

ANNEXURE

Annexure 1

Centre of Advanced Study in Education

Faculty of Education and Psychology

The M. S. University of Baroda, Vadodra

Dear Teacher

This Questionnaire is developed to identify the problems faced by teachers teaching English. It consists of problems related to English Teaching, other activities done by the teacher, problems related to students, problems related to the training programs.

I am very much interested in having your invaluable feedback which contributes significantly to the Development of a Training Program for the English Teachers of the Secondary Schools in the Context of the New Palestinian Curriculum.

I would like to assure you that your responses will be kept anonymous and confidential and no other than the researcher himself will have access to your responses.

Thank you in advance for your cooperation.

Researcher

Mosaddaq Yahya

Questionnaire for Teachers

Before you fill in the Questionnaire, please, complete the following section.

1. Sex: a. Male b. Female
2. Academic Qualifications: a. Teacher College Diploma b. BA c. MA
3. Teaching Experience: a. 1-5 years b. 6-10 years c. 11-15 years d. 16-20 e. 20+
4. Have you had any training in Teaching English as a Foreign Language?

Yes

No

5. If yes, when _____

Where _____

How long _____

Topics covered _____

6. Have you had any training in English for Palestine?

Yes

No

7. If yes, when _____

Where _____

How long _____

Topics covered _____

Problems related to listening:

1. What listening exercises are available for teaching English?

a.

b.

c.

2. Are these exercises adequate for developing students' listening comprehension?

Yes

No

If No, what kind of more exercises is required?

3. Are these exercises suitable to the level of students?

Yes

No

If No, Why _____

4. Can teachers' reading listening passages instead of listening be useful to the students?

Yes

No

If No, Why _____

If Yes, How? _____

5. Use of Cassette: a. Is speed appropriate? _____

b. Is it clear for students? _____

c. Does pronunciation create any problems? _____

6. Are students able to answer listening activities? Why? _____

7. What difficulty do students face in listening activities? Why? _____

8. Which pronunciation activity do students find difficult? Why? _____

Problems related to Speaking:

1. What speaking exercises are available for teaching English?

a. _____

b. _____

c. _____

2. Are these exercises adequate for developing students' speaking skills?

Yes

No

If No, What kind of more exercises is required?

3. Are they suitable to the level of students?

Yes

No

If No, why _____

4. Do you face any difficulties in performing speaking activities?

Yes

No

If Yes, mention some of those difficulties?

5. Are Role Play activities suitable to the level of students?

Yes

No

If No, why _____

6. Do students participate in speaking activities?

Yes

No

If No, why _____

7. Is the language of speaking activities familiar to students?

Yes

No

If No, why? _____

Problems related to Writing:

1. What kind of writing is available for teaching English?

a.

b.

c.

2. Are they adequate for developing students' writing skills?

Yes

No

If No, what kind of more exercises is required?

3. Are they suitable for the level of students?

Yes

No

4. Do you face difficulties while doing writing activities?

Yes

No

If Yes, Why _____

5. Which activity is difficult for students? Why? _____

6. Which part of composition writing do students have difficulty in? Why? _____

Problems related to Reading:

1. What are the activities which are involved in teaching reading?

a.

b.

c.

2. Are they adequate for developing students' reading skills?

Yes

No

If No, what kind of more exercises is required?

3. Are they suitable to the level of students?

Yes

No

If No, why _____

4. Do you face difficulties in teaching reading activities?

Yes

No

If Yes, what are they _____

5. Do students have difficulties in reading 'literature'?

Yes

No

If Yes, what are they _____

6. Do students have difficulty in silent reading?

Yes

No

If Yes, why? _____

7. Do you practice reading aloud with your students?

Yes

No

Why? _____

Problems related to Grammar:

1. Are grammar exercises adequate for developing students' correct language forms?

Yes

No

If No, what kind of more exercises is required?

2. Are they suitable to the level of students?

Yes

No

If No, why _____

3. Do you find some repetition in grammar exercises?

Yes

No

If Yes, give some examples _____

4. Is teaching grammar given the required time?

Yes

No

If No, why _____

Problems related to Vocabulary:

1. Are vocabulary exercises adequate for increasing students' repertoire of words?

Yes

No

If No, what kind of more exercises is required?

2. Are they suitable to the level of students?

Yes

No

If No, why _____

3. Do students face difficulties in learning new vocabulary?

Yes

No

If Yes, what are the difficulties? _____

4. Can students practice new vocabulary after learning them?

Yes

No

If No, why _____

Problems related to Teachers:

1. Do you have problems in English language communication?

Yes

No

If Yes, how do they hinder teaching? _____

2. How do you consider yourself as a competent teacher, in regard to?

Good communications _____

Content mastery _____

Clarity of ideas _____

Reaching to the level of students _____

3. Is the time allotted to English teaching adequate?

Yes

No

If No, what do you suggest _____

4. Are regular meetings and discussions between teachers useful?

Yes

No

If Yes, How _____

Problems related to students:

1. Do students participate regularly in the English class?

Yes

No

If No, why _____

2. Do students suffer from general weakness in English?

Yes

No

If Yes, why _____

3. Do students have negative attitudes towards learning English?

Yes

No

If Yes, why _____

4. Do students have poor motivation in English?

Yes

No

If Yes, why _____

5. Do you think that student's home environment affects language?

Yes

No

If Yes, how? _____

6. Does the socio-economic and cultural context affect language? How?

Problems related to training programs :

1. The time of the training programs held by the Ministry of Education :

a. Convenient for teachers :

Yes

No

If No why : _____

b. Enough to cover the training material :

Yes

No

If No what do you suggest _____

2. Who trains teachers ? Are they qualified enough to perform the job ?

3. Which Institutions can help in training teachers other than the Ministry of Education?

4. Are the topics covered in these training programs enough to help teachers in dealing with the new English Curriculum ?

Yes

No

If No what do you suggest ?

Annexure 2

The Centre of Advanced Study in Education

The M.S.University of Baroda

CLASS OBSERVATION

Name of the Teacher

Class

Name of the School

Years of Experience

Part – one

Pre Teaching Observation

This part is a two- point scale Yes or No. 1 indicates yes and 0 indicates no.

Annual Planning_____

Lesson planning _____

Objectives_____

Procedures_____

Audio Visual Aids_____

Evaluation _____

Part – Two

While Teaching Observation

This part is a five- point scale, below average, average, good, very good and excellent. 1 indicates below average, 2 indicates average, 3 indicates good, 4 indicates very good and 5 indicates excellent.

Introducing the topic _____

Language of the teacher _____

Simplicity	Fluency	Correct use of Grammar	Clarity of Sentences	Inter Linking The Ideas
------------	---------	---------------------------	-------------------------	----------------------------

Knowledge of the subject _____

Communicating Ability _____

Correct Pronunciation	Voice Modulation	Body Language
--------------------------	---------------------	---------------

Students' participation _____

Providing differentiated instructions to meet individual differences

Healthy & fearless teacher's student's

interaction _____

Student – Teacher interaction _____

Student – Student interaction _____

Pair work/ group work _____

Individual work _____

Different roles played by the teacher _____

Time Management _____

Class management _____

Variety of methods _____

Relating the content delivered with
context _____

Concentrating on the four skills _____

Using of I.C.T. _____

Creating an environment for ELT _____

Assigning homework _____

Part three

After Teaching Observation

This part is a three- point scale, never, occasionally and always. I

indicates never, 2 indicates occasionally and 3 indicates always.

Going through the Work Book to find successes and failures

Assigning homework _____

Checking assignment _____

Providing students with worksheets _____

Tests _____

Doing Work Book exercises _____

Small projects _____

Annexure 3

Centre of Advanced Study in Education

English Language School Teacher's performance Scale

Dear Students:

You have been observing the teaching of your English Teachers regularly. You are the best judge to appraise their teaching. Below are given some statements regarding teacher's performance in the class room. Read each statement and rate your teacher's performance on 10 point scale ranging from 1 to 10 (very poor to excellent). Here, 1 indicates very poor, 5 is average and 10 is excellent. Please rate the performance per your own judgment.

Name of
teacher.....Class.....

Name of the school.....

No.	Item	Very Poor	Average	Excellent
	Teacher's ability to simplify the material.	1 2 3 4 5 6 7 8 9 10		
	Teacher's knowledge of subject	1 2 3 4 5 6 7 8 9 10		
	Uses relevant activities.	1 2 3 4 5 6 7 8 9 10		
	Objective with his students.	1 2 3 4 5 6 7 8 9 10		
	Encourages students' initiatives.	1 2 3 4 5 6 7 8 9 10		
	Uses pair work and group work.	1 2 3 4 5 6 7 8 9 10		
	Speaks English all the time.	1 2 3 4 5 6 7 8 9 10		

8	Uses instructional means other than the text book.	1 2 3 4 5 6 7 8 9 10
9	Clarity and simplicity of the language.	1 2 3 4 5 6 7 8 9 10
10	Creates real life situations.	1 2 3 4 5 6 7 8 9 10
11	Uses teaching aids.	1 2 3 4 5 6 7 8 9 10
12	Applies more roles in the class.	1 2 3 4 5 6 7 8 9 10
13	Gives students opportunity to communicate.	1 2 3 4 5 6 7 8 9 10
14	Varies his methods of teaching.	1 2 3 4 5 6 7 8 9 10
15	Evaluates students' performance.	1 2 3 4 5 6 7 8 9 10
16	Distributes the questions well.	1 2 3 4 5 6 7 8 9 10
17	Deals with the different levels in the class.	1 2 3 4 5 6 7 8 9 10
18	Employs different ways of reinforcement.	1 2 3 4 5 6 7 8 9 10
19	Gives homework regularly.	1 2 3 4 5 6 7 8 9 10
20	Gives homework regularly.	1 2 3 4 5 6 7 8 9 10
21	Provides students with feedback.	1 2 3 4 5 6 7 8 9 10

Annexure 4

The Centre of Advanced Study in Education The M.S.University of Baroda Interview Schedule for Supervisors of English

Name of the Supervisor

District.....

1. What are the major problems that English language teachers face in the secondary stage?
2. What are the main difficulties that secondary students face in learning English?
3. How is the new curriculum different from the previous one (11th /12th Grades)?
4. How can supervisors help English language teachers in overcoming the problems?
5. Do you think that in service training programs are useful for teachers?
How ?
6. What kind of material do you suggest for these programs?
7. There are some methods and approaches for teaching English, as the translation method, direct method, structural method and communicative approach. Which of the methods and approaches are appropriate for new secondary curriculum ? Why?
8. Do you think the new curriculum fits the age of the students in the secondary stage?
9. Do you think that the new curriculum is suitable for the different levels?
of students in the same class ? How
10. Do you think that the time given is enough to cover the material?

Annexure 5

**Centre of Advanced Study In Education
Faculty of Education And Psychology
The Maharaja Sayajirao University Of Baroda
Vadodara**

The purpose of this test is to examine the effectiveness of the training program developed by the researcher for English language teachers of secondary schools in Palestine in the context of the new English curriculum.

Pre Test

Total Marks : (100)

Date

Name :

Time : 1 hour

Note: The test consists of 11 questions . Answer all the questions:

قلئسأل ا عي م ج ن ع ب ج ا 0 (ال اؤس 11) نم نوكتي ناحتم ال

Q.N.1 : A :Complete the sentences below by putting the stress on the correct syllable, decide first whether the underlined words are verbs or nouns. (10 pts)

1. I noticed thebetween London and the village where I grew up .
contrast

2. Ithat he is not all that he appears to be .
suspect

3. My nextwill be an electric car .

Project

B : Underline all the strongly stressed syllables in the following sentences.

1. He is leaving on Monday, October third .

2. What are you writing ?

.....

Q.N.2 : Read the following questions and decide if the intonation goes up or. (10pts)

1. Were all the options considered ?
 2. Where are the needed papers ?
 3. Could you help me, please ?
 4. How can I help you ?
 5. Do you live in a big city ?
-

Q.N.3 : Classify the past form / t /, / d / or / id / in the following verbs.(10 pts)

1. moved // 2. worked // 3. melted // 4. called // 5. wanted / /
-

Q. N.4 : Listen to the teacher and circle the word you hear twice (10 pts)

Kin Hid Ken

beg Bag big

Bill fill Bell

ten Tan tin

Dead Did dad

.....

Q.N.5 : Fill in the blanks with the correct form of the verbs in brackets. (12 pt)

1. Ia very interesting film last night . (see)
2. Sami.....cheese for breakfast . (eat)
3. Ali.....in Ramallah for five years . (live)
4. While Ithe film, my friend phoned me . (watch)
5. Hein the garden now . (work)
6. Heto sleep healthy, he woke up ill . (go)
- 7.....you always.....by bus ? (come)

8. Whereyou.....at this time tomorrow ? (be)

.....

Q.N.6 : Change the following situations into correct conditional clauses, types 0, 1,2 or 3. (10 pts)

1. People are not a little more tolerant, our world isn't a better place.

.....

2. My father didn't lock his car properly, his car was stolen.

.....

3. We heat liquid , it becomes steam.

.....

4. I may go to Jerusalem next week , so I will visit you.

.....

.....

Q.N.7 : A : Match examples 1-4 and definitions a-d . Write the phrasal verbs in a-d . (8 pts)

1. I'm beginning to keep up with my school work .

2. We'd better not go in . The sign says ' Keep OUT ' .

3. We can't stop now. We have to keep on going .

4. Keep (your head) down. They mustn't see us .

a.: stay low to stay out of sight or danger

b.: continue at the same speed as sth or sb else, not slower

c.: do not enter, eg a building

d.: continue without stopping

.....

Q.N.8 : A : Complete the table with the needed derivation (verb, noun or adjective) : (6 pts)

Verb	Noun	Adjective
Think		
		Active
	Safety	

Q.N.9 : Match the prefixes with their meanings . (6 pts)

Mis		Between
Inter		Opposite
Dis		Again
Re		Wrongly

Q.N.10: Read the following dialogue carefully, then complete the missing parts : (8 pts)

A B

You meet B in the street

A : Greet B

B :

A : Ask B where he is going

A : Suggest somewhere to go together

B :

A : Accept B's suggestion

B :

You meet A in the street

A :

B : Greet A

A :

B : Say you are going to a walk .

A :

B : Reject A's suggestion.

Make a different suggestion .

