year, rate 15 areas of the course such as: course length instructor material, students' material, media, objects and texts.

The growing interests in evaluation process have manifested themselves in a concern of macro and micro evaluation. Tomlinson (1996) stated that macro evaluation is carried out for accountability and development purpose. It seeks to answer two questions:

1. To what extent was the program / project effective and efficient in meeting its goals?
2. In what ways can program / project be improved?

However, micro – evaluation is characterized by a narrow focus on some specific aspects of curriculum. In the light of the reviewed literature regarding the process of evaluating English courses and textbook, two issues can be argued: First, textbook evaluation is based on certain criterion to provide a systematic and principled approach to materials evaluation. Second, the following aspects are of the most importance to be taken into consideration when evaluating TEFL textbooks: general aims and specific objectives, materials, language skills (i.e listening, speaking, reading and writing), teaching aids, physical make up of English textbook (i.e cover, page, appearance and size), time allotted for teaching actual communication and methods of teaching.

2.3 Review of related literature

This section reviews the related literature. This review will discuss each study with focus on the following aspects: population, sample, data collection instruments, and areas evaluated, as well as major findings.

Studies are classified into three categories:

1. Textbook evaluation studies conducted internationally.
2. PETRA textbook evaluation studies conducted in Jordan and Palestine.
3. Evaluation studies of EFL curricula and syllabuses.

2.3.1 Textbook evaluation studies conducted internationally

There have been a number of textbook evaluation studies that carried out in all over the world. Chenoweth, et al (1999) conducted an assessment of a freshman English course taught at Carnegie Mellon University. The assessment team worked with professors to identify course goals and to design tasks that professors felt would fairly assess the extent to which students achieved those goals.

Students who took the course and those who did not take it were both pre – tested on five central goals: critical reading, argument identification of summary paraphrase, understanding of key terms used in the English course and practical strategies for writing academic papers. The results revealed that the students showed little or no improvement from pre – test and post test. Therefore, the course clearly did not have expected the effect of improving students' ability to identify argument within the text of the course.

Yuen – Kwan (1998) conducted an evaluation of the efficiency of four in – service teacher – training courses at the Hong Kong institute of education in terms of their usefulness and relevance to the teachers' need on return to school. Six months after the courses, an end of course evaluation questionnaire and a follow up questionnaire were sent to find if there were any significant difference between the participants' views on the effectiveness of the courses at two different time points. Qualitative data, which were collected from interviews between tutors and participants six months after the course, were also analyzed to find out which aspects considered to be most useful to the teachers on their return to school and why they were useful. Yuen – Kwan used a sample consisting of 207 participants in four courses to fill in at the time point on an end – of course evaluation questionnaire. Six months after the course ended, teachers were asked to fill in different post course questionnaire for follow up evaluation. The results of the study showed that the

participants felt that the courses were useful and relevant to them. The aims and objectives of those courses were also considered to be useful and relevant to their work on return to school because those courses provided the participants with a reflective teaching approach and techniques, classroom observation and improvement and department management. The results also showed that the changes in the participants teaching were noted as a result of the courses they had attended. Those changes showed more concern for students' need, improving the teaching strategies, improving the management of the English department, improving the students' oral skills, including discussion skills, adapting more communicative teaching skills, becoming a reflective teacher, sharing ideas or insights gained from these courses are meetings, helping students to become more confident, and finally improving the teaching of grammar.

In his essay published in ERIC in (1990) under the title "Improving Teacher Evaluation" Boyd says a teacher evaluation system should give teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from principals and other teachers on how to make changes in their classroom. He adds that standards for evaluation should: relate to important teaching skills: be as objective as possible, be clearly communicated before the evaluation is completed, and be linked to teachers' professional development. Boyd says that linking teacher evaluation to be professional development is necessary. Teachers often have real concerns about the evaluation process; these concerns include the following: teachers do not have any input into the evaluation process; evaluators do not spend enough time on the evaluation; evaluators are not well trained: and results of the evaluation are not being used to further teacher development. Evaluation should be a positive experience for the teacher.

Cunningsworth and Kusel (1990) conducted an evaluation study on teachers' guides used in Colombo, Sri Lanka and Malaysia. The English course books to which those teachers' guides belong were English every day, early English, enjoy learning English and New Dimensions. The two researchers indicated in their introduction that the teachers' guides are an important part of materials package, especially for teachers who are less experienced, or whose English is not very good. They added that the availability and effectiveness of a teacher's guide can contribute greatly to achieving a good standard of teaching, through the provision of information about the language, guidance on teaching procedures and a rationale for the courses. Cunningsworth and Kusel gave the teachers, for what ever reason, are heavily dependent on the teacher's guide for methodological guidance, for linguistic information, or for insights into culture issues.

The two researchers suggested that each teacher's guide should have some, or perhaps all, of the following functions:

1. To provide a statement of the general purpose of the teaching material and describe the linguistic and / or methodological rational.
2. To encourage the development of teaching skills generally, going beyond specific skills needed to utilize the class material.
3. To assess the teacher in understanding the structure of the course material and the contribution of each lesson or unit to the overall course.
4. To provide guidance in the practical use of the material.
5. To provide linguistic and cultural information necessary for the effective use of the material in class.

Cunningsworth and Kusel set a number of questions as criteria to check the suitability and effectiveness of the teachers' book being studied.

Some of these questions are:

- 1) Does the teacher's guide provide enough detailed information on language and material?
- 2) How are the objectives and content set out in the teacher's book?
- 3) Is the advice given on teaching procedures explicit enough?
- 4) Is there enough cultural information to enable teachers to interpret appropriately the situations represented in the teaching material?
- 5) Does the teacher's guide assume a teacher – development role, by providing a rationale for the information and guidance it provides?
- 6) Does the teacher's guide help users to gain more understanding of the language teaching principles involved in addition to helping them to develop their practical teaching skills?
- 7) What information is given about the language items to be taught, and what guidance is given about handling them? Are there any helpful notes about possible problems?
- 8) Is the teacher encouraged to evaluate each lesson, and if so are there any suggestions how this might be done? (p. 131)

2.3.2 PETRA studies conducted in Jordan and Palestine

2.3.2.1 PETRA studies conducted in Jordan

This section reviews five PETRA evaluative studies conducted in Jordan between the years of (1987-1997). They are ordered chronologically.

Al – Koferi (1997) conducted a study whose purpose was to evaluate the tenth grade English textbook PETRA (6). This study was

limited to Al Mafraq Governorate. The population of the study Consisted of all teachers of English who teach tenth grades in the directorates of Education in Mafraq Governorate. All members of the population were included. The sample of the study consisted of one hundred and twenty teachers: sixty male teachers and sixty female teachers. The researcher adopted and developed an evaluative tool which includes eighty seven Likert – type items covering eleven major characteristics of a good textbook. The findings of this study indicated that the rationale of the textbook was satisfactory, suitable and matched students’ needs and interests.

In other words, it was relevant to the contemporary Jordanian society because the textbook helped students to communicate. The workbook exercises were varied and suitable to satisfy students’ needs and there was a harmony between the workbook and the exercises and the textbook material itself. In spite of the textbook advantages that have been mentioned, the findings indicated the following as shortcomings. First of all, teachers’ didn’t participate in selecting the objectives. The textbook didn’t also provide enough contrastive analyses of English and Arabic in terms of sound system and the selection of structural items. Finally, The teacher’ book didn’t suggest time schedule for covering the textbook’s manual.

Mu’men (1992) conducted a study in Jordan in which he evaluated the new TEFL textbooks (PETRA) for the seventh and eighth grades in government schools in Jordan – Data was collected by means of an evaluative scale developed on the basis of “language teaching criteria” that determine the specification of good quality textbooks. The questionnaire consisted of (81) items. Phrased in Yes – No questions form, each followed by (5) point scale: Always, almost always, Generally, Sometimes, rarely. The following aspects were evaluated:

rationale – objectives, language skills, grammatical structures and functions, vocabulary, visual aids, teacher's book, illustrations and physical make – up of the textbook.

The findings of the study revealed that the textbooks were judged to be adequate concerning all the above eleven aspect. However, teachers indicated that the reading passages are too long, the role cards require more time, the writing activities are of limited type and the readers don't sufficiently address scientific aspects.

Salah (1990) conducted a study whose purpose was to evaluate the English textbook for the eighth grade: PETRA 4. The sample of the study consisted of (45) teachers, (10) trainers and (3) supervisors. (26) sections of male and female students from Irbid city and rural areas were also included in the sample. Two scales were used. One for teachers and one for students. The teacher's scale consisted of (87) items covering eleven major characteristics of a good English textbook. The pupils scale consisted of (24) items taping pupils' perceptions about the textbook.

The results of this study revealed that the rationale and objectives of the textbook were suitable and clear for both teachers and students. The introduction of PETEA textbook wasn't found to be clear enough by both teachers and students. The teachers were not given any chance to participate in selecting objectives.

El – Mostafa (1988) conducted a study the purpose of which was to evaluate the English textbook for the seventh grade: PETRA 3. Two evaluation scales were used. The teachers' scale consisted of (87) Likert – type items that covered eleven areas: rationale, objectives, language skills, vocabulary, grammar, content, methodology, teaching aids, workbook, teachers' book and general aspects of PETRA. The pupils' scale, on the other hand, consisted of (24) items that elicited pupil'

perception about the materials, focusing on four areas: teaching aids, vocabulary and structure, exercises and general aspects of the textbook.

El – Mostafa found that all the above aspects of PETRA were judged to be “quite adequate” however the results revealed that the clarity of the instructions was inadequate which indicated the need for special training for teachers. Concerning the participation item, the teachers maintained that they were not consulted at all, clarity and length of utterances in the cassette were inadequate. The suitability of the size of the textbook was also inadequate.

Al – Jarrah (1987) elicited evaluative data on Petra 1 and 2 used at the fifth and sixth grades from a sample of (80) teachers and (40) TEFL experts. The latter group consisted of supervisors, TEFL graduated students and TEFL professor. A textbook evaluation scale was developed on the bases of the questionnaire consisted of (70) "yes – no" questions eleven aspects of PETRA materials were focused on: rationale, objectives, language technical factors, handwriting book, teachers’ book and general aspects of PETRA series. Al – Jarrah found that PETRA textbooks were found “good/ strong” concerning all the above eleven aspects, the rationale and objectives were stated specifically and graded level by level. The content of the lessons was logically organized and reviewed regularly. The textbooks could be adopted to meet various needs of both teachers and students. On the other hand, the study revealed the following drawbacks:

- Teachers were not contacted by the Ministry of Education to select objectives of PETRA series.
- The textbook did not have clear introduction for both teachers and students.
- The size of the textbooks did not seem convenient for students.

The above – mentioned studies which evaluated PETRA textbooks taught at the 5th, 6th, 7th, 8th and 9th Grades in Jordan revealed similarities in the findings. PETRA textbook was found to be adequate concerning: rationale and objectives, content “methods of teaching”, general aspects of the books, work books and teacher’ books the rationale and objectives were specifically stated. The content of lessons of PETRA series was logically organized and regularly reviewed the sequence of PETRA textbook smoothly flowed, and the material was accurate and correct; the teaching method of PETRA textbook was flexible and successful, achieving the TEFL stated objectives and helping PETRA pupils learn and transfer learning to application. However, the analysis of the data of the above – mentioned studies revealed that PETRA textbooks do not have clear introduction either for teachers or students; instructions in the 5th, 6th, and 7th textbooks were not clarified adequately, on the other hand these three books were in harmony with the other books adapted for higher levels. The teachers were not also consulted when the books introduced.

2.3.2.2 PETRA Studies conducted in Palestine

This section reviews three evaluation studies conducted in Palestine between the years (1994-1996).

Khalil and Kattan (1994) conducted a study, which aimed at evaluating the effectiveness and suitability of the different components of PETRA materials used at the 8th, 9th, and 10th grades. A representative sample of English language teachers of 8th, 9th, and 10th grades were used. The researchers used four data collection procedures: the first was a teacher questionnaire that covered all the components of PETRA materials, namely, teacher’s book, student’s book, workbook, reader, role

cards, cassettes, and wall pictures. Five aspects of PETRA materials were focused on: objectives, layout and design, language content, subject matter and the reading, listening, speaking, writing, grammar and vocabulary activities. The second was focused interviews with the English language supervisors in the areas selected. The third was a researcher questionnaire completed by the researchers themselves, and the fourth was content analysis of PETRA 4, 5 and 6.

The findings of the study revealed that PETRA textbook were found to be adequate regarding, reading, listening speaking and writing activities, speaking and writing activities encourage the desire to communicate.

However, the researchers found that PETRA series contains:

- a. Little to develop and encourage students' speaking skills.
- b. Little focus on stress, rhythm and intonation.
- c. Few questions requiring students to make inferences.
- d. Almost no free writing opportunities.
- e. No consistent progression of skills development either at the individual text level or across the series.
- f. That not all teachers had all the curriculum materials.

Moreover, the researchers recommend that:

1. The number of English periods per week should be increased
2. Class size should be reduced.
3. All teachers receive all materials.
4. All cassettes are of high quality.
5. Teachers have access to professional development programs.

Abou – el – Haj (1996) commissioned by the Palestinian Development Center conducted a report study – to evaluate the English curricula previously used in Palestine. The study conducted as part of

nationwide curriculum evaluation activity which will ultimately end with the creation of a new Palestinian curriculum or all subjects. To achieve

the purpose of the study, five data collection procedures were used.

- A. Curricula previously used in all government and UNRWA schools and selections of private schools were reviewed and analyzed.
- B. Five workshops were held in West Bank.
- C. A survey questionnaire was developed and tested at the first teacher workshop.
- D. A review of literature was conducted.
- E. Local professionals in the fields of child development, language acquisition, and language teaching were consulted. The teaching materials for each curriculum have been evaluated with focus on content, appropriateness and coherence. The content has been evaluated in terms of "Approach to teaching grammar, vocabulary and functions, phonetics, writing skills, listening skills, speaking skills, reading skills, critical thinking and text quality. Materials appropriateness has been investigated in terms of: "students" academic level, local culture, gender and temporal relevance and coherence; the degree to which the materials provide a coherent and consistent course.

The Survey and workshops – Findings revealed that the Jordanian English series was almost universally criticized as inadequate. These materials emphasize memorization and irrelevant exercises, often present concepts in a confusing manner, contain too much material to cover adequately in the time allotted, offer scant opportunity for reading and writing and fewer opportunities for learning proper pronunciation and speech, overall the series is culturally irrelevant to Palestinians living in the West Bank. The introduction in the teacher's book lack of procedural

advice on what to do with the material, rather than providing a theoretical or methodological rationale for why the materials were designed as they were.

Abou – Dagga (1996) conducted a field study to explore and examine teacher’s opinion about the two English curricula in Palestine, one in the West Bank that follows the Jordanian system, and the other in the Gaza Strip that follows the Egyptian system.

The researcher used a stratified sample of English teachers who work in the government and private schools to complete the questionnaire, which was developed by language specialists in the Palestinian curriculum development center.

Curricula’s materials were evaluated regarding, the allotted time, the quality of the textbooks, listening, speaking, reading and writing skills, cultural appropriateness. “Encouragement of critical thinking, appropriateness to international technological and scientific needs, and accuracy of information presented”.

The results of the study indicated that teachers are dissatisfied with the current curricula; the Egyptian in the Gaza Strip and the Jordanian in West Bank. Teachers believe that the existing curricula are inadequate to meet the needs of the Palestinian people. All teachers stressed the need for a new Palestinian English curriculum that encourages students to be active learners. Moreover, the results revealed that texts are not culturally appropriate, do not encourage critical thinking and are not suitable for modern needs.

2.3.3 EFL evaluation studies of syllabuses / series other than PETRA

The following four studies surveyed the two teaching programs used in the public and private schools in Jordan, the “Enterprise” series

used for grades from seven to nine and “the Action Pack” series used for grades from one to six between (2000 to 2004).

Karsou (2004) conducted a study in Jordan in which he evaluated “Action Pack” textbooks (1-5) as perceived by Jordanian English Language supervisors, teachers and students. The sample of his study consisted of (300) students, (192) teachers and (8) supervisors. Two evaluative tools were used in the study: a questionnaire of 73 items which was given to EFL supervisors, teachers and students. The other instrument was a set of interviews with the supervisors, teachers and students. Ten aspects of “Action Pack” materials were focused on: listening, speaking, reading and writing, vocabulary, activity book, the content, the methods, teacher’s book and general aspects of the textbook. Action pack textbooks were judged to be adequate from supervisors and teachers views regarding all the above ten aspects. However the teachers’ and supervisors’ evaluation pointed to the following negative aspects:-

1. The grammar presented in the activity book was regarded as inappropriate to the learners’ needs; moreover, it was presented as a pure grammar.
2. The writing skill didn’t encourage the learners to revise their piece of writing.
3. There was not any distinction between active and passive vocabulary items and there was not any provision of phonetic transcription to the new vocabulary items.
4. The adaptability of the content to the learner needs was inappropriate and the reading material was irrelevant to the students’ real life.

5. "Action Pack" textbooks were not reasonable to enable the learners to acquire computer skills. The rationale didn't take into consideration the demands of the Jordanian society.
6. There was not any provision of phonetic transcription to the new vocabulary items.
7. The activities that are presented in listening skills were not appropriate according to students opinion.

In the light of the results of this study, the researcher recommended
the following.

1. The reading texts should be provided with pre – reading questions.
2. Textbooks content should be related to students' culture and environment.
3. Teachers should be involved in selecting the curriculum goals and the content of English textbooks as well.

Jaradat, Akrabawi, and – Kharoof (2002) conducted a study to evaluate 'action pack' test book (1) and (2) used for the first and second primary grades in the public schools in Jordan. The sample of the study consisted of (238) male and female of EFL teachers and (57) male and female supervisors. For that sake, the researcher developed two evaluative questionnaires, one for the teachers and the other for the supervisors.

The findings of the study revealed that there were no significant differences between teachers' perspectives and supervisors regarding the strengths and weaknesses of the textbooks.

The content of the textbook was found to be suitable to the pupils' age, needs and interests from the respondents' perspectives. The teaching

aids were properly utilized. The findings also showed that teaching English at this early age did not affect the learners' mother tongue (the Arabic language negatively and it did not also affect the learners' learning performance in other subjects.

Moreover, learners performed very well in learning the basic skills (reading, writing, listening and speaking). The textbook, generally, found to be suitable. However, the findings of the study showed that the number of classes per week was not enough and that some of the teaching aids were not utilized in a proper way such as computer programs, flash cards and wall pictures and Pupils were confused between the way they write in Arabic and the way they write in English.

Al – Omari (2002) evaluated “Action Pack” textbooks for the first four primary grades in Jordan in terms of eleven domains: rationale, objectives, listening and speaking skills, reading and writing skills, and grammar and structural functions. The researcher used two evaluative instruments. The first one was the supervisors' and teachers' evaluation questionnaire which contained (88) Likert – type items. These items covered the major points of strengths and weaknesses of eleven main characteristics of good textbook: rationale, objectives, listening and speaking skills, reading and writing skills, grammar and structural functions, vocabulary, methods of teaching, activity book, teacher's book, teaching aids and the general aspects. The second evaluative instrument was the observational form which included real observations of the textbooks' implementation and use inside the classroom. The sample of the study consisted of (10) supervisors as a purposive sample from different directorates of education in the northern regions of Jordan. It also consisted of (275) teachers who teach “Action Pack” textbooks.

The results of the study revealed that the respondents agreed on the suitability of “Action Pack” textbooks in terms of the eleven domains mentioned before. There were no significant differences between the supervisors’ and teachers’ perspectives with regard to the strengths and weaknesses of the new introduction textbooks. There was some kind of discrepancy between the respondents’ perspectives. For instance, the teachers were not fully satisfied with the content of action Pack since it was not relevant to the Jordanian society while supervisors considered it suitable relevant. Some of the findings of the study seemed contradictory, for example, the respondents suggested increasing the number of exercises per unit, while others considered the number of these exercises properly suitable.

The findings of the above three studies of “Action Pack” textbooks taught to grades from one to five showed that they were suitable regarding, “rationale, objectives, language skills listening, speaking, reading and writing, vocabulary, activity book, the content, the methods, teacher’s book and general aspect”. However, some of the studies finding seemed contradictory. Al-Omari findings revealed that the content of the first, second, third and fourth action pack textbooks was not relevant to the Jordanian society from the teachers’ point of view, while supervisors considered it suitably relevant, but Jaradat, Akrabawi and Al-Kharoof findings showed that the content was relevant to Jordanian society; the suitability of the subject matter for students; social environments .From the other hand Karsou' found it suitable from teachers and supervisors perspectives, whereas it found to be irrelevant from students’ perspectives. Moreover, Karsou' findings revealed that listening and speaking skills were inappropriate to learners’ abilities. The researcher added that the writing skills didn’t encourage the learners to revise their piece f writing.

Jaradat, Akrabawi and Al-Kharoof observed that teaching English at this early age (the age of six and seven) did not affect the learners' mother tongue (the Arabic language) negatively and it did not affect the learners' performance in other subjects. Later on, they mentioned that "the findings showed that pupils were confused between the way they write in Arabic and the way they write in English.

The two findings seemed to be contradicted to each other. It is concluded that "Action Pack" textbooks investigated from perspectives of unequal groups, school teachers, supervisors, and students. All of them have different educational backgrounds and knowledge.

Similarly, Shatnawi (2003) conducted a study to evaluate "Enterprise, textbooks for grades seventh, eighth and ninth at private schools in Jordan. The evaluation covered eleven domains. Objectives and rationale, listening and speaking skills, reading and writing skills and grammar and structural functions. The researcher used three evaluative instruments to achieve this purpose. The first for teachers teaching this series, the parents whose children study this series, and the pupils who study this series. The teachers' questionnaire included eighty – six items; the parents' questionnaire comprised seventy four items, while the pupils' questionnaire comprised seventy four items – these items covered the main points of strengths and weaknesses of eleven main characteristics of students' textbooks. The second evaluative instrument was the interview form which consisted of twenty – two questions related to the evaluated textbooks. The third evaluated instrument was the observation form which included actual observation about the implementation of "Enterprise" textbooks and its use in the classroom. The sample of the

study consisted of fifty – one teachers as a purposive sample from Irbid and Amman private schools. It also consisted of one hundred parents whose children study “Enterprise” textbooks and its use in the classroom. and one hundred and fifty pupils who study this series. The results of the study showed that the respondents agreed on the suitability of Enterprise textbooks. There were significant differences between teachers’ perspectives and both parents’ and pupils’ perspectives in favor of the teachers regarding the strengths and weaknesses of enterprise textbook. Others they were not fully satisfied with the content of enterprise since it was irrelevant to the students’ culture and background – some teachers also criticized the lack of phonetic transcription of new vocabulary items. Masri (2003) conducted a study which aimed at evaluating the first grade textbook “English for Palestine” in the northern Directorates of Palestine from the teachers’ point of view. The sample of the study consisted of (208) male and female teachers. The researcher developed a 55 item questionnaire which covered five domains: book general shape, book content, structure of language, grammar and terms, method, aids, teacher’s book, teaching and student achievement domain. Findings of the study revealed that “English for Palestine” was rated adequately regarding book general shape, book content, structure of language, grammar terms and methods. Book general shape was found to be attractive, useful and suitable for the learners age. Content also designed to satisfy the students’ needs. The communicative approach on which the Palestinian curriculum depends was found to be suitable and effective in teaching English as a second language. However, the findings revealed that there were significant differences in the degree of evaluation between male and female teachers in favor of male teachers.

In the light of the results of this study, the researcher recommended conducting an evaluative study on the differences between socio-economic backgrounds of both students and teachers and conducting an evaluative study on upper stages.

Al – Momani (1998) conducted a study to evaluate “AMRA” textbook for the first and second secondary classes in Jordan. To achieve that purpose the researcher developed three evaluation instruments. The first one was two evaluation questionnaires. One for teachers and supervisors which contained (91) Likert – type items covering eleven major characteristics of a good English textbook: rationale, objectives, listening and speaking skills, reading and writing skills, grammar and structural functions, vocabulary, methods of teaching, workbooks, teacher’s book, teaching aids and general aspects. The other evaluation instrument was for students. Their questionnaire included (85) Likert – type items regarding the following characteristics: Reading and writing skills, grammar and functions, vocabulary, methods of teaching, workbooks, teaching aids, content and general aspects.

The second evaluation instrument was the interview form. It consisted of (22) questions covering all the aspects related to the evaluated textbooks, which were previously mentioned. The third evaluation instrument was the observation form which included actual observation on teaching methods and use of evaluated textbooks in the classrooms. The following teaching aspects were observed: vocabulary reading comprehension, grammar and structural functions, listening and speaking skills and writing.

The results of the study revealed that:

1. The objectives of AMRA textbooks were based on teaching English for communication, and they met the students’ needs and interests.

2. The vocabulary items were selected to suit the students' level and to facilitate communication.
3. the grammar and structural functions were selected to suit student backgrounds, and they were related to previous classes.

However, the study revealed the following shortcomings of AMRA textbooks.

1. The content of AMRA textbooks was not interesting to students.
2. The exercises in AMRA workbooks were not related completely to the material.
3. The number of allocated periods per week to cover the materials was not suitable.
4. There were no significant differences between the supervisors' and the teachers' perspectives regarding the above mentioned strengths and weaknesses in AMRA textbooks.

Al – Qudah (1997) conducted a study to evaluate the agricultural English material used for grade twelve in the agricultural stream in Jordan in general, and the materials of the first – term of grade twelve in particular. The sample of the study consisted of (212) students (9) supervisors and (11) teachers – the researcher developed two evaluation scales to achieve the purpose of this study. The evaluation scale was for teachers and supervisors and included (74) Likert – type items covering nine characteristics of good textbooks. The second scale was for students, and it included (51) Likert – type items tapping students' perception about the textbook in terms of its vocabulary, exercises – structures, teaching aids, content and general factors.

The results of the study revealed that rationale, objectives and content were suitable and matched students, needs and interests. Also the units of the textbook were varied and organized in a suitable way and that they were integrated. The vocabulary items were selected to suit the agricultural communication. Moreover, reading, and writing skills were suitable to student's life and needs on the other hand, the results also revealed these shortcomings. The teacher' manual was not available to both teachers and supervisors, self learning and problem solving were not encouraged by the style of the textbook.

Other teaching aids such as cassette tapes, wall pictures and role cards were not used – listening and speaking skills were not given enough attention. Finally, structures learnt in the first term units were not related to previous classes.

Abu – Zaghlan (1989) conducted a study to describe the level of the English language teacher's understanding of the main characteristics of the PETRA syllabus. The study attempted to identify to what extent the EFL teachers of the 7th and 8th grades understood the main characteristics of PETRA syllabus. It also attempted to identify whether the EFL teacher's level of understanding of the main characteristics of PETRA syllabus varied with each one of the following variables: academic qualification, teaching experience, training relevant to PETRA and sex. The population of the study consisted of 360 male and female 7th and 8th grade teachers of English who had been teaching English in public schools in Amman Directorate of Education.

Abu – Zaghlan developed a special test to achieve the purpose of the study. The results of the study pointed out that there were no statistically significant difference, between the mean scores of teachers understanding due to sex, and due to training relevant to PETRA. The researcher recommended that a study be conducted to investigate whether

the teachers, level of understanding varies with their attitudes towards PETRA. She also recommended that in – service training course should include materials related to the underlying assumptions of English teaching / learning in Jordan.

Abu – Zaghlan did not give clear explanation of the reason why there were no significant difference between the mean scores of EFL teachers' understanding due to training relevant to PETRA. She did not point out the weak and strong points of the in – service teacher training program for teaching PETRA textbooks. Moreover, she did not give clear recommendations of how to modify the in–service training programs for teaching PETRA textbooks.

2.4 Conclusion

The literature reviewed in this chapter was useful in a number of ways, among other things it indicated the most important aspects to be taken into consideration when evaluating EFL textbooks and programs. It also was instrumental to the researcher in selecting the elements of the methodology for carrying out this study. As can be seen in the next chapter. The main instrument of this study was a questionnaire which derived its categories and items from some of the sources that were reviewed.

In characterizing the studies were reviewed above, it was observed that most of them were concerned with evaluating the effectiveness and suitability of the EFL textbook components and to find out points of strengths and weaknesses.

Overall, most of them were evaluated regarding: objectives and rationale, content, subject matter, physical appearance, and cultural appropriateness.

Conclusions and recommendations derived from the literature varied from one study to another. However, there were some common or prominent ones.

The studied reviewed emphasized the importance of selecting contents that are relevant to the learners' needs, interests and culture.

Chapter Three

3.1 Introduction

This chapter deals with methodology. In particular, it presents the population, sample, research instruments, reliability and validity of the instruments, data collection and data analysis instruments. It also describes the research design.

3.2 Population and sample

The population of the study consists of all tenth grade English teachers (male and female) who teach in the West Bank government schools of the academic year 2004/2005. The total number of teachers is (725).

Sample: the purposive sample of this study consists of 54 tenth grade English teachers, 28 male, and 26 female drawn from two directorates of education in Jerusalem district. The Jerusalem suburbs of Al-Ram and Jerusalem directorates

3.3 The research design

This study followed a descriptive design. It used a teacher questionnaire to identify the degrees of the teacher's satisfaction with the effectiveness and suitability of the different components of "English for Palestine". The study includes the following variables:

Independent Variables:

- Sex: two levels; male and female.
- Academic qualification: four levels; diploma, B. A, B. A + diploma, M. A.
- Years of TEFL experience: five levels; 1-5 years, 6-10 years, 11-15 years, 16-20 years and more than 20 years.

Dependent variables: Teachers' responses to the items of the different domains of the questionnaire.

Table (3-1) sample distribution according to directorate and sex variables.

Directorate	Male	Female	Total
Jerusalem Suburbs Al-Ram	17	17	34
Jerusalem	11	9	20
Total	28	26	54

The following tables show the sample distribution according to sex, academic qualification and years of teaching experience variables.

A- Sex

Table (3-2) shows the sample distribution according to sex variables, the males were 28 while the females were 26 teachers.

Sex	N	Percentage
Male	28	51.8%
Female	26	48.2%
Total	54	100%

B- Academic qualification

Table (3) shows the sample distribution according to the academic qualification. M. A holders are (4) teachers, B. A + diploma holders are (8) teachers, B.A holders are (33) teachers, the diploma holders is (1) teacher.

Table (3-3) Sample distribution according to the academic qualification.

Academic qualification	N	Percentage
M.A	4	8.69
B. A +Diploma	8	17.39
B. A	33	71.75
Diploma	1	2.17

Tawjihi	0	0
Total	46	100 %

C- Years of teaching experience.

Table four shows the sample distribution according to the experience variable. (17)Teachers have (1-5) years of experience, (16) teachers have (6-11) years of experience, (4) teacher had (11-15) years of experience, (5) teachers have (16-20) years of experience and (4) teachers have more than (21) years of experience.

Table (3-4)

Sample distribution according to the years of experience variable.

Years of teaching experience. From – To	No.	Percentage
1-5	17	37%
6-11	16	34.7%
11-15	4	8.8%
16-20	5	10.8%
21	4	8.7%
Total	46	100%

3.4 Research Instruments

For the purpose of the present study, two evaluative tools were used. The first tool is a teacher questionnaire and, the second tool is a set of semi structured interview. These study instruments are described below.

3.4.1 The teacher questionnaire

The researcher developed a teacher questionnaire on the base of criteria for textbook evaluation suggested commonly by Dubin and Olshtain (1986), Littlewood (1987), Nunan (1988), Krashen and Terrel (1983), Sheldon (1988), William (1983) and on the basis of the questionnaire previously developed by Khalil and Kattan (1994). The questionnaire consisted of two parts. Part one covered six aspects of the teacher's book, while part two covered certain aspects of each of the other three components of "English for Palestine" namely, students book, workbook and teacher's audio cassettes.

