PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

University of Mostaganem

Faculty of Letters and Arts

Department of English

EDOLAS

Text and Context: Identifying the Cause and Bridging the Gap

(The case of Secondary Third Year English Textbook 'New Prospects')

Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Magister in Applied Linguistics and ESP

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Academic Year: 2013-2014

DEDICATION

To my parents, Mr. Cherif TEGUIA and the soul of Doctor Rachid BENALI.

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude and appreciation to my supervisor Professor Abdelghani NAIT BRAHIM for his guidance, monitoring, support and immense knowledge. I have been very fortunate to have an inspiring supervisor who taught me how to question thoughts and express ideas.

I am greatly indebted to Doctor Bakhta ABDELHAY for her encouragement, advice, and most importantly, professionalism. Without her enthusiasm and persistent help this dissertation would not have been possible.

I am hugely grateful to Professor Sidi Mohammed LAKHDAR BARKA for his guidance, insightful comments and challenging questions. His inspiring teaching has stamped my reflection, and contributed tremendously to this work.

I would also like to thank Mrs. Mlouka ZIANI, Doctor Souad HAMERLAIN, Doctor Fatima Zahra BENEGHROUZI, and Mrs. Yasmine DJAAFRI for everything they have done for EDOLASers.

ABSTRACT

This study aims at identifying the gap's causes between secondary third year English textbook *'New Prospects'* reading texts and the target learners' level and interests. It also investigates the constraints that impede teachers from bridging the gap via adaptation, and attempts to provide possible solutions to overcome the hindrance.

Both of *'New Prospects'* reading texts' evaluation and the results of teachers and learners' questionnaires reveal a mismatch between the target learners' level and the reading texts' length and readability. They also unveil an incompatibility between some reading texts' topics and the target readers' interests and prior knowledge. Additionally, they demonstrate that textbook adaptation is hampered by both administrative and pedagogical constraints.

The first chapter reviews literature related to the textbook, textbook evaluation, textbook adaptation and reading. The second chapter is devoted to the evaluation of *'New Prospects'* reading texts. In chapter three, the results of both teachers and learners' questionnaires are analysed. The last chapter includes the adaptation of three reading texts and their accompanying tasks from *'New Prospects'*.

Key words: Textbook, Textbook Evaluation, Textbook Adaptation, Reading Texts, Target Learners, Teaching/Learning Environment.

RÉSUMÉ

Cette étude a pour but d'identifier les causes de l'écart entre les textes destinés à la lecture dans le manuel scolaire d'anglais de troisième année secondaire *'New Prospects'* avec le niveau des élèves et leurs centres d'intérêts. Elle examine également les contraintes qui entravent les enseignants pour combler cet écart par l'adaptation, et tente de proposer des solutions possibles afin de surmonter l'obstacle.

L'évaluation des textes de *'New Prospects'* ainsi que les résultats des questionnaires destinés aux enseignants et aux élèves ont permis de révéler la présence d'un décalage entre la longueur et la lisibilité des textes par rapport au niveau des apprenants. Cette étude dévoile aussi une incompatibilité entre les sujets traités dans les textes et les centres d'intérêts des élèves et leurs connaissances antérieures. En outre, elle démontre que l'adaptation du manuel scolaire est entravée par des contraintes administratives et pédagogiques.

Le premier chapitre passe en revue la littérature concernant premièrement le manuel scolaire, l'évaluation du manuel scolaire, l'adaptation du manuel scolaire, et enfin la lecture. Le deuxième chapitre est consacré à l'évaluation des textes destinés à la lecture dans *'New Prospects'*. Le troisième chapitre analyse les résultats des questionnaires des enseignants et des élèves. Dans le dernier chapitre, une adaptation de trois textes de *'New Prospects'* avec leurs exercices est proposée.

Mots clés: Manuel Scolaire, Évaluation du Manuel Scolaire, Adaptation du Manuel Scolaire, Les Textes Destinés à la Lecture, les Élèves, Environnement du Processus Enseignement/ Apprentissage.

ملخّص

تهدف هذه الدراسة إلى تحديد أسباب وجود فجوة بين نصوص القراءة لكتاب اللغة الإنجليزية للسنة الثالثة ثانوي 'New Prospects' ومستوى التلاميذ واهتماماتهم. كما تبحث القيود التي تُعوق تكييف النصوص من طرف الأساتذة لربط هذه الفجوة، وتحاول أيضا اقتراح حلول لتجاوز هذا العائق.

يكشف كل من تقييم نصوص القراءة للكتاب 'New Prospects' ونتائج إستبيانات الأساتذة والتلاميذ عن عدم توافق طول النصوص و سهولة قراءتها مع مستوى التلاميذ. كما يكشف هذا البحث النقاب عن عدم توافق مواضيع النصوص مع إهتمامات التلاميذ ومكتسباتهم القبليَّة. إضافة إلى ذلك تُظهر هذه الدراسة أن تكييف الاساتذة للكتاب المدرسي تعوقه قيود إدارية و بيداغوجية.

يستعرض الفصل الأول أهمّ ما كتب حول الكتاب المدرسي، تقييم الكتاب المدرسي، تكييف الكتاب المدرسي، وأخيرا القراءة. الفصل الثاني مخصَّص لتقييم نصوص القراءة للكتاب 'New Prospects'. يحتوي الفصل الثالث تحليلا لنتائج إستبيانات الأساتذة والتلاميذ. يتضمن الفصل الأخير نصوصا بتمارينها مكيَّفة لثلاثة نصوص من 'New Prospects'.

الكلمات المفتاحية:

الكتاب المدرسي، تقييم الكتاب المدرسي، تكييف الكتاب المدرسي ، نصوص القراءة، التلاميذ، البيئة التدريسية/التعلميَّة.

TABLE OF CONTENTS

CHAPTER TWO: Evaluation of *'New Prospects'* Reading Texts

CHAPTER THREE: Data Analysis

CHAPTER FOUR: Adaptation of *'New Prospects'* Reading Texts

LIST OF TABLES

LIST OF FIGURES

GENERAL INTRODUCTION

GENERAL INTRODUCTION

The textbook plays a decisive role in the success or failure of any English language teaching programme. It is the bridge that links theory with practice as it reflects the adopted teaching/learning methodologies and the linguistic and cultural objectives to be achieved. It is also the bridge that links teaching with learning as it is a teaching/learning material used by both teachers and learners. The textbook is supposed to help learners improve their language skills and proficiency. Additionally, it is a very useful instrument to foster learners' intercultural awareness.

In most countries, the textbook is an institutional teaching/learning map to be followed by both teachers and learners. It reflects the official status that English enjoys within an educational system and its future prospects within the society as a whole. Moreover, the institutional textbook is a unifying teaching/learning material to be used by all teachers and learners belonging to different schools.

Textbooks have been the main focus of many prominent ELT researchers. Most of them have introduced and used checklists to evaluate textbooks. The checklists investigate teachers' perceptions of the textbook design and layout, its linguistic and cultural content, and more importantly, its compatibility with the target learners' level and interests. Textbook evaluation checklists are of a paramount importance for both educational institutions and teachers. They are very useful tools in identifying textbook deficiencies and shortcomings.

Over the last decade, the Algerian Ministry of National Education has launched a global educational reform inducing the publication of new teaching/ learning materials. In 2007, a secondary third year English textbook entitled *'New Prospects'* has been introduced as a sole institutional English textbook for all secondary school third year classes. The main principles of *'New Prospects'* are based on two teaching/learning approaches: Communicative Language Teaching (CLT) and Competency Based Approach (CBA).