A :

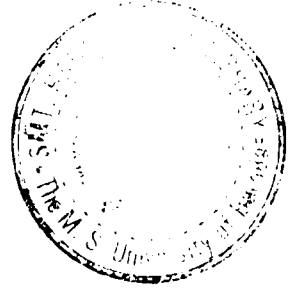
B : Express pleasure

.....
Q.N.11 : Writing : Write a short topic using the following ideas (10 pts)

You are studying at home and choosing your own lessons. Describe what you would study and how you would arrange your time in the day. Explain also how you would divide the time, and what activities you would include .

Good Luck

Centre of Advanced Study In Education
Faculty of Education And Psychology
The Maharaja Sayajirao University Of Baroda
Vadodara



The purpose of this test is to examine the effectiveness of the training program developed by the researcher for English language teachers of secondary schools in Palestine in the context of the new English curriculum.

Pre Test / Model Answers

Total Marks: (100)

Date

Name :.....

Time : 1 hour

.....
Note: The test consists of 11 questions. Answer all the questions:

قلئسأل اعيمج نع بجا 0 (ال اؤس 11) نم نوكتي ناحتمال

.....
Q.N.1 : A :Complete the sentences below by putting the stress on the correct syllable, decide first whether the underlined words are verbs or nouns . (10 pts)

1. I noticed thebetween London and the village where I grew up .

contrast

2. Ithat he is not all that he appears to be .

suspect

3. My nextwill be an electric car .

Project

B : Underline all the strongly stressed syllables in the following sentences.

1. He is leaving on Monday, October third .

2. What are you writing ?

.....

Q.N.2 : Read the following questions and decide if the intonation goes up or. (10pts)

1. Were all the options considered ? (up)

2. Where are the needed papers ? (down)

3. Could you help me, please ? (up)

4. How can I help you ? (down)

5. Do you live in a big city ? (up)

.....

Q.N.3 : Classify the past form / t / , / d / or / id / in the following verbs .

(10 pts)

1. moved / d / 2. worked / t / 3. melted / id / 4. called / d / 5. wanted / id /

.....

Q. N.4 : Listen to the teacher and circle the word you hear twice.

(10 pts)

Kin Hid Ken

beg Bag big

Bill fill Bell

ten Tan tin

Dead Did dad

.....

Q.N.5 : Fill in the blanks with the correct form of the verbs in brackets.

(12 pt)

1. I saw a very interesting film last night . (see)

2. Sami eats cheese for breakfast . (eat)

3. Ali **has lived** in Ramallah for five years . (live)
4. While I **was watching** the film, my friend phoned me . (watch)
5. He **is working** in the garden now . (work)
6. He **had gone** to sleep healthy, he woke up ill . (go)
7. **Do** you always **come** by bus ? (come)
8. Where **will** you **be** at this time tomorrow ? (be)

Q.N.6 : Change the following situations into correct conditional clauses, types 0, 1,2 or 3. (10 pts)

1. People are not a little more tolerant, our world isn't a better place.
If people were a little more tolerant, our world would be a better place.
2. My father didn't lock his car properly, his car was stolen.
If my father had lock his car properly, his car would not have been stolen.
3. We heat liquid , it becomes steam.
If / When we heat liquid, it becomes steam.
4. I may go to Jerusalem next week , so I will visit you.
If I go to Jerusalem next week, I will visit you.

Q.N.7 : A : Match examples 1-4 and definitions a-d . Write the phrasal verbs in a-d . (8 pts)

1. I'm beginning to keep up with my school work .
 2. We'd better not go in . The sign says ' Keep OUT ' .
 3. We can't stop now. We have to keep on going .
 4. Keep (your head) down. They mustn't see us .
- a. (keep down): stay low to stay out of sight or danger
 - b. (keep up): continue at the same speed as sth or sb else, not slower
 - c. (keep out): do not enter, eg a building
 - d. (keep on): continue without stopping

Q.N.8 : A : Complete the table with the needed derivation (verb, noun or adjective) : (6 pts)

Verb Noun Adjective

Think Thought Thinking

Act Activity Active

Save Safety Safe

Q.N.9 : Match the prefixes with their meanings . (6 pts)

mis Between (inter– between)

Inter Opposite (dis– opposite)

Dis Again (re– again)

Re Wrongly (mis- wrongly)

Q.N.10: Read the following dialogue carefully, then complete the missing parts : (8 pts)

A B

You meet B in the street

You meet A in the street

A : Greet B

A : Hello

B : Hello

B : Greet A

A : Ask B where he is going

A : Where are you going?

I'm going to a walk

B : Say you are going to a walk .

A : Suggest somewhere to go together

A : What about going together to see a movie?

B: I'm afraid I don't have enough time,

B: Reject A's suggestion,

What about visiting our friend Ahmed? Make a different suggestion.

A : Accept B's suggestion

A : It's a good idea.

B : That's great, let's go.

B : Express pleasure

Q.N.11 : Writing : Write a short topic using the following ideas (10 pts)

You are studying at home and choosing your own lessons. Describe what you would study and how you would arrange your time in the day. Explain also how you would divide the time, and what activities you would include .

Good Luck

Points to be considered in marking:

Ideas: (5 pts.)

Punctuation: (2 pts.)

Grammar: (3 pts.)

Annexure 6

Centre of Advanced Study in Education
Faculty of Education and Psychology
The Maharaja Sayajirao University Of Baroda
Vadodara

The purpose of this test is to examine the effectiveness of the training program developed by the researcher for English language teachers of secondary schools in Palestine in the context of the new English curriculum.

Post test

Total Marks (100)

Date

Name

Time : 1 hour

Note : The test consists of 11 questions . Answer all of them.

الامتحان يتكون من (11سؤالا) 0 اجب عن جميع الأسئلة.

Q.N.1 : Complete the sentences below by putting the stress on the correct syllable, decide first whether the underlined words are verbs or nouns . (10 pts)

1. Companiestheir goods by train or lorry.

transport

2. My.....allows me to have eight- week holiday.

contract

3. The cost of living seems todaily.

Increase

B : Underline all the strongly stressed syllables in the following sentences.

1. They are arriving here , next month .

2. What are they eating ?

Q.N.2 : Read the following questions carefully and decide if the intonation goes up or down. (10 pts)

1. Are you single ?

2. What's the time ?

3. Would you like some coffee ?
4. The bus comes late, doesn't it ?
5. Where's your room ?

Q.N.3 : Classify the past form / t / , / d / or / id / in the following verbs.

1. destroyed // 2. shouted // 3. collected // 4. passed // 5. behaved //

Q.N.4 : Listen to the teacher and circle the word you hear twice (10 pts)

Mit	Meat	Met
Pin	Pan	Pen
Bill	Bell	Fill
Ten	Tin	Tan
Park	Bark	Bank

Q.N.5 : Fill in the blanks with the correct form of the verbs in brackets . (12 pts)

1. While weour homework, some students were playing . (do)
2.he alwayshis bicycle to school ? (ride)
3. When.....youyour new job ? (start)
4. Shethe flowers in her garden now . (water)
5. Samiin Cairo for four years . (live)
6. I.....my friends last week . (visit)
7. Our teacher His holiday next month . (have)
8. The patienthis medicine so he felt better . (take)

Q.N.6 : Change the following situations into conditional sentences , types 0, 1, 2, or 3. (10 pts)

1. I don't have enough money, I can't buy a new car.

2. She slept, so she didn't hear the phone.

3. Ahmed is expected to sell his old car and buy a new one.

4. We heat ice, it melts.

Q.N.7 : Match examples 1-4 and definitions a- d. Write the phrasal verbs in a- d (8 pts)

1. You might just need to turn off a switch to stop a machine .
 2. The radio's a bit loud . Could you turn it down ?
 3. Bad weather made us turn back and go home .
 4. They are going to turn her new book into a film .
- a.go back along the way that you came .
 - b.press a button or move a switch to stop a machine .
 - c..... reduce the amount of heat, light or sound from a piece of equipment by pressing a button or moving a witch .
 - d.....develop in a particular way or have a particular result .

Q.N8 : Complete the table with the needed derivation (verb, noun or adjective) : (6 pts)

Verb	Noun	Adjective
Help		
	Action	
		Thoughtful

Q.N.9 : Match the prefixes with their meanings . (6 pts)

Im		Very small
Micro		Wrongly
Super		Opposite
Mis		Very efficient

Q.N.10 : Read the following dialogue carefully, then complete the missing parts : (8 pts)

<p>A</p> <p>You meet Ali in Al-Aqsa Hotel</p> <p>Greet Sami</p>	<p>B</p> <p>You meet Sami in Al-Aqsa Hotel</p> <p>Greet Ali</p>
---	---

Ask Sami to spend some time together

Say you are busy now

Ask Sami to drink coffee together

Accept Ali's invitation

Thank Sami for agreeing

Thank Ali for the invitation

Q.N.11 : Writing :Write a short topic using the following ideas. (10 pts)

You are about to sit for the final exams. Describe how you would prepare yourself and how you would arrange your time . How would you feel before and after the exams and what activities would you do during the holiday ?

Good Luck

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Post test / Model Answers

Total Marks (100)

Date

Name

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الامتحان يتكون من (11سؤالا) 0 اجب عن جميع الاسئلة.

Q.N.1 : Complete the sentences below by putting the stress on the correct syllable, decide first whether the underlined words are verbs or nouns . (10 pts)

1. Companiestheir goods by train or lorry.

transport

2. Myallows me to have eight- week holiday.

contract

3. The cost of living seems todaily.

Increase

B : Underline all the strongly stressed syllables in the following sentences.

1. They are arriving on Thursday, December third.

2. What are they eating ?

Q.N.2 : Read the following questions carefully and decide if the intonation goes up or down. (10 pts)

1. Are you single ? (up)
2. What's the time ? (down)
3. Would you like some coffee ? (up)
4. Does she live in a big flat ? (up)
5. Where's your room ? (down)

Q.N.3 : Classify the past form / t / , / d / or / id / in the following verbs.

1. destroyed /d / 2. shouted /id / 3. collected / id/ 4. passed /t / 5. behaved / d/

Q.N.4 : Listen to the teacher and circle the word you hear twice (10 pts)

Mit	Meat	<u>Met</u>
<u>Pin</u>	Pan	Pen
Bill	<u>Bell</u>	Fill
Ten	<u>Tin</u>	Tan
<u>Park</u>	Bark	Bank

Q.N.5 : Fill in the blanks with the correct form of the verbs in brackets .

(12 pts)

1. While we **were doing** our homework, some students were playing . (do)
2. **Does** he always **ride** his bicycle to school ? (ride)
3. He always **starts** his work very early. (start)
4. She **is watering** the flowers in her garden now . (water)
5. Sami **has lived** in Cairo for four years . (live)
6. I **visited** my friends last week . (visit)
7. Our teacher **will have** his holiday next month . (have)
8. The patient **had taken** his medicine so he felt better . (take)

Q.N.6 : Change the following situations into conditional sentences , types 0, 1, 2, or 3. (10 pts)

1. I don't have enough money, I can't buy a new car.

If I had enough money, I would buy a new car.

2. She slept, so she didn't hear the phone.

If she had not slept, she would have heard the phone.

3. Ahmed may sell his old car, he will buy a new one.

If Ahmed sells his old car, he will buy a new one.

4. We heat ice, it melts.

If / When we heat ice, it melts.

Q.N.7 : Match examples 1-4 and definitions a- d. Write the phrasal verbs in a- d (8 pts)

1. You might just need to turn off a switch to stop a machine .

2. The radio's a bit loud . Could you turn it down ?

3. Bad weather made us turn back and go home.

4. They are going to turn her new book into a film.

a. (turn back) go back along the way that you came.

b. (turn off) press a button or move a switch to stop a machine.

c. (turn down) reduce the amount of heat, light or sound from a
piece of equipment by pressing a button or moving a switch.

d. (turn into) develop in a particular way or have a particular result.

Q.N8 : Complete the table with the needed derivation (verb, noun or adjective) : (6 pts)

Verb	Noun	Adjective
Help	Help	Helping
Act	Action	active
Think	Thought	Thoughtful

Q.N.9 : Match the prefixes with their meanings . (6 pts)

Im	Opposite	Very small
Micro	Very small	Wrongly
Super	Very efficient	Opposite
Mis	Wrongly	Very efficient

Q.N.10 : Read the following dialogue carefully, then complete the missing parts :

(8 pts)

A

B

You meet Ali in Al-Aqsa Hotel

You meet Sami in Al-Aqsa Hotel

Greet Sami

Greet Ali

Hello, how are you?

Hello, fine, Thank you.

Ask Sami to spend some time together

Say you are busy now

Can we spend some time together?

I would like to, but I'm busy.

Ask Sami to drink coffee together

Accept Ali's invitation

Can we have a cup of coffee together?

Yes, why not.

Thank Sami for agreeing

Thank Ali for the invitation

Thank you very much.

Thank you for your invitation.

Q.N.11 : Writing :Write a short topic using the following ideas. (10 pts)

You are about to sit for the final exams. Describe how you would prepare yourself and how you would arrange your time . How would you feel before and after the exams and what activities would you do during the holiday ?

Good Luck

Points to be considered in marking:

ideas (5 pts.)

Punctuation (2 pts.)

Grammar (3 pts.)

Annexure 7

The Centre of Advanced Study in Education

The M.S.University of Baroda

Feedback Form On Teachers' Training

1. The training program made me more aware of the activities involved in the new English curriculum . Yes No

If Yes, How

.....
.....

If No, Why

.....
.....

2. To what extent were the training objectives achieved ?

.....
.....

3. Did the training program improve your knowledge and skills ? Yes No

If Yes, How

.....
.....

If No, Why

.....
.....

4. Did the training program change your attitudes towards training ? Yes No How?

If Yes, How

.....
.....

If No, Why

.....
.....

5. I feel more comfortable now meeting the needs of my students . Yes No How?

.....
.....

6. The training program made me find workable solutions to some problematic areas in the new curriculum .

Strongly agree neutral agree disagree strongly disagree

7. Do you recommend this training program for other teachers ? Yes / No Why?

.....
.....
.....

8. I like this training program, as it(rate the scale you feel suitable)

- a. is comprehensive
- b. mixes the textbook with other sources
- c. has added new knowledge for me
- d. is clear
- e. is interesting and not monotonous

9. Any further suggestions you would like to add.

.....
.....
.....
.....

Annexure 8

The Centre of Advanced Study in Education The M.S.University of Baroda Interview Schedule for Teachers

1. Which aspect(s) do you think the training program succeeded in developing?

.....
.....
.....
.....

2. Which activities does the program tackle well? Why?

.....
.....
.....