The following six aspects of the teacher's book were covered:-

- 1- Rationale and objectives 10 items.
- 2- General features 10 items.
- 3- Language of the teacher's book 1 item.
- 4- Type and amount of supplementary exercises 6 items.
- 5- Methodological guidance 7 items.
- 6- Linguistic background and information 4 items.

Some of the above items consisted of subitems. The total number of the items and subitems is (38).

The following is a description of the different aspects covered in part two regarding the student's book, workbook and teacher's audio cassettes:

- 1- Layout and design 13 items.
- 2- Language content 7 items.
- 3- Texts.
 - 3.1- Reading 13 items.
 - 3.2- Listening 8 items.
- 4- Activities / exercises
 - 4.1- Listening 9 items.
 - 4.2- Speaking 10 items.
 - 4.3- Reading 10 items.
 - 4.4- Writing 10 items.
 - 4.5- Grammar 13 items.
 - 4.6- Vocabulary 9 items.
- 5- Subject matter.
 - 5.1- Themes 10 items.

5.2- Topics 8 items.

5.3- Functions 7 items.

5.4- Notions 9 items.

5.5- Values 5 items.

The total items and sub items covered in part two are 120. Both parts of the questionnaire consisted of 158 items.

The questionnaire also includes enough rooms for the teachers to freely mention any major problems / difficulties they were facing in teaching "English for Palestine". It is worth mentioning that the two parts of the questionnaire are preceded by a set of five general questions of Yes/No type. Teachers were requested to rate each item of the questionnaire on a five point rating scale:

5 = strongly agree.

4 = agree.

3 = not sure.

2 = disagree.

1 = strongly disagree. See appendix (A).

3.4.1.1 Validation of the questionnaire:

To validate the questionnaire, two procedures were used; first, teacher (piloting) second, experts in EFL (piloting).

Teacher piloting: The questionnaire was distributed to a primary sample composed of ten English teachers (5 male and 5 female) randomly selected from different schools. After having the questionnaire completed, teachers were interviewed by the researcher who realized that some teachers found difficulties in comprehending the meaning of some terms in certain items while others suggested adding more few questions regarding the length of the textbook units. As a result of this piloting, few linguistic terms were defined and other questions were added to the original version.

Experts in EFL piloting

The validity of the questionnaire was determined by a jury of specialized TEFL teachers.

Their comments and modifications were taken into consideration, some items were modified accordingly.

3.4.1.2 Reliability of the questionnaire:

The Reliability of the questionnaire was achieved through computing Cronbach Alpha. The reliability of teachers' responses to the questionnaire was (0.947).

3.4.2 Interview

A semi structured interview was conducted in the first of May, with a selected sample of ten teachers. The interviewees were free to give more details and clarification on the following questions:-

1- Why do you think that the speaking activities:

A- Are not interesting.

b- Do not focus on fluency.

2- Why do you think that the writing activities:

A- Are not interesting.

b- Do not focus on fluency.

3- Why are not you satisfied with the methodological guidance provided in the introduction of the teacher's book.

4- Why do you assume that the teacher's book is not provided with extra revision materials?

3.5 Data Collection

The following steps were followed in collecting the research data:

First, a letter of authorization was taken from the head office of the Graduate studies in Al-Quds University / Department of Education to the directors of the two directorates of Education in Jerusalem district, so as to allow the researcher conducting the study. See appendix (A)

Second, the researcher consulted the concerned directorates of Education to nominate the number of teachers who taught the tenth grades the new syllabus "English for Palestine" to properly decide on the number of the sample. See appendix (A)

Third, the researcher distributed the questionnaires personally to the sample members of the study who are 54 English teachers in both directorates.

Fourth, three weeks later, the researcher with great effort managed to collect 46 copies only from the distributed questionnaire.

Fifth, the collected data were computed. Then a set of semi structured interview was conducted with a selected sample of (10) teachers after analyzing and discussing each item very carefully. Those teachers were asked to give more explanation to the responses of certain questions.

3.6 Data Analysis

The obtained data were analyzed through two types of statistics, descriptive statistics (means, standard deviations) and inferential statistics (t-test and ANOVA).

The descriptive statistics were used in order to respond to the research question. The inferential statistics, on the other hand, were applied for testing the hypotheses.

For data analysis, the researcher used the following degrees:

80% and more is very high degree.

70-79% is a high degree.

60-69% is a moderate degree.

50-59% is a low degree.

Less than 50% is a very low degree.

3.7 Summary

This chapter considered the methodology and procedures used to carry out this study. It deals primarily with the research design which was described as a descriptive design. The population distribution was presented clearly in table (3-1), tables (3-2), (3-3) and (3-4) on the other hand show the sample distribution in accordance to sex, academic qualification and years of teaching experience variables.

Among the most important topics presented in this chapter are the study variables, the research instruments, the validity and reliability of the questionnaire were also tested, data collection and data analysis.

The researcher utilized the SPSS packages to find out the results of the study, whereas the teacher's questionnaire and a set of follow-up interviews were used to collect the research data.

Chapter Four

Findings of the study

4.1 Introduction

This chapter presents the findings of the study. The purpose of this study is to evaluate the tenth grade English textbook used in Palestinian government schools from the teachers' point of view. It also aims to investigate whether there are any significant differences among teachers' responses due to academic qualifications, years of TEFL experience and sex.

The evaluation was conducted through a questionnaire, which consists of two types of items: yes/no questions and questions followed by 5-point scales, response options ranging from "strongly agree to strongly disagree. It is described below.

5=strongly agree

4=agree

3=not sure

2=disagree

1=strongly disagree

The obtained data were analyzed through two types of statistics: descriptive statistics (frequencies, percentages, means and standard deviation) and inferential statistics (t-test and ANOVA).

For data analysis, the researcher used the following percentages:

80 % and more is very high.

70-79.9% is high.

60-69.9% is moderate.

50-59.9% is low.

Less than 50% is very low.

Question number one: "what is the English language teachers' evaluation of the different components of "English for Palestine" taught in the Palestinian government schools. To answer question number one, means and standard deviation for each item were calculated.

4.2.1 Part one: Teacher's book

4.2.1.1 Objectives and rationale

The items in table (4-1) below cover part one of the questionnaires which elicited information about the teacher's book "objectives and rationale". Questions number 5, 7 and 8 are of yes / no type. Questions number 9, 10, 11, 12, 13 and 14 are of Likert type.

Table (4-1)
Objective and rationale

no.						mean	S. d.
	Items	Yes		No			
	Has the school provided you with a copy of the teacher's book?	100		0		100	0.000
		Always	Usually	Rarely	Never		
	How often do you use the teacher's book in preparing your lessons?	43.4	43.5	10.9	2.2	75.9	24.975
		Yes		No			
	Are the general objectives for teaching English at the tenth grade clearly stated?	84.8		15.2		85.0	36.300
	Are the objectives for teaching each of the following skills/areas clearly stated in the introduction of the teacher's book?						
	A- Listening	97.8		2.2		98.0	14.900
	B- Speaking	82.2		17.8		82.0	38.700
	C- Reading	91.3		8.7		91.0	28.500
	D- Writing	82.2		17.8		82.0	38.700
	E- Grammar	78.3		21.7		78.0	41.700
	F- Vocabulary	97.8		2.2		98.0	14.700
	G- Pronunciation	71.7		28.3		72.0	45.500
	Total					85.85	
	If the below skills / area objectives' are available, how would you rate their sufficiency?						
	percentages						

	1	2	3	4	5	Mean	S. D
A- Listening	23.3	41.8	32.6	2.3	0	71.5	20.100
B- Speaking	14.3	28.6	45.2	11.9	0	61.3	22.225
C- Reading	27.9	58.1	7	0	7	75.0	25.000
D- Writing	24.4	40	22.2	6.7	6.7	67.3	28.125
E- Grammar	18.2	38.6	20.5	22.7	0	63.0	26.125
F- Vocabulary	20.9	60.4	14	4.7	0	74.5	18.500
G- Pronunciation	4.7	20.9	46.5	20.9	7	48.8	23.750
Total						65.88	
The stated objectives clearly meet actual needs and interests' goals of the learners?							
	7.7	41	35.9	15.4	0	60.3	21.250
The stated objectives stress the role of foreign language education in developing the learners in all domains.							
A- Psychomotor	4.9	36.6	48.7	9.8	0	59.3	18.325
B- Social	2.3	56.8	29.5	11.4	0	62.5	18.275
C- Cognitive	14.3	42.8	38.1	4.8	0	66.8	19.650
D- Affective	4.8	33.3	47.6	14.3	0	57.3	19.350
Total						61.47	
The stated objectives specify the degree of accuracy with which learners will be expected to produce language.							
	4.5	43.2	40.9	11.4	0	60.3	18.925
Second language learning is viewed as an emotional experience; (less emphasis on product and more on process, fun and interest).							
	8.9	24.4	48.9	11.1	6.7	54.5	24.600
The objectives emphasize the following aspects of learning English as a foreign language.							
A- All four language skill (listening, reading, speaking and writing).	38.6	52.3	4.6	4.5	0	81.3	18.775
B- Language functions	11.4	50	34.1	0	4.5	66.0	21.625
C- Grammatical structure	15.6	60	20	0	4.4	70.5	21.500
D- Learner's cultural awareness in:	3.2	45.1	45.2	6.5	0	61.3	16.875
1- Palestinian culture.	6.8	61.4	27.3	4.5	0	67.5	16.700
2- Arabic culture.	0	25	56.8	18.2	0	51.8	16.525
3- Islamic culture.	0	11.9	52.4	21.4	14.3	40.5	22.050
4- Global culture.	12.2	48.8	24.4	7.3	7.3	62.8	26.300
E- Study and thinking skills;							

high order thinking skills (i.e. analytic, problem solving, inferencing)	8.9	46.7	33.3	6.7	4.4	62.3	23.000
F- Values: (e.g. love of one's own country and culture, tolerance, equality, freedom, human rights).	6.8	34.1	40.9	18.2	0	57.5	21.275
G- Attitudes: (e.g. positive attitudes towards good and virtue).	4.5	37.8	53.3	4.4	0	60.5	16.425
H- Habits: (tradition, important holidays and celebrations).	6.7	33.3	44.4	15.6	0	57.8	20.525
						61.68	
Total						71.5	11.513

Table (4-1) shows that items 1, 3 and 4 received the highest means of the teacher responses; they were respectively; 100.0, 85.0, 98.0. This means that all of the teachers were provided with a copy of the teacher's book, and the general objectives for teaching English at the tenth grade are clearly stated. It also means that the specific objective for listening, speaking, reading, writing, grammar, vocabulary and pronunciation are clearly stated in the introduction of the teacher's book. On the other hand, the results indicate that the lowest means of teachers' responses accounted for items 6, 8 and 9. Items 6 and 8 have the same moderate mean it is 60.3. However Item 9's mean of responses is slightly below moderately degree, it is 54.5. The general mean of the teachers' total responses on this domain is good, it is 71.5. Accordingly, one can say that the "objectives and rational" domain is satisfactory suitable and convenient.

4.2.1.2 General Features

Table (4-2) below covers the items that elicited information about the general features of the teacher's book.

-14- The teacher's book provides		percentages						
		1	2	3	4	5	mean	S. D
A	Specific objectives for each lesson.	0	0	8.7	47.8	43.5	83.8	16.000
B	Teaching suggestions for each lesson.	0	8.7	19.6	50	21.7	71.3	21.700

C	A rough guide as to how long each activity should take.	4.4	15.2	30.4	19.6	30.4	64.3	30.125
D	Answers for the students' book and workbook and work book exercises.	0	4.4	4.3	28.3	63	87.5	19.550
E	Extra information about topics and language.	2.3	6.8	20.5	61.3	9.1	67.0	20.725
F	Ideas / materials for motivation	2.3	13.6	29.5	43.2	11.4	62.0	23.800
G	Guidelines for evaluation	2.2	30.4	28.3	32.6	6.5	52.8	24.850
H	Suggestions to engage all learners in classroom activities.	2.3	15.9	43.2	34.1	4.5	55.8	21.475
I	Indexes, word lists, glossary.	0	6.8	20.5	38.6	34.1	75.0	22.875
J	Extra revision materials for reinforcement.	2.2	28.3	26.1	39.1	4.3	53.8	24.125
Total							68.1	12.793

Table (4-2) shows that items A, D and I received the highest means, they were respectively 83.0, 87.5 and 75.0. Which means that the teacher's book provides specific objectives for each lesson, answers for all exercises, indexes, world lists, and glossary. However items F, G and J received the lowest means they were respectively, 62.0, 52.8 and 53.8 which means that the teacher's book hardly provide ideas for motivation or extra revision materials for reinforcement. On the whole, the general mean of teachers' responses is moderate. It is 68.1.

4.2.1.3 Language of the teacher's book

Table (4-3) below elicited information about the language of the teacher's book.

Table (4-3) language of the teacher's book.

	Items	1	2	3	4	5	Mean	S. D.
15	Language of the teacher's book is comprehensible	0	6.5	8.7	45.7	39.1	79.3	21.275
16	The language of the instructions given in the teacher's book is clear.	0	0	6.5	50	43.5	84.3	15.250

Table (4-3) shows that the language of the teacher's book and the language of the instructions were clear and comprehensible. The mean of the total responses is very high, it is 81.8.

Table (4-4) elicited information about the teacher's book provision of supplementary exercises to re-inforce listening, writing practice, oral expression, reading comprehension and grammar presented in the textbook.

4.2.1.4 Type and amount of supplementary exercises for each language skill.

The teacher's book provides supplementary exercises to reinforce the following skills and areas.

Table (4-4) Type and amount of supplementary exercises for each language skill

		1	2	3	4	5	Mean	S. D.
A	Listening.	6.5	23.9	28.3	39.1	2.2	51.8	24.950
B	Oral expression.	13	26.1	34.8	23.9	2.2	44.0	25.925
C	Writing practice.	4.3	21.7	52.2	19.6	2.2	48.3	20.675
D	Reading comprehension.	8.7	21.7	43.5	23.9	2.2	47.3	23.700
E	Building-up vocabulary.	4.4	22.2	35.6	35.6	2.2	52.3	23.125
F	Grammar presented in the textbook.	4.4	26.7	37.8	28.9	2.2	49.5	22.925
Total							48.9	19.632

Table (4-4) shows that the general mean of the total responses is very low which means from teachers' perspective that the teacher's book hardly provides supplementary exercises to reinforce language skills. Items A, E and F received the highest means. However items B, C and D received the lowest means.

The Items in Table (4-5) show to what extent does the teacher's book provide suggestions to help the teacher to review old lessons, teach pronunciation, introduce new passages, evaluate written work and to identify the students' most serious mistakes.

4.2.1.5 Methodological / pedagogical guidance

The teacher's book provides suggestions to help the teacher to.

Table (4-5) Methodological / pedagogical guidance

		1	2	3	4	5	Mean	S. D
A	Review old lessons and introduce new lessons?	10.9	4.4	21.7	47.8	15.2	63.0	28.750
B	Teach pronunciation and intonation?	15.2	15.2	23.9	39.1	6.6	51.8	30.000
C	Introduce new reading passages?	2.2	10.9	37	34.7	15.2	62.5	24.000
D	Introduce various types of written work?	8.7	13	37	32.6	8.7	55.0	26.675
E	Evaluate written work	9.1	25	27.3	34.1	4.5	50.0	26.950
F	Identify the students' most serious mistakes?	8.7	39.1	32.6	15.2	4.4	41.8	24.750
g	Use suitable audiovisual	0	26.1	32.6	37	4.3	55.0	22.125

The results of table (4-5) indicate that the teacher's book methodological guidance does not provide helpful suggestions for teachers to teach pronunciation and intonation, exercises. Moreover, it does not help teachers to identify the students' most serious mistakes. These two items B and F received the lowest means of teachers' responses. They were respectively 51.8 and 41.8. However, items A and C received the highest means. They are 63.0 and 62.5.

On the whole, the mean of the total responses on these domains is low, it is 53.8.

The items in table (4-6) below elicited information about the suitability of the explanations and linguistic background and information provided in the teacher's book regarding the below items.

4.2.1.6 Linguistic background and information

The teacher's book provides helpful explanation of

Table (4-6) Linguistic background and information

		1	2	3	4	5	Means	S. D
A	Grammatical patterns presented in the lessons.	8.7	19.6	37	23.8	10.9	52.3	27.800
B	English vocabulary items.	6.5	15.2	28.3	43.5	6.5	57.0	25.650
C	Pronunciation problems wherever they appear.	10.9	37	32.5	17.4	2.2	40.8	24.350
D	Anticipated problems. (i.e. data from contrastive and error analysis)	13	41.3	30.4	13	2.3	37.5	24.000
							46.9	

The results of table (4-6) indicate that the teacher's book rarely provides useful explanation for pronunciation problems and for the anticipated problems from contrastive and error analysis. These two items C and D received a very low means 40.8 and 37.5, However items A and B received the highest means 52.3 and 57.0.

The general mean of this domain is very low. It is (46.9).

4.2.2 Part Two: student's book, workbook, and the teacher's audiocassette.

The following tables include the items that belong to the different components of the tenth grade English syllabus, the student's book, the workbook and the cassette, which presents all the listening activities.

4.2.2.1 The items in table (4-7) elicited information about the usefulness of the layout and design of the student's book and the workbook.

Table (4-7) layout and design

Items	1	2	3	4	5	mean	S. D
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A	The cover of the book is durable enough to withstand wear.	2.4	6.8	22.7	54.5	13.6	67.5	21.950
B	The color of the cover is attractive.	2.2	0	23.9	50	23.9	73.3	20.675
C	The size of the book seems convenient for the learners to handle.	0	7	11.6	58.1	23.3	74.5	20.025
D	The font size is appropriate for the intended learners.	0	15.6	22.2	42.2	20	66.8	24.425
E	The binding of the text book is strong enough.	0	0	33.3	55.6	11.1	69.5	15.900
F	The pages designed for writing are consumable; (learners can use them up).	0	7.1	16.7	59.5	16.7	71.5	19.575
G	The subdivision of each unit into eight lessons is convenient.	11.1	24.4	24.4	37.8	2.3	49.0	27.150
H	The pictures help in explaining some titles and vocabularies.	0	2.3	15.9	68.2	13.6	73.3	15.625
I	The pictures are helpful for the learners.	0	4.5	13.3	62.2	20	74.5	18.075
J	The pictures reflect the local culture.	0	6.7	17.8	62.2	13.3	70.5	18.675
K	The following indexes are included in the text book:							
	1. A grammar reference.	0	6.8	6.8	50	36.4	79.0	20.850
	2. A skills reference.	0	2.3	20.5	38.6	38.6	78.5	20.600
	3. Word list.	0	0	4.8	47.6	47.6	85.8	14.750
	4. A list of common irregular verbs.	0	4.5	11.4	34.1	50	82.5	21.275
	5. A list of common abbreviations and symbols.	0	4.9	9.8	31.7	53.6	83.5	21.375
L	The lessons are sequently developed in their level of difficulty.	2.4	4.8	45.2	40.5	7.1	61.3	20.075
M	The length of the unit is reasonable	23.3	16.3	25.6	27.8	7	44.8	32.075

Table (4-7) results indicate that the layout and design of the student's book were satisfactorily adequate and convenient. The general mean of the responses on this domain is high (72.0). The highest means accounted for items k3, k4 and k5, they were respectively 85.8, 82.5 and 83.5. However, items G, L and M received the lowest means; they were respectively 49.0, 61.3 and 44.8.

The items in table (4-8) show the extent to which "English for Palestine" materials provide opportunities for the teaching of phonology and the four language skills; they also show the extent to which the materials are based on the teaching of structures and functions.

Table (4-8) shows that the general means of the total responses on this domain "language content" is moderate 63.8. The highest means accounted for items 22.C, 22.D and 23.B they were respectively 69.0, 72.0 and 70.5 whereas items 21.A, 21.B and 21.C received the lowest means.

4.2.2.2.1 Reading texts

The items in table (4-9) below elicited teachers' responses to evaluative criteria describing the reading texts.

Table (4-9) reading texts.

The reading material is:

	Items	1	2	3	4	5	Mean	S. D.
A	At the right level of difficulty for the class.	6.5	43.5	41.3	4.4	4.3	60.8	21.500
B	Interesting for learners.	8.7	47.8	43.5	0	0	66.3	16.000
C	Authentic (represent actual use of English)	6.5	63	26.1	0	4.4	66.8	19.750
D	Representative of the learner's local culture.	2.2	45.7	43.5	4.3	4.3	59.3	19.975
E	Representative of the global culture.	8.7	50	41.3	0	0	66.8	15.850
F	Represent the target language culture.	6.5	52.2	41.3	0	0	66.3	15.100
G	Sufficiently varied.	10.9	65.2	17.4	6.5	0	70.0	17.975
H	Thematic and situational content (the content within which the linguistic topics are presented).	4.3	58.7	32.6	4.4	0	65.8	16.125
I	Content – oriented: (learners are given a specific purpose for their reading)	8.7	65.2	23.9	2.2	0	70.0	15.475
J	Lent itself for external reading.	4.6	40.9	34.1	6.8	13.6	54.0	27.450
K	Designed for silent reading	11.1	48.9	31.1	6.7	2.2	65.0	21.575
L	Designed for reading aloud.	0	41.3	32.7	13	13	50.5	26.075
M	Included variety of clues.							
	1- Linguistic clues; such as suffixes, prefixes, word order, stress and cognates.	13.6	25	25	4.6	0	70.0	18.350
	2- Structure clues; such as first second, the most important concepts.	13.3	35.6	35.6	6.7	0	66.0	20.050
Mean of means							64.11	15.222

Table (4-9) results indicate that the general mean of the total responses on this domain "content of the reading texts" is moderate, it is 64.11. Items G, I and M1 received the highest means. Whereas items D, L and J received the lowest means.

4.2.2.2.2 Listening texts

The items in table (4-10) below elicited teacher's responses to evaluative criteria describing the listening texts.

The listening material is.

		1	2	3	4	5	Mean	S. D.
A	At the right level of difficulty for the class.	4.4	15.2	47.8	26.1	6.5	53.8	22.950
B	Interesting for learners.	4.4	10.9	39.1	32.6	13	59.8	25.000
C	Authentic: (represent actual use of English).	4.3	2.2	32.6	56.5	4.4	63.5	20.200
D	Represent the local culture.	6.5	10.9	52.2	30.4	0	51.8	20.675
E	Represent the target language culture.	0	10.7	28.6	53.6	7.1	64.3	19.750
F	Represent the global culture.	0	3.6	35.7	53.6	7.1	66.0	16.950
G	Sufficiently varied.	0	11.4	40.9	43.2	4.5	60.3	18.925
H	Included variety of clues:							
	1- Linguistic clues: such as suffices, prefixes, word order, stress and cognates.	0	8.7	21.7	63	6.6	66.8	18.300
	2- Structural clues; such as first, second, the most important concept.	0	8.7	28.3	58.7	4.3	64.8	17.925
	3- Social context clues; the emotional tone of the conversation.	0	2.2	37	54.3	6.5	66.3	16.000
Total							62.3	16.702

Table (4-10) shows that the general means of the total responses accounted for the suitability of the listening texts domain is moderate. It is 62.3. Items F, H1 and H3 received the highest means. They were respectively 66.0, 66.8 and 66.3. Items A, B, and D on the other hand received the lowest means; they were respectively 53.8, 59.8 and 51.8.

4.2.2.2.3 Listening activities

The items in table (4-11) below elicited teacher responses to evaluative criteria describing the listening activities.

Table (4-11) listening activities

	Items	1	2	3	4	5	Mean	S. D.
A	Are at the right level of difficulty for the class.	0	10.9	39.1	43.5	6.5	61.5	19.500
B	Are interesting for learners	2.2	8.7	43.5	30.4	15.2	62.0	23.425
C	Are sufficiently varied.	2.2	10.9	39.1	41.3	6.5	59.8	21.400
D	Are task-oriented (i.e. lead learners to discover answers for themselves).	2.2	15.2	26.1	54.3	2.2	59.8	21.400
E	Have clear instructions.	2.2	13	23.9	52.2	8.7	63.0	22.825
F	Have a variety of questions	4.4	6.7	22.2	55.6	11.1	65.5	23.400
G	Encourage the use of listening sub-skills. e.g. paying attention, concentration, extract key information for note taking (being active listeners).	0	11.1	24.4	46.7	17.8	67.8	22.375
H	Use a variety of techniques that reduce learner's anxiety-such as: deep-breathing, using music.	4.5	8.9	31.1	51.1	4.4	60.5	22.300
I	Encourage the use of memory strategies such as: (using imagery, rhyming, and personal associations.)	0	22.3	24.4	53.3	0	57.8	20.525
	Mean of means						62.3	

Table (4-11) shows that the mean of the total responses is moderate, it is 62.3. Items E, F and G received the highest means; they were respectively 63.0, 65.5 and 67.8. Whereas items C, D and I received the lowest means, they were respectively 59.8, 59.8 and 57.8.

4.2.2.2.4 Reading activities

The Items in table (4-10) below elicited teacher responses to evaluative criteria describing the reading activities.

Table (4-12) Reading activities

The reading activities

		1	2	3	4	5	Mean	S. D.
A	Are at the right level of difficulty for the class	4.4	4.3	17.4	65.2	8.7	67.5	21.650
B	Are interesting for learners	4.4	0	30.4	58.7	6.5	65.8	19.975
C	Are sufficiently varied.	0	6.7	28.9	60	4.4	65.5	17.100
D	Are task-oriented (i.e. lead learners to discover answers for themselves.	0	6.6	32.6	54.3	6.5	65.3	17.850
E	Have clear instructions.	2.2	4.3	28.3	50	15.2	68.0	21.525
F	Have a variety of questions.	4.3	2.2	19.6	50	23.9	71.8	23.925
G	Encourage the use of reading sub-skills. e.g. summarize the main ideas, give personal responses to texts, or analyze components of a text.	0	0	28.9	51.1	20	72.8	17.525
H	Have the possibility to improve reading speed.	0	15.6	40	35.5	8.9	59.5	21.500
I	Develop vocabulary strategies.	0	9.6	21.4	45.2	23.8	70.8	22.700
J	Linked with syntax (the values of grammar which are used for ordering and connecting words in a sentence.	0	0	24.4	57.8	17.8	73.3	16.350
	Mean of means						68.3	15.222

Table (4-12) shows that the mean of the total responses is moderate, it is 68.3. The highest means accounted for items G, I and J, they were respectively 72.8, 70.8 and 73.3. However, items A, D and H received the lowest means; they were respectively 67.5, 65.3 and 59.5.

4.2.2.2.5 Speaking activities

The Items in table (4-13) below elicited teacher responses to evaluate criteria describing the speaking activities.

Table (4-13) speaking activities

The speaking activities

		1	2	3	4	5	Mean	S. D.
A	Are at the right level of difficulty for the learners	2.2	8.9	33.3	48.9	6.7	62.3	21.075
B	Are interesting for learners	6.7	6.7	37.8	42.1	6.7	59.0	23.925
C	Are sufficiently varied.	4.4	2.2	35.6	46.7	11.1	64.5	22.300
D	Are task-oriented (i.e. lead learners to discover answers for themselves).	4.5	8.9	33.3	44.4	8.9	61.0	23.575
E	Meet the learners' needs.	0	8.9	42.2	40	8.9	62.3	19.675
F	Have a variety of questions.	4.5	8.9	28.9	44.4	13.3	63.3	24.775
G	Encourage the use of speaking sub-skills. e.g. narrate a story based on personal experience.	0	15.6	37.8	37.7	8.9	60.0	21.575
H	Encourage the desire to communicate.	2.3	15.9	25	47.7	9.1	61.3	23.775
I	Focus on fluency.	4.6	13.6	22.7	43.2	15.9	63.0	26.675
J	Focus on accuracy.	2.4	23.8	38	31	4.8	53.0	22.900
	Mean of means						62.9	

Table (4-13) shows that the mean of the total responses is moderate, it is 62.9. Which means that respondents are satisfied with the speaking activities. The highest means are given to items C, F and I, they were respectively 64.5, 63.3 and 63.0. However, teachers report that speaking activities had little more focus on accuracy than fluency, accuracy given a low mean of teachers' responses while fluency given moderate mean.

4.2.2.2.6 Writing activities

The items in table (4-14) below elicited teacher responses to evaluative criteria describing the writing activities

Table (4-14) Writing activities

The writing activities

		1	2	3	4	5	Mean	S. D.
A	Are at the right level of difficulty for the learners	0	2.3	34.9	48.8	14	68.5	18.175
B	Are interesting for learners	8.9	20	37.8	31.1	2.2	49.5	24.700
C	Are sufficiently varied.	11.1	6.7	28.9	48.9	4.4	57.3	26.450
D	Are task-oriented (i.e. lead learners to discover answers for themselves).	6.8	9.1	38.6	40.9	4.6	56.8	23.725
E	Have clear instructions.	7	2.3	23.3	53.4	14	66.3	24.925
F	Have a variety of questions.	6.8	11.4	31.8	40.9	9.1	58.5	25.825
G	Encourage the use of writing sub-skills. e.g. summarize a text, make notes about a text.	7	2.3	27.9	46.5	16.3	65.8	25.600
H	Encourage the desire to communicate.	4.4	20	22.2	51.1	2.3	56.8	24.075
I	Focus on fluency.	13.3	13.3	31.1	40	2.3	51.0	27.150
J	Focus on accuracy.	9.3	7	25.6	53.4	4.7	59.3	25.600
	total						59.6	18

Table (4-14) shows clearly that the writing activities domain received a low mean of the total responses. However, items A, E and G received higher means, they were respectively 68.5, 66.3 and 65.8, whereas items B, D and received low means, they were respectively 49.5, 56.8 and 51.0.

4.2.2.2.7 Grammar activities

The items in table (4-15) below elicited teacher responses to evaluative criteria describing the grammar activities.

Table (4-15) Grammar activities

The grammar activities

		1	2	3	4	5	Mean	S. D.
A	Are the right level of difficulty for the class	2.2	15.6	17.8	57.7	6.7	62.8	23.000

B	Promote positive social climate in the classroom	6.7	8.9	42.2	42.2	0	55.0	21.725
C	Enhance learner motivation	6.7	17.8	40	31.1	4.4	52.3	24.325
D	Properly – sequenced: from simple to difficult.	4.4	6.7	37.8	37.8	13.3	62.3	24.200
E	Encourage learners to respond to function of the structure.	4.5	6.8	31.8	52.3	4.6	61.3	21.875
F	Are task-oriented (i.e. lead learners to discover answers for themselves.	2.2	13.3	15.6	60	8.9	65.0	22.875
G	Have clear instruction.	4.7	4.7	25.6	55.7	9.3	65.0	22.575
H	Have a variety of questions	0	4.7	32.6	51.1	11.6	67.5	18.525
I	Encourage a desire to communicate.	2.3	16.3	32.6	41.8	7	58.8	23.075
J	Focus on function of the language (i.e. how to make request, apologize ask for permission).	4.4	2.2	26.7	60	6.7	65.5	20.850
k	Focus on form	4.4	6.7	37.8	46.7	4.4	60.0	21.575
L	Are re-visited (Recycled).	0	18.6	32.6	41.8	7	59.3	21.850
M	Represented differently.	16.3	16.3	34.8	27.9	4.7	47.0	28.450
	total						62.0	

Table (4-15) indicate that item A; the grammar activities are at the right level of difficulty, item H; the grammar activities have a variety of questions, and item J; the grammar activities focus on function of the language received the highest means.

On the other hand items C,L and M received the lowest means of responses. They were respectively 52.3, 59.3 and 47.0. On the whole, the mean of the total responses is moderate, it is 62.0.

4.2.2.2.8 Vocabulary activities

The items in table (4-16) below, elicited teacher responses to evaluative criteria describing the vocabulary activities.

Table (4-16) vocabulary activities.