As no textbook is perfect, dissatisfactions with *'New Prospects'* reading texts have been expressed by many secondary school teachers of English. Many of them think that the reading texts are incongruent with their pupils' level. Others believe that they are not interesting to their pupils. Most of the teachers' opinions are based on an ad hoc evaluation emanating from their intuitions and their teaching experience.

Despite the existing gap between *'New Prospects'* reading texts and the target learners' level and interests, most of the teachers continue to teach them without any modification or replacement. This is mainly due to the teaching/learning environment that impedes teachers from adapting the textbook.

This research aims at evaluating *'New Prospects'* reading texts to identify the causes and the nature of the existing gap between them and the target learners' level and interests. It also investigates how the teaching/learning environment prevents secondary school teachers of English from adapting the 'incompatible' textbook reading texts and explores the possibility of overcoming the hindrance.

To achieve the purpose of the study, the following research questions are addressed:

1. Why is there a gap between secondary third year English textbook *'New Prospects'* reading texts and the target learners' level and interests?

2. What is the nature of the gap?

3. How does the teaching/learning environment hinder teachers in adapting secondary third year English textbook *'New Prospects'* reading texts?

4. Is it possible to overcome the hindrance?

As an attempt to answer the research questions, we put forward the following hypotheses:

1. Secondary third year English textbook *'New Prospects'* reading texts do not match the target learners' level and interests. They are not about the right length, contain too much new vocabulary, and both of their topics and contents do not stimulate the target learners.

2. The teaching/learning environment hinders secondary school teachers of English in adapting *'New Prospects'* reading texts to match the target learners' level and interests. This is mainly due to both secondary schools' administrative regulations, which neither help nor motivate teachers to adapt the 'incompatible' textbook reading texts, and some pedagogical constraints.

3. To overcome the hindrance, the educational institution must work on creating a teaching/learning environment that helps and encourages teachers to adapt the 'incongruent' reading texts of *'New Prospects'*. This could be attained through teachers' continuous training and the introduction of new administrative regulations that 'legalize' textbook adaptation.

Both teachers and learners' questionnaires are used in the study as data collection tools. The teachers' questionnaire is composed of 2 parts. Its first page

contains a message that explains the topic of the questionnaire to the participants. In the second page, teachers have to provide their personal and professional information including their gender, age, teaching experience, school location and employment status. The first part of the questionnaire is a Linkert scales checklist. The checklist is composed of 5 closed-ended items spreading among three choices: agree, no opinion and disagree. The checklist is designed to investigate teachers' perceptions of *'New Prospects'* reading texts' suitability to the target learners' level and interests. The second part of the questionnaire is made up of 7 multiple choice statements and questions. It aims at investigating *'New Prospects'* reading texts' adaptation by teachers.

The first draft of the teachers' questionnaire was piloted among 10 teachers. The results of the piloting stage revealed that most of the teachers were influenced by the second part of the questionnaire which deals with textbook adaptation. The majority of the respondents have changed their responses to the statements of the first part to make it in harmony with the second one. Therefore, the final draft of the questionnaire was split into two sections handed to the participants separately. The first section comprises the opening note, personal information page and the first part of the questionnaire. The second section includes the second part of the questionnaire.

Out of **143** secondary school teachers of English in Relizane, **87** of them taught third year classes during the school year **2011/2012**. Out of these third year teachers, **40** of them, who have been teaching for more than 4 years, were invited to correct the baccalaureate exam papers of **2012**. It was such a big opportunity for the researcher, who was among the invited, to distribute the questionnaires to the teachers. **35** teachers accepted to fill in the questionnaires. They were given the first sections of the questionnaires to be filled and given back after two days. The second sections of the questionnaires were handed to the teachers once they handed back the first ones. During five days, the participants and the researcher had very fruitful discussions about the topic of the investigation and the questionnaires.

The learners' questionnaire is composed of three pages. The first page contains a message to the pupils explaining the topic of the questionnaire. Under the message, pupils have to provide their personal information concerning their gender and stream. The second and third pages contain 6 multiple-choice questions designed to investigate the target learners' perceptions of *'New Prospects'* reading texts, and to back up the findings of the teachers' questionnaires. All the questionnaire's items are translated into Arabic to make it easy for the respondents to answer the questions and be able to respond honestly.

Among the six secondary school third year streams, only literary streams' learners were involved in the study for two reasons. First, English is one of the main subjects of the literary streams. Second, there was no guarantee that scientific classes had studied all *'New Prospects'* reading texts without any adaptation.

63 secondary school third year learners were involved in this investigation. The participants are from Foreign Languages and Letters and Philosophy classes studying in one secondary school in **Relizane**. The participants had studied *'New Prospects'* reading texts during the school year **2012/2013**. The learners' questionnaire was piloted among **20** learners. By the end of the school year, the final draft was distributed to **63** informants.

Chapter One reviews literature related to the textbook, textbook evaluation, textbook adaptation and reading.

Chapter Two is devoted to the evaluation of *'New Prospects'* reading texts designed for all secondary third year streams.

In Chapter Three, the results of both the teachers and learners' questionnaires are analysed.

Chapter Four includes the adaptation of three reading texts and their accompanying tasks from *'New Prospects'* using different techniques of textbook adaptation.

CHAPTER ONE

The Textbook, Textbook Evaluation, Textbook Adaptation and Reading

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The Textbook, Textbook Evaluation, Textbook Adaptation and Reading

1.1. Introduction:

Most educational systems impose on both teachers and learners institutional textbooks. The latter cannot match all the teaching/learning contexts and many teachers find them inappropriate to their learners' level and interests. Nevertheless, teachers are forced to rein their reservations and use the institutional textbook because of many administrative and pedagogical constraints.

By contrast, creative teachers know full well the importance of using a 'good' teaching/learning material that matches their teaching objectives and learners' level and interests. They continuously engage themselves in evaluating the teaching/learning material in their hands and adapting it when necessary. Matching the teaching/learning material with the teaching/learning context is a must to enhance the teaching/learning process.

1.2. The Textbook:

1.2.1. What is a Textbook?

Graves (2003: 226) defines textbooks as *'prepackaged published books used by the students and teachers as the primary basis for a language course'*. In her

'loose' definition of the textbook[1], Sheldon (1987: 1) regards the pedagogical function of the textbook as an *'explicit aim'*. This implies the implicit aim that the textbook is a celebration of the designers' beliefs and perceptions of the teaching/learning activity. Such aim is viewed by Hutchinson and Torres (1994: 320) as a prior criterion for the *'accountability'* of a textbook; as both educational authorities and parents *'claim the right to influence what is taught in the classroom in terms of content, methodology, and cultural or ideological values'*.

The earliest published textbooks were, as stated by Littlejohn (1998: 190), *'mainly readings, perhaps with some questions to answer and sentences to translate'*. Nowadays, by contrast, textbooks are published in the form of packages that, as put by Graves (2003: 226*), 'may include audio-cassettes or CDs, videos, workbooks, CD-ROMs, test packages and Internet materials. They almost always include teacher's guide[2] '*.