3. Which activities were more interesting and important for you?

.....
.....
.....

4. Have you noticed changes in your performance after training? Give examples.

.....
.....
.....
.....

5. Does this training program have advantages over other training programs. Yes / No? Give examples.

.....
.....
.....

6. Do you suggest more supporting materials? Yes / No Examples.

.....
.....
.....

Annexure 9

Content Analysis Form- 3: Unit – 2- 12” Grade

Objectives	Content point	Teachers’ Activities/ Roles
To focus on the topic ‘Cities in the Sky’.	Reading lessons 1 / 2 (focus)	Instructor: Teacher tells them to answer the questions orally. Facilitator: Teacher moves around and helps students in any ambiguous point. Assessor: Teacher checks students' understanding through questions .
To introduce the new topic ‘Cities in the Sky’.	Reading lessons 1 / 2 (before you read)	Instructor: Teacher tells them to answer the questions orally. Facilitator: Teacher moves around and helps students in any ambiguous point. Assessor: Teacher checks students' understanding through questions .
To learn the new vocabulary.	Reading lessons 1 / 2 (highlighted words)	Provider: Teacher presents the new words by giving students the English meaning of these

		words.
To check general comprehension while reading the text cities in the sky.	Reading 1 / 2 (while you read)	<p>Instructor: Teacher tells students to go through the questions in the text.</p> <p>Facilitator: Teacher helps students in any difficult or new point . Assessor: Teacher checks students' understanding through asking them to answer the given questions .</p>
To answer questions from the text cities in the sky.	Reading lessons 1 / 2 (after you read)	<p>Instructor: Teacher tells students to work silently, quietly or in pairs .</p> <p>Assessor: Teacher checks students' understanding after answering the questions .</p>
To study and expand vocabulary groups from lesson 1 / 2.	Vocabulary Development lesson 3 (adjectives and phrasal verbs)	<p>Instructor: Teacher asks students to collect vocabulary (from previous reading passage). Teacher asks students to practice using these activities. Assessor: Teacher elicits some examples from students to check that they can</p>

		use the words correctly and appropriately in a variety of ways.
To listen and obtain information about global urban growth.	Listening lesson 4 (listening for gist and detail)	<p>Introducer: Teacher introduces the lesson(situation& speakers) .</p> <p>Instructor: Teacher asks students to listen carefully.</p> <p>Assessor: Teacher checks students' understanding .</p>
To identify similar-sounding and numbers correctly.	Pronunciation lesson 4 (pronunciation teens and tens)	<p>Instructor: Teacher asks students to listen to the sentences and tick the numbers they hear.</p> <p>Assessor: Students repeat the numbers and teacher checks students' pronunciation.</p>
To practice presenting information from graphics.	Speaking lesson 4 (presenting information from graphs)	<p>Instructor: Teacher tells students to listen to the conversation and tick the expression they hear .</p> <p>Motivator: Teacher motivates students to answer the</p>

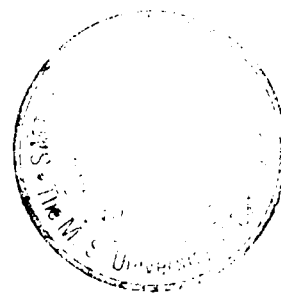
		<p>questions.</p> <p>Assessor: Teacher checks students' understanding .</p>
<p>To practice using be and have.</p> <p>To practice using mixed tenses.</p>	<p>Language lesson 5</p> <p>(tenses)</p>	<p>Be and have, mixed tenses:</p> <p>Introducer: Teacher sets up the task.</p> <p>Instructor:Teacher demonstrates the task and asks students to do it .</p> <p>Organizer: Teacher organizes students in pairs, groups....etc</p> <p>Observer: Teacher observes students while they do the task.</p> <p>Assessor: Teacher checks students' answers .</p>
<p>To use a variety of language skills to gather information about (Dubai), produce a report , and talk about it as a place to live.</p>	<p>Lesson 6 /</p> <p>integrated skills</p> <p>(Listening, reading, speaking and writing)</p>	<p>Speaking: Instructor: Teacher asks students to find (UAE) on the map and also what they know about them.</p> <p>Listening: Instructor: Teacher tells students to listen and</p>

		<p>complete the table.</p> <p>Reading & Writing:</p> <p>Introducer: Teacher introduces the activity to the class.</p> <p>Instructor: Teacher tells students what to do.</p> <p>Facilitator: Teacher helps students in dealing with the activity and tries to make it easy and understandable.</p> <p>Observer: Teacher walks around and observes students to see how they work.</p> <p>Assessor: Teacher checks students' understanding through their writing and answering the questions .</p>
<p>To introduce the topic"</p> <p>Getting past the population peak ".</p>	<p>Lessons 7& 8</p> <p>(before you read)</p>	<p>Organizer: Teacher organizes students in pairs /groups or individually.</p> <p>Instructor: Teacher tells them</p>

		<p>to answer the questions orally.</p> <p>Assessor: Teacher checks students' understanding through questions.</p>
To understand and learn the highlighted words.	Lessons 7 & 8 (highlighted words)	High lighted words, Provider , teacher presents the new words by giving students the English meaning of these words.
To check general comprehension while reading the text.	Lessons 7 & 8 (while you read)	<p>Instructor: Teacher tells students to go through the questions in the text.</p> <p>Facilitator: Teacher helps students in any difficult or new point.</p> <p>Instructor: Teacher checks students' answers</p>
To answer questions about the text.	Lessons 7 & 8 (after you read)	<p>Instructor: Teacher tells students to work silently, quietly or in pairs.</p> <p>Motivator: Teacher motivates students to answer the questions.</p>

		Assessor: Teacher checks students' understanding after answering the questions.
To write a summary of the text from lessons 7 & 8.	Lessons 9 & 10 (writing)	Instructor: Teacher tells students to read the sentences in exercise 1 then expand them out in a summary paragraph.
To practice using connectors correctly.	Lessons 9 & 10 (vocabulary)	Organizer: Teacher organizes students in groups, pairs or individually. Assessor: Teacher checks students understanding through their answers.
To analyze figures from the charts and write an essay based on these analyses.	Lessons 9 & 10 (writing)	Introducer: Teacher introduces the composition task. Instructor: Teacher tells students to work individually to write a complete draft . Facilitator: Teacher helps students when they need any help. Assessor: Teacher evaluates

		students essays and gives enough feedback.
To read chapter 2 and answer questions about the main points in it.	Lesson 10 (literature)	<p>Motivator: Teacher encourages students' interests in the story.</p> <p>Facilitator: Teacher. helps students in any new or difficult points.</p> <p>Assessor: Teacher assesses students' understanding.</p>



Annexure 10

Content Analysis Form -4 : Unit -2 11" Grade

Objectives	Content point	Teachers' Activities/ Roles
To focus on the topic of health and helping people.	Reading lessons 1/ 2 (focus)	Instructor: Teacher observes students and asks them questions. Facilitator. Teacher makes the task easy and understandable. Assessor: Teacher checks students' answers orally.
To introduce the topic of health and helping people.	Reading lessons 1 /2 (before you read)	Instructor: Teacher observes students, instructs them what to do. Facilitator. Teacher makes the task easy and understandable. Assessor: Teacher checks students' answers orally.
To learn the new vocabulary.	Reading lessons 1/2 (key words)	Provider of information: Highlighted words: Teacher presents the new words by giving students the English meaning of the words .
To check general comprehension while reading.	Reading lessons 1/ 2 (while you read)	Instructor: Teacher tells students to work silently, quietly or in pairs. Facilitator: teacher makes sure that

		<p>students understand the questions.</p> <p>Assessor: teacher checks students' answers.</p>
To extract information from the text about diseases.	Reading lessons 1 / 2 (after you read)	<p>Instructor: Teacher tells students to work silently, quietly or in pairs .</p> <p>Motivator: Teacher motivates students to answer the questions .</p> <p>Assessor: teacher checks students' answers.</p>
To study abbreviations, transitive, intransitive verbs, countable and uncountable nouns.	Lesson 3 (vocabulary development)	<p>Instructor: Teacher asks students to collect vocabulary (from previous reading passage). Teacher asks students to practice using these words. Assessor. Teacher elicits some examples from students to check that they can use the words correctly and appropriately in a variety of ways.</p>
To listen and obtain relevant information about a person's life story.	Lesson 4 Listening (listening for gist and details)	<p>Facilitator: Teacher introduces the exercises, plays the tape and then asks questions. Instructor: Teacher tells students to listen to 2 interviews and then answer the questions.</p>
To circle and	Lesson 4	Instructor, facilitator & assessor:

repeat the forms of verbs they hear.	pronunciation (Contracted verb forms)	Teacher introduces the task and makes sure that students understand
		it. Teacher plays the tape. Students complete the task. Students compare their answers with their neighbors. Teacher checks answers orally.
To ask about and describe a life story.	Lesson 4 speaking (talking about one's life)	Instructor: Teacher asks students to listen to the interviews 1 & 2. Teacher tells students to tick and repeat the expressions they hear.
To revise and contrast present perfect, simple past and past perfect.	Lesson 5 language (tenses)	Organizer: Teacher organizes students in pairs. Instructor: Teacher instructs students to use the ideas given and make notes of his partner's answers. Assessor: Teacher at the end of the activity checks students answers.
To use all four skills to gather information about people doing voluntary work.	Lesson 6 Integrated skills (listening, reading, speaking and writing)	Listening: Instructor: Teacher instructs students to listen and complete the notes about each speaker. Reading: Instructor: Teacher tells students to read the texts and match

		<p>the diary writers to the speakers.</p> <p>Assessor: Teacher checks students answers .</p> <p>Speaking: Instructor: Teacher tells students to discuss the given questions. Facilitator: Teacher helps students in dealing with the questions. Writing: Instructor: Teacher asks students to write about their own dairies. Facilitator: Teacher helps students in drafting the dairies. Assessor: Teacher checks students writings .</p>
To introduce the topic world health.	<p>Lessons 7/8</p> <p>Reading : (focus)</p>	<p>Instructor: Teacher tells students to look at the title and the photograph and answer the questions.</p> <p>Assessor: Teacher checks students' answer orally.</p>
To learn the highlighted words.	<p>Lessons 7/8</p> <p>Reading</p> <p>(highlighted words)</p>	<p>Provider: Teacher presents the new words by giving students the English meaning for these words.</p>
To read a text	<p>Lessons 7/8</p>	<p>Instructor: Teacher tells students to say which 2 paragraphs the chart</p>

about world health.	Reading (while you read)	most relates to . Assessor: Teacher checks students' understanding.
To answer questions about the text (world health).	Lessons 7/8 Reading (after you read)	Instructor: Teacher instructs students to answer the questions. Motivator: Teacher motivates students to answer the questions. Organizer: Teacher organizes students in pairs. Assessor: Teacher checks students answers.
To practice note-taking from the text. To write a summary of the text from lessons 7/8.	Lessons 9/10 : Writing: (note taking /summary)	Instructor: Teacher asks students to read the previous text again and to make notes about the fight against disease. Assessor: Teacher checks students' writing.
To practice using vocabulary from the text.	Lessons 9/10 : (Vocabulary)	Instructor: Teacher tells students to complete the tables with words from the text.
To write about	Lessons 9/10 :	Introducer: Teacher introduces the

health in Palestine.	(Writing)	composition task. Instructor: Teacher tells students to work individually to write a complete draft. Facilitator: Teacher helps students when they need help. Assessor: Teacher evaluates students' topics .
To read chapter 2 of Silas Marner silently. To answer questions about the chapter.	Lesson 10: (literature)	Motivator: Teacher encourages students to participate . Facilitator: Teacher helps students in any new or difficult point. Assessor: Teacher checks students understanding.

Annexure 11

An In-Service Training Program for English Language Teachers of Secondary Schools in the Context of the New English Curriculum

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Introduction

This training package is the result of the researcher's effort in producing a training program through information gathered from students, teachers, supervisors and the new curriculum itself.

This training is addressed mainly to meet the needs of the 11th and 12th grades' teachers according to the new Palestinian curriculum. The training package is composed of different language sections theoretical and practical from the 11th and 12th grade textbooks.

The material for each section includes aim(s), level, time, procedure, tasks, handouts followed discussion about each activity in the textbooks. The information provided can furnish novice and experienced teachers own input or free reading for them also.

Many teachers always complain that their training is mainly theoretical. The researcher hopes that this training package maintains a consistent link between theory and practice through practical examples provided and the discussion after each task.

Activity One :

Aim : To help teachers to become familiar with stress shift.

Level : Teachers of 11th and 12th Grades

Time : 40 minutes

Recourses : A collection of nouns and verbs.

Procedure :

1. Two groups of participants: Group (A) with three members carrying word cards with the verbs (import, export, increase).
2. Trainer says a verb carried by group (A); the holder of the verb moves a step. Movement indicates that the action made means a verb. (trainer stresses the second syllable of the word then he says it).
3. Trainer says the same word stressing the first syllable the word holder doesn't move (an indication that he is carrying a noun).
4. Trainer provides participants with word cards and asks them to work in pairs and practice stressing the 1st and 2nd syllables.

Words

(conduct, project, compress, conflict, extract, transport, contrast, permit, present, comment, object, digest, prospect, combine, produce, compound, convict).

5. Trainer listens to each pair.
6. Trainer organizes discussion at the end of the activity.

Practice :

Underline the correct syllable which has the right stress in the words written in bold type in each sentence.

1. A desert is a place where very little grows.
2. Soldiers who desert the army will be shot.
3. English spelling can present problems.

4. My colleagues gave me an expensive present when I left.
5. What is the object of this sentence?
6. Many people object to people smoking in public places?
7. The company exports the machines to Europe.
8. Exports last year went up by 10 per cent.
9. Imports of foreign goods have fallen.
10. Any company which imports goods must complete the customs forms
11. The cost of living seems to increase daily.
12. The government has announced an increase in taxation.
13. The transfer was in my name.
14. Please transfer all the money into my deposit account.
15. The exercises progress from easy to difficult.
16. He made good progress last term.

Activity Two :

Aim : To understand the importance of stress in conveying meaning.
To listen and underline the strongly stressed syllables.

Level : Teachers of 11th and 12th Grades

Time : 40 minutes

Recourses : A handout of different sentences.

Procedure :

1. Trainer explains that stressed syllables are like the footsteps through longer sentences. When you stress the correct syllable, this helps you speak naturally and fluently.
2. Trainer divides the participants into pairs or groups.
3. Trainer writes this sentence on the board "I'm leaving on Saturday, September third".