The vocabulary activities

	The vocabulary activities	1	2	3	4	5	Mean	S. D.
A	Are at the right level of difficulty for the class.	2.3	6.8	22.7	43.2	25	70.5	24.275
B	Sufficiently varied.	0	6.8	13.6	61.4	18.2	72.8	19.300
C	Are task-oriented (i.e. lead learners to discover answers for themselves.	4.5	0	34.1	45.5	15.9	67.0	22.725
D	Have a clear instruction.	0	2.3	25	52.2	20.5	72.8	18.525
E	Have a variety of questions.	0	7	11.6	58.1	23.3	74.5	20.025

F	Encourage a desire to communicate.	2.3	2.3	20.5	59	15.9	71.0	20.125
G	Pay specific attention to pronunciation. (i.e. word stress)	2.4	11.6	27.9	48.8	9.3	62.8	22.750
H	Encourage the use of lexical association.	0	7.1	26.2	52.4	14.3	68.5	19.950
I	Encourage the use of semantic field links. (i.e. words that share some aspect of meaning. (i.e. surprise, astonish, amaze) and words that show contrast (good/bad/formal/slang)	0	11.9	19.1	50	19	69.0	22.650
	Total						71.0	22.650

As can be seen from this table, the mean of the total responses on this domain is high, it is 71.0. Items B, D and E received the highest means; they were respectively 72.8, 72.8 and 74.5. However, items C, G and H received the lowest means; they were respectively 67.0, 62.6 and 68.5.

4.2.2.3 Subject matter

The items in table (4-17) elicited teacher responses to evaluative criteria describing the subject matter: themes, topics, functions, notions and values.

Table (4-17) subject matter: themes, topics, functions, notions and values.

The themes, topics, functions, notions and values are

		1	2	3	4	5	Mean	S. D.
Themes								
A	Interesting for learners.	2.3	4.7	20.9	62.8	9.3	68.0	19.925
B	Sufficiently varied.	0	4.7	18.6	58.1	18.6	72.8	18.750
C	Up-to date.	4.7	0	14	55.7	25.6	74.5	22.825
D	Accurate.	0	4.7	32.6	51.1	11.6	67.5	18.525
E	Included international issues.	0	2.3	18.6	60.5	18.6	73.8	17.200
F	Represent the target language culture appropriately.	2.3	7	23.3	60.4	7	65.8	20.425
G	Are of international interests.	0	2.4	31.7	56.1	9.8	68.3	16.800

H	Cross – curricular: integrated with the major themes in different subjects "history geography, science".	2.3	4.7	39.5	41.9	11.6	64.0	21.350
I	Drawn from the learners' own experience/ideas.	0	4.9	43.9	43.9	7.3	63.5	17.775
J	Selected within the learners' background knowledge.	0	7	34.9	53.4	4.7	64.0	17.500
	Total						69.2	
Topics								
A	Interesting for learners.	0	4.7	30.2	55.8	9.3	67.5	17.700
B	Sufficiently varied.	0	7	32.6	48.8	11.6	66.3	19.575
C	Logically arranged.	0	2.4	39.5	48.8	9.3	66.3	17.150
D	Up-dated.	4.7	2.3	27.9	39.5	25.6	69.8	25.325
E	Include a local culture elements character.	0	4.7	27.9	55.8	11.6	68.5	18.175
F	Represent the target language culture appropriately.	0	2.3	32.6	55.8	9.3	68.0	16.650
G	Related to the themes	0	0	27.9	55.8	16.3	72.0	16.550
H	Engaging universal themes such as "the Olympic games, pollution, United Nation".	0	4.7	30.2	48.8	16.3	69.3	19.550
	Total						68.5	
Function								
A	Useful to learners.	0	7	16.3	58.1	18.6	72.0	19.825
B	Sufficiently varied.	0	4.7	30.2	48.8	16.3	69.3	19.550
C	Selected to serve the treatment of each of them.	0	2.3	46.5	41.9	9.3	64.5	17.450
D	Presented in communicative contexts; allow the learners to interact.	0	7	34.9	46.5	11.6	65.8	19.675
E	Presented in a typical situations of the target language.	0	2.3	39.5	51.2	7	65.8	16.375
F	Used both the formal and informal use / form.	4.7	7	39.5	44.1	4.7	59.3	21.850
G	Appropriate to the local cultural settings.	0	11.6	41.9	39.5	7	60.5	19.850
	Total						65.3	
Notions								
A	Useful to learners.	0	2.3	27.3	59	11.4	70.0	16.700
B	Sufficiently varied.	0	2.3	43.2	47.7	6.8	64.8	16.450
C	Cross – culture / contrastive sociolinguistic matters.	2.3	9.3	41.9	41.8	4.7	59.3	20.425
D	Presented within an interactive model "combining the three elements "function, themes and topics"".	0	0	34.1	56.8	9.1	68.8	15.375

E	Organized as extended experiences.	0	11.4	43.2	40.9	4.5	59.8	18.850
F	Presented in communicative language setting.	0	0	36.4	54.4	9.2	68.3	15.600
G	Relevant to the theme.	0	4.5	29.5	63.6	2.4	66.0	15.325
H	Relevant to the topic.	0	4.6	22.7	65.9	6.8	68.8	16.275
I	Appropriate to the local culture settings.	0	9.1	29.5	56.8	4.6	64.3	18.200
	Total						65.5	
Values are								
A	Sufficiently varied (reinforce the concepts of love, peace, equality, freedom, human rights, democracy, tolerance, respect)	0	13.3	31.1	46.7	8.9	62.8	21.075
B	Useful to learners	0	2.2	40	48.9	8.9	66.0	16.975
C	Include values drawn from Palestinian's cultural background.	0	9.3	41.8	41.9	7	61.8	19.175
D	Include values drawn from the target language culture background.	0	11.1	35.6	44.4	8.9	62.8	20.375
E	Included international values	0	6.7	42.2	42.2	8.9	63.3	18.925
	Total						63.8	
Subject matter Total							67.9	

Table (4-17) shows that the respondents moderately agreed on the usefulness of themes, topics, notions, functions and vales included in "English for Palestine" The mean of the total responses on this domain the "Subject matter" is moderate, it is 67.9.

These aspects of subject matter are found to be sufficiently varied, interesting and representative to local, target and international cultures. Themes and topics are also found to be up-to-date. Notions are relevant to themes and topics.

4.3 General questions

Table (4-18): This table covers the questions that elicited whether the teachers are familiar with the objectives set by the Ministry of Education (1999), and whether the eight 45-minute lessons are enough for covering each unit. It also elicited if the allotted time "one school year" is enough for covering the syllabus. Moreover it elicits if the material is gender sensitive. Questions 1, 3, 4 and 5 are of yes/no types.

(4-18) General Questions

		Yes	No	Mean	S. D.
1	Are you familiar with the objectives set by the Ministry of Education in Palestine (1998) for teaching at the basic education stage?	58.7	41.3	59.0	49.800
2	If Yes, you have been informed by:			21	36.575
	1. Workshops.	72			
	2. Formal letter to head master /mistress.	4			
	3. Local newspaper.	16			
	4. Papers published by Ministry of Education.	8			
	5. Others	0			
3	Do you think that eight 45 – minute lessons, in two weeks are enough for covering each unit in the text book.	10.9	89.1	11.0	31.500
4	Is the allotted time enough for learners to achieve the objectives of the prescribed English textbook.	8.7	91.3	9.0	28.500
5	Is the material gender – sensitive? Does the course book include stereotyped inaccurate, condescending of offensive images of gender.	20.9	79.1	21.0	41.200
	total			23.3	22.753

Table (4-18) shows that the mean of the total responses is very low, it is 23.3 which means that teachers are not so much familiar with the objectives set by the Ministry of Education in Palestine (1999). The allotted time eight 45-minute lessons for each unit is not enough and one school year to cover the syllabus is not enough either. The table also shows that teachers respond negatively to question five which asks if the material is gender sensitive, it has a very low mean, it is 21.0

4.4 Finding related to question number two

“To what extent does the textbook encourage the use of high order thinking and learning skills”?

The means and standard deviation for each item in table (4-19) and the general mean were calculated.

The item in tables (4-19) below show to what extent do the teacher's book general objectives and the activities of the four language skills "listening, speaking, reading and writing" encourage the high order thinking skills (i.e. analysis, problem solving and inference).

Table (4-19) High order thinking skills

To what extent do the following objectives and activities encourage the high order thinking skills?

		Mean	S. D.
1	The teacher's book general objectives	60.5	16.425
2	Listening activities.	67.8	22.375
3	Speaking activities.	57.8	20.225
4	Reading activities.	72.8	17.525
5	Writing activities.	65.8	25.600
	Total	67.0	10.065

Table (4-19) shows that the teacher's book general objectives and the activities of the four language skills moderately encourage the high order – thinking skills. The mean of the teachers' total responses is 67.0. The reading and listening activities received the highest means. However, the writing and speaking activities received the lowest means.

4.5 Findings related to question number three

"To what extent the four language skills "listening, speaking, reading and writing" presented in the textbook develop the learners' communicative competence?"

The means and standard deviation for each item in table (4-20), and the general mean were calculated.

The items in table (4-20) below show to what extent the four language skills "listening, speaking, reading and writing", and the functions included in the textbook develop the learners' communicative competence.

Table (4-20) developing learners' communicative competence

		Mean	S. D.
1	The material provides adequate opportunities for teaching "speaking".	66.8	24.425
2	The material is based on the teaching of language functions.	70.5	24.000
3	The speaking activities focus on fluency.	63.0	26.657
4	The writing activities focus on fluency.	51.0	27.150
5	The functions presented in communicative contexts; allow the learners to interact.	65.8	19.675
6	The functions used both the formal and informal use.	59.3	21.850
		63.8	

Table (4-20) shows that the mean of the total responses is 63.8. The highest means are given to items 1, 2 and 3. However, the lowest mean are given to item 4, 5 and 6. Generally speaking, the opportunities provided by the material, the speaking activities and the functions presented in the textbook moderately develop the learners' communicative competence, as manifested by teachers' views.

4.6 Results related to research hypothesis.

4.6.1 Hypothesis one:

Table (4-21) below presents the results of the t. test for hypothesis one. Hypothesis one: there are no statistically significant differences at $\alpha=0.05$ level between teachers' evaluations due to sex.

Table (4-21) t. test result for the differences of teachers' evaluation due to sex.

Domains	Sex	N	M	S.D.	DF	t. test	P-Value
General Questions	Male	16	15.6	15.478	39	-2.056	0.046
	Female	25	30.0	25.000			
General Features	Male	9	73.7	4.235	24	0.689	0.497
	Female	17	70.4	14.218			
Rational and objectives	Male	16	63.4	13.193	38	-2.223	0.032
	Female	24	72.2	11.499			
General Features A	Male	18	81.9	16.169	42	0.134	0.894
	Female	26	81.3	17.411			
Language of the teacher's book B	Male	16	1628.6	317.381	38	-1.901	0.065
	Female	24	1815.3	295.294			
Type and amount of supplementary	Male	18	45.1	25.655	41	-1.213	0.232
	Female	25	52.5	13.872			
Methodological guidance	Male	16	51.6	22.473	40	-0.689	0.495
	Female	26	56.2	20.217			
Linguistic background and information	Male	18	41.0	18.092	42	-1.76	0.086
	Female	26	51.7	20.958			
Layout and design	Male	10	72.1	7.843	32	0.119	0.906
	Female	24	71.6	10.184			
Language content	Male	14	65.4	9.449	37	0.197	0.845
	Female	25	64.3	18.688			
Reading texts	Male	12	60.4	7.590	20	-3.276	0.004*
	Female	10	70.9	7.390			
Listening activities	Male	16	54.5	19.108	39	-2.525	0.016*
	Female	25	67.4	13.691			
Reading activities	Male	16	61.7	19.337	37	-2.133	0.040*
	Female	23	72.0	10.525			
Speaking activities	Male	16	57.0	13.516	38	-1.826	0.076
	Female	24	65.8	15.789			
Writing activities	Male	15	59.3	14.376	37	0.027	0.979
	Female	24	59.2	21.438			
Grammar activities	Male	16	59.9	12.038	38	-0.688	0.495

	Female	24	63.2	16.873			
Vocabulary activities	Male	16	70.3	13.711	38	-0.013	0.990
	Female	24	70.4	13.526			
Activities / exercises	Male	12	61.7	9.647	29	-1.493	0.146
	Female	19	67.3	10.585			
Themes	Male	14	68.0	14.877	34	-0.429	0.671
	Female	22	69.9	11.005			
Topics	Male	18	64.8	14.922	39	-1.348	0.185
	Female	23	70.8	13.642			
Functions	Male	18	64.3	14.953	39	-0.371	0.713
	Female	23	66.0	14.402			
Notions	Male	18	62.0	9.623	39	-1.498	0.142
	Female	23	68.2	15.325			
Values	Male	17	56.2	12.812	39	-2.874	0.007*
	Female	24	70.0	16.616			
Subject matter	Male	13	64.2	11.526	31	-1.555	0.130
	Female	20	70.5	11.261			

As can be seen from table (4-21). t. test shows that there are statistically significant differences between teachers' responses attributed to sex in favor of female on the following domains: reading texts, listening activities, reading activities, and values. The means are respectively 70.9, 67.4, 72.0 and 70.0 for females, versus 60.4, 54.5, 61.7 and 56.2 for males.

4.6.2 Hypothesis two:

Table (4-22) below presents the results of One – Way – ANOVA for hypothesis two.

To examine hypothesis two which was: there are no statistically significant differences at $\alpha=0.05$ level between teachers' evaluation due to their academic qualification, One – Way – ANOVA was used.

**Table (4-22) Results of One – Way – ANOVA for the differences in evaluation
according to academic qualification**

Domains	Source of variance	Sum of squares	Mean squares	DF	F. Value	P Value
General Questions	Between Groups	1556.014	389.004	4	0.732	0.576
	Within Groups	20188.17	531.268	38		
	Total	21744.19		42		
General Features	Between Groups	301.875	100.625	3	0.736	0.541
	Within Groups	3144.117	136.701	23		
	Total	3445.992		26		
Rational and objectives	Between Groups	1.057	0.264	4	1.01	0.415
	Within Groups	9.679	0.262	37		
	Total	10.736		41		
General Features A	Between Groups	1.705	0.426	4	0.963	0.438
	Within Groups	18.148	0.443	41		
	Total	19.853		45		
Language of the teacher's book B	Between Groups	621.786	155.447	4	1	0.420
	Within Groups	5753.979	155.513	37		
	Total	6375.765		41		
Type and amount of supplementary	Between Groups	4.874	1.218	4	2.19	0.088
	Within Groups	22.259	0.556	40		
	Total	27.133		44		
Methodological guidance	Between Groups	2.387	0.597	4	0.863	0.495
	Within Groups	26.977	0.692	39		
	Total	29.363		43		
Linguistic background and information	Between Groups	0.841	0.21	4	0.309	0.870
	Within Groups	27.877	0.68	41		
	Total	28.719		45		

Layout and design	Between Groups	0.234	0.078	3	0.55	0.652
	Within Groups	4.538	0.142	32		
	Total	4.772		35		
Language content	Between Groups	0.895	0.224	4	0.522	0.720
	Within Groups	15.427	0.429	36		
	Total	16.322		40		
Reading texts	Between Groups	0.306	0.102	3	0.823	0.496
	Within Groups	2.475	0.124	20		
	Total	2.781		23		
Listening activities	Between Groups	0.647	0.162	4	0.34	0.849
	Within Groups	18.099	0.476	38		
	Total	18.746		42		
Reading activities	Between Groups	0.216	0.054	4	0.133	0.969
	Within Groups	14.613	0.406	36		
	Total	14.829		40		
Speaking activities	Between Groups	0.772	0.193	4	0.47	0.757
	Within Groups	14.779	0.411	36		
	Total	15.551		40		
Writing activities	Between Groups	1.367	0.342	4	0.598	0.666
	Within Groups	20.571 21.938	0.571	36		
	Total			40		
Grammar activities	Between Groups	0.688	0.172	4	0.473	0.755
	Within Groups	13.463	0.364	37		
	Total	14.152		41		
Vocabulary activities	Between Groups	0.585	0.146	4	0.467	0.759
	Within Groups	11.591	0.313	37		
	Total	12.176		41		
Activities / exercises	Between Groups	0.307	0.077	4	0.401	0.806
	Within Groups	5.162	0.191	27		
	Total	5.468		31		
Themes	Between Groups	0.473	0.118	4	0.472	0.756
	Within Groups	8.269	0.251	33		
	Total	8.742		37		
Topics	Between Groups	1.324	0.331	4	1.047	0.396
	Within Groups	12.014	0.316	38		
	Total	13.338		42		
Functions	Between Groups	0.401	0.1	4	0.287	0.885
	Within Groups	13.285	0.35	38		
	Total	13.687		42		
Notions	Between Groups	0.812	0.203	4	0.708	0.592
	Within Groups	10.898	0.287	38		

	Total	11.709		42		
Values	Between Groups	0.508	0.127	4	0.28	0.889
	Within Groups	17.239	0.454	38		
	Total	17.747		42		
Subject matter	Between Groups	0.853	0.213	4	1.04	0.403
	Within Groups	6.149	0.205	30		
	Total	7.002		34		

As can be seen from table (4-22) there are no statistically significant differences at $\alpha=0.05$ level between teachers' responses to all domains attributed to academic qualification variables. As table (4-22) shows p. values are greater than 0.05. This means that the hypothesis was not rejected.

4.6.3 Hypothesis three:

Table (4-23) below presents the results of One – Way – ANOVA for Hypotheses three.

To testify hypotheses three which was: "there are no statistically significant differences at $\alpha=0.05$ level between teachers' evaluation due to their years of "TEFL" experience".

Table (4-23) Results of One – Way – ANOVA for the differences in evaluation according To years of teaching experience

Domains	Source of variance	Sum of squares	Mean squares	DF	F. Value	P Value
General Questions	Between Groups	682.044	227.348	3	0.41	0.747
	Within Groups	21059.03	554.185	38		
	Total	21741.07		41		
General Features	Between Groups	837.332	279.111	3	2.461	0.088
	Within Groups	2608.66	113.42	23		
	Total	3445.992		26		
Rational and objectives	Between Groups	1.358	0.453	3	1.88	0.150
	Within Groups	8.91	0.241	37		
	Total	10.268		40		
General Features A	Between Groups	3.614	1.205	3	3.051	0.039
	Within Groups	16.186	0.395	41		
	Total	19.8		44		

Language of the teacher's book B	Between Groups	874.182	291.394	3	2.048	0.124
	Within Groups	5264.029	142.271	37		
	Total	6138.211		40		
Type and amount of supplementary	Between Groups	3.815	1.272	3	2.182	0.105
	Within Groups	23.316	0.583	40		
	Total	27.131		43		
Methodological guidance	Between Groups	2.717	0.906	3	1.363	0.268
	Within Groups	25.912	0.664	39		
	Total	28.628		42		
Linguistic background and information	Between Groups	2.139	0.713	3	1.116	0.354
	Within Groups	26.181	0.639	41		
	Total	28.319		44		
Layout and design	Between Groups	0.175	0.058	3	0.42	0.740
	Within Groups	4.307	0.139	31		
	Total	4.481		34		
Language content	Between Groups	2.366	0.789	3	2.405	0.083
	Within Groups	11.805	0.328	36		
	Total	14.171		39		
Reading texts	Between Groups	0.202	0.067	3	0.523	0.672
	Within Groups	2.579	0.129	20		
	Total	2.781		23		
Listening activities	Between Groups	1.578	0.526	3	1.182	0.329
	Within Groups	16.903	0.445	38		
	Total	18.481		41		
Reading activities	Between Groups	1.172	0.391	3	1.036	0.388
	Within Groups	13.583	0.377	36		
	Total	14.755		39		
Speaking activities	Between Groups	1.393	0.464	3	1.202	0.323
	Within Groups	13.916	0.387	36		
	Total	15.31		39		
Writing activities	Between Groups	3.598	1.199	3	2.405	0.083
	Within Groups	17.95	0.499	36		
	Total	21.548		39		
Grammar activities	Between Groups	1.117	0.372	3	1.08	0.369
	Within Groups	12.757	0.345	37		
	Total	13.874		40		
Vocabulary activities	Between Groups	1.205	0.402	3	1.358	0.271
	Within Groups	10.945	0.296	37		
	Total	12.151		40		
Activities / exercises	Between Groups	0.916	0.305	3	1.871	0.158

	Within Groups	4.404	0.163	27		
	Total	5.32		30		
Themes	Between Groups	1.063	0.354	3	1.533	0.224
	Within Groups	7.624	0.231	33		
	Total	8.687		36		
Topics	Between Groups	1.375	0.458	3	1.464	0.240
	Within Groups	11.893	0.313	38		
	Total	13.268		41		
Functions	Between Groups	0.083	0.028	3	0.078	0.971
	Within Groups	13.449	0.354	38		
	Total	13.532		41		
Notions	Between Groups	1.648	0.549	3	2.159	0.109
	Within Groups	9.668	0.254	38		
	Total	11.316		41		
Values	Between Groups	1.352	0.451	3	1.058	0.378
	Within Groups	16.191	0.426	38		
	Total	17.543		41		
Subject matter	Between Groups	0.704	0.235	3	1.118	0.357
	Within Groups	6.291	0.21	30		
	Total	6.995		33		

As can be seen from table (4-23) there are no statistically significant differences at $\alpha=0.05$ level between teachers' responses on all domains attributed to years of teaching experience variable. As table (4-23) shows p. values are greater than 0.05. This means that the hypotheses were not rejected.

Chapter Five

Discussion, conclusions and recommendations

5.1 Introduction

In this chapter, the researcher discusses the results of the research and summarizes the main results. Based on the research findings, the researcher offers some recommendations to curriculum designers, educational authorities and to the researchers who are interested in TEFL or in textbook evaluation.

5.2 Discussion

5.2.1 Discussion of the first question

The first question is: “What is the English language teachers’ evaluation of the different components of “English for Palestine "10"?" Teacher’s book, workbook, and the teacher’s audiocassette.

5.2.1.1 Part one: Teacher’s book domains

5.2.1.1.1 Rationale and objectives domain:

The results of teacher responses indicate that the rationale and objectives of the teacher’s book are satisfactorily adequate in terms of clarity and specification of the general objectives. The general and specific objectives for listening, speaking, reading, writing, vocabulary, grammar and pronunciation are clearly stated. The degree of accuracy with which learners will be expected to produce the language is also specified. It is stated in the teacher’s book “real success is measured by

what learners can do with the language: How well they can understand meaning and convey meaning in spoken and written English”. (Teacher’s book, 2004 p: 4). In addition, the results reveal that the stated objectives meet the actual needs of the learners in all domains: psychomotor, social, cognitive and affective. These objectives expose students to learning experiences and opportunities that enable them to analyze, infer, summarize, deduce, skim, scan, and make judgments. In other words. The stated objectives enable learners to practice cognitive skills to develop their mental capacity. Other affective and social needs are achieved by engaging learners in oral conversations and social interaction in which they are asked to express their feelings, emotion, and attitudes.

Values such as freedom, peace, helping sick people, human rights, positive attitudes toward good and virtue are also emphasized by certain topics in the student’s book. There are texts about Oxfam and its important role in helping people during war, volunteer work, taking care of our environment, keep it clean and healthy, and there are texts that criticize bad websites on the internet. In unit 2 ‘emergency’ brave behaviors are appreciated too much.

Furthermore, the stated objectives raise learners' awareness of Palestinian, Arabic, Islamic and Global cultures. This is obvious in the book’s units; there are units that talk about the history of Palestine. Its religious importance as a holy land to the world, its different geographical areas and features, its famous cities especially Jerusalem. Other units talk about different issues of different countries, for example, the fishing industry in the Soviet Union, the geographical features of Cairns the capital of northern Australia, Manchester. Learners are also engaged in universal themes and topics such as, Oxfam and its important role in helping people during the war, science and technology, communications, natural phenomena, earthquakes and dangerous weather. Connection

between cultures is reinforced; we have seen young boys and girls from different countries making contact with each other through the internet access.

5.2.1.1.2 General Features' domain:

With regard to general features domain, results indicate that teachers respond positively. They reported that the teacher's book provide teaching suggestions for each lesson, key answers for all exercises, indexes and glossary. Moreover, the language of the teacher's book is clear and comprehensible. However, the teachers reported that, it rarely provides ideas/ materials for motivation, suggestions to engage all learners in classroom activities or any extra revision material for enforcement. In contrary with teachers' reports concerning item "J" which asked, "if the teacher's book provides extra revision materials for reinforcement", the researcher survey of the textbook revealed that there are extra revision material (pp, 130:160) in the teacher's book. The interview results may explain this situation. Some of the teachers reported that, "They did not survey all the materials in the teacher's book, so they did not see these extra revision units. However, other teachers reported that "even though the teacher's book is provided with extra revision units they did not have enough time to teach these revision units".

5.2.1.1.3 Type and amount of supplementary exercises for each language skill domain:

The results of the teachers' responses to the items of this domain show that teachers respond negatively. This domain received a very low general mean (48.9), which means that the teacher's book rarely provides

supplementary exercises to reinforce skills. The researcher support this result - based on Tomlinson's definition of supplementary materials. He defines supplementary materials as "materials designed to be used in addition to the core materials of a course. They are usually related to the development of reading, writing listening or speaking skills rather than to the learning of language items". (Tomlinson, 1998, p:XIII).

5.2.1.1.4 Methodological guidance and linguistic background domains:

Similarly, the teachers responded to the methodological guidance and the linguistic background and information domains negatively. They reported that the teacher's book rarely provides suggestions or helpful explanations to help the teachers deal with the following issues:

- Introduce various types of written work.
- Identify the students' most serious mistakes.
- Teach pronunciation problems.
- Deal with anticipated problems (i.e. data from contrastive and error analysis).

Teachers would probably wish to have more suggestions for dealing with students' pronunciation problems, extra resources and references that they could use when necessary.

5.2.1.2 Part two

Students book, workbook and the teacher's audio cassette

The items included in part two elicit information about the student's book, workbook and teacher's audiocassette.

5.2.1.2.1 Layout and design:

The results of the study indicated that teachers gave positive responses to the items that deal with the appropriateness, usefulness and attractiveness of the layout and design of the textbook. They reported that the cover, color, size, the font size, pictures binding of the students' book were appropriate, useful and attractive. The researcher attributes such results to the great care and interest which this original edition received from the publishers.

However, teachers reported dissatisfaction with the length of the unit and the subdivision of each unit into eight lessons.

This is perhaps due to the following reasons:

1. The density of the material. Each unit contains too much material to cover adequately in the time allotted.
2. Learners are asked to do a lot of tasks and activities throughout the unit. These tasks require reading between lines of the texts, guessing meaning, making oral conversation, working individually and in pairs. Doing this kind of cognitive activities needs a lot of time.
3. Learners are exposed to new grammar rules and forms for two times in each unit, in lesson 4 and in lesson 7. See appendix (C). It would have been more useful if learners had been given the chance in lesson 7 to revise and reinforce what had been learnt in lesson 4 instead of presenting new grammar, thus presenting too much grammar rules and forms in a short period of time confuse and disturb learners.
4. In lesson, 8 learners are again introduced to reading passages that include new words, listening texts followed by certain exercises and speaking activities, students are then

asked to do the writing tasks using the gathered information from reading, listening and speaking. Students have to do all these activities in a 45-minute lesson. As a result, learners feel bored and over loaded.

5.2.1.2.2 Language content:

Concerning the domain of the language content, teachers' responses indicate that the language content provides adequate opportunities for teaching the four language skills: listening, speaking, reading and writing. The material is based on the teaching of function. Functional language such as making polite request, asking and giving direction, expressing disagreement, making suggestions, interviewing and being interviewed, explaining facts about culture are all presented throughout the units, specifically in the sixth page of each unit in the listening and speaking activities see appendix (c). Each language function is selected to suit and serve the theme of the unit. For example, the functional language in unit 4 "suggesting and advising" are consistent with the general theme of the unit "free-time activities". It is obvious, that the material designers provide learners with various activities, where it is necessary for them to interact with each other and to exchange specific pieces of information in order to complete the task given to them "a role play", for example, . In other words, language is used for a purpose. Purposeful activity does not only use language that conveys meaning, but also contains some value to the learners. This may be educational value, such as learning about the world or about a subject through the target language or the activity might have value to the learners through enjoyment, interest or need.

Most of the texts are social contexts that encourage learners to communicate real meaning and express their intentions in classroom interaction and in natural situation. However, teachers are dissatisfied with the provided opportunities for teaching sounds, stress and rhythm. The researcher survey of the textbook revealed that the sounds are given insufficient attention and there are no opportunities at all for teaching rhythm.

5.2.1.2.2.1 Reading texts:

The teachers' responses to the evaluative criteria that described the reading texts show that the reading passages are satisfactorily adequate. Reading passages are at the right level of difficulty, interesting, authentic, most of them are drawn from magazines, radio, interviews, and newspaper articles. Texts are also representative of local, target and global cultures, relevant to themes and topics. Moreover, they include linguistic and structural clues. On the other hand, the results show that the external reading is neglected. There are no accompanying storybooks or readers, which will be of great importance to amuse learners and raise their motivation, enjoyment and pleasure.

5.2.1.2.2.2 Listening texts:

Regarding listening texts domain, teachers reported general satisfaction with the items of the evaluative criteria describing the listening text.

The listening texts were found to be interesting, authentic and representative of local, target, and global cultures. They also include structural and linguistic clues and social context clues.

The researcher survey of the listening texts revealed that learners are required to be engaged in conversations, discussions, interviews, informal meetings, dialogues, monologues, radio programs on familiar topics and topics of general interest with young and old for a variety of purposes, which means that listening texts are authentic and sufficiently varied. Moreover, and for the purpose of representing different cultures, characters from different cultures were involved in dialogues and interviews. We have seen Palestinian characters in units 8 and 9, other characters from Britain and Scotland, Japan, Korea, America, and Australia have also been involved.

5.2.1.2.2.3 Activities/ Exercises:

Teacher's responses to the evaluative criteria that describe the activities of the four language skills: "listening, speaking, reading and writing", show that teachers agreed on their clarity, variety, level of difficulty and sufficiency. They also reported that the activities encourage the desire for communication and the use of subskills and learning skills such as summarizing, extracting key information, analyzing components, note taking. Moreover, they are task – oriented; lead learners to discover answers for themselves. However, the results reveal that teachers were dissatisfied with the fact that the writing activities are interesting and focusing on fluency or accuracy. The researcher attributes such results to the guided nature of the writing activities, most of the writing activities are tightly controlled, and they provide at least some information, structure, or phrase the student is required to use. Most of them are longer than sentence level and may involve activities such as sentence combination or re-ordering to form a coherent paragraph. These kinds of exercises mainly emphasize and

reinforce the concept of accuracy, with little encouragement of individual creative thinking, and production. The researcher notices that there are few exercises that encourage the learners to use their own ideas and feelings. Instead, ideas are imposed on learners and the only thing they have to do is to connect these ideas or re-organize them logically. Learners might feel more freely if they are given a topic sentence or an opening phrase and then ask to develop this sentence using their own ideas and imaginations.

5.2.1.2.2.4 Grammar Activities:

Teachers reported that the grammar activities are at the right level of difficulty, sequenced from simple to difficult, task oriented; encourage learners to work out and clarify rules for themselves, enhance learners motivation, promote positive social climate in the classroom which requires class, groups, individual and pair work. They also encourage the desire to communicate, more importantly most of the grammar activities are accompanied by pictures. This helps learners to understand the grammar rules in meaningful situations and to respond to the function of the structure rather than the form.

5.2.1.2.2.5 Vocabulary activities:

Teachers respond positively on the items of the vocabulary domain, they reported that vocabularies are at the right level of difficulty, significantly varied, encourage the desire to communicate, and the use of the lexical association. It is worth mentioning that: "learners are expected to understand and use approximately 2400 of the most common lexemes

(where a lexeme represents a word family e.g. soft, softly, softness"
(English for Palestine teacher's book, 2004, p: 4).

In addition, the vocabularies are presented in meaningful contexts. There are exercises in the textbook that require learners to match words to definitions, fill gaps with suitable words.