1.2.2. The Textbook as a Boon :

The textbook is one of the main components in the teaching/learning process. Sheldon (1988: 237) has metaphorized the textbook as *'the visible heart of any ELT program'*. Hutchinson and Torres (1994: 315) highlight the universality of the textbook being prevalent in most ELT settings. The strong positive perceptions from the part of many ELT specialists of the textbook are mainly due to the functions that a single book could accomplish, the needs it could fulfil, and both short-term and long-term objectives it could help achieve.

Allwright (1981: 6) discusses two pro-textbook views: *'the DEFICIENCY VIEW'* and *'the DIFFERENCE VIEW'*. According to him, advocates of the former view believe that teachers are not without deficiencies, that may lead to inappropriate coverage of syllabus and practice of exercises. In contrast, proponents

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[1] Also called coursebook or student's book.
[2] Also called teacher's book.

of the latter view emphasise the textbook designers' expertise which classroom teachers may lack in developing a teaching/learning material. *'Both views',* Allwright proceeds, *'are based on the assumption that decisions are best taken (and 'acted upon' and 'reviewed') by those with the relevant expertise'.*

One of the most significant pros of textbooks is what Sheldon (1987: 1) names *'peripheral supporting material'* that ranges from electronic materials to teacher's guides. The latter, as explained by Harmer (2001: 304) ,*'not only provide teachers with procedures for the lesson in the student's book, but also offer suggestions and alternatives, extra ideas, and resources'.*

Hutchinson and Torres (1994: 319-320) touch on a very important advantage of the textbook by referring to both teachers and learners' need to be guided by a map or plan which a textbook manifests through its structure. They discuss three reasons behind the necessity of the textbook, as a *'clear and complete'* map, in any teaching/learning setting. First, the textbook provides all parties including teachers, learners, parents, educational authorities and school administrators with *'something to negotiate about'*. Second, it enables other parties than the teachers to participate in the teaching/learning process. Third, it helps teachers, learners and school administrators assess their progress compared to *'what goes in other classrooms'* either locally or in a different context. This helps maintaining *'a degree of standardization across different classes and institutions'.*

The comprehensive plan that a textbook may provide is a very useful *'structuring tool'* in fostering the process of *'social routinization'* which aims at stereotyping the classroom interaction *'to reduce the unpredictability and, thereby, the stress'* (Crawford 2007: 83). Moreover, with such a framework, the textbook allows learners *'to look forward and back, giving them a chance to prepare for what's coming and review what they have done'* (Harmer 2007: 152). Thus, the textbook fosters autonomous leaning and enables learners *'to organize their learning both inside and outside the classroom'* (Hutchinson & Torres 1994: 318).

Producing a teaching/learning material is a very much time consuming activity that *'gobbles up hours of preparation time'* (Dudley-Evans & St John 1998: 172). Like other humans, teachers have other obligations to fulfil in their personal lives than teaching. Hence, many of them resort to the textbook *'to make their working lives easier'* (Hutchinson & Torres 1994: 320-321). In the same respect, Crawford (2007: 82) comments on the efficiency of the textbook in saving teachers' time to be devoted to teaching what has been carefully researched and planned in the textbook and its accompanying materials rather than preparing, to use Harmers' words (2007: 152), *'brand new material'*.

Another advantage of the textbook is the guidance and support it provides to *'teachers who are inexperienced or occasionally unsure of their knowledge of the language'* (Ur 1996: 184). Williams (1983: 251) highlights the strong presence and constant use of the textbook in *'situations where there is a shortage of trained teachers'*. Thus, the textbook, as *'a vehicle for teacher and learner training'*, is intended not only to implement a teaching/learning programme, but also to equip its users, mainly the teachers, with methodological and linguistic knowledge. This may enhance teaching and learning performances, and, in most cases, help *'introduce changes gradually within a structured framework enabling teachers and learners to develop in harmony with the introduction of new ideas'* (Hutchinson & Torres 1994: 323).

Graves (2000: 174) refers to an important key role that a 'good' textbook may play by providing teachers *'with a basis for assessing students' learning'*. According to Hedge *(2000: 376)*, assessment *'refers to the general process of monitoring or keeping track of the learners' progress'*. Hence, due to its consistency and standardization, the textbook facilitates both formative assessment, which is done in harmony with the ongoing teaching/learning process, and summative assessment, which is carried out by the end the textbook course or part of it. Additionally, some textbooks include progress tests designed for learners' self-assessment enabling them to monitor their development and provide their teachers with appropriate feedback to be built upon for future decisions.

For learners, the textbook, as opposed to teacher-produced materials, is far more attractive and *'convincing'* due to the use of computer-aided publishing equipments which teachers have no access to (Crawford 2007: 82). Furthermore, Ur (1996: 184) stresses the practicality of the textbook being used regularly. She writes:

> *A book is a convenient package. It is bound, so that its components stick together and stay in order; it is light and small enough to carry around easily; it is of a shape that is easily packed and stacked; it does not depend for its use on hardware or a supply of electricity.*
>
> (ibid.)

1.2.3. The Textbook as a Burden:

Despite the fact that textbooks facilitate, to some extent, the teaching/learning process, they are viewed as, to use Sheldon's (1988: 237) words, *'necessary evils'* being imposed on the classroom parties, i.e. learners and teachers. The latter are, in most cases, not involved in the process of textbook production as such an activity should be carried out by those who have the 'expertise'. This *'lack of communication'* between textbook designers and educational administrators on one side and teachers and learners on the other side may be one of the reasons behind the ignorance of all parties *'of one another's true priorities and constraints'* (Sheldon 1987: 2).

The need for a teaching/learning framework that guides both teachers and learners is undeniable. Such a 'scaffold', however, provided by most textbooks is criticised for its inflexibility imposing on teachers and learners a 'rigid' prescription to be followed for it was set by, in Hutchinson and Torres's (1994: 315) words, *'the wise and virtuous people'.* The textbook structure straightjackets and exerts pressure on teachers as pointed out by Williams:

> *The textbook can be a tyrant to the teacher who, in his or her preoccupation with covering the syllabus, feels constrained to teach every item in exactly the same sequence and context in which it is presented by the textbook writer.*
>
> *(*Williams *1983: 251)*

Creativity is one of the main teaching skills that helps teachers act and react. Though it is required to encourage creative teaching, the textbook has been accused by Ur (1996: 185) of constraining *'teacher's initiative and creativity'*. Arguing for the textbook's role as an agent of change, Hutchinson and Torres (1994: 315) acknowledge the fact that *'ready-made textbooks'* make teachers, who are misled by a feeling of security and trustworthiness, totally dependent on the textbook rather than *'participating in the day-to-day decisions that have to be made about what to teach and how to teach it'*. In the same respect, Harmer (2007: 152-153) cautions against both teachers and learners' total dependency on the textbook which *'may become like a milestone around the necks of all concerned, endangering the engagement which a student-centred classroom might otherwise create'*.

Crawford (2007: 80) highlights the idealization of the textbook content that *'has little to do with reality'*. Such idealization is twofold. First, for commercial and socio-political reasons, textbook designers avoid dealing with contemporary contentious issues. Second, textbook writers often adapt authentic reading and listening texts to integrate teaching points making the textbook language far from being authentic. Nait Brahim comments on the lack of authenticity in textbooks' texts:

> *The use of these artificial texts can only develop the learners' grammatical competence, without equipping them with communicative competence, which is vital for the production of new structures and meanings. The use of authentic texts is necessary for a realistic and effective learning and use of the language.*
>
> (Nait Brahim 2005: 5)

Designing a textbook that meets the target learners' level, needs and interests is one of the most important criteria on which the appropriateness of the textbook will be evaluated. However, as stated by Sheldon (1987: 3), *'most textbooks are tantalizingly vague about target learners, especially in regard to the definition of entry and exit language levels'*. Such vagueness is mainly due to the differences among the learners in terms of their ability, learning needs, and learning styles that no single textbook can cater for (Ur 1996:185). Additionally, textbook designers

give very little or no importance to the target learners' needs analysis and *'pre- or post-publication trials'* (Sheldon 1987: 3).

