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
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
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

   __________________________________________
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 ?
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.


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
6. Do students participate in speaking activities?

Yes \hspace{2cm} No

If No, why ______________________________________________________
_______________________________________________________________

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

Yes \hspace{2cm} 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 \hspace{2cm} No

If No, what kind of more exercises is required?

3. Are they suitable for the level of students?

Yes \hspace{2cm} No

4. Do you face difficulties while doing writing activities?

Yes \hspace{2cm} 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
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
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

Name of the School

Class

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 _______________________________

<table>
<thead>
<tr>
<th>Simplicity</th>
<th>Fluency</th>
<th>Correct use of Grammar</th>
<th>Clarity of Sentences</th>
<th>Inter Linking The Ideas</th>
</tr>
</thead>
</table>

Knowledge of the subject_____________________________

Communicating Ability_____________________________

<table>
<thead>
<tr>
<th>Correct Pronunciation</th>
<th>Voice Modulation</th>
<th>Body Language</th>
</tr>
</thead>
</table>

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 ______________________________
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…………………………………………………………

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Very Poor</th>
<th>Average</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher’s ability to simplify the material.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teacher’s knowledge of subject</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Uses relevant activities.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Objective with his students.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Encourages students’ initiatives.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Uses pair work and group work.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Speaks English all the time.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>8</td>
<td>Uses instructional means other than the text book.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Clarity and simplicity of the language.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Creates real life situations.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Uses teaching aids.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Applies more roles in the class.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Gives students opportunity to communicate.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Varies his methods of teaching.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Evaluates students’ performance.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Distributes the questions well.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Deals with the different levels in the class.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Employs different ways of reinforcement.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Gives homework regularly.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Gives homework regularly.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Provides students with feedback.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:

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

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 the ...........between London and the village where I grew up .
 contrast

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

3. My next ...............will 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. (10pts)
1. moved / / 2. worked / / 3. melted / / 4. called / / 5. wanted / / 

Q.N.4: Listen to the teacher and circle the word you hear twice (10pts)
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. (12pt)
1. I ……………..a very interesting film last night. (see)
2. Sami…………..cheese for breakfast. (eat)
3. Ali…………..in Ramallah for five years. (live)
4. While I ………………..the film, my friend phoned me. (watch)
5. He ………………in the garden now. (work)
6. He ………………to sleep healthy, he woke up ill. (go)
7. ………you always…………..by bus? (come)
8. Where .......... you .......... 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)

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Active</td>
</tr>
<tr>
<td></td>
<td>Safety</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Mis</th>
<th>Between</th>
<th>Inter</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dis</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Again</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Re</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wrongly</td>
</tr>
</tbody>
</table>

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 :
B : Say you are going to a walk.
A : Suggest somewhere to go together
B: 
A : Accept B's suggestion
B : Express pleasure

You meet A in the street
A :
B : Greet A
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
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.

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. Companies …………...their goods by train or lorry.

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

3. The cost of living seems to …………daily.

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)

<table>
<thead>
<tr>
<th>Mit</th>
<th>Meat</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pin</td>
<td>Pan</td>
<td>Pen</td>
</tr>
<tr>
<td>Bill</td>
<td>Bell</td>
<td>Fill</td>
</tr>
<tr>
<td>Ten</td>
<td>Tin</td>
<td>Tan</td>
</tr>
<tr>
<td>Park</td>
<td>Bark</td>
<td>Bank</td>
</tr>
</tbody>
</table>

---

Q.N.5: Fill in the blanks with the correct form of the verbs in brackets. (12 pts)
1. While we …………our homework, some students were playing. (do)
2. ……………he always …………his bicycle to school? (ride)
3. When………….you …………..your new job? (start)
4. She …………..the flowers in her garden now. (water)
5. Sami ………..in Cairo for four years. (live)
6. I…………..my friends last week. (visit)
7. Our teacher …………His holiday next month. (have)
8. The patient …………..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.
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 switch.
   d. .............................. develop in a particular way or have a particular result.