5.2.1.2.3 Subject matter:

Finally, the results concerning the subject matter revealed that the teachers agreed on the usefulness of the themes, topics, functions, notions and values. They were found to be sufficiently varied – interesting, and representative to local, target and global cultures. Themes and topics were found to be up-to-date, provide opportunities for learners to understand the history of Palestine and to strengthen students' ties to the Palestinian community in which they live. Notions were found to be relevant to themes and topics.

This integration of values, notions, functions, themes and topics comes in harmony with the general objectives of the Ministry of Education.

5.2.2 Discussion of General questions

Table (4-18) results show that the teachers are not so much familiar with the objectives set by the Ministry of Education in Palestine (1998). The results also indicate that the allotted time "eight 45- minute lessons for each unit" is not enough. Concerning the fourth question, which asked if the material is gender sensitive, teachers responded negatively too. This result may be contributed to the imbalanced roles given to male and female throughout the textbook. Women are given the following roles:

nurse, T. V presenter, doctor, councilor, student, honest witness, and check in clerk, public health worker, and flight attendant. None of these roles are presented as a famous character / figure of a great importance. On the contrary, they are presented marginally throughout the teaching material, mostly in listening activities. For example: Salwa Rafiq an assistant to the director research, (unit 31 p: 27) Elton Adams, the careers counselor (unit 7 p: 61) and Faith Teleka a public health worker were presented in listening activities in which learners are asked to respond to certain information within a limited time of ten minutes. Hana Hussein is introduced as a special doctor in a writing activity in which learners are asked to expand written notes about her life story. Helen West is a young nurse whose flat caught fire suddenly and she was holding on wait for help. Marie Curie was mentioned as a winner of the Noble Prize for her great discoveries in medicine and Jenny Scott, Michiko and Lucy presented as students.

Men on the other hand are given the following roles: President, Minister, Leader, Mayer, Businessman, Tourist guide, University professor, Police officer, Athlete, Researcher, Passenger announcer, Engineering and student.

Most of men's roles are also presented marginally. However, there are two roles presented more specifically. One is for the Palestinian poet "Mahmoud Darwish" in which he is described as a famous poet who had several important cultural jobs, unit (3) p (23). The second emphasized the role of professor "Honda" unit (9) p (71). Also doctor "Adnan Yassin" and Doctor "Tonny Scott" roles are much better emphasized than women's roles. We have seen doctor Adnan running a farm research project in the first unit; he was introduced again companied by doctor Tonny talking together about their interests once again both of them are seen waiting for somebody to take them to the Minister's office.

To sum up, the world has seen women prime Ministers, scientists, inventors, sports figures, artists, and university professors. So discussions of gender issues should be written into the curriculum.

5.2.3 Discussion of the second question

The second question that this study has attempted to answer is "to what extent do teachers believe the textbook encourage the use of high order thinking and learning skills?"

Table (4-19) results showed that the teachers reported general satisfaction with the fact that the teacher's book general objectives, and the listening, speaking, reading and writing activities encourage the use of high order thinking skills.

The researcher supports this fact for the following reasons: first the high order thinking and learning skills are emphasized and explained by the general objectives to enable learners to take some responsibility for their own learning and to use appropriate study skills to become more independent learners.

Second, the speaking and reading activities included in the textbook require learners to derive meaning from context, to classify words, to compare and contrast, to analyze reading passages, to speculate evidence from the texts, and to put sentences in logical order. Critical thinking is also encouraged by offering Crossword puzzles.

5.2.4 Discussion of the third question

The third question that this study has attempted to answer is "do teachers believe the four language skills listening, speaking, reading and

writing" presented in the textbook develop the learners communicative competence?

The results of the study reveal that teachers are satisfied with the opportunities provided by speaking and reading activities to develop learner's communicative competence. The researcher attributes such results to the variety and quality of these activities, especially the focus, pre-reading, –while–reading and after reading activities presented in the first lesson of each unit.

This kind of activities help learners to interact successfully for various purposes, for example: learners are asked to read critically, to form opinions and make judgments about texts, express feeling and ideas, linguistic features of the texts, collect data, facts or ideas, recognize discover relationships, identify intentions or attitudes of text writers. Moreover, these activities engage learners in conversations / discussions on familiar topics and topics of general interests. On the other hand, the listening and speaking activities stated in lesson six of each unit, provide many social and academic settings to help learners interact successfully for different purposes, for example: giving directions, asking for directions, explain their old and new cultures, explain charts, make choices, suggesting, advising, asking, and saying what happened.

Teachers also reported that material is based on the teaching of functions; "the communicative purpose of language" rather than concentrating on rules and grammar.

However, a careful look at table (4-20) shows that teachers are dissatisfied with the fact that the writing activities focus on fluency. The researcher attributes such result, as mentioned earlier, to the guided nature of the writing activities.

5.2.5 Discussion of the research hypothesis

Concerning the difference among teacher's responses, due to sex, academic qualification and the years of TEFL experience variables, the results of the study revealed the following:

First - there were statistically significant differences in the teachers' responses ascribed to sex variable in favor of female teachers on the following domains: reading text, listening activities, reading activities and values. The researcher attributes such a result to the fact that female teachers feel more interesting in carrying out reading activities than male teachers do. This might be true because these kinds of activities involve learners in social classroom discussions, where it is necessary for them to express their feelings, emotions, ideas and make up their own point of view. Girls seem to be more courageous in dealing with social situations than boys. This helps female teachers in demonstration and manipulation of the reading and listening tasks, so female teachers considered "English for Palestine" adequate to achieve the desired goals and objectives.

Second – There were no statistically significant differences at $\alpha= 0.05$ level between teachers' responses to all domains attributed to:

A- the academic qualification variable

B- the years of TEFL experience variable

The lack of significant difference among teachers' responses on the evaluation of the textbook is due to the following:

A- Teachers experience in teaching English for Palestine is very short for those who had long and short years of experience.

B- Teachers of tenth grade are mainly B.A holders, which means that the numbers of M.A and Diploma holders are so few.

The results concerning the differences amongst teachers' responses were congruent largely with those of Al-Jarrah (1987), El Mostafa (1988) and Saleh (1990) who found that there were no significant differences due to the teaching experience. They also found that there were significant differences ascribed to sex amongst teachers' responses. On the other hand, the results of this study diverged from those studies mentioned above especially Saleh (1990) who found that there was a significant difference at the $\alpha = 0.05$ level on the objectives variable due to educational qualification. The results of this study indicate that the educational qualification did not affect teachers' responses in their evaluation of the textbook's objectives. This result may be due to the consistent level of educational qualification of the respondents, most of the teachers are B.A holders. This means that they have nearly the same background.

5.2.6 Discussion of the Semi structured Interview questions:

To provide the study with corroborative data, it was felt necessary to interview some teachers from the representative sample of the study. The idea was to give the researcher a further chance to interpret the teachers responses about the possible reasons which made them claim the particular responses received in the distributed questionnaire. The interview was also believed to allow teachers to express other ideas they feel were missing from the first time, and to give them further chance to have clear-sight of the incomprehensible items which might cause misconception or wrong understanding.

The interview was conducted on the first of May with ten teachers who were thought to be of reasonable distance to the researcher. They

were free to give details on the following questions, which were followed up.

Question -1- why do you think that the speaking activities

A – Are not interesting?

b- Do not focus on fluency?

The interviewees said that: the speaking activities presented in the student's book are of two kinds: in the first one, students are asked to choose the correct statement / function depending on what they have already heard. In the second one, they are invited to utilize these communicative functions in activities such as: interview, role play, short visit, or telephone conversation.

Teachers added that these two activities are not only tightly controlled in nature but they are also of high level for learners. Furthermore, the allotted time for doing this task is (25) minutes, in overcrowded classes and the teachers have to help learners with some affective learning barriers such as shyness, fear, boredom and confusions.

Question -2- why do you think that the writing activities.

A -Are not interesting?

b - Do not focus on fluency?

The majority of the interviewees described the writing activities as mechanical tasks, in which learners are asked to use connectors to join ready-made sentences or paragraphs into a coherent piece of writing .These practices discourage learners from thinking independently or reflectively, and lead them to sacrifice fluency to accuracy.

Question -3- Why are not you satisfied with the methodological guidance provided in the teacher's book?

There was a general agreement among the interviewees that the teacher's book hardly contributed positively to:

- 1- Develop and sustain the learners' motivation.
- 2- Deal with unpredictable problems popping out, and unexpectedly.
- 3- Provide theoretical background or methodological rationale for why the materials were designed as they were.

Question -4- Why do you think that the teacher's book is not provided with extra revision materials?

Some of the teachers reported that, "They did not survey all the materials in the teacher's book, so they did not see these extra revision units. However, other teachers reported that" even though the teacher's book is provided with extra revision units they did not have enough time to teach these revision units.

5.3 Conclusion

The results of the study can be summarized in the following conclusions.

Teacher's book:

1 – Teachers were dissatisfied with methodological guidance, the amount of supplementary exercises and the linguistic background and information, provided in the teacher's book for the following reasons.

- 1- The teacher's book rarely provides supplementary exercises to reinforce language skills, grammar and vocabulary.

2- The teacher's book does not present a kind of contrastive analysis between English and Arabic for teachers to overcome certain pronunciation problems.

3- It does not provide suggestions to motivate and engage all learners in classroom activities.

On the other hand, teachers showed a reasonable degree of satisfaction with rationale and objectives, general features, and the language of the teacher's book.

1-The general objectives are clearly stated, they meet the actual needs of the learners, raise their cultural awareness and emphasize the language aspects and skills, listening, speaking, reading, writing, grammar and vocabulary.

2-The teacher's book provides extra revision material.

3-The language of the teacher's book is clear and comprehensible.

Student's book, workbook and teacher's audiocassette.

2- There was a reasonable degree of satisfaction with all of the domains: layout and design, language content, reading and listening text, activities for reading, speaking, listening, writing, grammar, vocabulary, and subject matter. Teachers' satisfaction could be attributed to the following reasons:

1- The layout and design was found to be attractive, useful and appropriate.

2- Language content is based on the teaching of functions; provides adequate opportunities for teaching sounds, intonation, and for teaching the four language skills: listening, speaking, reading and writing.

- 3- Reading and listening texts were judged to be authentic, interesting, varied, and representative to local, target and global cultures.
- 4- Activities / exercises were also judged to be varied, task-oriented; lead learners discover answers for themselves, and encourage the use of sub skills.
- 5- Subject matter: themes, topics, functions, notions were favorably viewed.

However, the results indicate that teachers are dissatisfied with some aspects of the above domain such as the following:

- Writing activities are judged to be uninteresting. They emphasized the concept of accuracy with little encouragement of individual creative thinking.
- The material failed to lend itself to external reading; there were no accompanying storybook or readers.
- The length of the unit and subdivision of each unit into eight lessons are not reasonable
- There were no opportunities at all for teaching the rhythm and inadequate opportunities for teaching sounds.
- The allotted time " eight, 45 - minute lessons for each unit is not enough.

3- Regarding the second and third questions of the study, results indicated that high order – thinking skills were encouraged and emphasized by the general objectives and activities of both student's book and workbook.

4- The four language skills "listening, speaking, reading, and writing help learners develop their communicative competence.

5- Regarding the research hypotheses the results indicate that significant differences were found in teachers' evaluation between male and female in favor of female on the following domains: reading texts, listening text, and values.

5.4 Recommendations

On the basis of the findings of this study and in the light of the teachers' suggestions, it might be necessary to offer some recommendations to the materials writers, educational authorities, and the researchers who are interested in TEFL or in textbook evaluation.

5.4.1 Materials writers

It is recommended that materials writers provide the methodological guidance of the teacher's book with:

1. A kind of contrastive analysis between Arabic and English to help teachers overcome some teaching pronunciation problems.
2. Supplementary exercises to reinforce different aspects of teaching English as a foreign language.
3. Helpful explanations and suggestions to engage all learners in classroom activities.
4. It is also recommended that the student's book should be provided with a story book / reader to amuse learners and to avoid boredom

5.4.2 Educational Authorities

It is recommended that Educational Authorities

1. Hold regular training programs and seminars for EFL teachers in order to acquaint them with the characteristics of the two approaches of teaching writing: The guided approach and the free-writing approach.
2. Increase the number of allotted weekly periods for English language to five periods per week.

5.4.3 Recommendations for further research

The researcher recommends that:

- Another evaluative study is to be conducted to investigate the students' views about the tenth grade's textbook.
- An experimental study that discusses the advantages and disadvantages of the two approaches of teaching writing; the guided approach and the free-writing approach.
- An evaluative study is to be conducted on upper and lower stages.
- The researcher recommends developing a new instrument that can be used as a scale in evaluation studies.

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ملخص بالعربية

دراسة تقييمية لمقرر اللغة الإنجليزية للصف العاشر: كتاب الطالب وكتاب التطبيقات اللغوية (كتاب العمل) والمادة التعليمية المسجلة على الشريط السمعي من وجهة نظر المعلمين.

تهدف هذه الدراسة إلى تقويم مقرر اللغة الإنجليزية للصف العاشر المتضمن لكتاب

الطالب، كتاب التطبيقات اللغوية (كتاب العمل) والمادة التعليمية المسجلة على الشريط السمعي

من وجهة نظر معلمي اللغة الإنجليزية الذين يدرسون الصف العاشر.

لتحقيق هذا الهدف قامت الباحثة بوضع الاسئلة والفروض التالية:

أسئلة الدراسة

١ - ما هو تقييم المعلمين والمعلمات لمقرر اللغة الإنجليزية للصف العاشر المتضمن كتاب

الطالب وكتاب التطبيقات اللغوية (كتاب العمل) والمادة التعليمية المسجلة على الشريط

السمعي؟

٢ - هل تشجع مادة اللغة الإنجليزية للصف العاشر على تنمية مهارات التفكير العليا؟

٣ - إلى أي مدى تساهم مادة اللغة الإنجليزية للصف العاشر في تطوير كفاءة الطلبة اللغوية

في الاتصال والتواصل؟

فرضيات الدراسة

١ - لا توجد فروقات ذات دلالة إحصائية عند مستوى الدلالة $\alpha = 0.05$ في تقييم المعلمين

لمقرر اللغة الانجليزية للصف العاشر يعزى لمتغير الجنس.

٢ - لا توجد فروقات ذات دلالة إحصائية عند مستوى الدلالة $\alpha = 0.05$ في تقييم المعلمين

لمقرر اللغة الانجليزية للصف العاشر يعزى للمؤهل العلمي.

٣ - لا توجد فروقات ذات دلالة إحصائية عند مستوى الدلالة $\alpha = 0.05$ في تقييم المعلمين

لمقرر اللغة الانجليزية للصف العاشر يعزى إلى الخبرة التعليمية.

وقد اشتملت الدراسة على المتغيرات التالية:

المتغيرات المستقلة:

١ - الجنس ويشتمل على مستويان: الاناث والذكور.

٢ - المؤهل العلمي ويشتمل على أربع مستويات: دبلوم، بكالوريوس، بكالوريوس ودبلوم، ماجستير.

٣ - الخبرة التعليمية وتشتمل على خمسة مستويات: (1-5) سنوات، (6-10) سنوات، (11-15) سنة، (16-20) سنة، أكثر من 20 سنة.

للإجابة على أسئلة وفروض الدر اسه قامت الباحثة بتطوير أداتي دراسة وهما الاستبيان والمقابلة.

أشتمل الاستبيان على (158) فقرة تقع ضمن المجالات الآتية: الأهداف والفلسفة التي استند إليها الكتاب، الأساليب الإرشادية التي يتضمنها دليل المعلم، الخصائص العامة لدليل المعلم: - الأنشطة الاضافيه المتضمنة في دليل المعلم، لغة الكتاب، المحتوى اللغوي، المهارات اللغوية السماعية والكتابية والقرائية واللفظية والمفردات، والأنشطة النحوية، والمفاهيم والمعايير والقيم الموجودة في مادة اللغة.

وبعد التحقق من ثبات وهدف الأداة إحصائيا وظفت لاستطلاع آراء عينه الدراسة التي تكونت من 54 معلما ومعلمة من مديرتي القدس و ضواحي القدس/ الرام وقد اختيرت هذه العينة بطريقة العينية القصدية من مجتمع الدراسة الذي يتكون من جميع معلمي ومعلمات اللغة الإنجليزية اللذين يدرسون الصف العاشر في مديريات التربية والتعليم في الضفة الغربية والبالغ عددهم (725) معلما ومعلمة.

بعد جمع البيانات، تم تحليلها باستخدام المنهج الوصفي والاستنباطي.

أشارت النتائج إلى رضا المعلمين المعتدل عن المجالات التالية:

الأهداف والفلسفة، الشكل وتصميم الكتاب، المحتوى، المهارات اللغوية اللفظية والسماعية والقراءة، الأنشطة اللغوية، المفردات، التراكيب النحوية، القيم والمفاهيم والمعايير الواردة في المقرر.

حيث صيغت الأهداف بشكل واضح وكانت مناسبة تتلاءم مع قدرات الطلبة وتلبي حاجاتهم النفس حركية والاجتماعية والعقلية والانفعالية.

الأنشطة اللغوية كانت ممتعة للطلبة وعلى مستوى مناسب من الصعوبة تنمي مهارات التفكير العليا مثل التحليل والاستنتاج والتفسير وتشجع على الاتصال والتواصل. القيم كانت مناسبة ومتنوعة، تنسجم مع ثقافة المجتمع المحلي والثقافة الإسلامية والثقافة العالمية.

وأشارت النتائج إلى عدم رضا المعلمين عن الجوانب الآتية:

1- الأنشطة الكتابية:

كانت الأنشطة الكتابية ذات طبيعة موجه تحد من التفكير الإبداعي لدى الطلبة وتعزز الاستجابات الآلية، لا تتيح الفرصة للطلبة بطرح أفكاره وتحد من خياله حيث يتقيد الطالب بـ الأفكار الجاهزة.

2- عدم توفر مادة قصصية مصاحبة لكتاب الطالب.

3- طول الوحدة:

لم يكن طول الوحدة مناسباً حيث اكتظت بالأنشطة والمفاهيم والتراكيب النحوية

والمفردات الكثيرة التي تحتاج إلى وقت أطول من الوقت المتاح.

4- لم يوفر كتاب الطالب الفرص الكافية لتدريس الإيقاع (Rhythm) و الأصوات

(Sounds).

5- عدد الحصص الأسبوعية:

عدد الحصص الأسبوعية المقررة (أربعة حصص) غير كافية لتغطية أنشطة المنهاج المقرر.

6- لم يوفر كتاب دليل المعلم تمارين و أنشطة إضافية لتعزيز بعض المهارات اللغوية والنحوية و المفردات.

7- لم يوفر كتاب دليل المعلم أي نوع من المقارنة التحليلية بين اللغة العربية و الانجليزية لمساعدة المعلم لمعالجة بعض المشاكل اللفظية و التخلص منها.

8- لم يوفر كتاب دليل المعلم اقتراحات وأنشطة من أجل اثارة دافعية الطلبة و اشراكهم في الأنشطة الصفية.

وفي ضوء هذه النتائج قدمت الباحثة توصيات من أهمها:-

- زيادة عدد الحصص الأسبوعية لمقرر اللغة الإنجليزية.
- تضمين كتاب دليل المعلم لبعض الأساليب الإرشادية لمساعدة الطلبة في حل بعض المشاكل اللفظية الناجمة عن النظام الصوتي حيث أن النظام الصوتي يختلف من العربية إلى الإنجليزية.
- ضرورة تزويد كتاب الطالب بمادة قصصية لإمتاع الطلبة والترويح عنهم.

وفي مجال البحث أوصت الباحثة المهتمين في مجال البحث القيام بدراسة تجريبية يتم

من خلالها مناقشة فوائد ومضار كل من الكتابة الحرة والكتابة المرشدة.

Appendices

Appendix A

Teachers' questionnaire

Dear colleagues

The following questionnaire is used for the purpose of a research study that aims at evaluating the different components of the tenth grade's English language syllabus; the teacher's

Book, student's Book, workbook and teacher's audio cassettes.

I'm very much interested in having your invaluable feedback since it has an important effect on the result of this study, please answer the questions as accurately and objectively as you can.

I would like to assure you that your responses are to be used solely for research purpose

Thank you very much for your cooperation.

The Researcher :
Jamila Al-Sheikh

Dear Sir:-

The attached questionnaire is the main tool of the research study that aims at evaluating and analyzing the tenth grade's English language textbook "English for Palestine", the research study is concerned specifically with the evaluation of the effectiveness and suitability of the different components of the syllabus: teacher's book, student book, work book and teacher's audio cassettes.

The researcher would be very grateful to have your judgments on the questionnaire, and would welcome any comments that you may have concerning any items not covered in the questionnaire, the researcher would also appreciate any additional information you may suggest or any items you may delete to improve the questionnaire.

Thank you for your cooperation.

The researcher:
Jamila Al-Sheikh

Personal information

School name:.....

Directorate:.....

- sex:

male

- Age category:

26-30

20-25

32-37

38-43

44-49

50+

- Academic qualification

Higher College Diploma

Tawjihi

B.A + Diploma

B.A

M.A. Degree

- Years of "TEFL" Experience:

11-15

6-10

1-5

16-20

21+

- Have you had any training in teaching English as a Foreign Language "TEFL"?

No

Yes

- Have you had any training in the use of "English For Palestine"

Yes

No

- If Yes, when?
- Topics covered?
- For how long (Hours)?

General questions

-1- Are you familiar with the objectives set by the Ministry of Education in Palestine () for teaching at the basic education Stage.

No

Yes

-2- If Yes, you have been informed by:

official letter sent to the head master /mistress.

Workshops

papers published by the Ministry of Education.

Local

spaper

Others (Specify).....

-3- Do you think that a two weeks period of time is enough for covering each unit in the textbook?

No

Yes

-4- Is the allotted time enough for the learners to achieve the objective of the prescribed English textbook?

No

Yes

-5- Is the material gender – sensitive? Does the course book include stereotyped, inaccurate, condescending or offensive images of gender?

No

Yes

Part one

Teacher's Book

To complete this part, please refer only to the teacher's book.

Rationale and Objectives:

-1- * Has the school provided you with a copy of the Teacher's Book?

No **Yes**

-2- * How often do you use the teacher's book. In preparing your lessons?

ly **Always**
 Never **Rarely**

-3- * Are the general objectives for teaching English at to the tenth grade clearly stated?

No **Yes**

-4- Are the objectives for teaching each of the following skills/areas clearly stated in the introduction of the teacher's book.

		Yes	No
A	Listening		
B	Speaking		
C	Reading		
D	Writing		
E	Grammar		
F	Vocabulary		
G	Pronunciation		

-5- If the below skills / area objectives' are available, how would you rate their sufficiency?

Use this scale:

5 = Strongly agree.

4 = Agree.

3 = Not sure.

2 = Disagree.

1 = Strongly disagree.

		scale				
A	Listening	5	4	3	2	1
B	Speaking	5	4	3	2	1
C	Reading	5	4	3	2	1

D	Writing	5	4	3	2	1
E	Grammar	5	4	3	2	1
F	Vocabulary	5	4	3	2	1
G	Pronunciation	5	4	3	2	1

-6- The stated objectives clearly meet the actual needs and interests' goals of the learners.

scale				
5	4	3	2	1

-7- The stated objectives stress the role of foreign language education in developing the learners in all domains.

		scale				
A	Psychomotor	5	4	3	2	1
B	Social	5	4	3	2	1
C	Cognitive	5	4	3	2	1
D	Affective	5	4	3	2	1

-8- The stated objectives specify the degree of accuracy with the which learners are expected to produce the language.

scale				
5	4	3	2	1

-9- Second language learning is viewed as an emotional experience; (less emphasis on product and more emphasis on process, fun and interest).

scale				
5	4	3	2	1

-10- The objectives emphasize the following aspects of learning English as a foreign language.

		scale				
A	All four language skill (listening, speaking, reading, and writing).	5	4	3	2	1
B	Language functions	5	4	3	2	1
C	Grammatical structure	5	4	3	2	1
D	Learner's cultural awareness in:	5	4	3	2	1
	5- Palestinian culture.	5	4	3	2	1
	6- Arabic culture.	5	4	3	2	1
	7- Islamic culture.	5	4	3	2	1
	8- Global culture.	5	4	3	2	1
E	Study and thinking skills; high order thinking skills (i.e. analytic, problem solving, inferential)	5	4	3	2	1
F	Values: (e.g. love of one's own country and culture, tolerance, equality, freedom, human rights).	5	4	3	2	1
G	Attitudes: (e.g. positive attitudes toward goodness and virtue).	5	4	3	2	1
H	Habits: (tradition, important national holidays and	5	4	3	2	1

	celebrations).					
--	----------------	--	--	--	--	--

General features:

-11- The teacher's book provides?

		scale				
A	Specific objectives for each lesson.	5	4	3	2	1
B	Teaching suggestions for each lesson.	5	4	3	2	1
C	A rough guide as to how long each activity should take.	5	4	3	2	1
D	Answers for the learner's Book and Work Book work including book exercises.	5	4	3	2	1
E	Extra information about topics and language.	5	4	3	2	1
F	Ideas / materials for motivation	5	4	3	2	1
G	Guidelines for evaluations	5	4	3	2	1
H	Suggestions to engage all learners in classroom activities.	5	4	3	2	1
I	Indexes, word lists, glossary.	5	4	3	2	1
J	Extra revision materials for re-inforcement.	5	4	3	2	1

-12-

Language of the Teacher's Book.

A	Language of the Teacher's Book is comprehensible	5	4	3	2	1
B	The instructions given in the Teacher's Book are clear.	5	4	3	2	1

Type and amount of supplementary exercises.
for each language skill.

-13- The Teacher's Book provides supplementary exercises to reinforce the following skills and areas

A	Listening.	4	3	2	1
B	Oral expression.	4	3	2	1
C	Writing practice.	4	3	2	1
D	Reading comprehension.	4	3	2	1
E	Building-up vocabulary.	4	3	2	1
F	Grammar presented in the textbook.	4	3	2	1

Methodological / pedagogical guidance.

-14- The Teacher's Book provides suggestions to help the teacher..

A	Review old lessons and introduce new lessons	5	4	3	2	1
B	Teach pronunciation and intonation	5	4	3	2	1

C	Introduce new reading passages	5	4	3	2	1
D	Introduce various types of written work	5	4	3	2	1
E	Evaluate written work	5	4	3	2	1
F	Identify the students' most serious mistakes	5	4	3	2	1
g	Use suitable audiovisual aids	5	4	3	2	1

Linguistic background and information:

-15- The Teacher's Book provides helpful explanations of..

A	Grammatical patterns presented in the lessons.	5	4	3	2	1
B	New vocabulary items.	5	4	3	2	1
C	Pronunciation problems wherever they appear.	5	4	3	2	1
D	Anticipated problems (i.e data from contrastive and error analysis).	5	4	3	2	1

Part Two

To complete this part, please refer to the following components:
student's book (SB), workbook (WB), cassette (C).

A Layout and design:

-16-

		scale				
A	The cover of the book is durable enough to withstand wear.	5	4	3	2	1
B	The color of the cover is attractive.	5	4	3	2	1
C	The size of the book seems convenient for the learners to handle.	5	4	3	2	1
D	The font size is appropriate for the intended learners.	5	4	3	2	1
E	The binding of the text book is strong enough.	5	4	3	2	1
F	The pages designed for writing are consumable; (learners can use them up).	5	4	3	2	1
G	The subdivision of each unit into eight lessons is convenient.	5	4	3	2	1
H	The pictures help in explaining some titles and vocabularies.	5	4	3	2	1
I	The pictures are helpful for the learners.	5	4	3	2	1
J	The pictures reflect the local culture.	5	4	3	2	1
K	The following appendixes are included in the text book:					
	A- A grammar reference.	5	4	3	2	1
	B- A skills reference.	5	4	3	2	1
	C- A word list.	5	4	3	2	1
	D- A list of common irregular verbs.	5	4	3	2	1
	E- A list of common abbreviations and symbols.	5	4	3	2	1
L	The lessons are sequentially arranged according to their level of difficulty.	5	4	3	2	1
M	The length of the unit is reasonable	5	4	3	2	1

B Language content:

-17- The material provides opportunities for teaching each of the following phonological aspects of language:

A	Sounds	5	4	3	2	1
B	Stress: (relative loudness with which a syllable is spoken.)	5	4	3	2	1
C	Rhythm: (regular occurrence of stressed syllables.)	5	4	3	2	1
D	Intonation: (speech melody of an utterance).	5	4	3	2	1

-18- The material provides adequate opportunities for teaching each of the following skills?

A	Listening	5	4	3	2	1
B	Speaking	5	4	3	2	1
C	Reading	5	4	3	2	1
D	Writing	5	4	3	2	1

-19- The material is based on the teaching of:

A	Language structures.	5	4	3	2	1
B	Language functions: (communicative purposes of language).	5	4	3	2	1

Text / Activities

A. Texts

-20- The reading material is:

A	At the right level of difficulty for the class.	5	4	3	2	1
B	Interesting for learners.	5	4	3	2	1
C	Authentic (represent actual use of English)	5	4	3	2	1
D	Representative of the learner's local culture.	5	4	3	2	1
E	Representative of the global culture.	5	4	3	2	1
F	Representative of the target language culture.	5	4	3	2	1
G	Sufficiently varied.	5	4	3	2	1
H	Thematic and situational content (the content within which the linguistic topics are presented).	5	4	3	2	1
I	Content – oriented: (learners are given a specific purpose for their reading)	5	4	3	2	1
J	Lent itself for external reading.	5	4	3	2	1
K	Designed for silent reading	5	4	3	2	1
L	Designed for reading a loud.	5	4	3	2	1
M	Included variety of clues. 3- Linguistic clues such as suffixes, prefixes, word order, stress and cognates.	5	4	3	2	1

	4- Structural clues such as first, second, the most important concepts, etc.	5	4	3	2	1
--	------------------------------------------------------------------------------	---	---	---	---	---

-21- The listening material is:

A	At the right level of difficulty for the class.	5	4	3	2	1
B	Interesting for learners.	5	4	3	2	1
C	Authentic: (represent actual use of English).	5	4	3	2	1
D	Representative of the local culture.	5	4	3	2	1
E	Representative of the target language culture.					
F	Representative of the global culture.					
G	Sufficiently varied.	5	4	3	2	1
H	Provided with a variety of clues:	5	4	3	2	1
	4- Linguistic clues such as suffixes, prefixes, word order, stress and cognates.					
	5- Structural clues such as first, second, the most important concept, etc.	5	4	3	2	1
	6- Social context clues (the emotional tone of the conversation).	5	4	3	2	1

B. Activities / exercises

This section deals with the activities and exercises found in both the student's book and the workbook.