Whatever the reason, textbooks, in many different teaching/learning contexts around the world, have been used for several years without being modified or replaced. This may lead to routine teaching and generate boredom among teachers, and thus, reduce their enthusiasm and creativity. The 'ever-lasting' textbooks are named by Sheldon (1988:239) as *'end-products'*. She (ibid.) argues that *'textbooks do not admit the winds of change from research, methodological experimentation, or classroom feedback'*.

1.3. Textbook Evaluation:

1.3.1. What is Textbook Evaluation?

Most educational institutions take charge of the selection and/or publication of textbooks. Such responsibility, as clearly put by Sheldon (1988: 237), '*signals an executive educational decision in which there is considerable professional, financial and even political investment'*. To guarantee its success, however, this investment depends greatly on the participation of other parties including schools' administrators, teachers and learners. The latter are in the heart of the whole investment as the main objective behind designing a textbook is to transmit them knowledge through a medium and a 'mediator'. Hence, the textbook needs to be evaluated to figure out whether it helps achieve the objectives set by the 'investors' or not.

Defined as *'a matter of judging the fitness of something for a particular purpose'* (Hutchinson & Waters 1987: 96), evaluation is more than questioning the appropriateness of a teaching/learning material to a given teaching/learning context. As Dudley-Evans and St John write:

> *Evaluation is a while process which begins with determining what information to gather and ends with bringing about change in current activities or*

influencing future ones. We believe that evaluation must be more than colly and analysing data: to have value the evaluation process must include action.

<div align="right">(Dudley-Evans & St John 1998:128)</div>

Sheldon (1987:37) highlights the key role that the process of materials evaluation plays in influencing teachers' teaching behaviour. This process aims at matching *'the needs and assumptions of a particular teaching-learning context...to available solutions'* through four stages. First, materials evaluation criteria are defined. Then, *'the nature and underlying principles of the particular teaching/learning situation'* are analysed. After that, *'the nature and underlying principles of the available materials'* are analysed and tested *'in the classroom'.* Finally*, 'the findings of the two analyses'* are compared (ibid.: 41).

The following figure represents the four stages of the matching process of materials evaluation.
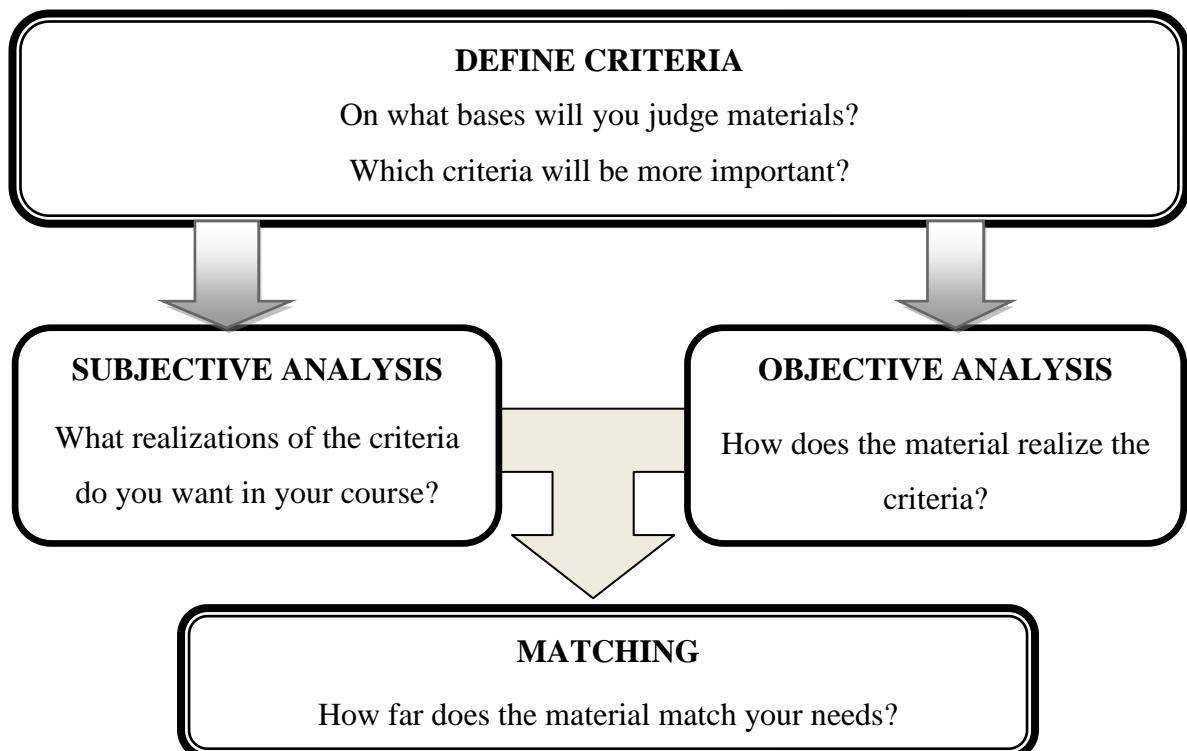
Figure 1: The matching process of materials evaluation (adapted from Sheldon 1987: 42).

1.3.2. Reasons for Textbook Evaluation:

The main objective of textbook evaluation is to determine the extent to which a textbook fits the objectives of its curriculum and matches the specifications of its syllabus. Furthermore, textbook evaluation may identify a possible gap between what the textbook is and who the learners and teachers are. Therefore, *'the teacher must know not only how to use it [the textbook], but how useful it can be'* (Williams 1983: 254). Dudley-Evans and St John (1998: 129) emphasise the importance of evaluation in revealing a possible mismatch between the aspects of a textbook and those of a particular teaching/learning context. They also stress the need to respond over the results of the evaluation asserting:

> *A good evaluation emphasises the successes and discusses less successful aspects. It also addresses the crucial **how** and **why** issues. Knowing how well something has worked is not significant on its own. Understanding **why** will enable us to repeat success and avoid the less successful.*
>
> (ibid.)

According to Tomlinson (2003:15), materials evaluation tries to appraise learners, teachers and educational administrators' perceptions of the value of a teaching/learning material and its credibility for all of them. Additionally, it scrutinizes *'the appeal of the materials to the learners'* and their ability to interest and motivate them. Furthermore, it studies the effectiveness of the material in different teaching/learning contexts. It also examines whether the materials help learners improve their linguistic and communicative competencies through their *'long-term learning'*. In addition, materials evaluation investigates the support provided by the materials to the teachers *'in terms of preparation, delivery and assessment'*. Moreover, it examines the *'flexibility of the materials'*, which refers to the possibility of adapting the materials by teachers to match a given context, and the extent to which materials may contribute to teacher development. Besides, it explores the congruency of the materials *'with administrative requirements'* including standardization, assessment and syllabus coverage.