4. Trainer gives the right stress. "I'm leaving on Saturday, September third".
5. Participants work in pairs to underline all the strongly stressed syllables in the following sentences.

Part 1-

- a. Listen, Amy and Bill have a couple of requests.
- b. Salwa says she'll get you an olive- wood letter opener.
- c. The school principal has promised she'll give all of them a thank you party
- d. How are you?
- e. How are you doing?
- f. What are you doing?
- g. What have you been doing?
- h. How have you been getting on?

Part 2-

6. Trainer also tells participants that they are going to hear each sentence twice. They have to listen carefully and look at the four responses next to each sentence and tick the one which best conveys the meaning of the sentence.
 - a. I like the house.
 1. I think I'm going to buy it
 2. But I don't like the garden.
 3. But it's too expensive.
 4. But my husband doesn't.
 - b. We've got some apples.
 1. But not many.
 2. I didn't think we had any.

3. But we haven't got any bananas.
4. But you haven't.
- c. How many sisters have you got?
 1. I didn't hear what you said.
 2. I've got two.
 3. I'd like to know.
 4. Did you say 7?
- d. Would you like a cup of coffee?
 1. I know you don't like tea.
 2. I'm just going to make some.
 3. We're all having one.
 4. Did you say 'yes' or no?
- e. I find Arabic difficult to read.
 1. But not French.
 2. But my friends don't.
 3. I didn't say 'easy'.
 4. But speaking is not too bad.
7. Trainer organizes a discussion at the end of the activity.

Activity Three

Aim : To underline the sounds in the pairs of sentences that emphasize the contrast.

Level : Teachers of 11th and 12th Grades

Time : 30 minutes

Resources : A handout of sentences for each group in the class

Procedure :

1. Trainer writes on the board two sentences and invites trainees to correct the mistakes:
 - My mother's name is John.
 - The formula for water is H3O.
2. Trainer writes the following sentences as possible responses :
 - You mean your father's name is John !
 - I thought the formula for water was H2O .
3. Trainer reads out the pairs of sentences to demonstrate the contrastive stress on father's and 2. (Drill the sentences as mini- dialogues. Trainer provides some more ways of bringing the responses, e.g., "Surely you mean.....? Don't you mean.....? and Oh ? I was told..... "
4. Trainer says a few more contentious sentences and invites trainees to correct the mistakes.
5. Trainer divides the class into groups and gives each group a set of cards.
6. Trainer during the activity moves around the class helping to resolve any disputes.

Suggested Sentences

- * The capital of France is London.....
- * I had dinner at 8.30 this morning.....
- * The Greeks built the pyramids.....
- * Your sister is a policeman.....
- * The Atlantic is the world's biggest ocean.....
- * The lion is in the dog family.....
- * I'd like a piece of cola please.....
- * I saw the news on the radio.....
- * It was hot so I put my coat on.....
- * Brazil is the biggest country in North America.....

* Jerusalem is the oldest city in the World.....

7. Trainer organizes a general discussion at the end of the activity.

Activity Four :

Aim : To recognize the rising and falling tones in the pitch of the voice when speaking.

Level : Teachers of 11th and 12th Grades

Time : 40 minutes

Resources : A hand out of yes / no questions, w-h questions, offers and requests.

Procedure :

1. Trainer Reminds participants with the following intonation rules
 - a. Statements fall.
 - b. Wh questions fall.
 - c. Yes / no questions rise.
 - d. Question tags that ask for real information rise.
 - e. Question tags which merely ask for confirmation fall.
 - f. Lists and addresses use a series of rise and a final fall.
 - g. Sentences combining two contrasting pieces of information rises then fall.
 - h. Suggestions fall
 - i. requests fall
2. Trainer asks participants to consider the following examples:

*What patterns do these examples illustrate?

1.....and it is getting lateHe's going home.....It's not safe....

2. He's leaving tomorrow

Is he ?

3. The bus goes from here, doesn't it?

Reality?

It's hot today, isn't it?

4. Are you married?

Do you live here?

5. Where's room four?

What's the time?

6. I bought tea, coffee and sugar. The Willows, 2 King Lane , Askwith,

North Yorks.


7. Tea or coffee?

If you drop that, it'll break.

I live in Dubai but I came from Palestine.

8. Could you help me, please?

9. Would you like to have some coffee?

1. * Listen to the questions, requests and offers and decide if the intonation goes up or down at the end. Mark them up or down. 
 - a. Do you like American films?
 - b. Where would you like to go this evening?
 - c. Would you like to see a play?
 - d. Would you like to watch the news?
 - e. What sort of books do you read?
 - f. Do you like cooking?
 - g. Do you play tennis?
 - h. Would you like some thing to drink?
 - i. What would you like for dinner?
 - j. Which newspaper do you read?
 - k. Could you spell that, please?
2. Facilitator asks participants "what type of questions go up? "
"What type of questions goes down?"
"What type of intonation is requests and offers?"
3. Trainer asks participants to listen again and practice the questions. Pay attention to their intonation.
4. Trainer organizes a general discussion at the end of the activity.

Activity Five:

Aim : To distinguish the two vowel sounds of / e / and / i /

Level : Teachers of 11th and 12th Grades

Time : 30 minutes

Recourses : A hand out with lists of words

Procedure :

1. Trainer gives participants instructions about the nature of the activity.

2. Trainer asks participants to work in pairs.
3. Trainer distributes the lists of words.
4. In pairs the participants are asked to read the words silently then loudly.
(List of words / i /, / e /). Read these lists of words and then provide similar examples.

Sit	Set
Bill	Bell
Mit	Met
List	Lest
Tin	Ten
Did	Dead
Kin	Ken
Pins	Pens
Six	Sex
Bit	Bet

5. Each participant listens to the trainer and ticks the word he hears twice.

pin	pen	well
hill	hell	tin
hid	head	Bitter
bill	bell	fill

6. Participants in pairs are asked to write words that suit the 2 vowel sounds of (pin) and (pen) and practice saying them.
7. Trainer organizes a general discussion at the end of the activity.

Activity Six :

Aim : To distinguish between the consonants / p / and / b /, feeling the place and manner of articulation.

Level : Teachers of 11th and 12th Grades

Time : 30 minutes

Resources : A handout with words contrast / p / and / b /

Procedure :

1. Trainer shows the participants a word card with the word (big) and asks the participants to pronounce.
2. Trainer does the same with the word (pig)
3. Trainer divides the class into pairs and distributes the handout asking them to read and distinguish between the two sounds.
4. Trainer listens to some pairs pronouncing few words in the handout.
5. Read the following pairs trying to make the proper distinction between / p / and / b / sounds, give the p puff of air when pronouncing it.

Pig	Big
Pat	Bat
Pin	Bin
Tripe	Tribe
Cap	Cab
Rapid	Rabid
Nap	Nab

Pad	Bad
pole	Bowl
Path	Bath
Pen	Ben

6. Participants in pairs are asked to give more examples and practice saying them.
7. A general discussion at the end of the activity is organized between the trainer and trainees.

Activity Seven :

Aim : To distinguish that pronunciation of the past simple endings isn't always the same.

To elicit that **ed** at the end of the regular past verbs can be pronounced / t // d // id /

Level : Teachers of 11th and 12th Grades

Time : 45 minutes

Resources : A handout with list of irregular simple past verbs.

Procedure :

1. Trainer gives participants a chance to guess when ed at the end of the regular past verbs can be pronounced / t /, / d /, or / id / through introducing different examples. Participants are expected to guess the following :

A. ed. is pronounced / d / if it is preceded by voiced sounds, arrived / d /, prayed / d/.

B. ed. is pronounced / t / if it is preceded by voiceless sounds, laugh / t /, ask / t /.

C. ed. is pronounced / id / as an extra syllable if it is preceded by (t, or d sounds) wanted / id /, mended / id /.

Part -1-

2. Trainer distributes the handout and asks participants in groups to classify the past verbs and to put them in three columns according to the three allomorphs; / t /, / d /, / id /.
3. A spokes person of each group presents his group's findings. Handout on regular verbs.

/ t /	/ d /	/ id /
Discuss- discussed <u>ed</u>	Believe - believed <u>ed</u>	Decide – decided <u>ed</u>

(Agreed / accepted / passed / talked / died / melted / treated / asked / remembered / owed / raked / appreciated / reaped / dried / stared / scraped / withered / discovered / waited / quarreled / painted / finished / finished / ignored / seemed / suited / happened / analyzed / asked / called / cleaned / shouted / wanted / clapped / closed / climbed / cooked / destroyed / stopped /

hurried / traveled / practiced / helped / jumped / leaped / killed / knocked /
laughed / listened / lessened / locked / looked / opened / played / worked /
watched / washed / walked / turned / touched / stayed / arrived / changed /
damaged / danced / liked / lived / loved / phoned / moved /)

Part-2-

Listen to the passive verb endings. Write them in phonetics like this

Reduced / t / closed / d / mended / id /

1. Many types of technology are being developed-----
2. The sun's heat is reflected by the mirror.-----
3. The oil is heated before it is passed through the pipes -----
4. A turbine is connected to a generator.-----
5. The movement is turned into electricity.-----
6. Electricity is produced. -----
7. When the floodgate is opened, water runs.-----
5. Trainer organizes discussion at the end of the activity.

Activity Eight : Phrasal verbs

Aim: To improve phrasal verb vocabulary.

Level: Teachers of 11th and 12th Grades

Time : 60 minutes

Procedure:

Introduction: Getting students to come to terms with phrasal verbs is a constant challenge. The fact of the matter is that phrasal verbs are just rather difficult to learn. Learning phrasal verbs out of the dictionary can help, but students really need to read and hear phrasal verbs in context for them to be able to truly

understand the correct usage of phrasal verbs. This activity takes a two pronged approach to helping student learn phrasal verbs. It begins with a reading comprehension which can also serve to introduce some interesting student stories for discussion. This comprehension is peppered with phrasal verbs which can then be discussed as a class. The second part of the activity includes a brainstorming session for students to create lists of phrasal verbs to share with one another.

- * Have the trainees read the short story full of phrasal verbs.

- * Ask them some general comprehension questions about the text. Once they have read the text, ask them to tell a story of their own from their youth.

- * Now that you have discussed the text, ask the trainees to find the phrasal verbs from the list which occur in the reading selection. Once the students have found these phrasal verbs, ask the trainees to provide synonyms for the phrasal verbs.

- * Tell the trainees a little bit about what you have done that teaching day:

Example: I got up at seven this morning. After I had breakfast, I put together tonight's lesson plan and came to school. I got into the bus at X square and got off at Y square....

- * Ask trainees which of the verbs you used were phrasal verbs and ask them to repeat those verbs. At this point, you might want to ask them if they have ever taken a look under the heading 'get' in a dictionary. Ask them what they discovered.

* Explain that phrasal verbs are very important in English - especially for native speakers of the language. You can point out that it might not be important for them to be able to use a lot of phrasal verbs if they use their English with other non-native speakers. However, it is important that they have a passive knowledge of phrasal verbs, as they will need to understand more and more phrasal verbs as they become used to reading, listening, seeing and exploring authentic materials in English. Obviously, if they are going to use their English with native speakers, they will really need to buckle down and get used to using and understanding phrasal verbs.

* Write a list of common verbs that combine with prepositions to make phrasal verbs. I would suggest the following list:

Take

Get

Make

Put

Bring

Turn

Be

Carry

* Divide trainees into small groups of 3-4 each, ask trainees to choose three of the verbs from the list and then brainstorm to come up with as many phrasal

verbs using each of the three verbs that they can. They should also write example sentences for each of the phrasal verbs.

* As a class, ask trainees to take notes while you write the phrasal verbs down that each group provides. You should then give a spoken example or two for each of the phrasal verbs so that students can understand the phrasal verbs from the context of what you are saying.

* Once you have provided the trainees with examples, ask the trainees to read their own examples and check to make sure that they have used the phrasal verbs correctly.

Adventures Growing Up

I was brought up in a small town in the countryside. Growing up in the countryside offered lots of advantages for young people. The only problem was that we often got into trouble as we made up stories that we acted out around town. I can remember one particular adventure in particular: One day as we were coming back from school, we came up with the brilliant idea to make out that we were pirates looking for treasure. My best friend Tom said that he made out an enemy ship in the distance. We all ran for cover and picked up a number of rocks to use for ammunition against the ship as we got ready to put together our plan of action. We were ready to set off on our attack; we slowly went along the path until we were face to face with our enemy - the postman's truck! The postman was dropping off a package at Mrs. Brown's house, so we got into his truck. At that point, we really didn't have any idea about what we were going to do next. The radio was playing so we turned down the volume to discuss what we would do next. Jack was all for switching on the motor and getting

away with the stolen mail! Of course, we were just children, but the idea of actually making off with a truck was too much for us to believe. We all broke out in nervous laughter at the thought of us driving down the road in this stolen Postal Truck. Luckily for us, the postman came running towards us shouting, "What are you kids up to?!". Of course, we all got out of that truck as quickly as we could and took off down the road.

Phrasal Verbs

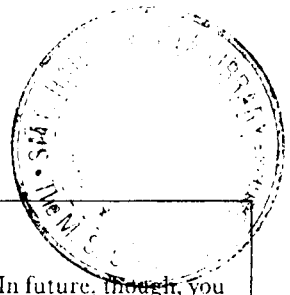
• to make out	• to take off
• to make off with	• to grow up
• to drop off	• to make up
• to set off	• to set off
• to get out of	• to turn down
• to get into	• to get into
• to get ready	• to bring up
• to be up to	• to break out

There are at least 7 other phrasal verbs in the text. Can you find them?

.....

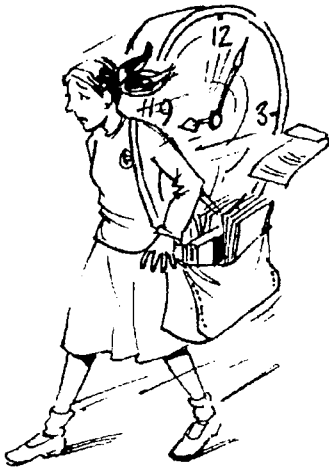
.....

Trainer asks trainees to go through the textbooks and have a similar application.
(S.B p. 57 Grade 12), trainees read the text then find the phrasal verbs and provide similar or opposite meaning for them.



How organised are you?