- **Listening**

-22- The listening activities:

A	Are at the right level of difficulty for the class.	5	4	3	2	1
B	Are interesting for learners	5	4	3	2	1
C	Are sufficiently varied.	5	4	3	2	1
D	Are task-oriented (i.e. lead learners to discover the answers for themselves).	5	4	3	2	1
E	Have clear instructions.	5	4	3	2	1
F	Have a variety of questions	5	4	3	2	1
G	Encourage the use of listening sub-skills. e.g. paying attention, concentration, extract key information for note taking (being active listeners).	5	4	3	2	1
H	Use a variety of techniques that reduce learner's anxiety such as deep-breathing, using music, etc.	5	4	3	2	1
I	Encourage the use of memory strategies such as using imagery, rhyming, and personal associations.	5	4	3	2	1

- **Reading**

-23- The reading activities:

A	Are at the right level of difficulty for the class	5	4	3	2	1
B	Are interesting for learners	5	4	3	2	1
C	Are sufficiently varied.	5	4	3	2	1
D	Are task-oriented (i.e. lead learners to discover the answers for themselves).	5	4	3	2	1
E	Have clear instructions.	5	4	3	2	1
F	Have a variety of questions.	5	4	3	2	1
G	Encourage the use of reading sub-skills. e.g. summarize the main ideas, give personal responses to texts, or analyze components of a text.	5	4	3	2	1
H	Have the possibility to improve reading speed.	5	4	3	2	1
I	Develop vocabulary-learning strategies.	5	4	3	2	1
J	Linked with syntax (the values of grammar which are used for ordering and connecting words in a sentence).	5	4	3	2	1

- **Speaking**

-24- The speaking activities:

A	Are at the right level of difficulty for the learners	5	4	3	2	1
B	Are interesting for learners	5	4	3	2	1
C	Are sufficiently varied.	5	4	3	2	1
D	Are task-oriented (i.e. lead learners to discover answers for themselves).	5	4	3	2	1
E	Meet the learners' needs.	5	4	3	2	1
F	Have a variety of questions.	5	4	3	2	1
G	Encourage the use of speaking sub-skills. e.g. narrate a story based on personal experience.	5	4	3	2	1
H	Encourage the desire to communicate.	5	4	3	2	1
I	Focus on fluency.	5	4	3	2	1
J	Focus on accuracy.	5	4	3	2	1

- **Writing**

-25- The writing activities:

A	Are at the right level of difficulty for the learners	5	4	3	2	1
B	Are interesting for learners	5	4	3	2	1
C	Are sufficiently varied.	5	4	3	2	1
D	Are task-oriented (i.e. lead learners to discover answers for themselves).	5	4	3	2	1
E	Have clear instructions.	5	4	3	2	1
F	Have a variety of questions.	5	4	3	2	1
G	Encourage the use of writing sub-skills. e.g. summarize a text, make notes about a text.	5	4	3	2	1
H	Encourage the desire to communicate in writing.	5	4	3	2	1
I	Focus on fluency.	5	4	3	2	1
J	Focus on accuracy.	5	4	3	2	1

- **Grammar**

-26- The grammar activities:

A	Are at the right level of difficulty for the class	5	4	3	2	1
---	----------------------------------------------------	---	---	---	---	---

B	Promote a positive social climate in the classroom	5	4	3	2	1
C	Enhance learner motivation	5	4	3	2	1
D	Are Properly – sequenced: from the simple to the more difficult.	5	4	3	2	1
E	Encourage learners to respond to function of the structure.	5	4	3	2	1
F	Are task-oriented (i.e. lead learners to discover answers for themselves).	5	4	3	2	1
G	Have clear instruction.	5	4	3	2	1
H	Have a variety of questions	5	4	3	2	1
I	Encourage a desire to communicate.	5	4	3	2	1
J	Focus on functions of the language (i.e. how to make a request, apologize, ask for permission, etc).	5	4	3	2	1
k	Focus on form	5	4	3	2	1
L	Are re-visited (Recycled).	5	4	3	2	1
M	Are represented differently.	5	4	3	2	1

- **Vocabulary**

-27- The vocabulary activities:

A	Are at the right level of difficulty for the class.	5	4	3	2	1
B	Are sufficiently varied.	5	4	3	2	1
C	Are task-oriented (i.e. lead learners to discover answers for themselves).	5	4	3	2	1
D	Have clear instructions.	5	4	3	2	1
E	Have a variety of questions.	5	4	3	2	1
F	Encourage a desire to communicate.	5	4	3	2	1
G	Pay specific attention to pronunciation. (i.e. word stress)	5	4	3	2	1
H	Encourage the use of lexical association.	5	4	3	2	1
I	Encourage the use of semantic field links. (i.e. words that share some aspects of meaning. (e.g. surprise, astonish, amaze) and words that show contrast (good/bad/formal/slang)	5	4	3	2	1

C-Subject matter

- **Themes**

Theme: This refers to the general subject of the unit for example. "food and drinks" is a general theme, which may have sub-themes or topics such as healthy food, eating habits, shopping for food and drinks.

-28- The themes:

A	Are interesting for learners.	5	4	3	2	1
B	Are sufficiently varied.	5	4	3	2	1
C	Are up-to date.	5	4	3	2	1
D	Are accurate.	5	4	3	2	1
E	Included international issues.	5	4	3	2	1
F	Represent the target language culture appropriately.	5	4	3	2	1
G	Are of international interests.	5	4	3	2	1
H	Are cross – curricular: integrated with major themes in different	5	4	3	2	1

	subjects "history geography, science".					
I	Are drawn from the learners' own experience/ideas.	5	4	3	2	1
J	Are selected within the learners' background knowledge.	5	4	3	2	1

- **Topics**

Topic refers to the subject of conversation, speaking, reading.

-29- The topics are:

A	Interesting for learners.	5	4	3	2	1
B	Sufficiently varied.	5	4	3	2	1
C	Logically arranged.	5	4	3	2	1
D	Up-dated.	5	4	3	2	1
E	Include a local culture elements character.	5	4	3	2	1
F	Representative the target language culture appropriately.	5	4	3	2	1
G	Related to the themes	5	4	3	2	1
H	Engaging universal themes such as "the Olympic games, pollution, The United Nations".	5	4	3	2	1

- **Functions**

Language function refers to the purpose for which language is used, such as requesting, complaining, etc.

-30- The functions are:

A	Useful to learners.	5	4	3	2	1
B	Sufficiently varied.	5	4	3	2	1
C	Selected to serve practicing each of them correctly.	5	4	3	2	1
D	Presented in communicative contexts that allow the learners to interact.	5	4	3	2	1
E	Presented in typical situations of the target language.	5	4	3	2	1
F	Used both formally and informally.	5	4	3	2	1
G	Appropriate to the local cultural settings.	5	4	3	2	1

- **Notions**

Notions refer to the conceptual meanings which express our perception of events, statues, causes, location, time etc, including grammatical elements such as agents and instruments in a syllabus.

-31- The notions are:

A	Useful to learners.	5	4	3	2	1
B	Sufficiently varied.	5	4	3	2	1
C	Cross – cultured / contrastive sociolinguistic matters.	5	4	3	2	1
D	Presented within an interactive model that combines the three elements: "function, themes and topics".	5	4	3	2	1

E	Organized as extended experiences.	5	4	3	2	1
F	Presented in communicative language setting.	5	4	3	2	1
G	Relevant to the themes.	5	4	3	2	1
H	Relevant to the topics.	5	4	3	2	1
I	Appropriate to the local culture settings.	5	4	3	2	1

- **Values**

-32- The values:

A	Are sufficiently varied (reinforce the concepts of love, peace, equality, freedom, human rights, democracy, tolerance and respect)	5	4	3	2	1
B	Are useful to learners	5	4	3	2	1
C	Include values drawn from the Palestinian cultural background.	5	4	3	2	1
D	Include values drawn from the target language cultural background.	5	4	3	2	1
E	Include inter national values	5	4	3	2	1

- Mention any major problems / difficulties you are facing in the teaching of English for Palestine

.....

.....

.....

.....

.....

.....

بسم الله الرحمن الرحيم

AL-QUDS UNIVERSITY
GRADUATE STUDIES
DEPARTMENT OF EDUCATION



جامعة القدس
الدراسات العليا
قسم التربية

التاريخ: 2005/11/21
الرقم: 12/ د ع ت / 386

حضرة السيد مدير التربية والتعليم المحترم
ضواحي القدس

الموضوع: تسهيل مهمة

تحية طيبة ،

تقوم الطالبة: جميلة موسى الشيخ علي ورقمها الجامعي (20320029) بدراسة تتعلق برسالة ماجستير بعنوان:
"Evaluation And Analysis of the English for Palestine Tenth Grade Textbook "
لذا يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه والتعاون معها في ذلك.

شاكرين لكم حسن تعاونكم.

والله الموفق



رئيس قسم الدراسات العليا-تربية

Tel.02-2799753
Fax: 02-2796960, P.O.Box:20002

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فاكس: 02-2796960، ص.ب.20002

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Palestinian National Authority
Ministry of Education & Higher Education
Directorate of Education
Jerusalem Suburbs – Alram
Tel (02-2348627/8)
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السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مديرية التربية والتعليم – ضواحي القدس – الرام
تلفون (02-2348627/8)
فانكس (02-2344455)

الرقم: ض.ق / 23/21

التاريخ: 2005/12/ 12م

الموافق: 10/ 11/ 1426 هـ

مديري ومديرات المدارس الحكومية المحترمين

تحية طيبة وبعد /

الموضوع: الدراسة الميدانية

الطالبة : جميلة موسى الشيخ

أوافق على قيام الطالبة المذكورة أعلاه بإجراء دراستها الميدانية التي تتعلق برسالة الماجستير وتوزيع الاستبانات المعدة على مدرسي اللغة الانجليزية للصف العاشر .

مع الاحترام

مدير التربية والتعليم

عمر عتيق



جهة الاختصاص : التعليم العام

ف.ب/آ.ح

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Awqaf Departement
Directorate of Education
Jerusalem

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الموافق: 25 ذي القعدة 1426 هـ

مديري ومديرات المدارس المحترمين

الموضوع: تسهيل مهمة

أرجو تسهيل مهمة الطالبة جميلة موسى الشيخ علي لتوزيع استبانة على معلمي اللغة الانجليزية الذين يدرسون الصف العاشر في مدارسنا واعادتها الى المديرية في موعد أقصاه 2005/1/5.

مع الاحترام،،،

مدير التربية والتعليم لمحافظة القدس

مرفق: الاستبانة.

Interview questions:

1- Why do you think that the speaking activities:

A- Are not interesting.

b- Do not focus on fluency.

2- Why do you think that the writing activities:

A- Are not interesting.

b- Do not focus on fluency.

3- Why are not you satisfied with the methodological guidance provided
in the introduction of the teacher's book?

4- Why do you think that the teacher's book is not provided with extra
revision materials?

Appendix B

Word List

Revision Unit A

Reading

The UN – our world emergency service

By the end of World War II (1939–45) 38 million had died, and people everywhere were desperately calling for an end to wars. This led 51 countries to form the United Nations on 24 October 1945.

5 Since 2003, the number has been over 191.

All belong to the General Assembly, a kind of parliament. The Security Council has 15 members and deals with international peace. It includes five permanent members, the USA, Russia, China,

10 France and Britain. Other countries take ten more places for two-year periods.

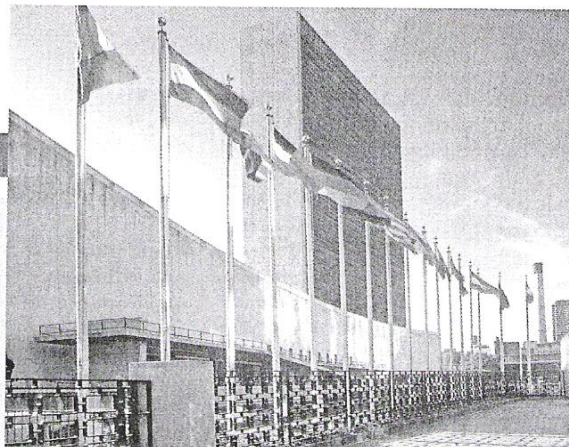
The Secretary-General carries out the UN's decisions. He and his staff work quietly to build peace between countries.

15 The UN has been working to stop wars and keep the peace since 1945. To help do this, it sometimes uses peacekeeping forces from member countries. They put on the blue UN uniform and go to

dangerous parts of the world to stop fighting.

20 Recently, peacekeepers were working in the Far East, in south-eastern Europe and in Africa.

The UN works in other ways, too. The World Health Organization (WHO) helps improve health care in



developing countries. The United Nations Educational, Scientific and Cultural Organization (UNESCO) encourages these three areas of human development. The United Nations Relief Works Association (UNRWA) has been working with Palestinian refugees ever since the catastrophe of 1948, but we hope that this need will soon disappear.

Sadly, the UN has not always succeeded, and it is never going to be the perfect answer to the world's problems. Many people are disappointed, 35 for example, that UN resolutions are often not carried out by member countries. However, many still believe that the UN is slowly making the world a safer, better place.

While you read

1 Answer the questions.

- 1 How many national flags were there outside the UN Building in 2003?
- 2 Explain 24 October, 1945; 51; 2002.
- 3 Say what these abbreviations stand for: WHO, UNESCO, UNRWA.

After you read

2 Say what these words refer to.

- 1 paragraph 2: All
- 2 paragraph 4: it, They
- 3 paragraph 6: it, many (l. 36)

Summary

3 Number the notes in order.

- Now 191 members. All meet – General Assembly, Security Council – 15 members
- Other UN organizations work to improve world. Include: 1) WHO, 2) UNESCO, 3) UNRWA
- 1 1945 – 51 countries formed UN – prevent future wars
- Many people are disappointed with UN. Many still believe in it
- Secretary-General and staff carry out UN decisions, sometimes with peacekeeping forces

4 Expand the notes into a summary paragraph. Start like this.

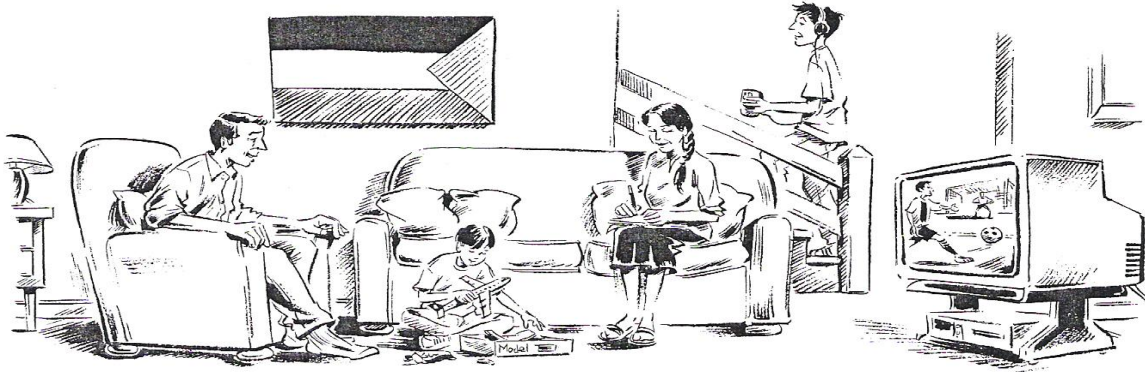
In 1945, 51 countries formed the ...

Language 1

Present simple or present continuous?

- Find examples in the text on page 138. Explain why the two tenses are used.
- Jill is showing a photo of her family to a friend and telling her about them. Use the verbs in the box to complete her description.

do like make play sit (not) talk think want watch write listen



This is Mum. She (1) likes staying in contact with her relatives, and in this photo, I (2) _____ that she (3) _____ to her cousin in Canada. And here's Dad. He (4) _____ in his big armchair, and he (5) _____ the big football match on TV. He never (6) _____ anything else on a Saturday afternoon! Then this is my big brother, Sam. He's crazy about music, and he (7) _____ to something now. He (8) _____ the guitar, and he (9) _____ to be a big pop star one day. Here's my little brother, Joe. He's very quiet, and he (10) _____ much. He just (11) _____ things all the time. Right now, he (12) _____ a model aeroplane.

- Complete the news announcement with the verbs in brackets. Use the correct present tense for future meaning.

Dr Yussuf al-Hajji (1) is visiting (visit) the UN next week. He (2) _____ (fly) to New York on Tuesday, and he (3) _____ (meet) the Secretary-General on Wednesday. His flight (4) _____ (leave) at midday and (5) _____ (arrive) at 6.30 p.m. local time. The meeting (6) _____ (start) at 9.00 a.m. the following morning. The two men (7) _____ (discuss) the future of UNRWA in the Middle East.

Irregular past and perfect forms

- Look at the text on page 138 again and mark the main verbs – past or present – that have irregular forms.
- Complete lines 1–9. Then choose three irregular forms on page 138 and complete lines 10–12.

	Infinitive	Past tense	Past participle
1	become		
2	begin		
3	eat		
4	get		
5	go		
6	hit		
7	see		
8	take		
9	win		
10			
11			
12			

- Work in small groups. Use the verbs in the table to make statements (true or not true) like these.

- S1 Our team won four matches last month.
 S2 We've (already) won three matches this month.
 S3 And we're going to win all our matches next month!

Language 2

Past simple or past continuous?

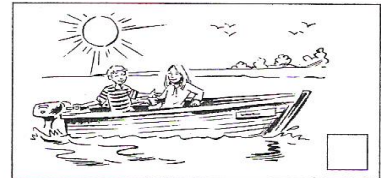
- Find examples in the text on page 138. Explain why the two tenses are used.
- Work with a partner. Number the pictures below in order, 1–6. Then make simple sentences from the captions.
- Combine the captions with phrases a–f to make *when* and *while* sentences.



The sea (become) dangerous.



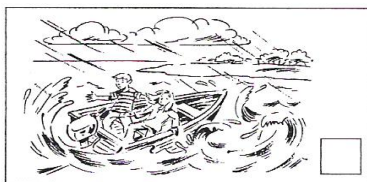
Then the engine (stop).



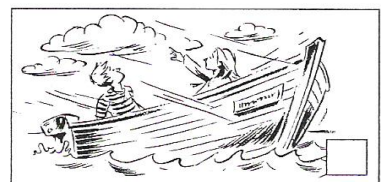
My sister Ann and I (go) out to the Reef.



Luckily, a big boat (see) us.



The wind (begin) to push us towards the Reef.



The weather (change) later in the day.

- while we (use) Dad's boat last summer
- while we (dive) around the Reef
- when the wind suddenly (get) strong
- while we (turn) the boat to come home
- while we (try) to start the engine again
- when we (wave) for help

EXAMPLE:

My sister Ann and I went out to the Reef while we were using Dad's boat last summer.

Or: While we were using Dad's boat last summer, my sister Ann and I went out to the Reef.

Will or going to?

- Find examples in the text on page 138. Explain why the two forms are used.
- Imagine Jack's story is happening now. Complete the conversations with the verbs in brackets. Use *will* or *going to*.

Jack Look at the clouds. The weather (1) _____ very soon. (change)

Ann And feel the wind. The sea (2) _____ dangerous. (get)

Ann Try the engine again. I'm sure it (3) _____ . (start)

Jack Well, I'm sure it (4) _____ . (not start)
You see, there's no petrol!

Jack Look! There's another boat. I (5) _____ . (wave)

Dad I can't believe you didn't check the petrol!
Promise me that you (6) _____ the same mistake again! (not make)

Past simple or present perfect?

- Find examples in the text on page 138. Explain why the two tenses are used.
- Complete these sentences.
 - We _____ (do) nearly a quarter of this book since the start of the school year.
 - In Unit 2, we _____ (read) about emergencies and emergency services.
 - In this unit, we _____ (find out) about the world's emergency service – the UN.
 - So far, the grammar in this book _____ (focus) mainly on verb tenses.
 - Quite a lot of Year 10 _____ (go) already.
 - I _____ (start) English at school many years ago.

Language 3

Tag questions

- 1 Say whether these statements are true (T) or false (F).
- Helen West was 18 when she had her lucky escape. _____
 - Jenny has never been to Palestine before. _____
 - Mahmoud Darwish has lived in Palestine since 1998. _____
 - He has not been an editor since the 1960s. _____
- 2 Work with a partner. Check your answers with each other like this.
- S1 She wasn't 18 when she had her lucky escape, was she?
- S2 No, she wasn't. She was 19.

Past simple or past perfect?

- 3 Find examples in the text on page 138. Explain why the two tenses are used.
- 4 Put the verbs in brackets in the past simple or past perfect.
- The boat's engine _____ (stop) because Jack _____ (not put) any petrol in.
 - Jenny's dad _____ (go) to Palestine as soon as he _____ (get) the job.
 - Once Helen _____ (climb) out of the window, she _____ (start) to scream for help.

Present perfect or present perfect continuous?

- 5 Find examples in the text on page 138. Explain why the two tenses are used.
- 6 Put the verbs in brackets in the present perfect or present perfect continuous.
- Mother: (1) _____ you (2) _____ your homework yet, Sam? (finish)
- Sam: No, I (3) _____ doing that yet. (not start)
- Mother: What?! So what (4) _____ you (5) _____ for the last hour? (do)
- Sam: I (6) _____ the windows. You wanted me to do them, didn't you? (clean)

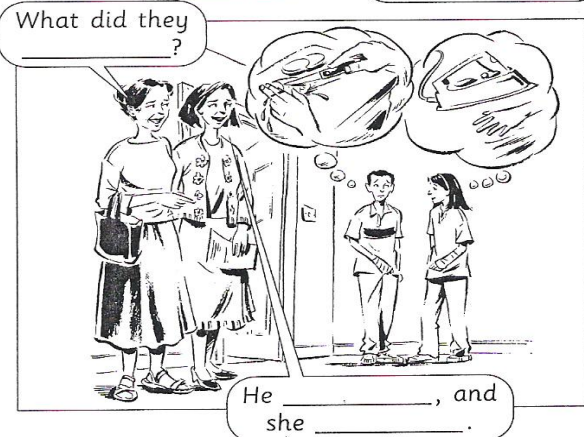
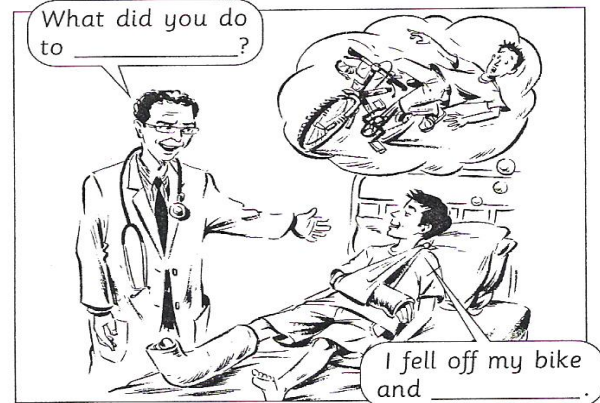
Adjectives and adverbs of manner

- 7 Complete these sentences. Change the adjectives into adverbs where necessary.
- Jenny and her friends were (1) cold and (2) _____ after their (3) _____ day in the mountains. (cold; wet; long) It was getting dark (4) _____, and they were (5) _____ as they moved (6) _____ down the side of the mountain. (quick; nervous; careful) (7) _____, Jenny and Rod were very (8) _____ at map reading, and they (9) _____ found the (10) _____ path. (lucky; good; successful; right) They felt (11) _____ (12) _____ when they (13) _____ reached the school camp. (real; tired; final) They slept very (14) _____ that night! (good)

Reflexive pronouns

- 8 Complete the questions and answers. Use these verbs and reflexives.

do burn cut hurt myself
yourself himself herself themselves



REVISION UNIT A (TEACHER'S BOOK PAGES 138–141) ANSWERS

- This Revision unit may be used any time after Unit 3 if time allows.

Reading (page 138)

- 1 In 2003, there were 191 flags outside the UN Building.
2 The UN was formed on that date. It was formed by 51 countries. There were 191 members in 2003.
- 3 WHO: The World Health Organization
UNESCO: The United Nations Educational, Scientific and Cultural Organisation
UNWRA: The United Nations Relief Works Association

After you read

- 1 The members of the UN
2 The UN; The UN peacekeeping forces
3 The UN; people

Summary

- 2
4
1
5
3

4 Sample answer

In 1945, 51 countries formed the United Nations to prevent future wars. Now the UN has 191 members. All meet in the General Assembly, and 15 members form the Security Council. The Secretary-General and staff carry out the UN's decisions, sometimes with peacekeeping forces. Other UN organizations work to improve the world. These include WHO, UNESCO, and UNRWA. Many people are disappointed with the UN, but many still believe in it.

Language 1 (page 139)

Present simple or present continuous?

- 1 Present simple examples: *The Security Council has 15 members and deals with international peace.* This tense is used for describing states and for things that happen repeatedly.
Present continuous example: *... believe that the UN is slowly making the world a safer, better place.* This tense is used for things that are continuing now and are not finished.
- 1 likes
2 think

- 3 is writing
4 is sitting
5 is watching
6 does
7 is listening
8 plays
9 wants
10 does not talk
11 makes
12 is making

- 1 is visiting
2 is flying
3 is meeting
4 leaves
5 arrives
6 starts
7 are discussing

Irregular past and perfect forms

- | | | |
|-------|-------|-----------|
| 4 had | take | carry out |
| were | build | keep |
| led | put | go |
| been | make | |

- 1 become
2 begin
3 eat
4 get
5 go
6 hit
7 see
8 take
9 win
10 Student's choice of verbs
11 Student's choice of verbs
12 Student's choice of verbs

- (Student's own sentences)

Language 2 (page 140)

Past simple or past continuous?

- 1 Past continuous example: *... people everywhere were desperately calling for an end to wars.* This is used for an action or situation that was continuing at a certain time.
Past simple example: *This led 51 countries to form the ...*
This tense is used to describe a completed action in the past.

- | | | |
|---|---|---|
| 3 | 4 | 1 |
| 6 | 5 | 2 |

- 1 My sister Ann and I went out to the Reef.
2 The weather changed later in the day.
3 The sea became dangerous.
4 Then the engine stopped.
5 The wind began to push us towards the Reef.
6 Luckily, a big boat saw us.

- 3 2 The weather changed later in the day while we were diving around the Reef.
- 3 When the wind suddenly got strong, the sea became dangerous.
- 4 Then the engine stopped while we were turning the boat to come home.
- 5 While we were trying to start the engine again, the wind began to push us towards the Reef.
- 6 Luckily, a big boat saw us when we waved for help.

Will or going to?

- 4 Will: ... we hope that this need will soon disappear. This form is used to predict a future event.
Going to: ... it is never going to be the perfect answer ...
This form is used because the writer feels this must be true in the future (because of what is happening already).

- 5 1 is going to change
- 2 is going to get
- 3 will start
- 4 won't
- 5 'll wave
- 6 won't make

Past simple or present perfect?

- 6 Past simple: *This led 51 countries to form the ...*
This tense is used to describe a completed action in the past.
Present perfect: *Sadly, the UN has not always succeeded.*
This tense is used to describe actions (with no date) in the time from past to present.

- 7 1 have done
- 2 read
- 3 have found out (or found out)
- 4 has focussed
- 5 has gone
- 6 started

Language 3 (page 141)

Tag questions

- 1 1 F
 - 2 T
 - 3 F
 - 4 F
- 2 2 S1 *Jenny has never been to Palestine before, has she?*
S2 *No, she hasn't.*
 - 3 S1 *Mahmoud Darwish has lived in Palestine since 1998, hasn't he?*
S2 *No, he hasn't. He's lived in Palestine since 1996.*
 - 4 S1 *He has been an editor since the 1960s, hasn't he?*
S2 *Yes, he has. He's been the Chief Editor of Al-Karmil recently.*

Past simple or past perfect?

- 3 Past simple: *This led 51 countries to form the ...*
This tense is used to describe a completed action in the past.
Past perfect: *By the end of World War II ...38 million had died.*
This tense is used to make it clear that something (people had died) happened before another thing (end of World War II).
- 4 1 stopped; had not put
- 2 went; had got
- 3 had climbed; started

Present perfect or present perfect continuous?

- 5 Present perfect: *Sadly, the UN has not always succeeded.*
This tense is used to describe actions (with no date) in the time from past to present.
Present perfect continuous: *The UN has been working ... since 1945.*
This tense is used for an activity that began in the past and is still continuing now.
- 6 1 Have
- 2 finished
- 3 haven't started
- 4 have
- 5 been doing
- 6 have been cleaning

Adjectives and adverbs of manner

- 7 1 cold
- 2 wet
- 3 long
- 4 quickly
- 5 nervous
- 6 carefully
- 7 Luckily
- 8 good
- 9 successfully
- 10 right
- 11 really
- 12 tired
- 13 finally
- 14 well

Reflexive pronouns

- 8 1 yourself
- 2 hurt myself
- 3 do to themselves
- 4 cut himself
- 5 burnt herself

PRACTICE TEST 1 (WORKBOOK PAGES 77–81)

Answers

Part 1

I Speaking

- 1** 1 c
2 b
- 2** 1 take/write down the details/make a note of the details.
2 you repeat that/you say that again, please/repeat the flight number and the time
3 I've got that/I've made a note of that.
4 worry
5 no trouble (at all)/no problem/not a problem/all right.

II Listening

Tapescript 1 and answers

Pronunciation

- 3** 1 Did anyone know the answer? (↗)
2 You're tired, aren't you? (↘)
3 He isn't from this area, is he? (↗)
4 Isn't it too far to go in one day? (↗)
5 What do you think I should do? (↘)
6 Can you see my jacket? (↗)
- 4** 1 It is her first day at a new school.
2 She is meeting the head of her year/Year 11.

Tapescript 2

Listening

- Mrs North** *Come in.*
Wendy *Er ... hello. Mrs North?*
Mrs North *Yes, hello. And are you Wendy?*
Wendy *Yes, Wendy Farmer.*
Mrs North *Well, come in and sit down. Welcome to Manchester Park Comprehensive School.*
Wendy *Thank you.*
Mrs North *You've just moved from London, haven't you?*
Wendy *That's right. Last week.*
Mrs North *And this is your first day at your new school. I expect it all seems strange, but don't worry. We're all very friendly here.*
Wendy *Thank you.*
Mrs North *Now, as you know, I'm the Head of your year – Year 11, and we have to talk about a few things. First, I need to complete this form with some personal details.*
Wendy *Yes, of course.*
Mrs North *Right. Now your family name. Farmer, isn't it?*
Wendy *Yes.*
Mrs North *And your first name is Wendy, of course. Do you have another name?*
Wendy *No, it's just Wendy. Wendy Farmer.*
Mrs North *And your age now?*
Wendy *I'm fifteen.*
Mrs North *Fifteen. Right, and when is your birthday?*

- Wendy** *It's on the eighteenth of February.*
Mrs North *Eighteen-oh-two. Fine. ... And now your address, please?*
Wendy *It's two hundred and fifty-three, River Street.*
Mrs North *Right, 253 River Street. And it's Manchester, of course. And what's the post code?*
Wendy *It's MN7 5BP.*
Mrs North *MN7 ... 5BP. And your phone number?*
Wendy *It's oh-one-six-one ... five-three-eight-two-double four.*
Mrs North *Sorry. Could you say that again?*
Wendy *It's oh-one-six-one ... five-three-eight-two-double four.*
Mrs North *Fine, thanks. Now, let me just see which class we've put you in. It's Class 11JS.*
Wendy *Class 11JS?*
Mrs North *Yes, JS stands for Julia Scott, your new class teacher, Mrs Scott.*
Wendy *Mrs Scott. Thanks.*

- 5** 2 Age: 15
3 Address: 253 River Street, Manchester, MN7 5BP
4 First name: Wendy
5 Birthday: 15.02
6 Telephone: 0161 538244
7 Class: 11JS
8 Class teacher: Julia Scott

III Vocabulary

- 6** 1 close; open
2 upstairs; downstairs
3 above; below
4 dead; alive
5 lower; raise
- 7** 1 dangerous
2 disaster
3 nationality
4 development

- 8** 1 but
2 However
3 and
4 Therefore
5 whereas
6 For example

IV Language

- 9** 1 c
2 c
3 b
4 b
5 c
6 a
7 c
8 a
9 b
10 a
- 10** 1 I started cooking dinner as soon as we had put the shopping away.
2 Our new car is/was larger than our old car was.
3 I have lived/I have been living in Ramallah for three years.
4 Please carry these plates carefully.
5 My flight to Cairo arrives at 16.45.

Part 2

I Reading

- 1 1 24 August 1992
- 2 5 am
- 3 Miami City
- 4 800 km
- 5 40 kilometres
- 6 320 kph
- 7 5 metres
- 8 over 1 million
- 9 4 hours
- 10 85,000
- 11 \$2,000,000,000 (two billion dollars)
- 12 fewer than 50

2 Saturday

Day Hurricane Andrew moving north, does not seem dangerous.

Evening Eye formed, speed increased, moving west towards Florida.

Sunday

Evening Wind speeds 240 kph, disaster certain.

Monday

5am Andrew hit Miami City, 800 km wide, 320 kph winds in centre. Andrew moved across Florida

5-9am Andrew moved across Florida

9am Andrew left Florida.