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

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action</td>
<td>Thoughtful</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Im</td>
<td>Very small</td>
</tr>
<tr>
<td>Micro</td>
<td>Wrongly</td>
</tr>
<tr>
<td>Super</td>
<td>Opposite</td>
</tr>
<tr>
<td>Mis</td>
<td>Very efficient</td>
</tr>
</tbody>
</table>

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
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
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- 11th Grade Curriculum

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content point</th>
<th>Teachers’ Activities/ Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>To focus on the topic of health and helping people.</td>
<td>Reading lessons 1/2 (focus)</td>
<td><strong>Instructor</strong>: Teacher observes students and asks them questions. <strong>Facilitator</strong>: Teacher makes the task easy and understandable. <strong>Assessor</strong>: Teacher checks students’ answers orally.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Instructor</strong>: Teacher observes students, instructs them what to do. <strong>Facilitator</strong>: Teacher makes the task easy and understandable. <strong>Assessor</strong>: Teacher checks students’ answers orally.</td>
</tr>
<tr>
<td>To introduce the topic of health and helping people.</td>
<td>Reading lessons 1/2 (before you read)</td>
<td><strong>Provider</strong> of information: Highlighted words: Teacher presents the new words by giving students the English meaning of the words.</td>
</tr>
<tr>
<td>To learn the new vocabulary.</td>
<td>Reading lessons 1/2 (key words)</td>
<td><strong>Instructor</strong>: Teacher tells students to work silently, quietly or in pairs. <strong>Facilitator</strong>: teacher makes sure that students understand the questions. <strong>Assessor</strong>: teacher checks students’ answers.</td>
</tr>
<tr>
<td>To check general comprehension while reading.</td>
<td>Reading lessons 1/2 (while you read)</td>
<td><strong>Instructor</strong>: Teacher tells students to work silently, quietly or in pairs. <strong>Facilitator</strong>: teacher makes sure that students understand the questions. <strong>Assessor</strong>: teacher checks students’ answers.</td>
</tr>
<tr>
<td>To extract information from the text about diseases.</td>
<td>Reading lessons 1/2 (after you read)</td>
<td><strong>Instructor</strong>: Teacher tells students to work silently, quietly or in pairs. <strong>Facilitator</strong>: teacher makes sure that students understand the questions. <strong>Assessor</strong>: teacher checks students’ answers.</td>
</tr>
<tr>
<td>Task</td>
<td>Lesson</td>
<td>Teacher Activities</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>To study abbreviations, transitive, intransitive verbs, countable and uncountable nouns.</td>
<td>Lesson 3 (vocabulary development)</td>
<td><strong>Instructor</strong>: Teacher asks students to collect vocabulary (from previous reading passage). Teacher asks students to practice using these words. <strong>Assessor</strong>: Teacher elicits some examples from students to check that they can use the words correctly and appropriately in a variety of ways.</td>
</tr>
<tr>
<td>To listen and obtain relevant information about a person’s life story.</td>
<td>Lesson 4 Listening (listening for gist and details)</td>
<td><strong>Instructor</strong>: Teacher tells students to listen to 2 interviews and then answer the questions. <strong>Facilitator</strong>: Teacher makes the task easy and understandable. <strong>Assessor</strong>: Teacher checks students' answers.</td>
</tr>
<tr>
<td>To circle and repeat the forms of verbs they hear.</td>
<td>Lesson 4 pronunciation (Contracted verb forms)</td>
<td><strong>Instructor</strong>: Teacher tells students what to do. Teacher plays the tape. Students complete the task. Students compare their answers with their neighbors. <strong>Assessor</strong>: Teacher checks answers orally.</td>
</tr>
<tr>
<td>To ask about and describe a life story.</td>
<td>Lesson 4 speaking (talking about one's life)</td>
<td><strong>Instructor</strong>: Teacher asks students to listen to the interviews 1 &amp; 2. Teacher tells students to tick and repeat the expressions they hear. <strong>Assessor</strong>: Teacher checks answers orally.</td>
</tr>
<tr>
<td>To revise and contrast present perfect, simple past and past perfect.</td>
<td>Lesson 5 language (tenses)</td>
<td><strong>Introducer</strong>: Teacher introduces the activity to the students. <strong>Instructor</strong>: Teacher instructs students to use the ideas given and make notes of his partner's answers. <strong>Facilitator</strong>: Teacher helps students</td>
</tr>
<tr>
<td>Topic</td>
<td>Lesson(s)</td>
<td>Activities</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| To use all four skills to gather information about people doing voluntary work. | Lesson 6 | **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 the diary writers to the speakers.  
**Assessor:** Teacher checks students answers.  
**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. | Lessons 7/8 | <strong>Instructor:</strong> Teacher tells students to look at the title and the photograph and answer the questions. <strong>Facilitator:</strong> Teacher helps students in any new or difficult point. <strong>Assessor:</strong> Teacher checks students' answer orally. |
| To learn the highlighted words. | Lessons 7/8 | <strong>Provider:</strong> Teacher presents the new words by giving students the English meaning for these words. |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Lessons</th>
<th>Instructor</th>
<th>Facilitator</th>
<th>Motivator</th>
<th>Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td>To read a text about world health.</td>
<td>7/8 Reading</td>
<td>Teacher tells students to say which 2 paragraphs the chart most relates to. <strong>Facilitator:</strong> Teacher helps students in any new or difficult point. <strong>Assessor:</strong> Teacher checks students' understanding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To answer questions about the text (world health).</td>
<td>7/8 Reading</td>
<td>Teacher instructs students to answer the questions. <strong>Motivator:</strong> Teacher motivates students to answer the questions. <strong>Assessor:</strong> Teacher checks students' answers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To practice note-taking from the text.</td>
<td>9/10 : Writing (note taking /summary)</td>
<td>Teacher asks students to read the previous text again and to make notes about the fight against disease. <strong>Assessor:</strong> Teacher checks students' writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To write a summary of the text from lessons 7/8.</td>
<td>9/10 : (Writing)</td>
<td>Teacher tells students to complete the tables with words from the text. <strong>Assessor:</strong> Teacher checks students' sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To practice using vocabulary from the text.</td>
<td>9/10 : (Vocabulary)</td>
<td>Teacher introduces the composition task. <strong>Instructor:</strong> Teacher tells students to work individually to write a complete draft.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To write about health in Palestine.</td>
<td>9/10 : (Writing)</td>
<td>Teacher helps students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Lesson 10: (literature)</td>
<td>Role</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------</td>
<td>-------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To read chapter 2 of Silas Marner silently.</td>
<td></td>
<td><strong>Instructor:</strong> Teacher tells students to read chapter 2 or parts of it silently.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To answer questions about the chapter.</td>
<td></td>
<td><strong>Motivator:</strong> Teacher encourages students to participate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Facilitator:</strong> Teacher helps students in any new or difficult point.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assessor:</strong> Teacher checks students understanding.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Assessor:* Teacher evaluates students' topics.
## Annexure 9