Introduction: Your time is largely organised for you by your parents and teachers. In future, though, you will have to organise your time much more for yourself – especially if you leave home and live by yourself. Are you ready for this? Read the tips to English-speaking teenagers and see how many of these things you yourself already do.



TIME — TOP 10 TIPS

Homework, after-school jobs, clubs, sports, friends ... Here's how you can get the most done with the least stress.

1 Set goals. Before you decide anything else, ask yourself what the most important things are to you (e.g., going to a good college, getting into the football team, taking part in student government). Write down your goals, and look at them from time to time: you need to see whether you're making progress towards them.

2 Use a planner. Have a place to write down dates for homework, your work schedule, dates with your friends, and other important obligations. Check the planner regularly. When something is down on paper, you don't have to worry about remembering it.

3 Write a daily 'to do' list. Each morning, make a list of things you need to do that day – 'Finish science project', 'Do 30 minutes of physics revision.', 'Buy a file for school.', etc. Stick to it!

4 First things first. OK, you have your planner and your 'to do' list. But what should you do first? Think about what's most urgent. For example, studying for a test tomorrow morning takes priority over e-mailing friends.

5 Identify time wasters. Watching films and chatting on the phone all night are examples of time wasters. Try to reduce all time-wasting activities.

6 Just say no. Don't take on too much just because other people want you to. Think about yourself more. Learn to say no when you're asked to do something that doesn't fit in with your goals.

7 Kill two birds with one stone. You have to take the school bus every morning, and you also need to finish reading *King Lear* for English. Why not do them both at the same time? Get out that book and read as you ride.

8 Stop putting things off. If you have an important test, don't wait until the last minute to study. Just get on with it!

9 Put everything in its place. Try to organise your cupboard, desk, notebook, etc. That way you don't waste time looking for socks that match or pens that work.

10 Take some time to relax. Don't try to do too much and burn out. Give yourself a break sometimes – perhaps with your favourite music.



Activity Nine (pair work)

Aim(s) : To help participants to prepare and conduct Role plays in their language classroom.

To practice pair works.

Level : Teachers of 11th and 12th Grades

Time : 60 minutes

Recourses : A handout with a role play.

Procedure : The Travel Agent

1. Trainer divides participants into pairs in which they play the role of a travel agent and a customer.
2. Trainer tells participants that they are going to work in pairs.
3. Participants in each pair are given the letters A and B.
4. Participants are told that A is a travel agent and B is a customer who wants to book a holiday in Jerusalem.
5. The trainer tells the participants not to show each other the information they are going to get, and then gives the following piece of paper to B.

B. CUSTOMER

You want :

- a) to go to a hotel in Jerusalem for a week and you can spend up to \$1400 on a hotel.
- b) to be as near as possible to the town centre
- c) to go to a hotel with a good coffee shop
- d) the hotel to serve good food
- e) a comfortable room with a good view
- f) there to be a children's swimming pool for your kids
- g) there to be someone to look after your kids at the hotel

Get all the information from the travel agent and then write down the hotel of your choice.

A. TRAVEL AGENT

Study the following information carefully so that you can answer B (the customer)

	Oasis	Sun Inn	Regency Park	Paradise
Cost (double)	\$130	\$ 180	\$ 175	\$210
Per night				
Distance from				
centre	10 km.	12km.	20km.	3km.
Café	*	**	***	----
Restaurant	*	**	***	**
View	***	*	**	*
Swimming pool				
Adults	***	*	**	*
Children	*	**	***	—
Childcare Facilities	—	**	*	—

Note: *** = very good, ** = good, * = fair

6. Trainer repeats the activity with more trainees.

7. Trainer and trainees practice another example from the textbook (p. 9).

Note: Before starting the activity trainer explains the details in the hand out.

Activity Ten : (group work)

Aim(s) : To help participants to prepare and conduct Role plays in their language classroom.

To practice group work.

Level : Teachers of 11th and 12th Grades

Time : 60 minutes

Resources : A handout with a role play (Arranging to meet)

Procedure :

1. Trainer tells the participants that they are going to work in groups of five, and they are going to arrange to meet in honour of..... (the trainer can invent a reason based on the members of the class).
2. Trainer explains that each group must decide where they should meet and when, based on the information that they will be given.
3. Trainer tells the participants that they are going to get some pieces of paper, and that they should not show them to each other. The trainer then distributes the following:

Participant A: You want to have lunch in a restaurant. You should think of reasons why this is the best choice.	Participant B: You want to have dinner at your home. You should think of reasons why this is the best choice.
Participant C: You want to have lunch in a restaurant. You should think of reasons why this is the best choice.	Participant D: You want to have dinner at your home. You should think of reasons why this is the best choice.

Participant E: You are undecided. You should listen to the others' ideas and then agree with the suggestion you like best.

5. Trainer tells participants to think about their instructions for a short time.

Then, they are told to start the activity.

6. Trainer changes groups and more practice can be done.

Note: Trainer needs to keep an eye on each group and perhaps act as a prompter to make sure that they realize there are two variables, where they are going to meet and when.

Activity Eleven : Word Families

Aims : To be familiar with the idea of word families.
To provide trainees with practical ways for teaching word families.

Level : Teachers of 11th and 12th Grades

Time : 120 minutes

Resources : A handout of word families .

Procedure :

1. Trainer divides the activity into these parts:

- a. Introduction
- b. Form-based families
 - 1. derivational morphology
 - 2. identity
- c. compound words
 - 1. synonyms
 - 2. specific meaning relations
 - 3. fields

2. Trainer explains each part alone.

a .Introduction (part 1)

Trainer introduces the activity in this way.

* Word families are groups of words that are sufficiently closely related to each other to form a 'family'.

Words can be grouped into families in two main ways:

- o they are similar in form;
- o their meanings are related.

Here are two examples of form-based word families:

word - wordy - word (verb) - wording - word-list ... (but not: *worth*, *worry*)

family - familiar - unfamiliar - familiarity - familiarize ... (but not: *famine*, *famous*)

Each of these families is bonded by a common root word, although the resultant connections of meaning are also an important bonding feature.

Here are two examples of meaning-based word families:

big - little - size

dog - puppy – kennel

* Trainer asks participants for more examples.

* Trainer asks participants this question:

Why are word families important?

* Trainer elicits answers from participants, and then he presents this part.

1. Form-based families are important because they reveal sometimes hidden patterns of spelling in words that students already know; for example, the verb root pronounced 'seev' is spelt ceive (receive, deceive, conceive), and

always corresponds to ception in the corresponding noun (reception, deception, conception).

2. Meaning-based families are important because they reveal links and patterns of meaning in words that students already know; for example, many adjectives and nouns are related as in the trio big - little - size. The specific meaning relations they contain are also an important component of reasoning skills.
3. An understanding of word families also allows either the form or the meaning of unfamiliar words to be guessed with some confidence. For example, we can guess that someone using a skate-board is a skate-boarder engaged in skate-boarding, and if we see the word unteachability we can guess from knowledge of other word families that it means 'state (-ity) of not (un-) being able to be (-abil-) taught (teach)'.

*Trainer gives trainees 10 minutes to discuss the introduction.

b. Form-based families (Part 2)

*Trainer starts by giving this example.

In the form-based word family teach - teacher, similarity of form is most easily explained by recognizing two morphemes in teacher:

a root word which is also found in teach;

and a derivational suffix which is also found in other words such as lecturer, driver, and learner.(other examples)

*Trainer distributes this sheet to the trainees.

The family link can be shown through definitions: one word provides material out of which the other's definition is built (a teacher is 'a person who teaches'). Similarly, a duckling is 'a small duck'; replaying is 'playing again', and so on.

Morphemes (meaningful linguistic units) are important for spelling because they tend to have the same spelling across all the words containing them, so once we know how to spell a morpheme in one word we can usually predict its spelling in another word.

Although a similarity of form is often linked with a similarity of meaning, a link of form can exist without any link of meaning. For example, understand clearly consists of under + stand (notice that even the past tense is the same as for stand: understood) but it is hard to find any kind of 'standing' in its meaning. Moreover, even when form and meaning appears to be in step, this appearance may be deceptive. The traps are well known - a solicitor does not solicit, nor does an undertaker 'undertake'; being uneasy is not the same as being difficult; fusing the lights has no meaning in common with defusing a situation or refusing an offer. Moreover, a derivational suffix does not necessarily guarantee that the morpheme to which it is attached is itself a word in its own right. For example, whereas actor contains the verb act, there is no such verb for author, tailor and doctor.

*Trainer proceeds to this section through writing on the board the title **"Similarities of Form "**

Similarities of form are of three types, all of which are very common in English: (each type is explained in details as follows)

- derivational morphology
- identity
- compound words

*Trainer presents each type in the following way.

Derivational morphology

Introduction

The examples of form-based families given have involved derivational morphology, which in most cases involves the addition of prefixes or suffixes. (The exceptions are a handful of words that differ only in stress - e.g. the noun and verb both spelt convict - or in the pronunciation of the last consonant - e.g. the noun and verb both spelt house.)

Prefixes

Most prefixes are found in words derived from Latin.

a. Prefixes for opposite meanings.

prefixes	meanings	examples
dis disagree	opposite	agree >
il im impossible	opposite	legal > illegal possible >
in incorrect	opposite	correct >
ir- irregular	opposite	regular >
un unhappy	opposite	happy >
mis- misinform	wrongly	inform >

b. Prefixes for other meanings

prefixes	meanings	examples
----------	----------	----------

inter	between, together	national > international
micro-	very small	chip > microchip
super-	above, more than,	very efficient man > superman

Practice: Add suitable prefixes.

1. Which of these words is "not natural".
a) innatural b) il natural c) unnatural
2. If you are irresponsible what are you?.....
3. Which prefix do you add to the word moral to mean "not moral".....
4. If you add the prefix 'dis' to the word satisfy, how do you spell the new word?.....
5. How do you spell the word meaning 'not possible'?

Suffixes

1. Suffixes for grammatical forms

Suffixes create 'families' of grammatical forms, i.g. :

Verb	noun (person)	noun (thing)	adjective	adverb
Produce	producer	product, production	productive	productively

*Trainer asks participants for more examples. Trainer also tells participants that there are often pronunciation changes, : product , production .

1. Suffixes for other meanings

Verb + suffix > noun	adjective + suffix
teach -er > teacher	quick -ly > quickly
translate -or > translator	adjective + suffix > verb

express -ion > expression	wide -en > widen
invite -(a)tion > invitation	adjective + ness > noun

feel -ing > feeling

tired -ness > tiredness

govern -ment > government

verb / noun + suffix > adjective

fashion -able > fashionable

continue -ing > continuing

nation -al > national

destroy -ive > destructive

damage -ed > damaged

use -less > useless

fall -en > fallen

week -ly > weekly

use -ful > useful

cloud -y > cloudy

More examples from trainees about the mentioned prefixes and suffixes.

* Complete the following sentences with the correct forms of the words in brackets.

1. Kareem is a fluentof French. (speak)
2. After a long....., the civil engineers agreed to on the plan.
(discuss)
3. The farmers receivedpayments for their damaged crops.
(compensate)
4. The success of agricultural.....in Palestine is the result of
applying scientific approach to farming problems . (develop)
5. During the last 2 years, largecountries have lost millions of jobs.
(industry)
6. At last, my friend reached home after a long and dangerous
.journey. (safe)
7. It is hard to compete internationally without the equipment other
.....have. (compete)
8. Old people usually needcare. (medicine)

9. It didn't rain.....last year. (heavy)

10. The teacherhis students to participate in the discussion. (courage)

Identity: A much simpler kind of similarity of form is identity, where the words have identical forms. For example, we have large numbers of verb noun pairs that share the same root word, as in:

When I run (verb), the run (noun) usually lasts about half an hour.

A rest (noun) will do you good; rest (verb) there.

The derivation may go in either direction: a noun may be derived from a verb, or a verb may be derived from a noun, as in the verb nail (which means 'fix with nails'); either way, they belong to the same word family.

*Trainer asks trainees this question? Why is identity useful?

What disadvantages does it have? Trainer elicits answers from trainees.

This is a useful facility in English which students should be aware of, especially since it raises no extra spelling problems. However, this flexibility also has a drawback: the difficulty of classifying words due to their multiple word-class membership, which is so characteristic of English words and which can lead to word families whose members all look alike. An extreme case is the family containing the noun, adjective, verb and adverb which all share the form right and have quite closely related meanings:

Example: I insist on the right of reply.

She held it in her right hand.

Right the boat, please!

She went right to the end of the road.

*Trainer asks participants to give more similar examples. Examples mentioned in activity 1 can be useful in this part also.

Compound words: A more complicated kind of similarity is found in compound words. In this case the derived word is formed by combining two root words, as in password.

In terms of word families, compounds represent a marriage of two families, so password unites the families of pass (passage, passer-by, etc.) and word (wording, reword, wordy, etc.). In such 'transparent' compounds each component element is obvious, as are the benefits for spelling of recognizing these links.

* Can you guess the meaning of these compound words?

Example: is a work place: a place where people work

1. Motorbike: is a.....

2. Sunburned:

3. absent-minded:

4. Part-time:

5. Interest-free:

• More examples from student's book can be discussed (ps. 88 / 108).

*Trainer gives trainees 15 minutes to discuss the part.

c .Meaning-based families : (Part 3)

*Trainer distributes the handout and briefly discusses the part with trainees.

Some words are closely related in meaning but not in form. For example, a female lion is a lioness, but a female dog is a bitch, while a male sheep is a ram and a female sheep is a ewe. The word families dog – bitch and sheep – ram – ewe are based solely on meaning, without the additional help provided by similarity of form as in lion – lioness.

Links that are based on meaning are far richer and more extensive than those based on form. Even the most straightforward-looking word, such as book, has a multitude of meaning-based links to other words:

page, volume, journal, publication, author, publisher, title, edition, paper, cover, index, chapter, contents, novel, textbook, literature, literacy, bookseller, bookshop, bookshelf, library, read, write, consult, collect, bookworm (both meanings), bibliophile, ...

As can be seen from this list, similarity of form supports a few of these links, namely those in which the related word also contains the root word book: textbook, bookseller, bookshop, bookshelf, and bookworm. The remaining links are no less clear or accessible for having no counterpart in form.

Meaning-based links are important for vocabulary growth, not just as an aid when guessing the meanings of new words, but also when consolidating existing vocabulary.

Trainer asks trainees how to investigate meaning-based families.