- 3 1 It was the world's most expensive hurricane.
- 2 Because it was 800 km across.
- 3 It killed so few because people were warned and were able to escape or move into strong buildings.
- 4 Local TV and radio stations sent out warnings.

II Writing

4 Sample Answer

On Saturday, Hurricane Andrew was moving north and did not seem dangerous, but in the evening an eye formed, speed increased, and the storm moved west towards Florida. On Sunday evening, wind speeds reached 240 kph, and disaster was certain. On Monday at 5 am, Andrew hit Miami City. The storm was 800 km wide and wind speed reached 320 kph in its centre. Between 5am and 9am, it moved across Florida. After 9am, Andrew left Florida.

- 5 (Student's own information)

PRACTICE TEST 2 (WORKBOOK PAGES 82-85)

Answers

Part 1

I Speaking

- 1 1 c
2 a
- 2 1 to find out about / some information about bus times.
2 fares, please
3 I'll take the earlier one. / the earlier one would be (much / a bit) better
4 does it arrive / get in
5 is the return fare / is that

II Listening

3 Tapescript and answers

Pronunciation

- 1 A I'd quite like to watch the cookery programme.
B Well, I'd prefer to watch the sports programme.
- 2 A So let me check ... I go along Norton Road, and I take the first right.
B No, you go along Wilton Road, and you take the first left.
- 3 A We can go walking to the north of the lake.
B Yes, and we can also go climbing to the south of the lake.
- 4 1 It is a holiday (or travel) programme. They / The presenters talk about Brazil and about visiting Palestine and things to see there.
2 Here visitors can discover ordinary Palestinian life and culture. Also, it can be visited on a day trip from Jerusalem.

Tapescript

Listening

Presenter 1 *And so it's goodbye to Brazil. Next, we look at Palestine with travel writer Chris Smith.*

Presenter 2 *Hello from Palestine. Now, you might expect me to start with Jerusalem, but I want to begin with somewhere different. Why? Well, if you visit Palestine, you should discover ordinary Palestinian life and culture. And here where I'm standing is a great place to do that. This is the souq in the city of Hebron or, in Arabic, Al-Khalil.*

It's a city of around 135,000 people, so it's a nice size to get around – not too big and not too small. And it's about 29 kilometres south-west of Jerusalem, so you can come on a day trip from Jerusalem.

Like Jerusalem and Jericho, it's a very old city – about 4,000 years old, in fact. And as it was the home of Abraham, it's also

a holy city to Christians, Muslims and Jews. If you visit, you must see the ancient mosque of Ibrahim Al-Khalil.

But Hebron is also a lively modern city. It's the main city south of Jerusalem, and so it's a centre of local government. ... And it's also the market town for about 50 villages in this area. Farming is a very important local industry, and farmers come to sell here in Hebron. These beautiful grapes, for example. I can tell you, they taste good!

Hebron has lots of craft industries, too, and these products also come to the souq. Look at this pottery, for example, with its beautiful hand-painted designs. ... Then there's the local, hand-made glass. Look at the beautiful blue colour. If you want to see how it's made, you can visit the factories. But if you don't have time, just make sure you come to the souq. This is where you'll find everything together in one wonderful, colourful place.

- 5
- 1 Population: around 135,000
 - 2 Where: 29 km south-west of Jerusalem
 - 3 How old? about 4,000 years
 - 4 Main city where? south of Jerusalem
 - 5 Market town for what? 50 villages

Some major local industries:

- 6.1 farming
- 6.2 pottery
- 6.3 glass

III Vocabulary

- 6
- 1 complete
 - 2 around / approximately
 - 3 discovering / learning
 - 4 especially
 - 5 worried about
- 7
- 1 choice
 - 2 graduating / graduation
 - 3 society
 - 4 organization
- 8
- 1 carried away
 - 2 go through
 - 3 go on to
 - 4 go along with
 - 5 get up
 - 6 get on

IV Language

- 9
- 1 b
 - 2 b
 - 3 c
 - 4 a
 - 5 d
 - 6 a
 - 7 c
 - 8 a

- 10
- 1 Huda sings so well that she'll certainly win the competition.
 - 2 Our new house is going to be built by Fadi and Ali.
 - 3 If Youssef hadn't fallen just before the end, he would have finished the race.
 - 4 The bridge isn't strong enough for us to drive the truck across.
 - 5 Last week, Sami said he could bring the books the next / following day but not that day.
 - 6 Mrs Saidam asked Arwa whether she had done all her homework for her.

Part 2

I Reading

- 1
- 1 People in many countries watch TV for 25 hours a week.
 - 2 This is the number of commercials that the average American has seen by the age of 18.
- 2
- 1 They are probably part of a discussion programme about the good and bad points of television.
 - 2 In many countries people watch TV for 25 hours a week. That means ... People talk and read less. Children play less.
 - 3 A lot of programmes are bad. They are often violent and give young people the wrong ideas about life.
 - 4 There are good programmes too – programmes that open up the world and bring new knowledge.
- 3
- 1 Other activities can be done while watching TV. TV gives people something to talk about. It brings people together.
 - 2 open up the world and bring new knowledge,
 - 3 some commercials have good messages
 - 4 TV is fine if we watch the right things.

II Writing

- 4 (Student's own information)
- 5 (Student's choice of points from Exercise 4 plus personal opinion.)

SEMESTER TEST 1 (40 MINUTES – 50 MARKS)

Vocabulary (5 minutes – 8 marks)

1 Complete the sentences with these words in their correct forms. (4 marks)

consist of contain take in take on

- You say you want to be president of the football club, but have you really got time to _____ the job?
- She talks very fast, so it's sometimes difficult to _____ everything she says.
- This box _____ three pairs of shoes.
- This dish is very simple. It just _____ rice and pieces of fish.

2 Complete the sentences with these opposites. (4 marks)

difficult forget easy inside
stop remember outside start

- Please _____ the car, drive slowly along the road, and then _____ behind that blue car at the side of the road.
- It wasn't _____ to see in the dark, and so it took us 20 minutes to find all our things. It was very _____!
- Please _____ to bring a picnic lunch with you, and don't _____ to bring your camera.
- Do you want to eat _____ in the garden, or _____ in the dining-room?

Language (9 minutes – 12 marks)

3 Choose the correct answer from a, b, c or d. (4 marks)

- After I _____ dinner, I turned on the TV.
a) have had b) had had
c) was having d) have been having
- The flight arrives at 8.00 this evening, _____.
a) is it? b) doesn't it?
c) does it? d) isn't it?
- I _____ do this work until next week, so I can go out this evening. Great!
a) must b) have to
c) needn't d) mustn't
- _____ chicken is my favourite sort of meat.
a) a b) the
c) some d) –

4 Rewrite the sentences. Use the words in brackets. (8 marks)

- Anne started to study Arabic a year ago. (for)

- This book has lots of photos of Jerusalem. I've borrowed it from Ali. (which)

- Our flat isn't as nice as yours. (nicer)

- Please be quiet when you go past the old lady's room. (quietly)

Listening and speaking (8 minutes – 10 marks)

5 Listen and supply the missing parts of the dialogue.

- Omar *Robert Lawson? It is you, isn't it? Hello!*
Robert *Hello! It's really great (1) _____*
Omar *Yes, it's really good! It's been ages (2) _____*
Robert *So, how (3) _____*
Omar *Oh, very well. You too?*
Robert *Yes, I'm fine.*
Omar *What (4) _____ recently?*
Robert *Well, I've mainly been working hard for my exams.*
Omar *Me, too. Anyway, I have to run to catch a bus now, but let's (5) _____*
Then we can meet again soon and talk about everything.
Robert *Good idea. We should swap (6) _____*
Omar *Yes. Have you got pen (7) _____?*
OK, mine is (8) _____
Robert *I'm sorry. Could you (9) _____?*
Omar *Yes, it's (10) _____*

Reading (10 minutes – 10 marks)

6 Read and match paragraphs a–g to the following. (3 marks)

- A tea picker's day ____
 - Breakfast ____
 - Morning ____
 - Lunch ____
 - Afternoon ____
 - Dinner ____
 - Evening ____
- a After this and the hard work in the fields, Shanta sleeps for an hour. Then it is time to start cooking the evening meal as everyone returns from work and school.
- b By this time it is the hottest part of the day and work finishes. Shanta walks home, rests and then eats. As usual, she has rice, soup and fish.

- c Shanta is 35, and she comes from India. Her husband is a farm worker and they have four children. She helps pick the tea that we all drink, and this is how she lives.
- d They eat at about 7am – rice, vegetable soup and salad. They enjoy themselves as a family and talk about the day they have had.
- e After that, she usually watches TV, but by 9.00, she is ready to sleep. She knows that in just seven hours her long day will start all over again.
- f She picks for three hours, rests for 30 minutes, and then works again for three hours. She picks about 17 kilograms of tea, and for that she gets about \$0.50
- g Shanta is up long before the sun. She first cooks rice for the family, but she does not eat with them because she is busy with housework. At 5.30, she leaves and walks two kilometres to work. She eats there with the other pickers – just rice and a hot sauce. Then they start work at 7am.

7 Say whether these statements are true (T), false (F), or unclear (?) from the text. (5 marks)

- 1 Shanta does all the cooking for her family. ___
- 2 She picks tea for five hours a day. ___
- 3 She has breakfast at work. ___
- 4 All her children go to school. ___
- 5 She gets up at 4.00 in the morning. ___

Writing (8 minutes –10 marks)

8 Write a short paragraph about what you usually do in the evening. (10 marks)

SEMESTER TEST 2 (40 MINUTES – 50 MARKS)

Vocabulary (5 minutes – 8 marks)

1 Complete the sentences with these opposites.
(5 marks)

agree boring funny huge interesting
ordinary refuse serious special tiny

- 1 This documentary is really _____. Let's change to the sports programme. That'll be more _____.
- 2 An _____ burger and chips costs €2.00, but a _____ one with a bigger burger and more chips costs €2.80.
- 3 At first, Alan seems very _____ because he never smiles, but then he suddenly says something really _____ and makes everyone laugh.
- 4 Yassir was a _____ baby – just two kilos, but now he's 16 and he's _____. He's 2.1 metres tall, and he weighs 100 kilos.
- 5 I know Steve was angry with you and he _____ to meet you, but I'll explain everything to him, and then I'm sure he'll _____ talk to you.

2 Complete the sentences with another word from the same family. (5 marks)

- 1 I'm not sure which day to travel, but I'll have to make a _____ soon because the tickets are selling fast. (decide)
- 2 _____ at the new factory has gone up by 20% this year. (produce)
- 3 I know we'll _____ if we just try a little bit harder. (success)
- 4 If you want to start college this year, they have to receive your _____ by the end of this week. (apply)
- 5 Cars are really useful, but they cause a lot of _____. (pollute)

Language (8 minutes – 10 marks)

3 Rewrite the sentences. Use the words in brackets.

- 1 Our youngest engineers have developed this completely new robot. (been)

- 2 I didn't go to the party because I didn't know about it. (if)

3 I'm not strong enough to carry this box. (heavy)

4 Why didn't you do the work last night? (should)

5 Jameela asked us, 'Are you enjoying your trip to Palestine?' (if)

Listening and speaking (7 minutes – 10 marks)

4 Listen and supply the missing parts of the dialogue.

Assistant Good afternoon, madam. How
(1) _____

Customer Oh, hello. I'm just looking at this lovely
picture. Can you (2) _____

Assistant Yes, (3) _____ It's by a
famous local artist called Laila Shawa.
As (4) _____ the
colours are beautiful.

Customer There's no price on it. Can you tell me
how much it is?

Assistant Now just let me check my price list.
Ah yes! It's €550, but I can reduce the
price to €500.

Customer Thank you very much.

Assistant (5) _____
Customer It's really lovely, but it's a lot of money
for me. I need to think about it.

Assistant No problem. Take your time.

Reading (10 minutes – 10 marks)

5 Read and complete the diagram below with brief notes.

A problem for the Mediterranean community

For thousands of years, the Mediterranean Sea provided enough fish for the many countries around it and the many islands in it.

But now, all that has begun to change. Since the late 20th century, the fish population of the Mediterranean has decreased. The national governments of the Mediterranean countries and also the European Union have been trying to stop this, but the number of fish is continuing to decline rapidly.

Why is this happening? The basic cause is this: the human populations of many countries around the Mediterranean are rising. This is having two major effects. First, more fish are needed in order to feed the extra mouths. Secondly, there is more industrial and other sorts of pollution, and a lot of this reaches the Mediterranean.

These changes are damaging the fish population in different ways. On the one hand, too many fish are being taken by the Mediterranean fishing

SEMESTER TEST 1 – ANSWERS

- 1 1 take on
2 take in
3 contains
4 consists of

- 2 1 start; stop
2 easy; difficult
3 remember; forget
4 outside; inside

- 3 1 b
2 b
3 c
4 d

- 4 1 Anne has been studying Arabic for a year.
2 This book, which I've borrowed from Ali, has lots of photos of Jerusalem.
3 Your flat is nicer than ours.
4 Please go past the old lady's room quietly.

5 Tapescript

Listening

Omar Robert Lawson? It is you, isn't it? Hello!

Robert Hello! It's really great to see you again! (pause)

Omar Yes, it's really good! It's been ages since we last met. (pause)

Robert So, how have you been keeping? (pause)

Omar Oh, very well. You too?

Robert Yes, I'm fine.

Omar What have you been doing recently? (pause)

Robert Well, I've mainly been working hard for my exams.

Omar Me, too. Anyway, I have to run to catch a bus now, but let's keep in touch. (pause) Then we can meet again soon and talk about everything.

Robert Good idea. We should swap phone numbers. (pause)

Omar Yes. Have you got pen and paper? OK, mine is 02-3956321.

Robert I'm sorry. Could you say that again? (pause)

Omar Yes, it's 02-3956321.

- 1 to see you again.
2 since we last met.
3 have you been keeping?
4 have you been doing
5 keep in touch
6 swap phone numbers
7 and paper
8 say that again
9 02-3956321

- 6 1 c
2 g
3 f
4 b
5 a
6 d
7 e

- 7 1 ?
2 F
3 T
4 ?
5 T

- 8 (Student's own information)

SEMESTER TEST 2 – ANSWERS

- 1 1 boring; interesting
2 ordinary; special
3 serious; funny
4 tiny; huge
5 refused; agree

- 2 1 decision
2 Production
3 succeed
4 application
5 pollution

- 3 1 This completely new robot has been developed by our youngest engineers.
2 I would have gone to the party if I'd known about it.
or
If I'd known about the party, I would've gone to it.
3 This box is too heavy for me to carry.
4 You should have done the work last night.
5 Jameela asked us if/whether we were enjoying our trip to Palestine.

4 Tapescript

Listening

Assistant Good afternoon, madam. How can I help you? (pause)

Customer Oh, hello. I'm just looking at this lovely picture. Can you tell me anything about it? (pause)

Assistant Yes, of course. (pause) It's by a famous local artist called Laila Shawa. As you can see, the colours are beautiful. (pause)

Customer There's no price on it. Can you tell me how much it is?

Assistant Now just let me check my price list. Ah yes! It's €550, but I can reduce the price to €500.

Customer Thank you very much.

Assistant You're very welcome. (pause)

Customer It's really lovely, but it's a lot of money for me. I need to think about it.

Assistant No problem. Take your time.

- 1 can I help you?
2 tell me anything about it?
3 of course.
4 you can see,
5 You're very welcome.

- 5** **The big change in the Mediterranean:**
fish population decreased.
Since when: the late 20th century.
The main cause: human populations rising.
Effect 1: more fish needed to feed extra mouths.
Effect 2: too many fish taken by fishing industry
Effect 3: more pollution
Effect 4: fewer healthy fish
Further effects:
1 fishermen losing jobs
2 cost of fish rising
3 problems for poor families

- 6** (Student's own information and opinions)

Word list

Unit 1

a'broad
a'rri'val
a'ttach
at'tach'ment
'board'ing ,card
'cancelled
ca'noe
'capital
'check-in ,clerk
'customs 'officer
'definite
de'l'ayed
de'part
de'parture
dive
fill in
'flight at'tendant
'gradu,ate (vb)
'hand ,luggage
host
in the 'fore,ground
in the ,middle 'distance
'junior
'land'ing ,card
,make 'contact
'medicine (subject of study)
,mobile 'phone
on the ho'ri'zon
PA an'h'ouncer
'passenger
,popu'l'ation
run
re'search ,project
,settle 'in
,show 'round
,take "down
,take off
,take 'out
to the 'left of
to the 'right of
'tropical

Unit 2

'ambulance
'ambulance ,service
'casualty

,catch 'fire
cheer
'chemicals
choice (have no choice)
col'lapse
col'lapsed
'curtain
'desperate(ly)
di'saster
'earth,quake
'earth ,tremor
e'mergency
e'quipment
ex'plosion
fear (n)
'fire bri,gade
'fire ,station
,first 'aid
flame
flex
'injure
'injured
'iron
,lean 'out
ledge
'major
'mayor
'measure
pan
,para'medic
plug
'poison (vb)
po'lice ,officer
po'lice ,station
'powerful
'rescue
'rescue ,worker
smash
strike
'thanks to
the e'mergency ,services

Unit 3

a'vail'able
cam'paign (n)
cam'paign (vb)
cam'paigner

cause (n)
com'munity
'cultural
dis'cover
dis'covery
,economic de'velopment
'editor
'exile, go into 'exile
ex'pel
'freedom
'house ar,rest
,in 'touch
joint
'Minister
'Ministry
'politics
'poverty
'publish
'racism
,refu'gee
'settlement
'suffer
swap
'system
'travel ,permit

Unit 4

ad'venture
ad'vise
a'mazing
ath'letics
,at 'least
'centre (sports and leisure ~)
chat
chess
'cookery
'cycling
,docu'mentary
'drama
,ener'getic
'farming
'fishing
'fitness ,training
'flower ar,angement
'forest
,get 'fit
,girl 'scout

'helmet
 ,home-re'lated
 ,indi'vidual
 'industry
 'leisure
 'motor,way
 oil
 'personally
 pho'tography
 pop (population)
 'practical
 'quad ,bike
 'rival
 ski
 sq km (square kilometres)
 su'ggest
 'survey
 'table ,tennis
 'tourism
 'training (go ~)
 'volley,ball
 'woodwork
 ,work-re'lated

Unit 5

a'part ,from
 'burger
 'calorie
 con'sist of
 'counsellor
 crust
 'diet
 dish
 'habit
 'health ,check
 im'portance
 'life,style
 'nutrient
 ,over'weight
 'pastry
 ,pine'apple
 'portion
 'pyramid
 'social ,life
 'stress ,level
 'tired,ness

Unit 6

'annual
 a'pproach

ar'tistic
 ath'letic
 'avalanche
 'average
 'climate
 ,combi'nation
 com'bine
 'cyclone
 de'struction
 de'structive
 de'veloping
 di'sastrous
 en'close
 flood
 'frightening
 'Guess what!
 hard 'working
 'helpless
 'hurricane
 i'maginative
 mm/'milli,metre
 'mud,slip
 pre'diction
 'rain,fall
 'sensible
 'stormy
 'temperate
 'tidal ,wave
 tor'nado
 'vary
 'vehicle
 wealth
 'wealthy

Unit 7

academic 'route
 ,application
 arts
 baby-,sitting
 be'come ,bored
 ca'reer
 com'petitive
 computer 'programmer
 de'cision
 de'signer
 de'termined
 'dress,maker
 en'joyable
 'flexible
 ,go a'long with

,go 'into
 ,go 'on to
 ,go 'through
 ,in par'ticular
 'journalist
 'management
 ,out'doors
 pass
 ,personal 'quality
 pho'tographer
 ,qualifi'cation
 'qualify
 re'quirement
 re'spect (vb)
 re,sponsi'bility
 re'sponsible
 'satis,fying
 'sewing
 'socially ,useful
 ,speciali'zation
 'specialize
 ,take the i'nitiative
 tech'nician
 vo'cational,
 'voluntary ,work
 'willing
 ,working 'hours

Unit 8

,archaeo'logical ,site
 archae'ology
 ,archi'tectural
 'archi,tecture
 a'scend
 'brochure
 ,desti'nation
 de'stroy
 e'xclude
 in'scription
 'leather
 link
 'pilgrim
 'pottery
 re'build
 re'mains
 re'sort
 tile
 'tourist industry
 'treasure

Unit 9

'access
a'ffect
'after ,all
,arti'ficial in'telligence (AI)
be/get 'carried away
blow
'booking system
'calcula,tor
'carry ,on
'carry ,out
co'mmercial (adj)
co'mmunity
cool
do,mestic 'services
,edu'cational
e,xperi'mental 'proto,type
,fair 'chance
,hand'made
heat
'helpful
'hopeful
'hopeless
Infor,mation and ,Communi'cations
 Tech'nology (ICT)
Infor,mation Tech'nology (IT)
in'vention
la'boratory
'limited
'luxury
,made by 'hand
'medical ,care
melt
'net,work
,ope'ration (medical)
pack
'powerless
revo'lution
'ro,bot
shape
'suitable
,teleco,muni'cations
,the 'media
the 'public
'useless

Unit 10

a'pproximate(ly)
'cancer
ca'tastrophe

'channel
crop
'cubic
death
de'cline
de'crease
'defect
de'grees ,centi'grade
depth
dust
en'vironment
en,viron'mental
'esti,mated
e'vaporate
fore'see
,govern'mental
in'dustria,lise
in'dustria,lised
irri'gation
'nation
,nation'wide
po'llute
polluted
po'llution
pro'tection
'region
'roughly
root
sa'llinity
'salt,water
shrink
'steady
'thoughtful
un'changed
'volume

Unit 11

a'ddictive
'adver,tising
be'haviour
'boring
car'toon ,show
co'mmercial (n)
,docu'mentary
'feature ,film
get rid of
i'maginative
in'telligence
,mass 'media
'music ,show

,old-'fashioned
'patient
'previous
re'act
re'lationship
re'searcher
'satellite ,dish
'soap ,opera
,TV ,drama

Unit 12

'complicated
,day re'turn
de'pend on
de'pendent
e'dition
e'vent (= happening)
'everyday
e'xperience (vb)
fare
get in (= arrive)
,get 'on
'grateful
i'denti,ty
,inde'pendent
,in 'due 'course
in'quire
,in re'sponse to
in the near 'future
'just in ,time 'for
'lunch ,hour
'madam
,one-'way (single)
'palace
,period re'turn
'prison
re'turn
screen
se'mester
'serious
sir
state
tough
'wonder
'yours ,faith'fully
'yours ,sin'cerely
,3'D

Irregular verbs.

Unit 12 Home and away

Reading

Focus

- 1 Report what Michiko said about school life in Japan (Unit 4, page 31).
- 2 Report what the text said about the exam systems in France and Germany and in Britain (Unit 8, page 55).
- 3 Explain any similarities or differences with school in Palestine.

Before you read

- 4 Look at the unit title above and the picture on page 95 and answer these questions.
 - 1 Does Waleed seem to be at home or away from home?
 - 2 Where do you think he is?
 - 3 Why do you think he might be there?
 - 4 Read what the people in the picture are saying and look at the text. What connection might there be?

While you read

- 5 Answer these questions.
 - 1 What are the full names of the people who are speaking to Waleed in the picture?
 - 2 Where does this text come from?
- 6 Confirm or correct your answers to Questions 1–4 above.

After you read

- 7 Answer these questions.
 - 1 How is the end of your school year different from the end of the school year at Manchester Park?
 - 2 What was the weather like in Manchester that week compared with the weather in Jericho?
 - 3 What, to Rob, seemed a) easier and b) harder about the Palestinian school week?
 - 4 Speaking about the future, what did Waleed say he did not know? What did he feel sure about?

- 8 Say what these words and phrases mean.

- 1 mid-July (line 20)
- 2 Changing the subject, (line 35)
- 3 everyday life (line 36)
- 4 I can't really say (line 45)
- 5 in our hearts (line 45)

- 9 Say what you think.

- 1 In these weather situations, would you prefer to be in Manchester or at home?

It shouldn't be wet and cold like this in July!



It's sometimes too hot here in the summer!



- 2 What type of weather do you like (most)?
- 3 What time of year do you like (least)?
- 4 If you could take a holiday anywhere abroad, where would you choose to go – and at what time of year?



AN INTERVIEW WITH WALEED YASSIN *by Jane Little and Rob Hall*

During the last week of the summer term, we welcomed a special visitor to the school – Waleed Yassin, from Jericho in Palestine. (He was here as the guest of Jenny Scott and her family.) While he was here, we asked him to do an interview for the school magazine. We asked him what Palestine was like and how he felt about life here. We also wanted to know if he was enjoying the cold, wet weather in Manchester! Here's part of the interview.

Jane How did you meet Jenny and her family?
Waleed Jenny's father is working with my dad on a farm project and she came to visit in the spring.
 15 **Rob** Did you get on well?
Waleed Very well, so then Dr Scott invited me to visit England.
Rob Are you enjoying the cold, wet weather?
Waleed It's certainly very different from Jericho in mid-July!
 20 **Rob** Well, they say it'll be warm and sunny by the weekend – just in time for the holidays.
Jane What about school here? Do you see any big differences between life at school here and at home?
 25

Waleed Yes, lots! Here you start at 9.00 and finish at 3.30. In Palestine, school starts at 8.00 and finishes at 1.30.
 30 **Rob** Does that mean you study less than us?
Waleed No. You see, you have a lunch hour and we don't. And we have a six-day week, not five days like you.
Rob Six days a week! That's tough!
 35 **Jane** Changing the subject, Waleed, please can you say something about everyday life in Palestine? Is it hard?
Waleed Yes, it's extremely hard, but we also have hope – the hope that we can build a *much* better future.
 40 **Rob** What do you mean by 'better future'?
Waleed We're working to create our own completely independent, national state.
Jane When do you think it'll happen?
 45 **Waleed** I can't really say, but I know this: in our hearts we Palestinians already are a nation, with a strong national identity and culture.

The interview finished with that serious thought. We thanked Waleed for talking to us and asked him to write from Jericho. We promised to put his letter in the next magazine.

Development

Summary report

- 1 Answer these questions to form a summary paragraph in reported speech. Start like this.

Waleed explained that he had met Jenny when she had visited her father in Palestine during the spring. He ...

- 1 How and when had Waleed met Jenny? (Waleed explained that ...)
- 2 How had they got on, and what had happened after that? (He said that ...)
- 3 What part of life did he go on to compare? (He went on to compare ...)
- 4 What was the difference in the school day? (He explained that ...)
- 5 What was the difference in the school week? (However, he pointed out that ...)
- 6 What did he move on to discuss after that? (After that, he went on to talk about ...)
- 7 What two things did he feel about everyday life in Palestine? (He felt on the one hand that ..., but on the other that ...)
- 8 What did he say that the people of Palestine were doing? (He explained that ...)

Vocabulary 1: compound words

- 2 Use the underlined words to form compound adjectives and add the necessary noun.

Waleed:

- 1 I go to school six days a week at home. I have a six-day week.
- 2 In Palestine we have semesters that last sixteen weeks. There are two _____ semesters.
- 3 There are two semesters in a school year. It's a _____.
- 4 We have lessons that last forty-five minutes. We have _____.

Jane:

- 5 At our school, lessons go on for forty minutes. We have _____.
- 6 Schools here have three terms, and they're between eight and fourteen weeks long. This term is twelve weeks. It's a _____.

- 7 Our lunch hour is actually 75 minutes. It's a _____.
- 8 There are two holidays during the year that are three weeks each. They are _____.
- 9 Then there's the longer summer holiday that lasts for six weeks. There's a _____.

Vocabulary 2: opposites

- 3 Find words in the text on page 95 that mean the opposite of these.

- 1 ordinary _____
- 2 host _____
- 3 similarities _____
- 4 past _____
- 5 destroy _____
- 6 dependent _____
- 7 funny _____

- 4 Complete the sentences with pairs of words from Exercise 3.

- 1 If we learn what happened in the _____, it may help us to make fewer mistakes in the _____.
- 2 Babies are completely _____ on their mothers at first, but as they grow, they slowly become more _____.
- 3 He never smiles and always looks _____, but then he suddenly says things that are so _____ that people can't stop laughing.
- 4 The fire _____ the whole area, but city planners have _____ an interesting design for a new shopping centre.
- 5 There are a lot of _____ and the two cars almost look the same. The real _____ is that one is much faster than the other.
- 6 Omar is a very good _____ when he has a party. He always makes sure that all his _____ enjoy themselves.
- 7 Today is just an _____ day with all the usual lessons, but tomorrow is going to be _____ because we're going to have an end-of-year party!

Language 1

Reported questions Grammar reference p111

Remember!



Read sentence pairs 1-3. Match points a-d. (Each sentence pair matches more than one point.)

- 1 ____ *We asked him, 'Are you enjoying the weather in Manchester?'*
We wanted to know if he was enjoying the weather in Manchester!
- 2 ____ *'What is Palestine like?' we asked.*
We asked what Palestine was like.
- 3 ____ *We asked him, 'How do you feel about life here?'*
We asked him how he felt about life here.

- a Start reported 'Yes/No' questions with *if* or *whether*.
- b The reporting verb is usually *ask* (+ object).
- c Other reporting verbs are possible, eg: *want to know, wonder, inquire*.
- d We change the verb from question form to statement form.

1 Put these questions into reported speech. Report with the underlined words.

- 1 'How did you meet Jenny and her family?' Jane asked.
- 2 Rob asked, 'Did you get on well?'
- 3 Jane asked him, 'Do you see any big differences?'
- 4 'Does that mean you study less than us?' Rob wondered.
- 5 'Is everyday life hard?' Jane went on to ask.
- 6 'What do you mean by that?' Rob wanted to know.
- 7 Jane finished by asking him, 'When do you think it'll happen?'

Reported requests, etc

 Grammar reference p111

Remember!



Read sentences 1-6. Match ways of reporting a-f.

- 1 ____ *'Waleed, can we talk to you?'* Rob said.
- 2 ____ *'Could you do an interview for the school magazine?'* Jane said.
- 3 ____ *'Yes, that's fine with me,'* Waleed said.

- 4 ____ *'Would you like to visit England?'* Dr Scott said.
- 5 ____ *'Make sure you write to us from Jericho,'* Jane said.
- 6 ____ *'We'll put your letter in the next magazine,'* Rob said.

- a Requesting permission to do something. Use *ask* + infinitive.
- b Agreeing to do something. Use *agree* + infinitive.
- c Promising to do something. Use *promise* + infinitive.
- d Requesting others to do something. Use *ask/want* + object + infinitive.
- e Instructing others to do something. Use *tell/ask/want* + object + infinitive.
- f Inviting someone to do something. Use *invite* + object + infinitive.

2 Put sentences 1-6 into reported speech. Use the reporting verbs in a-f.

- 1 Rob asked to talk to Waleed.

3 Put this other part of the interview into reported speech. Choose from these reporting verbs.

add	ask	ask ... to ...	answer
feel	reply	say	think
tell ...	to ...	want to know	

- Rob When did you arrive?
- Waleed I got here four days ago, at the end of last week.
- Jane Could you tell us your first thoughts about Manchester? Do you like the place?
- Waleed Yes, it's very interesting. But it's so big that it seems impossible to get out!
- Rob Have you done any trips outside Manchester yet?
- Waleed No, I haven't been out of Manchester yet. But Jenny and I are planning to go to London next week.
- Jane Where are you going to stay?
- Waleed We're going to visit Jenny's aunt and uncle.

Start like this.

Rob asked when Waleed had arrived. Waleed replied that he ...

Writing

Formal letters

1 Read the following points and Waleed's letter.

1 Write your own address and today's date at the top right.

2 If you know the receiver's name, write it near the top on the left.

3 Start the letter with one of these: *Dear* + the name if you know it; *Dear Sir/Madam* if you do not know the name.

6 Give a paragraph to each separate point.

8 Finish appropriately. If you know the person's name, end with *Yours sincerely*; if you do not know the person's name, end with *Yours faithfully*. Add your signature, and then your name written clearly below.