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

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content point</th>
<th>Teachers’ Activities/ Roles</th>
</tr>
</thead>
</table>
| 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. |
<p>| To learn the new vocabulary. | Reading lessons 1 / 2 (highlighted words) | <strong>Provider</strong>: Teacher presents the new words by giving students the English meaning of these |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Reading Session</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>To check general comprehension while reading the text cities in the sky.</td>
<td>Reading 1 / 2</td>
<td><strong>Instructor</strong>: Teacher tells students to go through the questions in the text.</td>
</tr>
<tr>
<td></td>
<td>(while you read)</td>
<td><strong>Facilitator</strong>: Teacher helps students in any difficult or new point.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assessor</strong>: Teacher checks students' understanding through asking them to answer the given questions.</td>
</tr>
<tr>
<td>To answer questions from the text cities in the sky.</td>
<td>Reading lessons 1 / 2 (after you read)</td>
<td><strong>Instructor</strong>: Teacher tells students to work silently, quietly or in pairs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assessor</strong>: Teacher checks students' understanding after answering the questions.</td>
</tr>
<tr>
<td>To study and expand vocabulary groups from lesson 1 / 2.</td>
<td>Vocabulary Development lesson 3 (adjectives and phrasal verbs)</td>
<td><strong>Instructor</strong>: Teacher asks students to collect vocabulary (from previous reading passage). Teacher asks students to practice using these activities. <strong>Assessor</strong>: Teacher elicits some examples from students to check that they can</td>
</tr>
<tr>
<td>Activity</td>
<td>Lesson Type</td>
<td>Role</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>To listen and obtain information about global urban growth.</td>
<td>Listening lesson 4 (listening for gist and detail)</td>
<td><strong>Introducer</strong>: Teacher introduces the lesson(situation&amp; speakers).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Instructor</strong>: Teacher asks students to listen carefully.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assessor</strong>: Teacher checks students' understanding.</td>
</tr>
<tr>
<td>To identify similar-sounding and numbers correctly.</td>
<td>Pronunciation lesson 4 (pronunciation teens and tens)</td>
<td><strong>Instructor</strong>: Teacher asks students to listen to the sentences and tick the numbers they hear.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assessor</strong>: Students repeat the numbers and teacher checks students' pronunciation.</td>
</tr>
<tr>
<td>To practice presenting information from graphics.</td>
<td>Speaking lesson 4 (presenting information from graphs)</td>
<td><strong>Instructor</strong>: Teacher tells students to listen to the conversation and tick the expression they hear.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Motivator</strong>: Teacher motivates students to answer the</td>
</tr>
</tbody>
</table>