Such complex territory needs some kind of map, so it is helpful to distinguish three approaches to investigative study according to which kind of link is in focus:

- synonyms
- specific meaning relations
- fields

In each case, we can assume that one word is the 'anchor': the word whose links are being explored; the anchor prevents us from floating off and getting lost in a sea of vocabulary.

Synonyms

This approach is the basis for any **thesaurus**. The anchor word is grouped with its 'synonyms' (taking synonyms in the loose sense in which wet and damp are synonyms, even though their meanings are not identical). One step is to bring the synonyms together; but an equally important step is then to look for differences (e.g. damp involves less liquid than wet). Both steps can be taken unaided, by brainstorming; however, a thesaurus is helpful for the first step and a dictionary for the second.

*Trainer asks trainees to go through S. Books pages 28, 58.

* Trainer draws trainees' attention that most units in the new textbook has synonym exercises, some of them can be discussed.

Specific meaning relations

In derivational morphology, the suffix -er signals the do-er of an action, as in speaker, 'a person who speaks'; but the same meaning relation can also be expressed in other ways - for example, the word for 'a person who steals' is not stealer, but thief. In this case the anchor word is steal, and thief can be called the 'target' word. A study of specific meaning relations goes beyond those reflected in the form of the words concerned, and explores the range of ways in which such specific meaning relations are expressed. Specific meaning relations are helpful in developing reasoning skills, since they include such features as:

classification: man – cow – monkey – **mammal**

examples: flower – **violet** – **daffodil** – rose

continuum: obese – fat – plump – slim – thin – emaciated

opposites: hard – easy; sensible – foolish

* Trainer arranges trainees in groups and they do the following activity:

Arrange the following words according to the classification mentioned above.
(Luggage/ ancient/ snake/ beliefs/ stressed (out)/ future/ attitudes/ landing card/
reptiles/ television/ food/ earlier/ internet/ hostess/ relaxed/ crocodile/ departure
gate/ culture/ past/ air ticket/ lizard/ fax/ clothing/ mobile/ values/ pleased/
modern/ put on/ later/ sad/ lose)

Fields

*Trainer introduces this part.

A field of meaning includes both synonyms and meaning relations, but also includes words which are related in other ways to the anchor word, as consult is to book. The list of words related to book is an example of a field; here it is again:

page, volume, journal, publication, author, publisher, title, edition, paper, cover, index, chapter, contents, novel, textbook, literature, literacy, bookseller, bookshop, bookshelf, library, read, write, consult, collect, bookworm (both meanings), bibliophile, ...

It can be seen, very few of these words could be described even loosely as synonyms of book - perhaps only journal, novel and textbook - and none are related to book in a way that could have been expressed by derivational morphology.

*Trainer asks trainees to give more examples.

*Trainer gives trainees 10 minutes to go through the books (pages, 8 48, 79) to discuss some sentences in these exercises.

Activity Twelve: Conditional Sentences

Aim : To distinguish between the different types of conditional sentences.

Level : Teachers of the 11th and 12th Grades

Time : 120 minutes

Resources : A handout of conditional sentences and textbooks

Procedure :

1. Trainer introduces the activity by giving trainees this brief introduction.

Conditionals can be a confusing aspect of the English language to grasp for both ESL and native speaking students. However, like many other aspects of second language acquisition, the concept can be considerably more difficult for students.

Different languages approach conditionals in different manners, so English lessons that address conditionals will be interpreted differently by students depending on their native language. The following sections cover the concept of conditionals and suggest teaching strategies that could be implemented for students.

2. Trainer defines conditionals

Conditionals are sentence structures that explain a particular situation of circumstance. If this happens, then that happens. Conditionals are commonly referred to as if sentence structures because they often contain the word if.

There are four main conditionals that are used most commonly in the English language: first conditional, second conditional, third conditional and zero conditional.

3. Trainer explains each type alone

First Conditional

The first conditional deals with issues that have a real possibility of occurring.

This conditional typically deals with future, real world events that are pondered on a daily basis. When people make plans and suggest back up plans, they are utilizing the first conditional.

The first conditional uses the if/then structure and the words will, shall, can or may to convey the future action being considered. The following sentences are examples of the first conditional:

- If I can get the time off of work, then I will come and visit you in your house.
- If we burn the dinner, we may have to order pizza.
- I can work from home if my Internet connection gets fixed.
- If it rains tomorrow, I shall go to the movies.
- More examples can be elicited from trainees.

Second Conditional

The second conditional is a bit more tricky. In some ways it is similar to the first conditional. It utilizes the same if/then structure, but instead of using the words will, shall, can, or may, the second conditional uses would. The most significant difference between the second conditional and the first conditional, however, is that the second conditional deals with events that are not real possibilities. In many cases, the events could happen; they are not physical impossibilities. However, they are not tangible events that are certain to impact daily life.

In many respects, the second conditional is what English speakers use when they are dreaming about something or fantasizing about a particular scenario.

See the following sentences for examples of the second conditional:

- If I had a million dollars, I would open an animal sanctuary.

- If we lived in Egypt, we would enjoy visiting the Pyramids.
- If I became president, I would help the poor and the needy.
- More examples can be elicited from the trainees.

Third Conditional

While the first two conditionals talk about possible future events, the third conditional deals with the past. Specifically, the third conditional talks about events in the past and ponders the effects of those events not happening. Because we can't go back in time, the third conditional deals with events that have no possibility of happening. The third conditional uses the words *would have* to convey these impossible events. The following are examples:

- If he had taken his medicine on time, he would have felt better.
- If I had had enough money, I would have bought a new car.
- If we had arrived on time, we would have got a better seat.
- More examples can be elicited from trainees.

Zero Conditional

The zero conditional deals with issues which are always true. They can often be thought of as stating a scientific fact. The following are examples:

- If you don't ever water your plants, they die.
- If you jump in the lake, you get wet.
- If it gets below freezing, water turns into ice.
- More examples can be elicited from trainees.

Note: Trainer organizes a thorough discussion about the topic at the end of the activity.

Doing some exercises from the textbook can be helpful. (Trainees choose which exercises want to do, trainer gives more time to discuss these exercises).

Trainer gives the following 2 forms of common conditionals for trainees and they work in groups to do them.

* A) Change the following situations into conditional sentences:

1. We came late so we missed our plane.

.....

2. We may leave so we may sell the house.

.....

3. He is not rich so he can't buy a car.

.....

4. The temperature of water rises to 100, so it turns to steam.

.....

5. We didn't take our umbrellas, we got wet.

.....

6. I don't have enough time, so I can't visit you.

.....

7. I usually feel tired, I take a rest.

.....

8. I feel thirsty; I get some water from the tap.

.....

9. We will buy our kid the basketball ring, He will be happy.

.....

10. I don't have the chance to go to North America, so I can't visit Canada.

.....

* B) Put the verbs in brackets the correct form.

1. If I had known that you were coming, Iyou at the railway station.(meet)
2. If I her number, I could ring her up. (know)
3. If I you, I would plant some trees in your garden. (be)
4. If you want to look slim, you less meat. (eat)
5. John will be late, if you him your car. (not / lend)
6. If therea shortage of any product, prices of that product go up.
(be)
7. If he to leave the country, he would have been stopped at the frontier. (try)
8. If I can visit any country in the world, I France. (visit)
9. Supposing that the weather was fine, they..... able to go to the beach. (be)
10. My parents get angry if I home late. (come)

Activity Thirteen: English tenses

Aims : To revise the English tenses found in the new curriculum.

To Use the tenses correctly to exchange information.

To practice using mixed tenses.

Time : 120 minutes

Resources : A handout of different tenses

Procedure :

1. Trainer sets up the task, by checking if trainees understand the instructions.
Ask few questions to check understanding.
2. Trainer tells trainees to work in groups.

3. Trainees go through the table of the different tenses and prepare a tense to explain to the other groups.
4. Trainer checks the work, by asking various students to give their answers.
5. Trainer asks each group to come in front of the other groups and present their work.

Tense : Affirmative / Negative : Use : Signal

Tense	Affirmative / Negative / Question	Use	Signal Words
<u>Present Progressive</u> (continuous)	A: He is speaking. N: He is not speaking. Q: Is he speaking?	action taking place in the moment of speaking action taking place only for a limited period of time action arranged for the future	at the moment, just, just now, Listen!, Look!, now, right now
Simple present	A: He speaks. N: He does not speak. Q: Does he speak?	Action in the present taking place once, never or several times Facts Action taking place one after another Action set by a timetable or schedule	Always, every..., never, normally, often, seldom, sometimes, usually, if sentence type 1 (If I talk ,.....)

<u>Simple Past</u>	<p>A: He spoke.</p> <p>N: He did not speak.</p> <p>Q: Did he speak?</p>	<p>action in the past taking place once, never or several times</p> <p>actions taking place one after another</p> <p>action taking place in the middle of another action</p>	<p>yesterday, 2 minutes ago, in 1990, the other day, last Friday</p> <p>if sentence type II (<i>If I talked, ...</i>)</p>
<u>Past Progressive</u>	<p>A: He was speaking.</p> <p>N: He was not speaking.</p> <p>Q: Was he speaking?</p>	<p>action going on at a certain time in the past</p> <p>actions taking place at the same time</p> <p>action in the past that is interrupted by another action</p>	<p>when, while, as long as</p>
<u>Present Perfect Simple</u>	<p>A: He has spoken.</p> <p>N: He has not spoken.</p> <p>Q: Has he spoken?</p>	<p>putting emphasis on the result</p> <p>action that is still going on</p> <p>action that stopped recently</p> <p>finished action that has an influence on the present</p> <p>action that has taken</p>	<p>already, ever, just, never, not yet, so far, till now, up to now</p>

		place once, never or several times before the moment of speaking	
<u>Present Perfect Progressive</u>	A: He has been speaking. N: He has not been speaking. Q: Has he been speaking?	putting emphasis on the course or duration (not the result) action that recently stopped or is still going on finished action that influenced the present	all day, for 4 years, since 1993, how long?, the whole week
<u>Past Perfect Simple</u>	A: He had spoken. N: He had not spoken. Q: Had he spoken?	action taking place before a certain time in the past sometimes interchangeable with past perfect progressive putting emphasis only on the fact (not the duration)	already, just, never, not yet, once, until that day if sentence type III (<i>If I had talked, ...</i>)
<u>Future Simple</u> (will)	A: He will speak. N: He will not speak.	action in the future that cannot be influenced spontaneous decision	in a year, next ..., tomorrow If-Satz Type I (<i>If you ask her, she</i>

	Q: Will he speak?	assumption with regard to the future	<i>will help you.</i>) <i>assumption:</i> I think, probably, we might ..., perhaps
<u>Future Simple</u> (going to)	A: He is going to speak. N: He is not going to speak. Q: Is he going to speak?	decision made for the future conclusion with regard to the future	in one year, next week, tomorrow
<u>Future Progressive</u>	A: He will be speaking. N: He will not be speaking. Q: Will he be speaking?	action that is going on at a certain time in the future action that is sure to happen the near future	in one year, next week, tomorrow

5. After completing the chart, trainer gives trainees 10 minutes for discussion

6. Trainer distributes this exercise on trainees and they do it in groups.

Complete sentences with the correct form of the verb in brackets: (10)

- 1) When I was walking in the street, I _____ my old friend. (meet)
- 2) Tomorrow , I _____ many things, like studying and helping my mother. (do)
- 3) After Sámi _____(complete) his work, he _____ (visit) some of his friends.
- 4) My mother _____ already _____(finish) arranging the house.
- 5) Surely, we _____ (stop) the spread of the disease by 2010.
- 6) My father returned home late last night, but I _____(be) still awake. I had an exam, so I _____.(study)
- 7) We _____ (study) French for 2 years now, but we _____(not meet) a French person yet.
- 8) Every year, new students at the AAUJ. (enroll)
- 9) Students in the classstill..... (write)new drafts of their essays.
- 10) Pb(be)the chemical symbol for lead.
- 11) The student(work) on her essay in the next holiday.
- 12) The child(bring) joy into his parents' life.
- 13) Imy fish for 5 minutes. (feed)
- 14) The wedding.....(be) a splendid affair.
- 15) After we.....(eat) at the cafeteria, we went to the class.
- 16)she(play) tennis for half an hour now?
- 17) They.....(walk) to the bus stop this afternoon.
- 18) I..... (work) hard when your letter arrived.
- 19) They..... (be) very kind to me during the past three months.
- 20) Tomorrow at nine, I(clean) my car.

7. Trainer gives trainees the opportunity to go through the most problematic exercises in the textbooks; (units 1 & 2).

Activity Fourteen: Writing Part One (Writing Genres)

Aims : To exchange experiences on the different steps of writing used by individual teachers .

To introduce trainees to different types of writing.

To highlight types of writing available in the 11th and 12th grade textbooks.

Level : Teachers of 11th and 12th grades

Time 40 minutes

Resources : A handout and posters

Procedure :

1. Trainer tells trainees to make a list of the different writing tasks, which are found in the 11th and 12th grade English textbooks.
2. Trainer distributes the handout (types of writing)
3. In pairs, trainees compare their list with that in the handout pointing out the types, which are not found in the handout (if there is any).
4. Arrange trainees into groups of four and assign a scribe and a spokesperson for the group .
5. Each group chooses a type and writes the steps of teaching that type. This should be done by members of the group individually .Then the group agrees on the certain steps written on the poster and discuss them to the other groups.

Note : This is an introductory activity meant to motivate teachers to spell out what they believe and what they do. Through expression of views and exchange of experiences, trainee teachers will be prepared to try different and effective ways of teaching writing

B) Types of Writing

A) Personal Writing Dairies / Journals / shopping lists / Recipes/ Reminders for oneself / Packing lists / Addresses .	B) Public Writing Letters of enuiry / complaint / Request / From filling application	C) Creative Writing Poems / Stories / Rhymes / Drama / Songs / Autobiography
D) Social Writing Letters / Invitations / Notes of Condolences Thanks / Congratulations Messages / Instructions - to friends / to family	E) Study Writing Making notes while reading / Taking notes from lectures / Making a card index / Summaries Synopsis / Reports of experiments / workshops / visits / Essays	F) Institutional Writing Agendas Posters Minutes Instructions Memoranda Speeches Reports Applications Reviews Curriculum Vitae Contracts Specifications Business Note- Making Letters (Doctors and other professionals)

	Bibliographies	Public notices Advertisements
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Activity Fifteen: A) Approaches to Teaching Writing

Aims : To introduce trainees to different approaches of teaching the skill of writing .

To develop trainees' skills in using collaborative writing in the classroom.