7 If you want the reader to do something, request action in the last paragraph. If you want fast action, finish with ... *in the near future*, but if that is not necessary, you can finish with ... *in due course*.

15 East Road
Salford
Manchester
M33 4DW
8 July 20...

The British Tourist Authority
Thames Tower
Blacks Road
London
W6 9EL

Dear Sir/Madam

Tourist information

The Manchester Information Centre has suggested that I should contact you for general tourist information on London.

I would be grateful if you could send me at the above address some leaflets and brochures on the capital. In addition, could you include a programme of events in London this month?

I am a high-school student from abroad, and I know my school would like to have some posters of Britain. I would therefore be very happy if you could also let me have some posters of London and the regions.

As I expect to travel to London in ten days from now, I look forward to hearing from you in the near future.

Yours faithfully
W Yassin
Waleed Yassin

4 Write a clear subject line. This helps the reader.

5 Explain the purpose of the letter. Mention any point of reference, eg, The Manchester Information Office, or an advertisement. (Refer to an advertisement like this: *I am writing in response to your advertisement (for part-time staff) in the (October) edition of (Palestine Today).*)

2 Imagine that you have to do a project about the work of the UN Programme of Assistance to the Palestinian People. Write a letter asking for information, eg, leaflets or recent reports to help you.

Listening and speaking

Listening: gist and detail

1 Listen to Part 1 of Jenny's phone conversation. Say who she is speaking to and tick (✓) which of these she wants to know about.

- 1 A travel by train B travel by plane
 C travel by bus
- 2 A one-way fares B return fares
- 3 A adult fares B child fares



2 Listen to Part 2 and note these details. Work out the total cost of the fares.

<u>Journey to London</u>	
Date:	_____
Depart at:	_____ Arrive at: _____
<u>Journey home</u>	
Date:	_____
Depart at:	_____ Arrive at: _____
<u>Return fares</u>	
Adult:	_____ Child: _____
Total:	_____

Pronunciation: friendly intonation

3 Listen. Which way of speaking sounds more friendly and helpful? Tick (✓) Box a or Box b.

- | | a | b |
|--------------------------|--------------------------|--------------------------|
| 1 Good morning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 How can I help you? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Certainly. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Yes, of course. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Now just let me check. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 You're very welcome. | <input type="checkbox"/> | <input type="checkbox"/> |

Speaking: making choices

4 Listen to Parts 1 and 2 of Jenny's conversation again. Tick (✓) the expressions you hear.

- 1 A I need some information about bus times and fares, please.
 B I need to find out about bus times and fares, please.
- 2 A Is that a day return or period return?
 B Is that one-way or return?
- 3 A That depends on the time you travel.
 B That depends on the day you travel.
- 4 A The next one departs at eight fifteen.
 B The next one leaves at eight fifteen.
- 5 A And it gets in at thirteen fifteen.
 B And it arrives at thirteen fifteen.
- 6 A That sounds good.
 B That seems fine.
- 7 A We should leave later in the day.
 B We'd better leave later in the day.
- 8 A I think the earlier one would be much better.
 B I think the earlier one would be a bit better.

5 Work with a partner.

- First, make up bus timetables with three or four times from your nearest big bus station to two cities in other parts of Palestine. (Include an early and a late time, and also return journey times.)
- Now take turns as a bus ticket salesperson and an English-speaking visitor. Use the bus timetables. The salesperson should be very friendly and helpful.

Language 2

I think so/I'm afraid not

Grammar reference p111

Learn!

1 TS *Would you like to travel in the morning?*

J *Yes, I think so.*

2 TS *Would you like to go on that one?*

J *I don't think so.*

3 J *Is it quite complicated then?*

TS *I'm afraid so.*

4 J *Have you got any cheap fares on later buses?*

TS *I'm afraid not.*

- *I'm afraid so/not* is a way of saying sorry (3, 4).
- *I don't think so* is the usual form with *think* (2), but *I'm afraid not* (4) is the usual form with other verbs:

I hope so *I believe so* *I expect so*

I suppose so

I hope not *I believe not* *I expect not*

I suppose not

1 Say what you think.

- 1 Will you still be at school in two years from now?
- 2 Will you still live at home in three years' time?
- 3 Will you live away from home in five years from now?
- 4 Will you have your own children in ten years' time?
- 5 Will you have as many as ten children?
- 6 Will you be rich and famous in twenty years from now?

Phrasal verbs with get

2 Read the examples and add the phrasal verbs to the definitions.

Did you get on well?

We would have to get up at four thirty.

That bus gets in at 23.45.

- 1 _____: get out of bed and put on one's clothes
- 2 _____: arrive at the usual place to stop, eg, a train at a station or a person at work
- 3 _____: be friendly with another person, without problems or arguments

100

3 Complete the sentences with the correct phrasal verbs.

- 1 I'm afraid Mr Nixon isn't in the office yet. He always _____ at 9.30.
- 2 We had to leave early, so everyone _____ at 6.00.
- 3 They have the same interests, so they _____ quite well.
- 4 If the roads aren't too busy, the bus _____ in ten minutes' time.

Intensifiers with adjectives and adverbs

Grammar reference p111

- 4 Look at Waleed's interview on page 95 and find three examples of intensifiers.
- 5 Listen again to Part 2 of Jenny's conversation with the person at the bus company and find eight more examples.

Learn!

- 1 *The ticket salesperson was very helpful.*
- 2 *The ticket salesperson answered Jenny's questions very helpfully.*
- 3 *The train to London is a lot quicker and a bit more comfortable, but the bus is far cheaper/less expensive.*
- 4 *You can travel to London a lot more quickly and a bit more comfortably by train, but the bus gets you there far more cheaply/less expensively.*

- The intensifiers for adverbs are the same as the intensifiers for adjectives (2, 1).
- The intensifiers for comparative adverbs are the same as the intensifiers for adjectives (4, 3).

6 Say what you are good at and not so good at. Use quite, very, really or extremely.

I'm quite good at science and maths. I'm not very good at basketball.

7 Say what you can do better than a year ago. Use a bit, much, a lot, quite a lot or far.

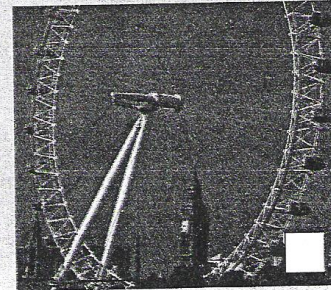
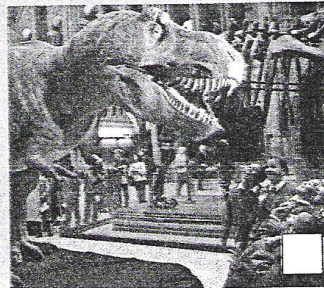
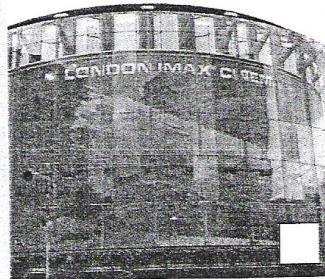
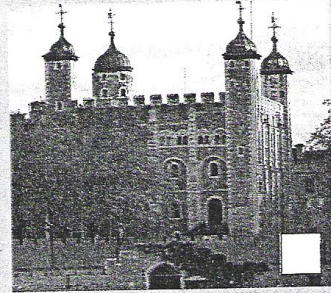
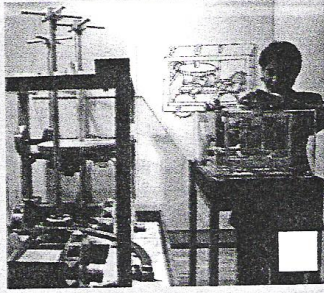
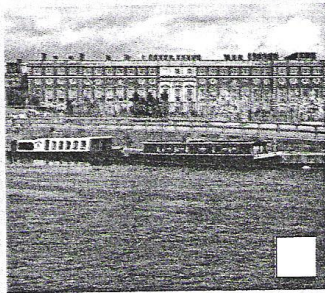
I can speak English quite a lot better than a year ago.

Integrated skills

- 1 Read *Things to see and do in London* and number the photos 1–6.

Things to see and do in London

- 1 BFI London Imax Cinema (12.30-21.30: 2 hours) This 477-seat cinema has the largest screen in Europe – 20 metres high and 26 metres wide. Most films are 3D and the experience is very dramatic.
- 2 London Eye (09.30-20.00: 1 hour) The world's largest wheel rises to 135 metres above the River Thames. As it slowly turns once every 30 minutes, it offers wonderful views across London.
- 3 Hampton Court Palace (9.30-18.00: 6 hours) The wonderful 500-year-old palace and gardens stand by the River Thames and can be reached by boat from central London. It was owned by King Henry VIII (famous for his six wives).
- 4 The Natural History Museum (10.00-18.00: 3 hours) This contains the whole story of life on Earth, including the story of human beings and everything we know about the dinosaurs.
- 5 The Science Museum (10.00-18.00: 3 hours) This brings to life the history of science and technology. You can also watch Space Station 3D and experience life and travel in space.
- 6 The Tower of London (10.00-18.00: 3 hours) The 900-year-old Tower has been a castle, a prison and a palace. Now it is one of London's most popular tourist sights.

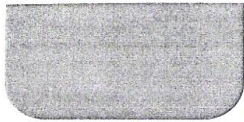


- 2 Note what Waleed, Jenny and her cousin Sally are going to do tomorrow – and in what order.

- 3 Work in small groups. Decide what you are going to do in London and in what order. (If you want to go to the Imax Cinema during the day, ask your teacher for film details.)

- 4 Write a short report of your discussion and decisions for your diary.

Rania wanted to ..., but Mariam preferred to ... She said we should ... because Rania asked how long ..., and suggested that we should ... I thought we'd better In the end, everyone agreed to ...



Grammar reference

Unit 1 Making contact

Look at this section mainly for forms. Turn to the unit pages (eg, page 9, L1) for uses.

1 Present simple (Page 9 L1)

I/you/we/they	(do not)	go to college.
he/she/it	(does not)	

Where	do	I/you/we/they	study?
	does	he/she/it	

Short forms

do not = don't does not = doesn't

Verbs that usually take the present simple

- 1 feelings: dislike, hate, like, love, prefer, want
- 2 state of mind: believe, *feel, forget, guess, imagine, know, mean, not mind, realize, recognize, remember, suppose, *think, understand
- 3 senses: appear, hear, look, see, seem, smell, sound, taste
- 4 other states: belong to, consist of, contain, fit, include, lack, measure, need, own, weigh

*Note: I feel this is wrong. BUT: I'm feeling/I feel happy today.
 I think you're right. BUT: What are you thinking about?

2 Present continuous (Page 9 L1)

I	am (not)	studying.
You/We/They	are (not)	
He/She/It	is (not)	

What	am	I	reading?
	are	you/we/they	
	is	he/she/it	

Short forms

I am = I'm I am not = I'm not
 you are = you're you are not = you aren't/you're not
 she is = she's she is not = she isn't/she's not

3 Future going to (Page 9 L1)

I	am (not)	going to	stay.
You/We/They	are (not)		
He/She/It	is (not)		

How	am	I	going to	go?
	are	you/we/they		
	is	he/she/it		

Short forms

(See present continuous.)

4 Future *will* (Page 9 L1)

I/You/We/ They/He/She/It	will (not)	be ready.
-----------------------------	------------	-----------

When	will	I/you/we/ they/he/she/it	start?
------	------	-----------------------------	--------

Short forms

I will = I'll they will not = they won't

5 Asking/Saying you want somebody to do something (Page 12 L2)

Can	you show me	the pen?
Could		
Would		
May	I see	

I	want	you	to show	me	the pen.
She	wants	me		her	

Unit 2 Emergency!

1 Past simple (Page 17 L1)

I/You/We/ They/He/She/It	called	Hassan.
	did not call	

Why	did	I/you/we/ they/he/she/it	call	Hassan?
-----	-----	-----------------------------	------	---------

Short forms

did not = didn't

2 *used to*

For frequent actions in the past:
We used to go training every day.

For continuing states in the past:
Where did you use to live?

3 Past continuous (Page 17 L1)

I/He/She/It	was (not)	talking.
You/We/They	were (not)	

What	was	I/he/she/it	reading?
	were	you/we/they	

Short forms

was not = wasn't were not = weren't

4 Adjectives and adverbs (Page 17 L1)

- quick + -ly = quickly useful + -ly = usefully
happy + -ily = happily terrible + -ly = terribly
- Common irregular forms: early, fast, hard, late, well (from good)

5 Reflexive pronouns, etc (Page 20 L2)

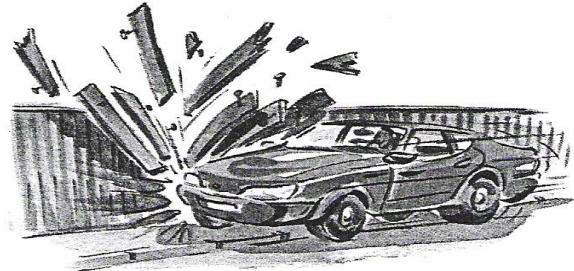
Subject pronouns	Object pronouns	Possessive pronouns	Possessive adjectives	Reflexive pronouns
I	me	mine	my	myself
you (s & pl)	you	yours	your	yourself/selves
he/she/it	him/her/it	his/hers/its	his/her/its	him/her/itself
we	us	ours	our	ourselves
they	them	theirs	their	themselves

6 Subject and object questions (Page 20 L2)

We use subject questions with *who* and *what*.



What destroyed the car?



What did the car destroy?

Unit 3 Working for a better world

1 Present perfect simple (Page 25 L1)

I/You/We/They	have (not)	started.
He/She/It	has (not)	

What	have	I/you/we/they	finished?
	has	he/she/it	

Short forms
 I have = I've have not = haven't
 it has = it's has not = hasn't

From present perfect simple to past simple
 A Have you ever been to Beirut?
 B Yes, I have. (Past action without date)
 I went last year. (Past action with date)

2 Past perfect simple (Page 25 L1)

I/You/We/They/	had (not)	decided.
He/She/It		

What	had	I/you/we/they/	agreed?
		he/she/it	

Short forms
 I had = I'd had not = hadn't

3 Present perfect continuous (Page 28 L2)

I/You/We/They	have (not) been	working.
He/She/It	has (not) been	

How long	have	I/you/we/they	been talking?
	has	he/she/it	

Short forms

See Present perfect simple

4 Tag questions (Page 28 L2)

They're working, aren't they?
 They were working, weren't they?
 They work, don't they?
 They worked, didn't they?
 They've worked, haven't they?
 They've been working, haven't they?
 They'd worked, hadn't they?
 They'll work, won't they?
 They're going to work, aren't they?

They aren't working, are they?
 They weren't working, were they?
 They don't work, do they?
 They didn't work, did they?
 They haven't worked, have they?
 They haven't been working, have they?
 They hadn't worked, had they?
 They won't work, will they?
 They aren't going to work, are they?

Also with modal verbs, eg. *can* (see Unit 4)
 They can work, can't they?

They can't work, can they?

Unit 4 Free-time activities

1 Modal verbs: present forms (Page 33 L1)

can/cannot	should (not)	do/have/will + (not) have to
may (not)	must (not)	do/have/will + (not) need to
might (not)	need (not)	

Short forms

cannot = can't
 should not = shouldn't
 do not have to = don't have to

2 Modal verbs: past forms (Page 36 L2)

can/cannot	could (not)	must (not)	could not	had to
	was/were (not) able to		must (not)	
may (not)	might (not)	(not) have to	had to	
might (not)	might (not)		did not have to	
should (not)	should (not)	(not) need to	needed to	
			did not need to	

Short forms

could not = couldn't
 did not have to = didn't have to

Unit 5 Healthy eating – healthy body

1 Indefinite, definite and generic forms (Page 41 L1)

Indefinite singular (a/an)	Definite (the)	Generic (–)
I'd like a pineapple.	The big pineapple, please.	I love pineapples.
Indefinite plural & uncountable (some)		
I'd like some pineapples.	The big pineapples, please.	
I'd like some pineapple juice.	The big carton, please.	

2 Defining relative clauses (full and reduced) (Page 41 L1)

Full	Subject	
He's the old man	who/that	arrived yesterday.
That's the big truck	which/that	came this morning.
Full or reduced	Object	
He's the old man	(who/that)	I saw yesterday.
That's the big truck	(which/that)	I drove this morning.

3 Non-defining relative clauses (Page 44 L2)

I first met Sami at the Pizza Kitchen.

+ extra information:

- Sami is an engineering student.
- The Pizza Kitchen is the best pizza restaurant in town.

I first met Sami, who is an engineering student, at the Pizza Kitchen, which is the best pizza restaurant in town.

1 Relative pronouns

Use only *who* or *which*, not *that*, as relative pronouns.

2 Commas

Use commas to separate these relatives from the basic sentence.

4 Negative questions (Page 44 L2)

I expect you're hungry after your long walk.

= Aren't you hungry after your long walk?

You probably want a rest from all your hard work.

= Don't you want a rest from all your hard work?

Unit 6 Dangerous weather

1 Comparative and superlative adjectives (Page 49 L1)

	Example	Comparative		Superlative
Short	quick	quicker than	less quick than	the quickest
			(not) as quick as	
Ending in y	busy	busier than	less busy than	the busiest
			(not) as busy as	
Most with 2 or more syllables	useful	more useful than	less useful than	the most useful
			(not) as useful as	
Irregular	good	better than	less good than	the best
	bad	worse than	less bad than	the worst
			(not) as good/bad as	

2 Comparative and superlative adverbs (Page 49 L1)

	Example	Comparative		Superlative
Ending in -ly	quickly	more quickly than	less quickly than	the most quickly
			(not) as quickly as	

Irregular adverbs of manner

Adverbs without *ly* endings – early, fast, hard, late, well – are like adjectives, eg:

- He ran faster.
- He ran the fastest.

3 so + adjective/adverb + *that* and *such* + noun + *that* (Page 49 L1)

The machine was so bad that it was useless.

The machine worked so badly that it was useless.

It was such a bad machine that it was useless.

4 Intensifiers with adjectives and adverbs (Page 52 L2)

	Least ←				→ Most
Informal	a bit/a little bit	quite/fairly	very		really
More formal	a little	rather	very		extremely

He's quite quick.

He works quite quickly.

5 Intensifiers with comparative adjectives and adverbs (Page 52 L2)

	Least ←			→ Most
Informal	a bit/a little bit	quite a lot		much/a lot/far
More formal	a little	a good deal		a great deal

He's quite a lot quicker than me.

He works quite a lot more quickly than me.

6 Quantifiers (Page 52 L2)

none of one of both of two of some of a lot of most of all of

none of + countable noun

This can be plural or singular.

None of the children understand/understands the question.

7 More comparative forms (Page 52 L2)

Nablus gets six times as much rain as Jericho does.

Nablus gets six times more rain than Jericho.

Unit 7 Which way now?

1 Conditionals – Types 0, 1, 2 (Page 57 L1)

Type 0 If water cools to 0°C, it freezes and becomes ice.

Type 1 If the weather is good tomorrow, we will go out.

Type 2 If a hurricane hit Palestine, what would you do?

2 *too and (not) enough* (Page 60 L2)

It's too far away (for me to reach).

It isn't near enough (for me to reach).

Unit 8 Palestine: Holy Land to the world

1 The Passive: the main simple tenses (Page 65 L1)

The Pyramids were built (by the Pharaohs) 5,000 years ago.

They have been studied (by archaeologists) for many years.

They are visited (by thousands of tourists) every day.

2 Prepositions of location (Page 68 L2)

above	across	along	among	around	at	behind
below	beside	between	down	in	in front of	near
next to	on	on the left/right of		on top of	opposite	over
under	up					

3 Prepositions of movement (Page 68 L2)

across	along	down	into	out of	over
round	through	to	under	up	

4 *have/get something done* (Page 68 L2)

I must have/get the car checked (by a mechanic).

4 Verb + infinitive / verb + *-ing* (Page 84 L2)

Verb + *-ing*: I enjoy going to the cinema.

Verb + infinitive: I'd like to go to the cinema this evening.

Both forms: We must get there early. I hate going in / to go in late.

Unit 11 TV and other media

1 Prepositions with nouns, verbs and adjectives (Page 89 L1)

Common examples:

Nouns: about – idea, opinion, story
for – need, request, wish
in – decrease, fall, rise
of – amount, cost, result
with – difficulty, problem, trouble

Nouns with two possibilities:

argument about something with somebody
discussion about/of something with somebody
effect of something on somebody

Verbs: about – ask, think, worry
at – look, shout, smile
for – ask, look, wait
to – listen, reply, say

Verbs with two possibilities:

apply to somebody for something
talk to somebody about something
write to somebody about something

Adjectives: about – anxious, sorry, worried
at – bad, good, terrible
for – late, ready, responsible
of – afraid, proud, (get) rid
with – bored, disappointed, fed up

2 Reported speech with tense and other changes (Page 89 L1)

Dr Scott said, 'I've been in Jericho since last October, and I feel my work here is useful.'

Dr Scott said that he had been in Jericho since the previous October, and he felt his work there was useful.

Verbs move back one tense in time: *is > was, have been > had been*.

Personal pronouns and adjectives often change: *I > he, my > his*.

We sometimes make changes to show distance: *here > there, this > that*.

We often make changes to show distance in time: *last October > the previous October*.

Other common changes include: *the previous night/week/month/year, the day/night/week/month/year before, the following/next day/night/week/month/year, etc.*

A verb used by the speaker may become a reporting verb: *I feel > he felt*. Other verbs that are often used like this: *believe, expect, hope*.

3 Agreeing: *too/not ... either and so/neither (nor)* (Page 92 L2)

A I believe it.

B I do, too./So do I.

A I've never been to Amman.

B I haven't either./Neither (Nor) have I.

4 Reported speech with modal verbs (Page 92 L2)

'We can't do it,' he said.

He said they couldn't do it.

Past forms of modal verbs

See Unit 4, page 36 for a list.

Unit 12 Home and away

1 Reported questions (Page 97 L1)

'Do you like Manchester?' they asked.

They asked him if/whether he liked Manchester.

'How long have you been here?' they wanted to know.

They wanted to know how long he had been there.

2 Reported requests, etc (Page 97 L1)

'Can we have a meeting?' they asked him.

They asked if they could have a meeting.

'Could you do something for us?' they asked him.

They asked him to do something for them.

Words that follow the pattern verb + object + infinitive:

ask	instruct	invite	order
persuade	tell	want	

3 *I think so/I'm afraid not* (Page 100 L2)

A Have you got any cheaper jackets?

B Yes, I think so./No, I'm afraid not.

Words that follow this pattern:

be afraid so	believe so	expect so	guess so	suppose so	think so
be afraid not	believe not	expect not	guess not	suppose not	think not

4 Intensifiers with adjectives and adverbs (Page 100 L2)

I can understand English quite a lot better than a year ago.

More intensifiers

See Unit 6, page 52 for a list.



Skills reference

1 Word recognition

Introduction

When you meet a new word, don't immediately ask your teacher or look it up in your dictionary. You can often discover the meaning yourself. Think about:

- 1 international words (eg, website)
- 2 meanings from context (eg, in 'The work was so *strenuous* that everybody was really tired by the end of the day.' The word *strenuous* must mean something like *hard*.);
- 3 word formation with prefixes and suffixes (eg, break > *unbroken*; active > *inactivity*).

Prefixes

1 Prefixes for opposite meanings

prefixes	meanings	examples
dis-	opposite	agree > disagree
il-	opposite	legal > illegal
im-	opposite	possible > impossible
in-	opposite	correct > incorrect
ir-	opposite	regular > irregular
un-	opposite	happy > unhappy
mis-	wrongly	understand > misunderstand

2 Prefixes for other meanings

inter-	between, together, from one to another	national > international
micro-	very small	chip > microchip
super-	above, more than, very efficient	man > superman
re-	again	build > rebuild

Suffixes

1 Suffixes for grammatical forms

Suffixes give many words different grammatical forms. A few words have a large 'family' of grammatical forms through suffixes, eg:

verb	noun (person)	noun (other forms)	adjective	adverb
produce	producer	product, production	productive	productively

There are often pronunciation changes, eg: 'product pro'duction

Suffixes for other meanings

verb	+ suffix	=	noun
teach	-er		teacher
translat ø	-or		translator
express	-ion		expression
invit ø	-(a)tion		invitation
feel	-ing		feeling
govern	-ment		government
verb/noun	+ suffix	=	adjective
enjoy	-able		enjoyable
nation	-al		national
damag ø	-ed		damaged
hope	-ful		hopeful
damag ø	-ing		damaging
destroy	-ive		destructive
use	-less		useless
week	-ly		weekly
cloud	-y		cloudy
adjective	+ suffix	=	verb
wid ø	-en		widen
adjective	+ suffix	=	noun
responsibl ø	-ility		responsibility
tired	-ness		tiredness
adjective	+ suffix	=	adverb
quick	-ly		quickly
happy	-ily		happily
terribl ø	-y		terribly
energetic	-ally		energetically

2 Collecting vocabulary

Introduction

You need to collect, learn, find and use a lot of new vocabulary. There are many connections between words, and these connections can help a lot with all these tasks. You probably already write lists of words to learn, but try these ways, too. They all show connections between words in different ways.

Word families

You can make index cards like this. Add new grammatical forms and expressions when you see or hear them. Keep the index cards in alphabetical order (A–Z) in a box. You can instead create your index on computer.

develop			
verb develop	noun (person, company) developer	noun (thing) development	adjective developing, developed
Expressions a developing economy/country a developed economy/country the developing/developed world		economic development development plan carry out/complete a development plan	

Key word expressions

1 Preposition + word/phrase

You can learn groups like this:

by bike, by car, by bus, by plane – but *on foot*

Or this:

We arrived *at 2 o'clock*.

in the afternoon.

on Monday.

2 Word (noun/verb/adjective) + preposition

These words can be verbs, nouns or adjectives (see Unit 11, page 89). You can collect them in groups like this:

I love the *taste of* Arab coffee.

I love the *smell of* these flowers.

I love the *sound of* folk music.

Or this:

I've been *thinking about* the problem.

I've suddenly *thought of* an idea!

3 Phrasal verbs

You can collect these in groups, too. (See Unit 1, page 12; Unit 7, page 60; Unit 9, page 76; Unit 12, page 100.)

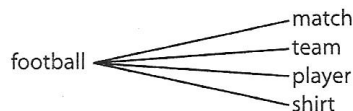
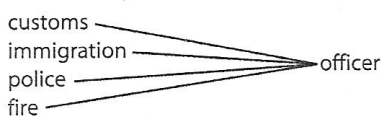
Let me *take down* the details.

Let's *take him out* this evening.

The plane is going to *take off*.

4 Set expressions

You can collect pairs of words that often go with each other. Often one of these words goes with several other words. You can collect them like this.



5 Networks

You can use networks to collect much larger groups of words in the same word field, eg, *The emergency services* (Unit 2, page 16). You can develop your own networks for, eg, *School*, *Sporting activities*, *My town* – or other word fields that interest you.

3 Punctuation

Introduction

Words are not enough. We need to separate groups of words and show how to read them. This is the job of punctuation, and accurate punctuation is a very important part of writing.

	Uses	Examples
Capital letter (A, B, C, etc)	1st letter of a sentence	This is your book
	1st letter of names of places, nationalities, organizations, etc (see Unit 4, page 32)	Ramallah, Palestinian, the United Nations
	book/film/TV programme titles, etc	Star Wars
	for abbreviations	the UN, UNESCO
Full stop (.)	at the end of a sentence	This is your book.
	(sometimes) after an abbreviation	The U.N., Mr. Roberts, 1st. Nov.
	in amounts of money	\$2.50 (read: two dollars fifty)
	in decimal figures	10.12 (read: ten point one two)
	in e-mail & website addresses	esmith@aol.org (read: esmith-at-aol-dot-org)
Question mark (?)	after a direct question	Did you see it?
Exclamation mark (!)	to show surprise, etc	That's fantastic!
Comma (,)	between adjectives and other things in lists	Get a pen, a book and some paper. It was a dark, cold, wet night. He got up, turned round, looked and then laughed.
	to divide two parts of a long sentence (each with main verbs)	We <u>looked</u> all over the house, but we <u>couldn't find</u> it anywhere.
	to separate extra information from the main part of a sentence	Hebron, which is a very ancient city, lies south of Jerusalem.
	before or after a name	Let's go, Ali. Ali, let's go.
	before a tag question	He's finished, hasn't he?
Apostrophe (')	to show missing letters Note! it's = it is/it has, not a possessive.	You'll do it, won't you? It's a beautiful baby. Have you decided its name?
	to show possessives Note! with s endings: s'	This is Mahmoud's bike. James' bike, the boys' bikes
Colon (:)	to introduce a section or a list	Section 3: Things to bring: tent, cooker, pans, boots, etc
Semi-colon (;)	to separate two parts of a sentence – more than a comma gap	We arrived at 9.00; it was raining again as usual!
Hyphen (-)	to join two words	It's a well-made machine.
	to divide a word at the end of a line	I've read about the complicated history of Palestine.
Dash (-)	to separate parts of a sentence	The pen – mine, not yours – was on the sofa.
	to mean 'to'	The Amman – Beirut flight
Quotation Marks ('...')	to highlight spoken words in text	'We can win!' he shouted.
Brackets (...)	to separate extra information from the main part of a sentence	Peter Davies (1926-2003) was born in North London and went to school in ...
	to show references to related information of places, etc	(see Unit 4)

4 Language for communication

1 Language for speaking

1 Language for learning

I'm sorry. I didn't quite hear that.
I'm sorry. I didn't quite understand that.
Could you spell that, please?
Could you say that again, please?
Could you play the tape again, please?
How do you say ..., please?
How do you translate ..., please?
Excuse me, but what does ... mean, please?
Excuse me, but does ... mean ...?

2 Language for discussion

1 Giving an opinion with reasons

I (don't) think ... because ...
My favourite is That's because ...
In my opinion ...

2 Agreeing

I (completely) agree.
I think so, too./So do I.
I don't think so either./Neither (Nor) do I.

3 Disagreeing

I'm not sure.
I agree partly, but ...
I don't really agree with that.
I'm sorry, but I just don't agree.

4 Giving a different opinion

Personally, I (don't) think ...
I prefer ... / I'd prefer ...

5 Encouraging others to speak

Tell me about ...
Can I ask a bit about ...?

6 Showing interest

That's great.
That's really interesting.

7 Leading a discussion

Let's start, shall we?
Why don't we move on to ...
Let's talk about that.
That takes us immediately to ...

3 Language for life

1 Using the phone

Hello. (7-2-9-0-6 double-8.)
Let me get a pen.
I'll take down the details.
I'll make a note of that.
Right. I've got that.
Right. I've made a note of that.

2 Giving street directions

Go straight across this road.
Go straight along ... Street.
Turn left at ...
Take the second right.
Keep going until you come to ...
Go past ... and go on till you reach ...
Turn left at the crossroads.
Go over the roundabout.
You'll find it right there on the left.
You'll see it right opposite you.

3 Getting (travel) information

I need to find out about (bus fares), please.
Is that (one-way) or (return)?
That depends on (the time you travel).
The next one (leaves at eight fifteen).
That sounds good.
That seems fine.

4 Language for writing: connectors

1 Listing

First, ...
First of all, ...
Secondly, ...
Thirdly, ...
Finally, ...

4 Stating contrasts

However, ...
On the other hand, ...
Although ...

5 Stating reasons

Because ...
That is because ...
Since ...
As ...

2 Adding points

..., too.
... either.
In addition, ...
Moreover, ...

6 Stating results

... so ...
As a result, ...
Because of that, ...

3 Stating exceptions

Except for ...