use the words correctly and appropriately in a variety of ways.
| To practice using be and have. | Language lesson 5 (tenses) | Be and have, mixed tenses:  
**Introducer:** Teacher sets up the task.  
**Instructor:** Teacher demonstrates the task and asks students to do it.  
**Organizer:** Teacher organizes students in pairs, groups….etc  
**Observer:** Teacher observes students while they do the task.  
**Assessor:** Teacher checks students' answers. |
| To practice using mixed tenses. |  | |
| To use a variety of language skills to gather information about (Dubai), produce a report, and talk about it as a place to live. | Lesson 6 / integrated skills (Listening, reading, speaking and writing) | Speaking: **Instructor:** Teacher asks students to find (UAE) on the map and also what they know about them.  
Listening: **Instructor:** Teacher tells students to listen and |
<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introducer</strong></td>
<td>Teacher introduces the activity to the class.</td>
</tr>
<tr>
<td><strong>Instructor</strong></td>
<td>Teacher tells students what to do.</td>
</tr>
<tr>
<td><strong>Facilitator</strong></td>
<td>Teacher helps students in dealing with the activity and tries to make it</td>
</tr>
<tr>
<td></td>
<td>easy and understandable.</td>
</tr>
<tr>
<td><strong>Observer</strong></td>
<td>Teacher walks around and observes students to see how they work.</td>
</tr>
<tr>
<td><strong>Assessor</strong></td>
<td>Teacher checks students' understanding through their writing and answering</td>
</tr>
<tr>
<td></td>
<td>the questions.</td>
</tr>
<tr>
<td><strong>Organizer</strong></td>
<td>Teacher organizes students in pairs/groups or individually.</td>
</tr>
</tbody>
</table>

**To introduce the topic**

Getting past the population peak.

**Lessons 7 & 8**
(before you read)

**Instructor**
Teacher tells them
<table>
<thead>
<tr>
<th>To understand and learn the highlighted words.</th>
<th>Lessons 7 &amp; 8 (highlighted words)</th>
<th>High lighted words, <strong>Provider</strong>, teacher presents the new words by giving students the English meaning of these words.</th>
</tr>
</thead>
</table>
| To check general comprehension while reading the text. | Lessons 7 & 8 (while you read) | **Instructor**: Teacher tells students to go through the questions in the text.  
**Facilitator**: Teacher helps students in any difficult or new point.  
**Instructor**: Teacher checks students' answers |
| To answer questions about the text. | Lessons 7 & 8 (after you read) | **Instructor**: Teacher tells students to work silently, quietly or in pairs.  
**Motivator**: Teacher motivates students to answer the questions. |
<table>
<thead>
<tr>
<th>To write a summary of the text from lessons 7 &amp; 8.</th>
<th>Lessons 9 &amp; 10 (writing)</th>
<th><strong>Assessor</strong>: Teacher checks students' understanding after answering the questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To practice using connectors correctly.</td>
<td>Lessons 9 &amp; 10 (vocabulary)</td>
<td><strong>Instructor</strong>: Teacher tells students to read the sentences in exercise 1 then expand them out in a summary paragraph.</td>
</tr>
</tbody>
</table>
| To analyze figures from the charts and write an essay based on these analyses. | Lessons 9 & 10 (writing) | **Organizer**: Teacher organizes students in groups, pairs or individually.  
**Assessor**: Teacher checks students understanding through their answers.  
**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 |
| To read chapter 2 and answer questions about the main points in it. | Lesson 10 (literature) | students essays and gives enough feedback.