1.3.3. Types of Textbook Evaluation:

Textbook evaluation is not restricted to 'experts'. Thus, teachers must examine the usefulness of the textbook in their hands. Teachers' judgements about the value of a textbook, however, are mostly based on their intuitions and impressions. Such ad hoc, impressionistic evaluation, as opposed to a systematic evaluation, is pointed out by Harmer:

> *...teachers tend to feel that they "know" whether a coursebook worked or not, and they are reluctant to give time to a more formal evaluation once a course has finished. Yet we need to evaluate material in a reasonably structured way if we are to properly see if our pre-use assessment was accurate, and whether to continue to use the coursebook.*
>
> (Harmer 2001: 306)

Harmer (ibid.: 301) makes a clear distinction between *'coursebook assessment'* and *'coursebook evaluation'*. According to him (ibid.), the former is *'an out-of-class judgement as to how well a new book will perform in class'*, whereas the latter is *'a judgement on how well a book has performed in fact'*. In the same respect, Hutchinson and Waters emphasise the importance of objective evaluation asserting:

> *Evaluation is basically a matching process: matching needs to available solutions. If this matching is to be done as objectively as possible, it is best to look at the needs and solutions separately.*
>
> (Hutchinson & Waters 1987:97)

Tomlinson (2003: 23-25) identifies three types of textbook evaluation that are done successively depending on their findings. The first type is *'Pre-use evaluation'* which refers to teachers' first impression of a textbook. To generate a positive perception among teachers, textbook designers usually give much importance to the attractiveness of the textbook by integrating appealing illustrations. The second type is *'Whilst-use evaluation'* that depends on objective appraisal of the textbook content. It can also be done through observation in a

classroom where the textbook is being used by teachers and learners. *'Post-use evaluation'* is the third type that depends greatly on the findings of the second type. It includes a thorough examination of these results to provide *'data on which reliable decisions about the use, adaptation or replacement of the materials can be made'*. This evaluation can be carried out through different methods such as testing the materials and learners' outcomes, summative assessment, interviewing teachers and learners or providing teachers and learners with questionnaires, etc.

According to McDonough et al. (2013: 54-58), the materials evaluation process goes through three stages: *'The External Evaluation'*, *'The Internal Evaluation'* and *'The Overall Evaluation'*. The first stage includes the examination of textbook designers' arguments on the usefulness and compatibility of the textbook to the target teaching/learning context. It also studies the potential guidance and support that the teachers' book and other accompanying teaching/learning materials may provide to teachers in terms of, for example, presentation and assessment. Moreover, it analyses the way graphic illustrations are used and *'the cultural specificity of the materials'*.

'The Internal Evaluation' stage deals deeply with the content of the textbook. It investigates how the listening, speaking, reading and writing skills are treated and presented, and the type of the materials designed to develop them. Additionally, it studies how the materials are graded and sequenced, *'appropriacy of tests and exercises, self-study provision and teacher-learner 'balance' in use of the materials'* (ibid.: 59-60).

'The Overall Evaluation' stage includes *'an overall assessment'* of the teaching/learning material on the basis of four factors: *'the suitability factor', 'the generalizability factor', 'the adaptability factor'* and *'the flexibility factor'*. The first factor refers to the suitability of the teaching/learning material to the specifications of a syllabus or the objectives to be achieved by the end or through the teaching/learning process. The second factor refers to usefulness of the teaching/learning material in different teaching/learning contexts. The third factor

refers to the possibility of adapting parts of the teaching/learning material that are deemed unsuitable for a particular teaching/learning context. The last factor refers to the possibility of grading, sequencing and using the content of the teaching/learning material differently from the way it is presented and organized (ibid.: 60-62).

Any 'credible' systematic textbook evaluation must be based on clear aims, and its questions must be pointed and unambiguous as *'a set of random questions does not amount to an evaluation'* (Dudley-Evans & St John 1998: 129). For this reason, many textbook evaluation models are presented in the form of checklists, guides and frameworks. Examples of the models are: Breen and Candlin's guide (1987), Dougill's framework (1987), Hutchinson and Water's checklist (1987), Sheldon's framework (1988), Cunningsworth's checklist (1995), Littlejohn's framework (1998), to name but a few. The aforementioned textbook evaluation models do by no means replace the teachers' role in evaluating the appropriateness of a teaching/learning material to their local teaching/learning contexts. Rather, they are designed to provide teachers with guidance and support. McDonough et al. (ibid.: 61) emphasise that whatever the findings of the evaluation of a teaching/learning material are, only its use in the classroom can determine its *'ultimate success or failure'*.

1.4. Textbook Adaptation:

1.4.1. What is Textbook Adaptation?

Most EFL experts, including those who argue against teacher-produced materials, agree on the basic assumption that no textbook can suit all the teaching/learning contexts. Therefore, as stated by Hutchinson and Torres (1994:325), *'a textbook can never be more than a workable compromise'* whose designers aimed at approaching the requirements of the different teaching/learning

contexts, that can never be achieved if teachers abandon their role as active textbook adapters.

Whatever are the shortcomings of a textbook, teachers should not criticize it in front of their learners since such criticism *'is not educationally profitable'*. *'Excessive criticism'* would generate suspicious views from the part of the target learners towards the textbook's validity and efficiency. It would also decrease their confidence on their teacher as the one who could produce a better teaching/learning material. Therefore, 'a *wise teacher will seek in every way possible to cooperate with the author of the book being used'* (Madsen & Bowen 1978: xi). This cooperation is meant to be textbook adaptation which is defined by Tomlinson as:

> *Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximise the value of the book for their particular learners.*
>
> (Tomlinson 1998: xi)

Madsen and Bowen (1978: ix) refer to textbook adaptation as *'a matter of achieving congruence'* between the textbook and the other elements that make up the teaching/learning context. Textbook adaptation is also referred to as the process of producing in-house teaching/learning materials which are also named as *'tailor-made materials, locally produced materials, internal materials, home-made materials or home grown materials'*. The teacher can develop home-made materials either *'by adapting existing learning materials and authentic materials/texts'* or from other non-institutional materials (Bocanegra-Valle 2010: 150).

1.4.2. Reasons for Textbook Adaptation:

Why do teachers adapt a textbook? Answering such a question, Sheldon (1988: 242-243) states that the adoption of a teaching/learning material must be

followed and supported by supplementation and adaptation as such activities would enable teachers cope with the adopted material's *'gaps'*. In spite of the key role that a textbook plays in the management of language learning (Allwright 1981: 9), it *'can only provide props and framework for classroom teaching* (O'Neill 1982: 153). Therefore, *'any textbook should be used judiciously, since it cannot cater equally to the requirements for every classroom setting'* (Williams 1983: 251).

The earliest attempts of textbook adaptation date back to the introduction of the communicative approach. At that time, most textbooks were designed on the principles of Grammar Translation Method which does not match the principles of the new adopted approach that gives more importance to communication and views *'learning as a developmental process'*. As a response to such methodological change, teachers carried out the responsibility of adapting the existing textbooks as a vital need (Islam & Mares 2003: 87).