Word list

Unit 1

a'broad
a'rival
a'ttach
at'tachment
'boarding ,card
'cancelled
ca'noe
'capital
'check-in ,clerk
'customs 'officer
'definite
de'layed
de'part
de'parture
dive
fill in
'flight at'tendant
'gradu,ate (vb)
'hand ,luggage
host
in the 'fore,ground
in the ,middle 'distance
'junior
'landing ,card
,make 'contact
'medicine (subject of study)
,mobile 'phone
on the ho'rizon
PA an'nouncer
'passenger
,popu'lation
run
re'search ,project
,settle 'in
,show 'round
,take 'down
,take off
,take 'out
to the 'left of
to the 'right of
'tropical

Unit 2

'ambulance
'ambulance ,service
'casualty
,catch 'fire
cheer
'chemicals
choice (have no choice)
col'lapse
col'lapsed
'curtain
'desperate(ly)
di'saster
'earth,quake
'earth ,tremor
e'mergency
e'quipment
ex'plosion
fear (n)
'fire bri,gade
'fire ,station
,first 'aid
flame
flex
'injure
'injured
'iron
,lean 'out
ledge
'major
'mayor
'measure
pan
,para'medic
plug
'poison (vb)
po'lice ,officer
po'lice ,station
'powerful
'rescue
'rescue ,worker
smash
strike
'thanks to

the e'mergency ,services

Unit 3

a'vailable
cam'paign (n)
cam'paign (vb)
cam'paigner
cause (n)
com'munity
'cultural
dis'cover
dis'covery
,economic de'velopment
'editor
'exile, go into 'exile
ex'pel
'freedom
'house ar,rest
,in 'touch
joint
'Minister
'Ministry
'politics
'poverty
'publish
'racism
,refu'gee
'settlement
'suffer
swap
'system
'travel ,permit

Unit 4

ad'venture
ad'vise
a'mazing
ath'letics
,at 'least
'centre (sports and leisure ~)
chat
chess
'cookery
'cycling

,docu'mentary
 'drama
 ,ener'getic
 'farming
 'fishing
 'fitness ,training
 'flower ar,rangement
 'forest
 ,get 'fit
 ,girl 'scout
 'helmet
 ,home-re'lated
 ,indi'vidual
 'industry
 'leisure
 'motor,way
 oil
 'personally
 pho'tography
 pop (population)
 'practical
 'quad ,bike
 'rival
 ski
 sq km (square kilometres)
 su'ggest
 'survey
 'table ,tennis
 'tourism
 'training (go ~)
 'volley,ball
 'woodwork
 ,work-re'lated

Unit 5

a'part ,from
 'burger
 'calorie
 con'sist of
 'counsellor
 crust
 'diet
 dish
 'habit
 'health ,check
 im'portance
 'life,style
 'nutrient
 ,over'weight
 'pastry
 ,pine'apple

'portion
 'pyramid
 'social ,life
 'stress ,level
 'tired,ness

Unit 6

'annual
 a'pproach
 ar'tistic
 ath'letic
 'avalanche
 'average
 'climate
 ,combi'nation
 com'bine
 'cyclone
 de'struction
 de'structive
 de'veloping
 di'sastrous
 en'close
 flood
 'frightening
 'Guess what!
 hard 'working
 'helpless
 'hurricane
 i'maginative
 mm/'milli,metre
 'mud,slip
 pre'diction
 'rain,fall
 'sensible
 'stormy
 'temperate
 'tidal ,wave
 tor'nado
 'vary
 'vehicle
 wealth
 'wealthy

Unit 7

academic 'route
 ,application
 arts
 baby-,sitting
 be'come ,bored
 ca'reer
 com'petitive

computer 'programmer
 de'cision
 de'signer
 de'termined
 'dress,maker
 en'joyable
 'flexible
 ,go a'long with
 ,go 'into
 ,go 'on to
 ,go 'through
 ,in particular
 'journalist
 'management
 ,out'doors
 pass
 ,personal 'quality
 pho'tographer
 ,qualifi'cation
 'qualify
 re'quirement
 re'spect (vb)
 re,sponsi'bility
 re'sponsible
 'satis,fying
 'sewing
 'socially ,useful
 ,speciali'zation
 'specialize
 ,take the i'nitiative
 tech'nician
 vo'cational
 'voluntary ,work
 'willing
 ,working 'hours

Unit 8

,archaeo'logical ,site
 archae'ology
 ,archi'tectural
 'archi,tecture
 a'scend
 'brochure
 ,desti'nation
 de'stroy
 e'xclude
 in'scription
 'leather
 link
 'pilgrim
 'pottery

re'build
re'mains
re'sort
tile
'tourist industry
'treasure

Unit 9

'access
affect
'after ,all
,artificial in'telligence (AI)
be/get 'carried away
blow
'booking system
'calcula,tor
'carry ,on
'carry ,out
co'mmercial (adj)
co'mmunity
cool
do,mestic 'services
,edu'cational
e,xperi'mental 'proto,type
,fair 'chance
,hand'made
heat
'helpful
'hopeful
'hopeless
Infor,mation and ,Communi'cations
Tech'nology (ICT)
Infor,mation Tech'nology (IT)
in'vention
la'boratory
'limited
'luxury
,made by 'hand
'medical ,care
melt
'net,work
,ope'ration (medical)
pack
'powerless
revo'lution
'ro,bot
shape
'suitable
,teleco,muni'cations
,the 'media
the 'public
'useless

Unit 10

a'pproximate(ly)
'cancer
ca'tastrophe
'channel
crop
'cubic
death
de'cline
de'crease
'defect
de'grees ,centi'grade
depth
dust
en'vironment
en,viron'mental
'esti,mated
e'vaporate
fore'see
,govern'mental
in'dustria,lise
in'dustria,lised
irri'gation
'nation
,nation'wide
po'llute
polluted
po'llution
pro'tection
'region
'roughly
root
sa'linity
'salt,water
shrink
'steady
'thoughtful
un'changed
'volume

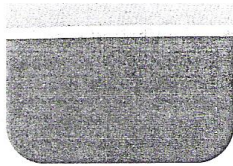
Unit 11

a'ddictive
'adver,tising
be'haviour
'boring
car'toon ,show
co'mmercial (n)
,docu'mentary
'feature ,film
get rid of
i'maginative

in'telligence
,mass 'media
'music ,show
,old-'fashioned
'patient
'previous
re'act
re'lationship
re'searcher
'satellite ,dish
'soap ,opera
,TV ,drama

Unit 12

'complicated
,day re'turn
de'pend on
de'pendent
e'dition
e'vent (= happening)
'everyday
e'xperience (vb)
fare
get in (= arrive)
,get 'on
'grateful
'i'denti,ty
,in'de'pendent
,in 'due 'course
in'quire
,in re'sponse to
in the near 'future
'just in ,time 'for
'lunch ,hour
'madam
,one-'way (single)
'palace
,period re'turn
'prison
re'turn
screen
se'mester
'serious
sir
state
tough
'wonder
'yours ,faith'fully
'yours ,sin'cerely
,3'D



Irregular verbs

be	was/were	been	lie	lay	lain
beat	beat	beaten	lie	lied	lied
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bend	bent	bent	make	made	made
bite	bit	bitten	mean	meant	meant
bleed	bled	bled	meet	met	met
blow	blew	blown	overhear	overheard	overheard
break	broke	broken	oversleep	overslept	overslept
bring	brought	brought	pay	paid	paid
build	built	built	prove	proved	proved
burn	burned/burnt	burned/burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	rebuild	rebuilt	rebuilt
choose	chose	chosen	rewrite	rewrote	rewritten
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
cut	cut	cut	rise	rose	risen
deal (with)	dealt	dealt	run	ran	run
die	died	died	say	said	said
dig	dug	dug	see	saw	seen
dive	dived	dived	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	set	set	set
dream	dreamed/dreamt	dreamed/dreamt	sew	sewed	sewn
drink	drank	drunk	shake	shook	shaken
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown
feed	fed	fed	shrink	shrank	shrank
feel	felt	felt	shut	shut	shut
fight	fought	fought	sing	sang	sung
find	found	found	sink	sank	sunk
fly	flew	flown	sit	sat	sat
forecast	forecast	forecast	sleep	slept	slept
foresee	foresaw	foreseen	smell	smelled/smelt	smelled/smelt
forget	forgot	forgotten	spell	spoke	spoken
freeze	froze	frozen	spend	spelled/spelt	spelled/spelt
get	got	got	spill	spent	spent
give	gave	given	spread	spilled/spilt	spilled/spilt
go	went	gone	stand	spread	spread
grow	grew	grown	stand	stood	stood
hang	hung	hung	steal	stole	stolen
have	had	had	stick	stuck	stuck
hear	heard	heard	strike	struck	struck
hide	hid	hidden	swirl	swam	swum
hit	hit	hit	swing	swang	swung
hold	held	held	take	took	taken
hurt	hurt	hurt	teach	taught	taught
keep	kept	kept	tear	tore	torn
know	knew	known	tell	told	told
lay	laid	laid	think	thought	thought
lead	led	led	throw	threw	thrown
lean	leaned/leant	leaned/leant	understand	understood	understood
learn	learned/learnt	learned/learnt	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	win	won	won
let	let	let	write	wrote	written

Important abbreviations and symbols

Days of the week

Sunday	Sun
Monday	Mon
Tuesday	Tue
Wednesday	Wed
Thursday	Thur
Friday	Fri
Saturday	Sat

Months of the year

January	Jan
February	Feb
March	Mar
April	Apr
May	May
June	Jun
July	Jul
August	Aug
September	Sep
October	Oct
November	Nov
December	Dec

Ordinal numbers and abbreviations

first	1st
second	2nd
third	3rd
fourth	4th
fifth	5th
sixth	6th
seventh	7th
eighth	8th
ninth	9th
tenth	10th
eleventh	11th
twelfth	12th
thirteenth	13th
fourteenth	14th
fifteenth	15th
sixteenth	16th
seventeenth	17th
eighteenth	18th
nineteenth	19th
twentieth	20th
twenty-first	21st
twenty-second	22nd ...
hundredth	100th
hundred and first	101st ...

Distance

mm	millimetres
cm	centimetres
m	metres
km	kilometres

Area and volume

km ²	square kilometres
km ³	cubic kilometres

Speed

kph	kilometres per hour
mph	miles per hour

Time of day

am	(Latin: <i>ante meridian</i>) up to midday
pm	(Latin: <i>post meridian</i>) after midday

Dates

AD	(Latin: <i>anno domini</i>) year of the birth of Jesus Christ
BC	before Christ

Directions

N	north	E	east
S	south	W	west
NE	north-east	SE	south-east
NW	north-west	SW	south-west

approx	approximately
°C	degrees centigrade
eg	(Latin: <i>exempli gratia</i>) for example
est	estimated
pop	population

Maths

&	and	=	equals
+	plus	-	minus
×	multiplied by	÷	divided by
%	per cent		

Money

£	pounds (British)
€	euros (European)
\$	dollars (American, Australian, Canadian, New Zealand)

Appendix D

A selected unit from the work book.

A selected practice test.

Unit 12 Home and away

Reading and development

1 Decide which words you can cut in the underlined parts. Write the sentences again in shorter form. Then look at Student's Book page 95 to check your work.

- 1 Did you get on well? / We got on very well, so then ...
Very well
- 2 Do you see any big differences between school here and at home? / Yes, I see lots of differences between school here and at home.
- 3 You see, you have a lunch hour and we don't have a lunch hour.
- 4 When do you think it'll happen? / I can't really say when it'll happen, but ...

2 Complete the tables with the correct verbs, nouns and adjectives from Student's Book page 95.

Verb	Noun
interview	
	meeting
visit	
	invitation
	student
hope	
think	

Noun	Adjective
	alive
	different
nation	

3 Complete the following sentences with pairs of words from Exercise 2.

- 1 Jenny was a _____ to Palestine in the spring, and now Waleed is _____ Britain.
- 2 We should have a _____ to discuss the problem. / Yes, let's _____ tomorrow morning.
- 3 There are lots of _____ between Britain and Palestine. For example, the weather is very _____.
- 4 I want to _____ Salwa to the party. / All right, let's send her an _____ today.

4 Read the dictionary entries and then complete the sentences.

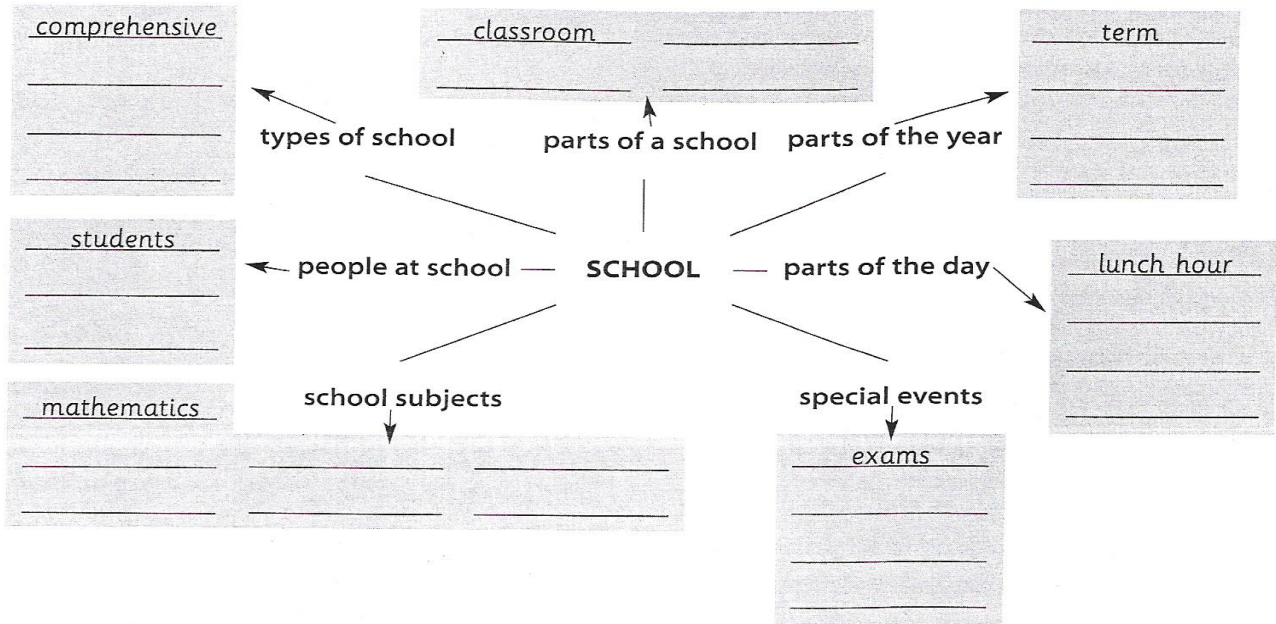
climate /'klaɪmɪt/ noun [C or U] general type of weather that a country or region usually gets

weather /'weðə/ noun [U] sun, wind, rain and temperature, etc, at a particular time and over a particular part of the Earth

- 1 What's the _____ going to be like in the north tomorrow? / They say it's going to be wet and cloudy.
- 2 In general, Palestine has a Mediterranean _____, and spring and autumn are the most pleasant parts of the year.
- 3 Great! It's warm and sunny again today. This is the type of _____ I like!
- 4 Central parts of Saudi Arabia have a hot, dry _____ for most of the year.

5 Add these words (and others that you know) to the network.

Arabic	biology	classroom	comprehensive	computer room
English	exams	head teacher	holidays	
ICT (information and communications technology)				
lessons	lunch hour	mathematics	morning break	parents' day
playground	primary	preparatory	science laboratory	
secondary	semester	sports matches	students	teachers
				term



6 Write a paragraph to describe your school and school life to someone who does not know about school in Palestine. Use your completed network to help you organize your ideas. Think about:

- name, type and size of school (number of students);
- parts of your year (including holidays);
- days of school per week and the parts of a normal school day (when you start and finish and what happens during the day);
- special events and when these happen.

Language 1

Direct questions

1 Use the sentence parts to form more interview questions. Add capital letters and question marks.

1 your / ours / to / is / similar / school

2 at your school / are / many / there / students / how

3 differences / see / you / between them / do / what

4 do / do / at your school / you / sport / much

5 good / did / journey / a / have / you

6 to England / have / been / before / ever / you

7 you / what / this weekend / planning / to do / are

8 you / what places / to visit / hoping / in London / are

9 are / stay / how / you / long / going to

10 remember us / when / you / you / go home / will

2 Waleed is talking with Jenny's younger brother, Nick. Write Nick's questions.

Nick (1) _____

Waleed I'm 16 – almost the same age as Jenny.

Nick (2) _____

Waleed It's in April. I was 16 on April 10th.

Nick (3) _____

Waleed Yes, I have. I've got an older brother and a twin sister.

Nick (4) _____

Waleed His name is Hamza, and hers is Sameera.

Nick (5) _____

Waleed Yes, he is. He's at Birzeit University near Ramallah.

Nick (6) _____

Waleed He wants to be an engineer and build hospitals and other public buildings.

Nick (7) _____

Waleed No, she doesn't. She goes to a different school – a school for girls.

Nick (8) _____

Waleed Yes, we do quite a lot of sport at my school – especially football and basketball.

Nick (9) _____

Waleed Oh, I definitely like football best.

Nick (10) _____

Waleed Well, I suppose I'm quite good. I play for the local junior team.



Reported questions

3 Make sure the interview questions in Exercise 1 are correct, and then use them again. This time, put them into reported speech. Begin each one with:

Rob wanted to know ...

Jane asked ...

1 Rob wanted to know if / whether his school was similar to theirs.

2 Jane asked how many

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Reported requests, etc

4 Put the conversations into reported speech. Use the verbs in brackets.

When Jenny knew that Waleed would like to visit her school, she talked to her teacher about it:

Jenny Mr Dent, can I bring my friend from Palestine to school for the last week of term, please? (ask)

Teacher I like the idea, but I think the Head Teacher will have to decide. (like) (think)

Jenny Do you think you could talk to her about it? (ask)

Teacher Yes, I'll do that when I see her this afternoon. (promise)

She talked to her teacher, Mr Dent, and asked

That afternoon:

Teacher Excuse me, Mrs Bell, but can you let Jenny Scott bring a guest to school for the last week of term? (ask)

Head Perhaps you could tell me something about this guest. (ask)

Teacher His name's Waleed Yassin, and he's from Palestine. (tell)

Head Yes, I think I can let him come for a week, and I'll write a proper letter of invitation. (agree) (promise)

That afternoon, Mr Dent

The next day:

Head Jenny, please feel free to bring your Palestinian friend to school. (invite)

Jenny Thank you very much. (thank)

Head Now, Jenny, I've written him a short letter of invitation, and I want you to send it to him for me. (go on to say) (want)

Jenny Yes, I'll send it today, and thank you very much again. (promise) (thank)

The next day, the Head

I think so / I'm afraid not

2 Write what you think. Choose from these expressions.

I'm afraid so / not I hope so / not I believe so / not I expect so / not I suppose so / not

- 1 Will you do well in this year's exams?

- 2 Will you get married before you are 20?

- 3 Will you always live close to your family?

Phrasal verbs with get

3 Complete the conversation with these phrasal verbs.

get in get on get up

Mary I'm going to meet Alan Wood at the airport tomorrow.
Ann Alan Wood? Are you and Alan friends?
Mary Yes, we _____ very well.
Ann When does his plane _____?
Mary Early – at 6.30 a.m. That means I have to _____ at 5.30!

4 Read the examples and add these other phrasal verbs with **get** to the correct definitions.

get in get off get on get out

- 1 The building's on fire. We must **get out!**
- 2 Let's **get on** the bus and go to town.
- 3 There's room for one more in the car. **Get in!**
- 4 Let's **get off** our bikes and carry them over the rocks.

Definitions

- a _____: go or climb onto a bike, bus, plane, train or boat
- b _____: step down from a bike or leave a bus, plane, train or boat
- c _____: enter a car
- d _____: escape from a place

5 Complete the sentences with phrasal verbs from Exercises 3 and 4.

- 1 Quick! _____ the car and let's go!
- 2 The bus from London should _____ about now. Ah! Here it comes!
- 3 This room is too hot. I need to _____.
- 4 We _____ the train in London and _____ in Paris three hours later.

Intensifiers with adjectives and adverbs

6 Look at the table on Student's Book page 58. How good or bad are you? Make true statements with these intensifiers.

quite/fairly very really

- 1 I'm quite good at _____
- 2 _____
- 3 _____

7 Now write how well you do at different subjects compared with Jenny. Make true statements with these intensifiers.

a bit/a little bit quite a lot much/a lot

- 1 I do a bit better than Jenny at _____
- 2 _____
- 3 _____

Puzzle

8 Do the puzzle. Find 8 words from the Unit 12 word list on Student's Book page 119.

z	f	y	g	r	a	t	e	f	u	l	d
q	a	k	h	y	l	d	s	z	v	h	s
a	r	y	k	w	o	n	d	e	r	l	e
v	e	s	q	z	d	k	a	h	n	y	r
e	o	i	d	e	n	t	i	t	y	q	i
v	d	o	z	n	y	a	u	k	s	h	o
e	a	v	i	n	q	u	i	r	e	l	u
n	u	z	h	y	a	n	q	k	d	o	s
t	v	h	q	z	d	s	y	a	l	n	k
z	c	o	m	p	l	i	c	a	t	e	d

Practice Test 1

Part 1 (40 minutes – 60 marks)

I Speaking (5 minutes – 10 marks)

1 Decide what you should say in these situations. Tick (✓) the correct box. (2 marks)

- 1 You want your teacher to spell something in English.
- a Spell that.
- b Can you spell that?
- c Could you spell that, please?
- 2 Your friends are deciding what to do, and you have a suggestion.
- a I want you all to go to the coffee shop with me.
- b What about going to the coffee shop?
- c We're going to go to the coffee shop. Let's go!

2 Supply the missing parts in the following dialogue. (8 marks)

An uncle phones. He has a problem with his visit.

You Hello. 9-3-4-double 2-1.

Uncle Hello. It's Uncle Ahmad here.

You Oh, hello, Uncle. Is everything all right?

Uncle Well, no. I'm still in Paris, and I've had to change my flight.

You Oh, no! Let me get a pen, and I'll (1) _____
... All right, I'm ready now.

Uncle OK. I'm going to arrive on Flight AF732 at 15.35.

You I'm sorry. Could (2) _____

Uncle Yes, of course. It's AF732 ... at 15.35.

You Right, (3) _____

Uncle Good. Could you tell your parents? Sorry to give you this trouble.

You Don't (4) _____. It's (5) _____

Uncle Thanks. I hope to see all of you later today.

II Listening (10 minutes – 15 marks)

3 Do these questions go up or down at the end? Draw arrows (↑) or (↓). (3 marks)

- 1 Did anyone know the answer? _____
- 2 You're tired, aren't you? _____
- 3 He isn't from this area, is he? _____
- 4 Isn't it too far to go in one day? _____
- 5 What do you think I should do? _____
- 6 Can you see my jacket? _____

4 Look at the picture, listen and answer these questions. (4 marks)

1 What is special about today for the girl?

2 What is she doing at the moment?



5 Listen again and complete this form. (8 marks)

- 2. flower
- 2. and
- 4. use for
- 5. Whatcase
- 6. For example

MANCHESTER PARK COMPREHENSIVE SCHOOL

Student Personal Details

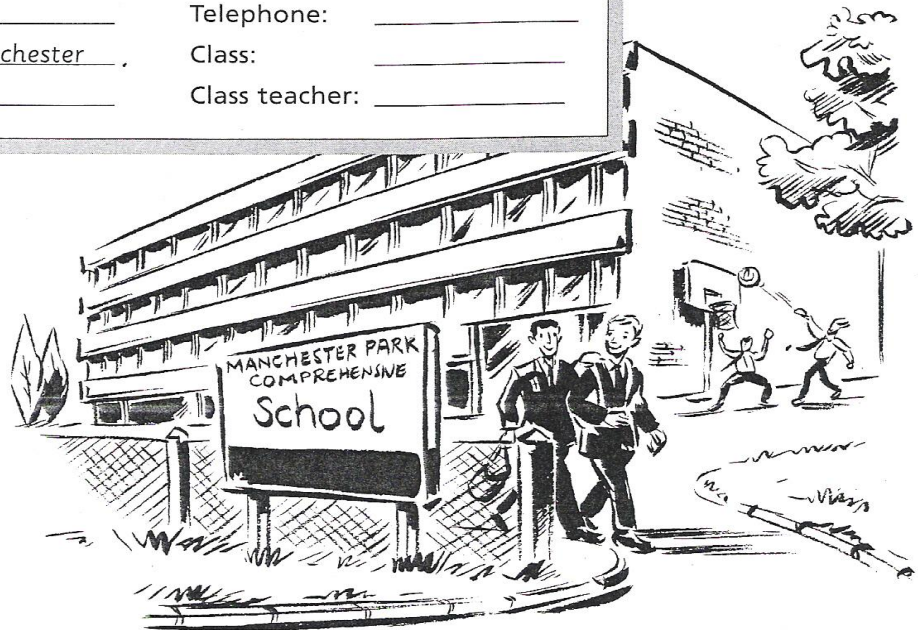
Family name: Farmer First name(s): _____

Age: _____ Birthday: _____

Address: _____ Telephone: _____

Manchester , Class: _____

_____ Class teacher: _____



III Vocabulary (10 minutes – 15 marks)

6 Complete the sentences with these opposites. (5 marks)

above alive below close dead
downstairs lower open raise upstairs

- 1 We've finished writing, so please _____ your copybooks. Then please _____ your Student's Books at page 45.
- 2 I live _____ on the top floor, and my friend Jameela lives _____ on the ground floor.
- 3 The water pipe has to cross the road. It can either go over the top, high _____ the road or deep underground, two metres _____ the road.
- 4 The weather is so dry that most of the flowers are _____. Just a few are still _____.

5 To make the new football field flat, we need to dig at that end and _____ the level, and add the earth at this end to _____ it.

7 Complete the sentences with another word from the same word family. (4 marks)

- 1 Please take that knife away from little Tariq. It's _____! (danger)
- 2 The car broke down and we had to walk home in the rain. It was a _____! (disastrous)
- 3 Please write your name and address here, and then your _____ here. (national)
- 4 The university is growing and going through a programme of rapid _____. (develop)

8 Use these connectors to complete the paragraph. (6 marks)

and but however
therefore whereas for example

Britain is well known for its rain and grey skies, (1) _____ the country should have much worse weather than it does. It should be much colder, especially in winter. (2) _____, there is a warm 'river' of water – the Gulf Stream – which reaches north-east across the Atlantic from near Mexico to Britain (3) _____ to other parts of north-west Europe. This keeps temperatures well above those in areas of Canada or Russia that are as far north as Britain. (4) _____ the country gets wet, cool weather in winter, (5) _____ Canada and Russia lie deep under snow and ice. The difference is a very large one. (6) _____, the average January temperature in Edmonton, Canada is -15°C . In London it is 4°C .

IV Language (15 minutes – 20 marks)

9 Choose the correct answer from a, b, c or d. (10 marks)

- 1 You aren't going to finish the job in time, _____
a isn't it? b aren't you?
c are you? d is it?
- 2 I _____ there for about ten minutes when the others arrived.
a was b have been
c had been d am
- 3 Sami _____ house three times since the beginning of last year.
a is moving b has moved
c was moving d has been moving
- 4 The postman brought the letter while we _____ in the kitchen.
a had worked b were working
c have been working d are working
- 5 Summer in Palestine is _____ summer in Britain.
a as warm as b more warmly than
c warmer than d too warm for

- 6 He's the man _____ saw the accident.
a who b he
c which d -
- 7 _____ late, I promise!
a I'm not b I won't
c I won't be d I don't
- 8 Anwar _____ win the competition, but I really don't think it's possible.
a might b will
c may d can
- 9 I love playing _____ football more than anything else.
a some b -
c a d the
- 10 Dad's going to take us _____ to a nice restaurant.
a out b off
c in d down

10 Rewrite the sentences. Use the words in brackets. (10 marks)

- 1 We put the shopping away, and then I started cooking dinner. (as soon as)

- 2 Our old car was larger than our new car. (not as large as)

- 3 I came to live in Ramallah three years ago. (for three years)

- 4 Please be careful when you carry these plates. (carefully)

- 5 The arrival time for my Cairo flight is 16.45. (My flight to Cairo ...)

Part 2 (40 minutes – 40 marks)

I Reading (20 minutes – 20 marks)

Read more about Hurricane Andrew (Unit 6) and complete the tasks.

Hurricane Andrew

Early on Monday, 24 August 1992, one of the world's most violent hurricanes hit Florida. It then also became the world's most expensive hurricane.

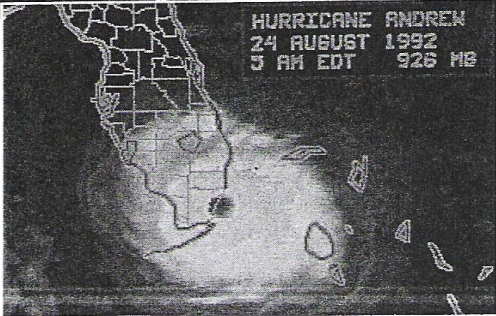
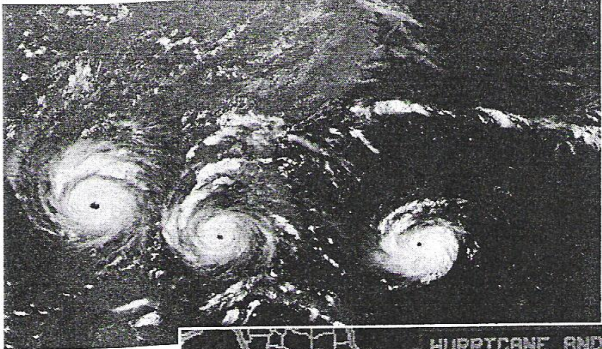
Just two days before, Hurricane Andrew had not seemed dangerous. There had been no clear eye of the storm, and it had seemed likely to continue northwards and stay out at sea.

The situation suddenly changed that evening, however. A clear eye formed, wind speeds increased, and Andrew started moving west towards Florida. By Sunday evening, wind speeds had reached 240kph. A disaster was certain.

Everyone already knew about Andrew, and now the local TV and radio stations sent out urgent hurricane warnings. Over a million people left their homes and drove north. People who stayed moved into the strongest local buildings.

Andrew raised a five-metre tidal wave and together they hit the south of Miami City at 5am. It was now 800 kilometres across and in the 40-kilometre-wide centre wind speeds were 320kph. In its four-hour journey across Florida, Andrew totally destroyed 80,000 homes and badly damaged 5,000 more. It threw over cars and trucks like toys. It also destroyed 15,000 large boats, often throwing them onto dry land.

Hurricane Andrew cost Americans \$2,000,000,000. Amazingly, though, it cost fewer than 50 lives.



1 Complete the chart with facts from the text. (6 marks)

When Hurricane Andrew hit Florida ...	
1 Date:	_____
2 Time of arrival:	_____
3 Place:	_____
4 Total storm width:	_____
5 Width of storm centre:	_____
6 Top wind speeds over Florida:	_____
7 Size of tidal wave:	_____
8 Number of people who escaped to the north:	_____
9 Time over Florida:	_____
10 Number of homes destroyed and damaged:	_____
11 Total cost:	_____
12 Number of deaths:	_____

2 Write the brief diary notes of an officer at the National Severe Storms Forecast Centre. Note just hurricane changes and movements. (6 marks)

Saturday, August 22
 Day: _____
 Evening: _____

Sunday, August 23
 Evening: _____

Monday, August 24
 5.00 a.m.: _____
 5.00 – _____
 9.00 a.m.: _____
 9.00 a.m.: _____

3 Answer these questions. (8 marks)

1 What made Hurricane Andrew much more famous than other very violent storms?

2 Why did this particular hurricane destroy so many buildings compared with other very violent storms?

3 Why did this particular hurricane kill so few people?

4 How did people know what to do?

II Writing (20 minutes – 20 marks)

4 Expand your diary notes (Reading Exercise 2) into a short summary of what happened. (8 marks)

5 Write three very short paragraphs about yourself. (12 marks)

- 1 Who you are, your age, and where you are from; your school year and where you study.
- 2 Your interests.
- 3 What you hope to do when you leave school and in later life.