**Motivator:** Teacher encourages students' interests in the story.

**Facilitator:** Teacher helps students in any new or difficult points.

**Assessor:** Teacher assesses students' understanding.
## Annexure 10

### Content Analysis Form -4 : Unit -2 11” Grade

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content point</th>
<th>Teachers’ Activities/ Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>To focus on the topic of health and helping people.</td>
<td>Reading lessons 1/2 (focus)</td>
<td><strong>Instructor:</strong> Teacher observes students and asks them questions. <strong>Facilitator:</strong> Teacher makes the task easy and understandable. <strong>Assessor:</strong> Teacher checks students’ answers orally.</td>
</tr>
<tr>
<td>To introduce the topic of health and helping people.</td>
<td>Reading lessons 1/2 (before you read)</td>
<td><strong>Instructor:</strong> Teacher observes students, instructs them what to do. <strong>Facilitator:</strong> Teacher makes the task easy and understandable. <strong>Assessor:</strong> Teacher checks students’ answers orally.</td>
</tr>
<tr>
<td>To learn the new vocabulary.</td>
<td>Reading lessons 1/2 (key words)</td>
<td><strong>Provider</strong> of information: Highlighted words: Teacher presents the new words by giving students the English meaning of the words.</td>
</tr>
<tr>
<td>To check general comprehension while reading.</td>
<td>Reading lessons 1/2 (while you read)</td>
<td><strong>Instructor:</strong> Teacher tells students to work silently, quietly or in pairs. <strong>Facilitator:</strong> teacher makes sure that</td>
</tr>
<tr>
<td>Objective</td>
<td>Lesson/Activity</td>
<td>Instructors/Role</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>To extract information from the text about diseases.</td>
<td>Reading lessons 1 / 2 (after you read)</td>
<td>Instructor: Teacher tells students to work silently, quietly or in pairs. Motivator: Teacher motivates students to answer the questions. Assessor: teacher checks students’ answers.</td>
</tr>
<tr>
<td>To study abbreviations, transitive, intransitive verbs, countable and uncountable nouns.</td>
<td>Lesson 3 (vocabulary development)</td>
<td><strong>Instructor</strong>: Teacher asks students to collect vocabulary (from previous reading passage). Teacher asks students to practice using these words. <strong>Assessor</strong>: Teacher elicits some examples from students to check that they can use the words correctly and appropriately in a variety of ways.</td>
</tr>
<tr>
<td>To listen and obtain relevant information about a person’s life story.</td>
<td>Lesson 4 Listening (listening for gist and details)</td>
<td><strong>Facilitator</strong>: Teacher introduces the exercises, plays the tape and then asks questions. <strong>Instructor</strong>: Teacher tells students to listen to 2 interviews and then answer the questions.</td>
</tr>
<tr>
<td>To circle and</td>
<td>Lesson 4</td>
<td><strong>Instructor, facilitator &amp; assessor:</strong></td>
</tr>
<tr>
<td>Task</td>
<td>Lesson</td>
<td>Instructor</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Repeat the forms of verbs they hear.</td>
<td>3</td>
<td>Teacher introduces the task and makes sure that students understand it.</td>
</tr>
<tr>
<td>Pronunciation (contracted verb forms)</td>
<td>4</td>
<td><strong>Instructor:</strong> Teacher asks students to listen to the interviews 1 &amp; 2.</td>
</tr>
<tr>
<td>To ask about and describe a life story.</td>
<td>4</td>
<td><strong>Instructor:</strong> Teacher asks students to listen to the interviews 1 &amp; 2.</td>
</tr>
<tr>
<td>To revise and contrast present perfect, simple past and past perfect.</td>
<td>5</td>
<td><strong>Instructor:</strong> Teacher asks students to listen to the interviews 1 &amp; 2.</td>
</tr>
<tr>
<td>To use all four skills to gather information about people doing voluntary work.</td>
<td>6</td>
<td><strong>Listening:</strong> <strong>Instructor:</strong> Teacher instructs students to listen and complete the notes about each speaker. <strong>Reading:</strong> <strong>Instructor:</strong> Teacher tells students to read the texts and match</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Lessons 7/8</td>
<td>Role</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>To introduce the topic world health.</td>
<td></td>
<td><strong>Instructor</strong>: Teacher tells students to look at the title and the photograph and answer the questions. <strong>Assessor</strong>: Teacher checks students' answer orally.</td>
</tr>
<tr>
<td>To learn the highlighted words.</td>
<td></td>
<td><strong>Provider</strong>: Teacher presents the new words by giving students the English meaning for these words.</td>
</tr>
<tr>
<td>To read a text</td>
<td></td>
<td><strong>Instructor</strong>: Teacher tells students to say which 2 paragraphs the chart</td>
</tr>
<tr>
<td>Activity</td>
<td>Lessons</td>
<td>Instructor</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>About world health. Reading (while you read) most relates to.</td>
<td>7/8</td>
<td>Teacher checks students' understanding.</td>
</tr>
<tr>
<td>To answer questions about the text (world health).</td>
<td>7/8</td>
<td>Teacher instructs students to answer the questions.</td>
</tr>
<tr>
<td>Motivator: Teacher motivates students to answer the questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizer: Teacher organizes students in pairs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessor: Teacher checks students' answers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To practice note-taking from the text.</td>
<td>9/10</td>
<td>Teacher asks students to read the previous text again and to make notes about the fight against disease.</td>
</tr>
<tr>
<td>To write a summary of the text from lessons 7/8.</td>
<td>9/10</td>
<td>Teacher checks students' writing.</td>
</tr>
<tr>
<td>To practice using vocabulary from the text.</td>
<td>9/10</td>
<td>Teacher tells students to complete the tables with words from the text.</td>
</tr>
<tr>
<td>To write about</td>
<td>9/10</td>
<td><strong>Introducer:</strong> Teacher introduces the</td>
</tr>
<tr>
<td>Activity</td>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>health in Palestine.</td>
<td>(Writing)</td>
<td>composition task.</td>
</tr>
<tr>
<td></td>
<td><strong>Instructor</strong>: Teacher tells students to work individually to write a complete draft.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Facilitator</strong>: Teacher helps students when they need help.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assessor</strong>: Teacher evaluates students' topics.</td>
<td></td>
</tr>
<tr>
<td>To read chapter 2 of Silas Marner silently.</td>
<td>Lesson 10: (literature)</td>
<td><strong>Motivator</strong>: Teacher encourages students to participate.</td>
</tr>
<tr>
<td></td>
<td><strong>Facilitator</strong>: Teacher helps students in any new or difficult point.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assessor</strong>: Teacher checks students understanding.</td>
<td></td>
</tr>
</tbody>
</table>
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 / Model Answers