Teachers resort to textbook adaptation for many reasons. They may supplement the grammatical content of a textbook due to a lack of coverage or practice. They may also adapt a reading passage or its comprehension questions for their inappropriateness to the level of the target learners. Additionally, the textbook listening scripts and dialogues may lack authenticity which induces their adaptation. Furthermore, teachers may find that the textbook does not provide *'enough guidance on pronunciation'*. Moreover, the textbook topics may be incongruent with the target learners' *'age and intellectual level'*. In addition, a textbook may contain illustrations which are not *'culturally acceptable'*. Besides, teachers, due to time constraint, may omit some textbook lessons. Last but not least, teachers may supplement the textbook with activities, *'vocabulary list'*, and *'accompanying tests'* in order to create variety and help the target learners assess themselves (McDonough et al. 2013: 67-68).

In addition to the aforementioned reasons, Bocanegra-Valle (2010: 150-151) lists other reasons for textbook adaptation. She states that adaptation may take place if a textbook does not meet the target learners' learning styles, *'needs, lacks, and*

wants'. Additionally, teachers may adapt a textbook lesson *'to promote language learning autonomy'*. Sheldon (1988: 239) highlights the cultural inappropriateness of some textbooks as one of the major reasons for textbook adaptation asserting that textbooks *'fail to recognize the likely restrictions operative in most teaching situations'*.

Islam and Mares (2003: 88) enumerate seven reasons for textbook adaptation which overlap to some extent with the ones listed by McDonough and Bocanegra-Valle. They (ibid.) draw attention to the need for adapting a textbook that emphasises a skill at the expense of the other skills in order to create a *'balance of skills'*. Additionally, a teacher may need to change the gradation of the textbook lessons or give more or less importance to a language item.

Block (1991: 214) discusses *'timeliness'* as one of the reasons for textbook adaptation. Textbooks may contain outdated reading or listening texts that teachers, and even learners, find *'unusable'* due to the information or the viewpoints they contain. Moreover, Block (ibid.: 214-215) argues for the importance of teachers' *'personal touch'* as another reason for textbook adaptation. He maintains that learners may appreciate the work and effort done by their teachers to prepare a different teaching/learning material than the one presented in the textbook. Thus, textbook adaptation may foster learners' confidence in their teachers' ability and help creating a motivating teaching/learning atmosphere.

As there is no fixed criteria for textbook evaluation (McDonough et al. 2013: 52), there is no fixed list of reasons for textbook adaptation. A teacher may adapt a textbook lesson as a result of *'an intuitive feeling or an articulated thought'* that has nothing to do with a previous systematic textbook evaluation (Islam & Mares 2003: 89). Other teachers may feel the need to adapt a textbook not for its inappropriateness to their teaching/learning contexts, but to break their teaching routine and create a kind of novelty as creative use of the textbook is, in Harmer's (2007: 147) words, *'one of the teacher's premier skill'*. Hence, textbooks must be seen as *'proposals for action, rather than instructions for action'* (ibid.: 153).

1.4.3. Techniques of Textbook Adaptation:

Textbooks are designed to be useful and helpful tools for both teachers and learners. Such tools, however, must neither be expected to be *'a panacea'* nor *'substitutes for professional classroom practitioners'*. The potential value of a textbook does greatly depend on the type of the teachers using it who can either maximize its usefulness, through creative adaptation, or limit its scope due to their limited teaching abilities and creativity (Nunan 1988: 115).

There is no recipe that teachers should follow in using a textbook creatively but a set of options or techniques that teachers may choose from to adapt a textbook. Teachers' choice of the appropriate technique for adapting a particular textbook lesson depends on the type of the material to be adapted, the objectives to be achieved, teachers' free time, their access to supplementary material, and their experience and ability.

Maley (2011:381-382) enumerates eight techniques of textbook adaptation. First, teachers may omit a textbook lesson that they find unsuitable, *'offensive'*, or *'unproductive'* for their learners. Second, they may add other teaching/learning materials to supplement the textbook. Third, they may reduce a textbook lesson by, for example, shortening an activity *'to give it less weight or emphasis'*. Fourth, they may decide to extend a textbook activity to *'give it an additional dimension'*. Fifth, they may rewrite or modify a textbook lesson to increase its appropriateness, accessibility to their learners, etc. Sixth, they may replace an unsuitable textbook lesson by a more appropriate one. Seventh, they may change the order and grading of the textbook lessons. *'Branching',* the last technique, allows teachers to *'add options to the existing activity or to suggest alternative pathways through the activities'*.

The figure on the next page represents the different techniques of textbook adaptation.

EXTENDING
Supplying more of the same type of material (Quantitative change)

ADDING

Supplementing the existing materials and providing more materials

EXPANDING
Adding something different to the materials (Qualitative change)

SUBTRACTING
Extracting part of the available material (Qualitative change)

DELETING

Removing parts or sections of existing materials

ABRIDGING
Excluding certain parts and focusing attention on others (Qualitative change)

Textbook Adaptation Techniques

SIMPLIFYING

Rewording a text so that it becomes more accessible to learners or simplifying an activity to make it more manageable

REORDERING

Sequencing an activity in a different way so that it makes more pedagogic sense

REPLACING

Substituting parts or sections of existing materials with different purposes (to cater for culture specific interests, etc.)

Figure 2: Techniques of textbook adaptation (adapted from Bocanegra-Valle 2010: 153).

Harmer (2001:151) emphasises the legibility, clarity, attractiveness and durability of a home-grown teaching/learning material in order to be used more than once. Additionally, he (ibid.: 151-152) suggests five stages to be followed by any teacher willing to produce a home-made teaching/learning material for classroom use. The first stage is *'Planning'* which includes stating the aims and the objectives of the course, choosing the course content, and grouping learners. The second stage is *'Trialing'* which includes piloting the material among colleagues in order to avoid potential problems, *'spot spelling mistakes'*, and clarify ambiguities. The third stage is *'Evaluating'* which includes while-use and post-use evaluation that help teachers making future decisions about the kind of modifications to include in the homegrown materials. The fourth stage is *'Classifying'* which includes storing the material for possible future use. The last stage; *'Record-keeping',* includes making a diary for the material used and its evaluation.

1.4.4. Constraints on Textbook Adaptation:

In spite of its benefits for both teachers and learners, textbook adaptation is not a practice to be accomplished easily due to many administrative, societal and pedagogical constraints. Time is one the main constraints on textbook adaptation as such activity induces hours of preparation that teachers cannot devote because of their overloaded timetables and other professional and personal obligations. Moreover, teachers need to make copies for their learners every time they adapt a textbook lesson. O'Neill explains the difficulty of using school facilities on a regular basis:

> *… [home-made materials] cause enormous production and storage problems. Even though we had access at the shipyard to excellent photocopying and duplication facilities, we found we could not use them as often as we needed to without causing problems and tension with other people in the yard who needed the same facilities for purposes which they saw as far more pressing and immediate than ours.*

(O'Neill 1982: 107)

The target learners' perceptions of the adapted textbook lessons may either encourage teachers in adapting other incompatible textbook lessons or constrain their creativity. Sheldon (1988: 238) highlights learners' negative perception of teacher-produced materials as opposed to textbooks. Such perception is due to many reasons. First, learners prefer using a textbook in a *'linear, cover-to-cover way'* rather than using *'selections from a variety of printed sources'*. Second, learners may think of the pieces of home-made materials as a reflection of a lack of teacher's organization, expertise, and *'course direction'* (Sheldon 1987: 3-4). Furthermore, Harmer (2001: 305) claims that *'omitting or replacing coursebook material becomes irksome for many students if it happens too often'*.

Many teachers feel the necessity of adapting the incompatible textbook lessons to match their learners' level and interests. However, they lack the necessary skills to do so. This pedagogical constraint is mainly due to the lack of pre-service and in-service training of teachers. It is also due to the absence or lack of cooperation between them.