To encourage trainees to use mind maps when teaching writing.

Level : Teachers of the 11th and 12th Grades

Time : 90 minutes

Resources : Ideas taken from teachers written on the board

Procedure :

1. Trainer tells trainees that they are going to write an essay about Eid Al-Adha.
2. Trainer asks trainees to jot down all the things associated with Eid Al-Adha that come to their minds.
3. Trainer elicits ideas from trainees and makes a collective mind map on the board as the ideas are suggested. Branches can be drawn and added as trainees suggest new ideas or add ideas to already established aspects. The final result is a mind map with number of subtopics or aspects radiating from the central topic and with further points added to these.
4. Trainer divides trainees into groups of four.
5. Each trainee in the group writes a subtopic or a section. They check each other's drafts.

6. The various pieces (sections) written by the members of the group can be assembled, and changes made to ensure coherence between them .
7. Trainer distributes the handouts illustrating mind maps and approaches to teaching writing .

B) An Example on Writing Comments and Essays individually.

Aims : To practice independent writing after some preparation.

To produce various text types (letters, e-mails, descriptions and essays).

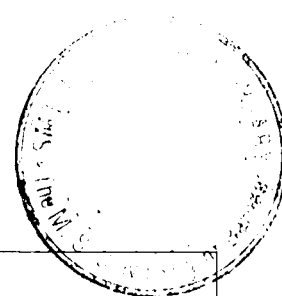
Level : Teachers of the 11th and 12th grades

Time 40 minutes

Resources : A handout " Education in Palestine 1995- 2000"

Procedure :

1. Trainer starts with any preparatory exercise, such as punctuation or using connectors or topic sentence, and / or may involve collecting data for the writing task and planning an outline.
2. Trainer introduces the composition task. He makes sure that trainees understand any notes, cues, outlines or other input.
3. Trainer discusses what each paragraph of the text should contain.



Education in Palestine 1995-2000

	1	2	3	4	5
Year	No. of Schools	No. of Students	No. of teachers	ST-T ration	Average class size
1995	1,084	418,807	14,938	28.0	35.4
1996	1,070	447,822	16,810	26.6	35.8
1997	1,113	481,678	18,858	25.5	35.4
1998	1,175	516,160	21,186	24.4	35.1
1999	1,230	549,404	22,695	24.2	35.1
2000	1,289	586,777	24,318	24.1	35.5

Source: General Directorates of Educational Planning and Development, MEHE 2000.

Paragraph one : Introduction " State the issue and your own opinion ."

Paragraph two or more : Development " Make points for or against or explain the ideas you collected ."

Paragraph three or more : Conclusion " State your opinion again and summarize the reasons ".

4. Trainees work individually to write a complete draft.

5. Trainer tells trainees to check their work carefully when they finish and to correct mistakes, especially spelling, punctuation and any grammar or vocabulary that they have studied recently.

6. Trainees apply the above procedures to write an essay entitled Education in Palestine " 1995 – 2000 "

Paragraph One , start with the following key sentence " During the years 1995-2000, there was quite a large increase in the number of schools in Palestine . Between 1995 and 1996.....

Study Columns 2 and 3 and choose one of them to write another paragraph about . Begin with a suitable key sentence. " During the same period, there was also a very large rise.....

Write another paragraph about Columns 4 and 5 . Write about the fall in Column 4 and the almost unchanged class size over the whole period. "As a result of the very fast increase in the number of teachers during this period, there was a steady.....

7. Trainer asks some trainees to read their essays.

8. Trainer organizes a discussion over the essays written .

Activity Sixteen: Teachers Roles in the Classroom: (session 1)

Aim : To practice using the different roles for the English language teacher inside the classroom identified in the new curriculum .

Level : Teachers of the 11th and 12th Grades

Time : 150 minutes

Resources : Handout of texts from unit 4 in the new curriculum .

Procedure :

1. Trainer arranges trainees in groups and introduces the activity through some questions, such as ' what are the most common roles you play in your class? Have you noticed a change in roles emerged in the new curriculum? What are they? Have you tried employing these roles?'
2. Trainer gives each group a lesson to analyze and mention the roles employed in it.
3. Each group presents its activity to the whole class.
4. A detailed discussion after each activity is involved, including the best possible way to perform those roles.

5. Trainer draws trainees attention to the roles required in the new curriculum. They are instructor, facilitator assessor, organizer, provider, resource and participant.

Unit 4 Engineering a better future

Reading Lessons 1 and 2

Focus

- 1 Read and answer this questionnaire from your local council.

PLEASE HELP US TO HELP YOU!

Please show us which three construction projects you think our community needs most. Please label them A-C. (A = most important)

- 1 New waste recycling facilities _____
- 2 New and expanded schools _____
- 3 Better hospital facilities _____
- 4 New public libraries _____
- 5 More reliable power supply system _____
- 6 New or expanded bus station _____
- 7 Better telecommunications services _____
- 8 Road construction and repairs _____
- 9 Modern sports and leisure centre _____
- 10 Better water supply system _____

- 2 Work with a partner. Compare notes and explain your choices.

Before you read

- 3 Look at the map and the pictures. Find a possible connection between all three.

While you read

- 4 Decide which of the following the first two texts come from.
- a dictionary
 - an encyclopedia
 - a geography school text book
 - a newspaper article

- 5 Decide which of the following the third text comes from.
- an interview
 - a memoir
 - a novel
 - a report

After you read

- 6 Say what these numbers refer to.
- 6,695km 6km 111m 100m 1970
- 7 Say whether these statements are true (T), false (F), or unclear (?) from the text.
- 1 The Nile is the longest river in Africa. _____
 - 2 Lake Nasser is to the north of the Aswan Dam. _____
 - 3 There had been a dam at Aswan since ancient times. _____
 - 4 The Aswan Dam is the highest in the world. _____
 - 5 Today, the Dam provides half of Egypt's electricity. _____
 - 6 The Dam allowed farming on more land than before. _____
 - 7 It made Egypt's food supply more reliable than previously. _____
 - 8 The fertile flood sediments now remain in L Nasser, and so farmers now have to buy expensive fertilisers instead. _____
- 8 Say what you think.

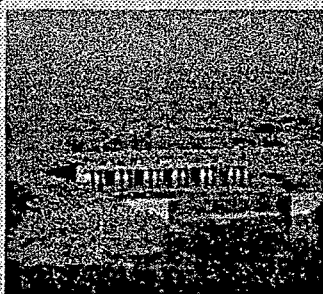
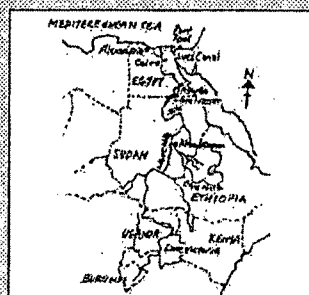
These days, we've got so many Palestinian universities and colleges it would be silly to study abroad like Mousa Barakat.



Reading continued

The Aswan High Dam

- 1 **Nile, River, Arabic** *Nahr en-Nil* River in E and NE Africa, longest in the world, 6,695km from Burundi to the Mediterranean; this, the White Nile, is joined by the Blue Nile at Khartoum, Sudan, to become the Nile proper, which flows north into Egypt and Lake Nasser, created by the Aswan High Dam, north of Cairo it opens into a wide delta from Alexandria (W) to Port Said (E); Egypt's population and farmland lie almost totally along the Nile and in the Nile Delta.



- Aswan High Dam, Arabic** *As-Sadd al-'Ali* Very large dam on the R Nile in Egypt, completed in 1970, situated 6km S of a smaller, first dam finished in 1902; height 111m, length 3,830m, major national electricity supplier; formed Lake Nasser, now 480km long with an average depth of 100m and a maximum width of 22km. The Dam controls the annual floods and provides water for the irrigation of large areas. Aswan has however created problems: the old flood waters kept the land fertile with sediments that now remain in L. Nasser. Without these, farmers must now spend heavily on artificial fertilisers.

Aswan: an engineer remembers

Mousa Barakat

- 20 I left Gaza in 1963 to study at Alexandria University and, after I graduated, I found work at Aswan. I was proud to help finish the biggest construction project in Egypt since the Pyramids.

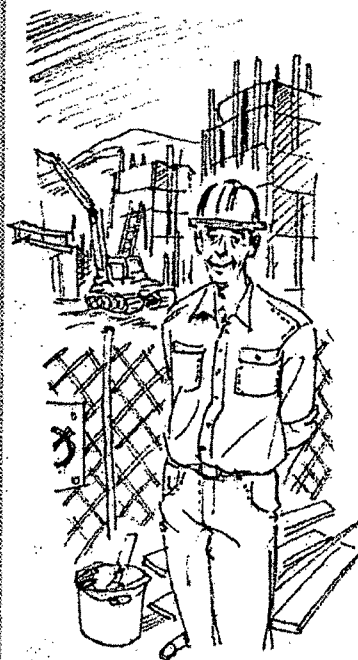
- It had all started long before, of course. The old dam had never been high enough and so, in 1960, the new project began. We finally finished in 1970 and, believe me, the Aswan High Dam really is high!

- It made a huge difference. First of all, it produced half the country's electricity, and it brought power to many areas for the first time.

- 30 Then there's the water. The famous floods had actually been quite unreliable, and there often used to be both destructive floods and disastrous droughts. If we had not built the dam, farmers would have faced dangerous floods and droughts many times since then. What's more, Aswan provided water for huge areas of new farmland.

- People often say that Aswan's designers should have included channels to let the rich river sediments pass through and fertilise the land. And they're right. The old dam was like that, and we could have done the same thing. If we had, farmers wouldn't have needed to start buying expensive artificial fertilisers.

- On balance though, I think Aswan has been very good for Egypt. If the Egyptians hadn't built it, their country couldn't have developed in the way that it has.



Vocabulary development

Lesson 3

Measurements

- 1 Complete the table with nouns from the encyclopedia entries on page 37.

	Adjective	Noun
1	deep	_____
2	high	_____
3	long	_____
4	wide	_____

- 2 Complete the full statements of measurement. Use these forms.

be + measurement + adjective

have + a + noun + of + measurement

- 1 The Dam + long:

The Dam is 3 830 metres long.

It + length: *It has a length of 3,830 metres.*

- 2 It + high: _____

- 3 The Nile + length: _____

- 4 Lake Nasser + deep: _____

- 5 It + depth: _____

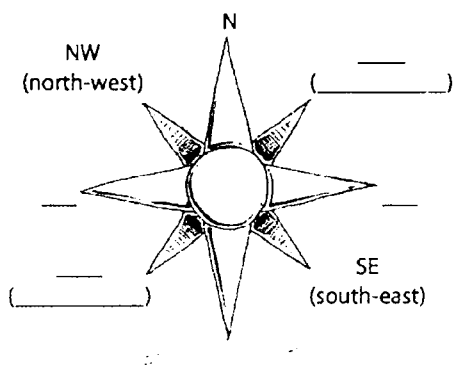
Now write about the Dead Sea (52km X 15km).

- 6 The Dead Sea + long: _____

- 7 It + width: _____

Directions

- 3 Complete the compass directions.



- 4 Write out the full names of the following. Use initial capital letters.

1 Countries: S Africa *South Africa*

N Korea _____

E Timor _____

2 US states: N Carolina _____

S Dakota _____

W Virginia _____

3 Regions: E Africa _____

SE Asia _____

SW England _____

- 5 Complete these sentences describing locations. The directions are not part of the names, so do not use initial capital letters. Use the compass direction nouns or their adjectives.

eastern, northern, southern/'sʌðn/, western

1 Aswan is in *the south* of Egypt. (S)

Aswan is in *southern* Egypt. (S)

2 Cairo is in _____ of Egypt. (NE)

3 Jericho is in _____ Palestine. (E)

4 Jenin is in _____ of Palestine. (N)

5 Rafah is in _____ Palestine. (SW)

Make more statements about places in Palestine.

- 6 Complete these sentences using other ways of describing locations.

1 Aswan is about 650 kilometres *south of* Cairo. (S)

Aswan is roughly 650 kilometres to *the south of* Cairo. (S)

2 Alexandria is around 200 kilometres to _____ Cairo. (NW)

3 The Pyramids are approximately 20 kilometres _____ Cairo. (SW)

4 Gaza City is about 30 kilometres to _____ Rafah. (NE)

5 Jerusalem is around 20 kilometres _____ Jericho. (SW)

Make more statements about places in Palestine.

Language Lesson 5

Conditionals – *when* and *if* (types 0, 1 and 2) ➡ Grammar reference p000

- ① Work with a partner and discuss these questions. Note each other's answers and remember your own.

- 1 When you finish your homework in the evening, what do you usually do?
- 2 Perhaps you don't often disagree about TV, but if different family members want to watch different programmes, how do you decide?
- 3 When you finish school next summer, how do you think you will feel?
- 4 If things happen as you hope, where will you be this time next year, and what will life be like?
- 5 If you could travel through time and visit the past or the future, what year would you choose, and why?

- 6 Would you say yes or no if you were offered the chance to fly to the moon? Why?

- ② Work with another partner and report your answers like this.

Examples:

When Hani finishes his homework in the evening, he usually watches TV for a short time and then goes to bed. On the other hand, I prefer to email friends and go on the internet.

If things happen as I hope, I'll be at college this time next year, and life will be really interesting. As for Hani, he hopes he'll have a job at his uncle's company, and life will be busy but fun.

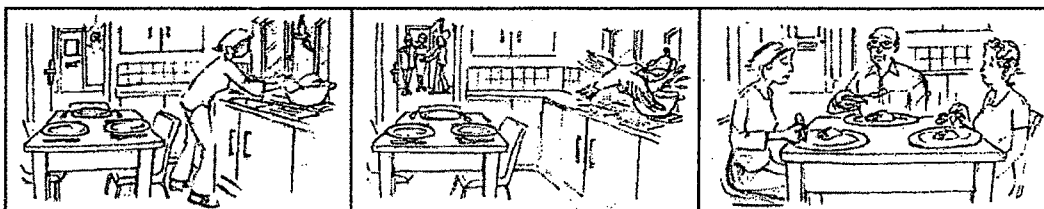
- ③ Imagine having \$5,000 to go travelling. Is this likely or unlikely? Say which type of if sentence you should use to talk about the situation.

- ④ Work with a partner and talk about your travel choices. Choose from these verbs and put them in the correct forms.