Total Marks (100)  Date ……………………
Name …………………………… Name ……………………………
Time: 1 hour

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

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. Companies …………...their goods by train or lorry.

   transport

2. My……….allows me to have eig…week holiday.

   contract

3. The cost of living seems to …………daily.

   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 )

<table>
<thead>
<tr>
<th>Mit</th>
<th>Meat</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pin</td>
<td>Pan</td>
<td>Pen</td>
</tr>
<tr>
<td>Bill</td>
<td>Bell</td>
<td>Fill</td>
</tr>
<tr>
<td>Ten</td>
<td>Tin</td>
<td>Tan</td>
</tr>
<tr>
<td>Park</td>
<td>Bark</td>
<td>Bank</td>
</tr>
</tbody>
</table>

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

2. The radio's a bit loud. Could you turn it down?
   **c. (turn down) reduce the amount of heat, light or sound from a piece of equipment by pressing a button or moving a switch.**

3. Bad weather made us turn back and go home.
   **a. (turn back) go back along the way that you came.**

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

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help</td>
<td>Help</td>
<td>Helping</td>
</tr>
<tr>
<td>Act</td>
<td>Action</td>
<td>active</td>
</tr>
<tr>
<td>Think</td>
<td>Thought</td>
<td>Thoughtful</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Im</td>
<td>Opposite</td>
</tr>
<tr>
<td>Micro</td>
<td>Very small</td>
</tr>
<tr>
<td>Super</td>
<td>Very efficient</td>
</tr>
<tr>
<td>Mis</td>
<td>Wrongly</td>
</tr>
</tbody>
</table>

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

( 8 pts )

A

You meet Ali in Al-Aqsa Hotel

Greet Sami

Hello, how are you?

Ask Sami to spend some time together

Can we spend some time together?

Ask Sami to drink coffee together

B

You meet Sami in Al-Aqsa Hotel

Greet Ali

Hello, fine, Thank you.

Say you are busy now

I would like to, but I'm busy.

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.)
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:

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

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 the ……….. between London and the village where I grew up.

2. I ……………. that he is not all that he appears to be.

3. My next ………….. will 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 locked 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.
   **keep up**: continue at the same speed as sth or sb else, not slower
2. We'd better not go in. The sign says 'Keep OUT'.
   **keep up**: continue at the same speed as sth or sb else, not slower
3. We can't stop now. We have to keep on going.
   **keep on**: continue without stopping
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 )

<table>
<thead>
<tr>
<th>Verb</th>
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<tbody>
<tr>
<td>Think</td>
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<td>Thinking</td>
</tr>
<tr>
<td>Act</td>
<td>Activity</td>
<td>Active</td>
</tr>
<tr>
<td>Save</td>
<td>Safety</td>
<td>Safe</td>
</tr>
</tbody>
</table>

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
A : Greet B
B : Hello
A : Ask B where he is going
I'm going to a walk
A : Suggest somewhere to go together
What about going together to see a movie?
B: I'm afraid I don't have enough time,
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.)