1.5. Reading:

1.5.1. Reading as Process:

Reading is a fundamental language skill that language learners should practise as often as possible to improve their proficiency. Though its main purpose is learning, reading is also an enjoyable activity that stimulates learners' interests (McDonough et al. 2013: 49). Anderson states that *'the act of reading'* is defined by the combination of *'the text, the reader, fluency, and the strategies'*. He writes:

> *Reading is a fluent process of readers combining information from a text and their own background knowledge….. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a*

> *purpose for reading..... Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension.*

<div align="right">(Anderson 2003: 68)</div>

McDonough et al. (2013: 110) note that the importance the reading skill enjoys in many teaching/learning programmes is mainly due to the practicality of teaching a reading text compared to a spoken one. They discuss two arguing viewpoints about the type of the relation between the text and its readers. According to them, the *'text as process'* viewpoint encourages *'interaction between the reader and the text'* as opposed to *'text as object'* viewpoint which:

> *...regards the reader as having nothing to contribute to the reading process as such; the writer provides information for the reader who is seen as an 'empty vessel' that merely receives information.*

<div align="right">(ibid.: 112-113)</div>

McDonough et al. provide the following figures about the '*text as object'* viewpoint and the '*text as process'* viewpoint.
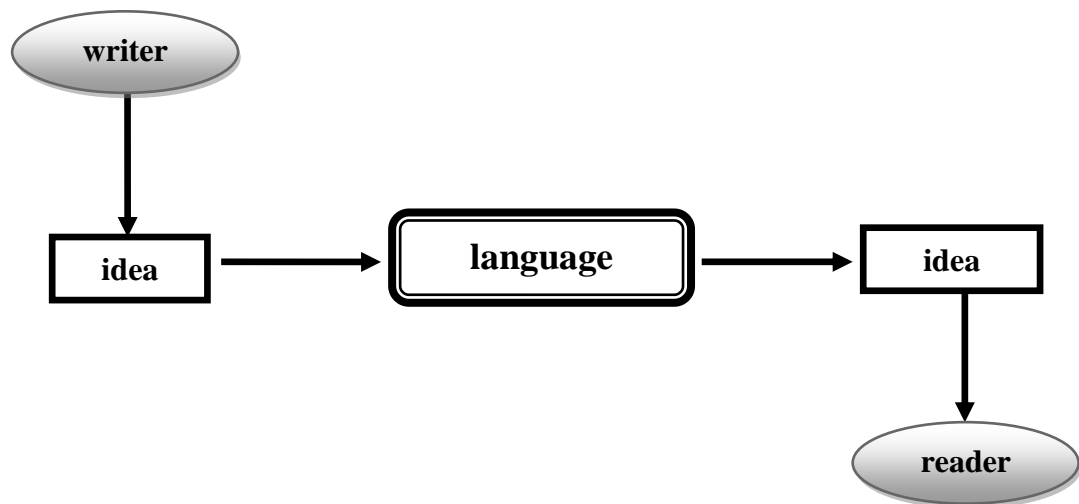
Figure 3: The '*text as object'* viewpoint (adapted from McDonough et al. 2013: 113).
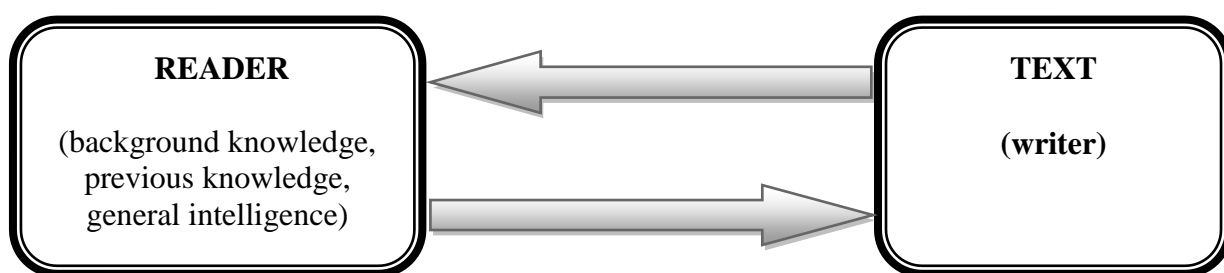
Figure 4: The *'text as process'* viewpoint (adapted from McDonough et al. 2013: 113).

In the same respect, Widdowson regards reading as *'a kind of dialogue between the reader and the text, or even between the reader and the author'* (Quoted in Hedge 2000: 188). During this interactive process, the reader is either, according to Hedge (ibid.: 189), *'interested in constructing a personal interpretation of a text or, on the other hand, may be more interested in trying to get the author's original intentions'*.

1.5.2. Types of Reading:

There are two main types of reading: intensive reading and extensive reading.

1.5.2.1. Intensive Reading:

Harmer (2007: 99) states that *'the term intensive reading refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms'*. Thus, intensive reading aims at developing readers' language proficiency as clearly put by McDonough et al.:

> *Intensive study of reading texts can be a means of increasing learners' knowledge of language features and control of reading strategies. It can also improve their comprehension skill.*

(McDonough et al. 2013:25)

In his description of intensive reading, Harmer (2001: 204) writes that such activity *'tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to the achievement of a study goal'*. Hence, learners, while reading intensively, are given reading tasks to be fulfilled in limited time, which would foster their comprehension and help them achieve the study goals. Harmer suggests some reading tasks that may accompany intensive reading:

> *We may ask students to work out what kind of text they are reading, tease out details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities. We will encourage them to reflect on different reading skills.*
>
> (Harmer 2007: 100)

1.5.2.2. Extensive Reading:

As opposed to intensive reading, Harmer (ibid.: 99) explains that *'The term extensive reading refers to reading which students do often away from the classroom'*. Anderson highlights the importance of engaging learners to read extensively asserting that:

> *… [teachers] need to encourage learners to read longer texts without an emphasis on testing their skills. Extensive reading provides opportunities to practice strategies introduced during intensive reading instruction.*
>
> (Anderson 2003: 72)

Though the main purpose of extensive reading is to improve learners' reading ability*, 'it can also enhance learners' overall language proficiency'* (Noution 2007: 274). According to Hedge (2000: 202), extensive reading is characterized by the following:

- *Reading large quantities of material…*
- *Reading consistently over time on a frequent and regular basis.*
- *Reading longer texts…*

- *Reading for general meaning, primarily for pleasure, curiosity, or professional interest.*
- *Reading longer texts during class time but also engaging in individual, independent reading at home, ideally of self-selected material.*

1.5.3. Barriers to Text/Reader Interaction:

As *'the goal of reading is comprehension'* (Anderson 2003: 68), the process of reading is hampered by many barriers that would prevent readers' interaction with the text in their aim to understand and reflect upon the text's content. Westwood (2008: 33-37) lists seven causes of readers' poor comprehension of a reading text:

1- *Limited vocabulary knowledge.*
2- *Lack of fluency.*
3- *Lack of familiarity with the subject matter.*
4- *Difficulty level of the text.*
5- *Inadequate use of effecting reading strategies.*
6- *Weak verbal reasoning.*
7- *Problems with processing information.*
8- *Problems in recalling information after reading.*

Additionally, in his analysis of the problems facing readers, Harmer (2001: 203-208) identifies four main problems that need to be addressed and solved in order to facilitate the reading process which are: *'Language', 'Topic and genre', 'Comprehension tasks'* and *' Negative expectations'*.