If I	go to choose visit	(country),	I	stay in/at ... go to see ... go ...ing ... try to ... travel across/round/through/ ...
------	--------------------------	------------	---	--

Conditionals – *if* (type 3) ➡ Grammar reference p000

- ⑤ Look at the pictures and say how this disaster happened. Make as many statements as possible. Start like this. She put the chicken by the window. Just then, a large bird flew past and saw it, and unfortunately, she didn't see ... At the same time, ...



- ⑥ Make as many conditional type 3 statements as you can. Example:
If she hadn't put the chicken by the window, the bird wouldn't have seen it. If she had closed ...

Could have/should have ➡ Grammar reference p000

- ⑦ Add statements with *could*/*should*/*should not have*. Example:
She could/should have put the chicken on the table instead.

- ⑧ Make *could have*/*should have* and conditional type 3 statements about yourself. Example:
I shouldn't have got rain on my homework. If that hadn't happened, I wouldn't have needed to write it out again.

Integrated skills Lesson 6

1 Do these tasks.

- 1 Look at the map and guess what the symbols might stand for.
- 2 Read paragraph 1 of the newspaper report, and find out what has not happened up to now.
- 3 Read paragraph 2. Underline and then copy the words you need to complete the Key.

GAZA: Natural strengths as a centre for tourism

A/W 1405073829.P41_A
(Ord No 4.10)

Key

Strengths

S1 important heritage sites

S2

S3

S4

TOURISM DEVELOPMENT FOR GAZA

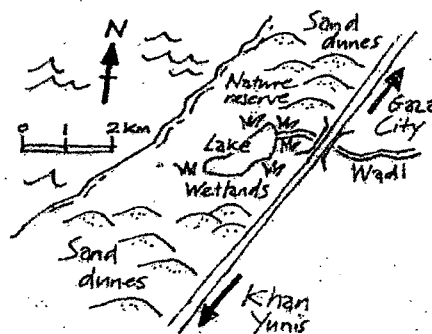
If there had been no conflict, Gaza would have become a tourist centre long ago. Planning expert Dr Mansour Badawi says, 'Tourism in Gaza could and should have developed as early as the 1960s.' According to a new report, Gaza can now develop its tourism potential with several well-planned, environmentally friendly resorts.

The report notes many important heritage sites such as ancient Roman remains. Among other man-made strengths, there is the Yassir Arafat International Airport near Rafah. There are also important natural resources, including nature reserves with much wildlife in northern, southern and central areas. In addition, there is an area of special natural beauty towards the southern end of the coast.

2 Listen to the conversation between two planners, and then do these tasks.

- 1 Explain connections between this conversation and the newspaper report.
- 2 Say what the speakers agree to do.
- 3 Look at Section 8 on page 39 again. Which expressions for proposing, agreeing and disagreeing do you hear again in the planners' conversation?

3 Work with a partner, and take the parts of the planners. Together, design a new resort in the area of the map below. With a budget of \$50M, choose from the facilities.



Essential infrastructure	Min	Max
Roads, power, water	8M	10M
Resort staff homes, school, etc	12M	16M
Shopping centre	8M	15M
Tourist facilities		
Hotel(s) (by the sea and/or lake)	8M	15M
Yacht harbour	8M	14M
Water park (water rides, pools, etc)	4M	10M
Public parks and gardens	3M	5M
Water sports centre	1M	2M
Arts and crafts centre	1M	2M

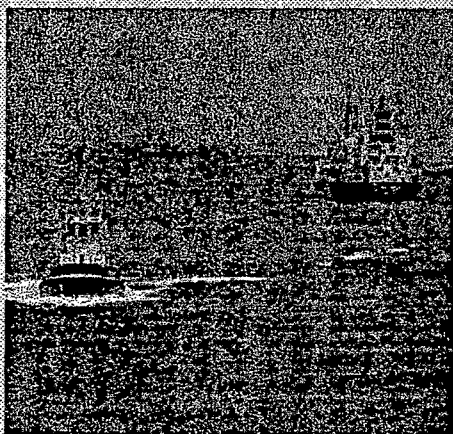
Follow these steps.

- 1 Choose an attractive name for the resort.
 - 2 Make a large copy of the map on a sheet of A4 paper.
 - 3 Decide what and where you will build, and draw it on the map.
- 4 Write a short paragraph to add to the newspaper report. Start like this.

(Name) will be the biggest new resort on the Gaza coast. Construction will begin in (date), and the total cost will be (amount). There will be ...

Big projects – big benefits but big problems

- 1 Since the nineteenth century, there have been many huge projects that have changed the world to suit human needs better. One of the earlier ones was the 184-kilometre Suez Canal that was built from 1859 to 1869 to connect the Mediterranean and Red Seas. Previously, ships had had to sail thousands of kilometres round Africa to get from Europe to the Far East. Now they had a much shorter, faster route.



Until quite recently, people did not worry much about possible side effects of major pieces of engineering. If a project was technologically possible and offered economic benefits, that was usually good enough, and it could go ahead. With the Suez Canal, that type of thinking worked very well, and the new sea link was a big success.

However, unexpected side effects have sometimes caused disasters. Take the project to turn Lake Hula and its wetlands to the north of Lake Tiberias into 60 sq km of new farmland. Some scientists fought the loss of this unique natural environment, but project supporters won. Between 1951 and 1958, the lake became dry land.

Despite high hopes, things rapidly went wrong though. As groundwater levels fell, the peat soil dried, creating large underground holes which often collapsed. Because peat is a fossil fuel, huge underground fires then started and could not be stopped. At the same time, the peat above turned into dead, black dust, and strong local winds created dust storms that damaged crops. Millions of mice

Before you read

- 1 Look back at the map on page 37 and find the Suez Canal. Say (a) where it is, and (b) why you think it was built.
- 2 Say where Lake Hula is and what you know about it.

While you read

- 3 List all the big projects that the text discusses.
- 4 Confirm, correct or add to your answers to 1(b) and 2.
- 5 Find the paragraph that:
 - 1 ... describes the old way of deciding on a big engineering project.
 - 2 ... talks about the side effects that turned a project into a disaster.

- 3 ... discusses some side effects of building Aswan that were expected.
- 4 ... explains some unexpected side effects of the Aswan project.
- 5 ... shows how modern projects are researched much more carefully than ones in the past like the Suez Canal.

After you read

- 6 Say who might have said the following.
 - 1 'If you go ahead with this project, we're going to lose various plants and other forms of life that aren't found anywhere else.'
 - 2 'We need to work day and night. We have exactly three months to finish moving all the remains above the future water level.'
 - 3 'It's wonderful. It means that I can now sail my ship to China several weeks sooner than I ever could before.'

Reading continued

in the newly dry environment also attacked the crops. By the 1990s, it was clear the project had failed, and the farmers finally gave up. The area has since been expensively
40 returned mainly to water and wetlands.

The Aswan project started in 1960. Unlike Lake Hula, the Aswan project was very successful and has brought Egypt great benefits, but it, too, has had major side
45 effects. The planners had foreseen some, but some they had not. Everyone knew that as Lake Nasser rose behind the Dam, 90,000 Egyptians and Sudanese would have to leave their homes and farms. It was known that
50 archaeological remains would be lost, but expert teams were given enough time to rescue the best. Piece by piece, they succeeded in getting the wonderful temple of Abu Simbel to higher ground.



These effects were well understood, but others were unexpected. Several resulted from holding back the 40m tons of rich sediment that floods had previously carried.

It was not just that the land was no longer
55 naturally fertilised every year, and therefore crops grew less well. Some of the sediments had previously travelled all the way to the coast and had added to the natural sea defences every year. Without them, the sea
60 has carried away some of the defences and could now flood Egypt's vital Nile Delta farmland. Moreover, the Nile had always carried sediments out to sea. There, tiny sea creatures had fed on them, and fish had
65 gathered to feed on them in turn. When the sediments disappeared, this food chain collapsed – and so did the fishing industry. Between 1963 and 1969, fish catches fell from 35,000 tons to around 8,000.

70 Today, we try to work out effects like these before a project starts and to weigh these costs carefully against the likely benefits. This often requires years of research. Little of this happened with Aswan all those years
75 ago. If it had, though, the project would still have gone ahead. The benefits to Egypt have been far, far greater than the problems.

- 4 'I know it's a wonderful thing for my country in lots of ways, but not for me. I'll have to sell my boat and try to find work on land.'
- 5 'I wish I'd never believed the people who said we should start farming here. It's been a total disaster from start to finish.'

7 Explain these words and expressions in your own words.

- 1 line 12: side effects
- 2 line 21: wetlands
- 3 line 52: piece by piece
- 4 line 66: food chain
- 5 line 68: fish catches
- 6 line 71: weigh these costs against the likely benefits

8 Say what you think.

I've heard they might bring water from the Red Sea to fill up the Dead Sea again – and also create hydroelectric power from that big 400-metre drop. Sounds good to me!

I'm not so sure. It could destroy the Dead Sea as we know it. The new water flows could badly damage the Red Sea, too.



Writing and vocabulary Lessons 9 and 10

Making notes ☆ p000

- ① Create a table like this, and make notes about Aswan from both the texts in this unit. Note six positive points (all from Mousa Barakat's memoirs) and five negative ones.

Positive benefits		Negative side effects	
1	Allowed large-scale irrigation.	1	Holds back fertile sediments, so farmers have to buy fertilisers.
2	Allowed the development of much new farmland.	2	
3			

- ② Work with a partner. Check each other's notes and make sure that you have both noted all the points for and against Aswan.
- ③ Keep your notes safely. You will need them next lesson.

Vocabulary

- ④ Words often go together with particular words – and not with other words that mean almost the same. These word pairs are called collocations. Tick (✓) the correct pairs.

Collocations from the text on pages 42–3.

- 1 line 3: ... suit (a) human needs ☒ better.
(b) human necessities ☐
- 2 line 18: ... the sea link was a (a) large success. ☐
(b) big success. ☐
- 3 line 19: ... unexpected (a) side results ☐ of projects.
(b) side effects ☐
- 4 line 27: Despite (a) high hopes ☐, things went wrong.
(b) tall hopes ☐
- 5 line 66: ... this (a) food chain collapsed ☐
(b) food chain fell down ☐

Collocations from the texts on page 37.

- 6 line 4: (a) ... become the Nile proper ☐
(b) ... become the Nile real ☐
- 7 line 21: ... I (a) found work ☐
(b) discovered work ☐
- 8 line 23: It had started (a) long previously ☐
(b) long before ☐

- ⑤ Look at the texts again to check your answers.

Always look out for collocations when you read. Make a note of them when you realise you've seen the same words together several times – for example: **tall trees**, not **high trees**; **weak tea**, not **thin tea**; **dark night**, not **black night**; **get the answer wrong**, not **get the answer incorrect**.



Writing and vocabulary

continued

Writing ☆ p000

- 6 Follow these steps in order to write a four-paragraph essay.
- 1 Study the essay plan below.
 - 2 Read your summary notes from last lesson, together with the essay plan. The notes will give you most of the material you need for paragraphs 2, 3 and 4.

Essay plan:

The Aswan Dam – Benefits and Problems

Paragraph 1 – Introduction

All big projects > (1) positive benefits/advantages;
(2) problems/negative side effects (some expected, some perhaps unexpected)

Good example: Aswan.

Paragraph 2 – Benefits

(Summary notes – Positive benefits 1–6)

Paragraph 3 – Problems

(Summary notes – Negative side effects 1–5)

Paragraph 4 – Conclusion

Necessary to know a project's benefits < problems.
Sometimes problems < benefits >>> disaster, e.g. Hula.
However, Aswan – on balance, benefits < problems (many!)

Finish with your point 6 under Positive benefits.

- 7 Order these incomplete topic sentences 1–4.

- ___ Unfortunately, though, the Aswan High Dam also created some _____
- ___ Although every major project is expected to bring positive benefits, there are also always _____
- ___ It is very important for planners to make sure that a project's benefits are greater than _____
- ___ In the case of Aswan, the project brought Egypt a large number of important _____

- 8 Now complete the topic sentences.
- 9 Note useful words and phrases from the two texts in this Unit.

- 10 Think of ways you can use some of these connectors.

Listing: First, ... First of all, ... Secondly, ... Finally, ...

Stating contrasts: Although ... However, ... On the other hand, ...

Adding points: ..., too. In addition, ... Moreover, ...

- 11 Use the topic sentences and your notes to write the first draft of your essay. Leave space between lines to make corrections.

- 12 Read and correct your first draft. Then write the second draft.

Activity Seventeen: Closing Activity:

Aims : To have trainees' opinions concerning the training program.

Level : Teachers of 11th and 12th grades

Time : 120 minutes

Resources : Feedback forms, interview questions and a handout

Procedure :

1. Trainer briefs trainees about the different activities in the training program.
2. Trainer tells trainees that there are some other problems identified by teachers through the data collected at the beginning of the study, but resources of the trainer were limited or it was not possible to prepare materials for training. Trainer instead organizes a discussion to come across some of these problems.

Problems : Using of I.C.T and audio visual aids, assigning and checking homework, speaking English in the class, writing procedures in their preparation, concentrating on small projects, concentrating on the four skills

3. Trainer asks trainees to fill in the feedback forms.
4. Trainer interviews 10 teachers participated in the training program.



الرقم : وت / ٤٦ / ٧٧٤٥
التاريخ : ٨ / ٢٧ / ٢٠٠٨ م
الموافق : ٢٦ / ٤ / ١٤٢٩ م

Annexure 12

السيدة مديرة التربية والتعليم / جنين المحترمة
تحية طيبة وبعد،،،

الموضوع: تسهيل مهمة

الإشارة: كتابكم رقم: ع/١٣/٣١٠٦ بتاريخ ٢٠٠٨/٨/١٧م

لا مانع من قيام الطالب " مصدق محمد عبد الرحمن يحيى" من إجراء دراسته بعنوان
(تطوير برنامج تدريبي لمعلمي اللغة الإنجليزية للمرحلة الثانوية في إطار المنهاج الجديد" وتوزيع الاستشارة
المعدة لهذه الغاية على معلمي اللغة الإنجليزية في مديريات (طوباس، جنين، قباطية، ونابلس، وطولكرم).
وذلك بعد التنسيق المسبق مع مديري التربية والتعليم فيها.

مع الاحترام ،،،

أ. سعاد القدومي

نائب مدير عام التعليم العام



نسخة/ السادة مديري التربية والتعليم

(طوباس، قباطية، ونابلس، وطولكرم) المحترمين.

نسخة /الملف ✓

ع.أ.م. ١٢