Obstacles to reading comprehension are interrelated. They can be grouped into three main groups: limited prior knowledge, readability and lack of interest.

1.5.3.1. Limited Prior Knowledge:

The first barrier to be considered is the reader's limited prior knowledge. According to Anderson:

> *Background knowledge includes all of the experience that reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge.*
>
> (Anderson 2003: 74)

Hedge (2000: 189) identifies six types of knowledge that help readers make sense of the text: *'syntactic knowledge'*, *'morphological knowledge'*, *'general world knowledge'*, *'sociocultural knowledge'*, *'topic knowledge'* and *'genre knowledge'*. She explains that the first two aforementioned types of knowledge *'help a reader to decode the language of a text and can together be called linguistic, or systemic, knowledge'*. Whereas the other four types of knowledge refer to *'schematic knowledge'* which *'enables a reader to work with the language of the text in order to interpret its meaning'*.

Reading comprehension can be hampered by *'incorrect background knowledge'* (Anderson 2003: 74). Harmer (2001: 199) affirms that while reading *'we employ our previous knowledge as we approach the process of comprehension'*. Subsequently, Harmer (ibid.: 200) maintains that *'without the right kind of pre-existing knowledge, comprehension becomes much more difficult'*. In the same respect, Westwood sates:

> *If a student has difficulty understanding what he or she is reading, it is worth considering whether there is a serious mismatch between the student's own knowledge of word meanings and the words used in the text.*
>
> (Westwood 2008: 34)

Nunan explains how prior knowledge shapes readers' interpretation of a reading text's content stating that *'we interpret what we read in terms of what we*

already know, and we integrate what we already know with the content of what we are reading' (quoted in McDonough et al. 2013: 119).

1.5.3.2. Readability:

The concept of readability has been used in EFL context to refer to learners' comprehensibility of a reading text. According to Richards et al.*,* readability means:

> *How easily written materials can be read and understood. This depends on several factors including the average length of sentences, the number of new words contained, and the grammatical complexity of the language used in a passage.*
>
> <div align="right">(Richards et al. 1992: 306)</div>

Gerard and Roegiers (2009: 244) define readability as *'the measure by which the reader may easily receive the author's message'*[3]. Edgar Dale and Jeanne Chall provide more comprehensive definition to readability stating:

> *The sum total (including all the interactions) of all those elements within a given piece of printed material that affect the success a group of readers have with it. The success is the extent to which they understand it, read it at an optimal speed, and find it interesting.*
>
> <div align="right">(Quoted in Dubay 2004: 3)</div>

In the same respect, Harmer (2007: 99) maintains that the usefulness of reading *'for language acquisition'* depends on readers' understanding of the text they read. The difficulty level of a text influences the reading process either positively, when the text is not difficult to process, or negatively, when the text is beyond the level of its reader. Hence, it is a must, as stated by Westwood (2008:35), *'to ensure that the difficulty level of the texts they [readers] are required to read is compatible with their current reading ability.'*

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[3] My own translation.

Gerard and Roegiers (2009: 244) affirm that *'the degree of readability does not depend only on the text per se (and its support), but also on the reader's specific characteristics'*[4]. They (ibid.) list seven points affecting readability, six of which are related to the reader:

> *Text's point of view:*
> 1- *Material factors: characters, length of sentences; the quality of paper...*
> 2- *Ideas expressed*
> 3- *The way ideas are expressed: form, vocabulary, syntax...*
> *Reader's view point:*
> 1- *Intelligence and level of development*
> 2- *Knowledge (including linguistic one)*
> 3- *Reading ability*
> 4- *Personality: motivation , interests*
> 5- *Physical state: eyesight, degree of fatigue...*
> 6- *Capacity of attention*[5].

Many readability formulas have been introduced to measure reading texts' readability such as Flesch Reading Ease Readability Formula, The New Dale-Chall Readability Formula, The FORCAST formula, The SMOG formula, The Fry Readability Graph, The Bormuth Mean Cloze formula, to name but a few.

Flesch Reading Ease Readability Formula, introduced by Rudolph Flesch in 1948, is considered as one of the most useful and reliable readability formulas. It rates texts on a 100- point scale. The higher the score, the easier it is to understand the text. The formula has been incorporated in Microsoft Office Word enabling its users to check the readability level of a text in Word on the basis of a specific mathematical formula which is:

Readability Ease = 206.835 – (1.015 x Average Sentence Length) – (84.6 x Average number of syllables per word).

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[4] My own translation.
[5] My own translation.

The following table represents Flesch's Reading Ease Scores.

Reading Ease Score	Style Description	Estimated Reading Grade
0 to 30	Very difficult	College graduate
30 to 50	Difficult	13th to 16th grade (College)
50 to 60	Fairly difficult	10th to 12th grade (High school)
60 to 70	Standard	8th and 9th grade
70 to 80	Fairly easy	7th grade
80 to 90	Easy	6th grade
90 to 100	Very easy	5th grade

Table 1: Flesch's Reading Ease Scores (adapted from DuBay 2004: 22).

1.5.3.3. Lack of Interest:

If a reading text is not interesting to the target readers, to use Williams' words, *'very little is possible'* (quoted in Hedge 2000: 205). Grabe (2007: 281) asks a challenging question: *'how do we motivate students to read and see reading as both useful and enjoyable?'*. Harmer (2001:213) offers what might be an answer to Grabe's question stating that *'in order to get students to read enthusiastically in class, we need to work to create interests in the topic and tasks'*. Such an answer is more challenging than Grabe's question. Hedge explains the difficulty of finding interesting texts to be taught:

> *...access to an abundance of interesting texts is an ideal which not all will be able to meet. Some will be in the favourable position of being able to select*

texts which meet the specific needs of their learners.... Other teachers will be dealing with prescribed texts or those available in a prescribed coursebook. Yet, others will have facilities for choosing or preparing texts for classroom use...

(Hedge 2000: 205-206)

Readers' lack of interest is regarded by many teachers as an obstacle to learners' engagement in reading as they, according to McDonough et al. (2013: 114), *'view reading as tedious and therefore low priority simply because they do not feel challenged or involved in the text'*. Readers' interests are different; therefore, Harmer *(*2001: 206) emphasises the necessity of including *'a variety of topics across a series of lessons so that our students' interests be catered for in the end'*. He (ibid.) further suggests to find out what learners are interested in through *'questionnaires, interviews, or by the reactions of students in both current and previous classes to various activities and topics we have used'*.

1.6. Conclusion:

Contrary to textbook evaluation and reading literature, very little has been written about textbook adaptation. However, due to the development in the field of English for specific purposes teaching, textbook adaptation has been given more importance because of the need to design courses that meet the needs, level and interests of specific groups of learners.

Textbook evaluation and textbook adaptation are so much interrelated that each process induces the other one. Teachers must engage themselves in both processes to figure out and remedy the deficiencies of the prescribed textbooks in order to match the requirements of their local reaching/learning contexts. According to Sheldon (1987: 2), both processes do not only enable practitioner teachers produce suitable teaching/learning materials, but also *'provide the seedbed for the next generation of textbooks'*.

1.7. Original Quotations:

Page 41 :

On pourrait encore définir la lisibilité comme étant la mesure dans laquelle le lecteur peut recevoir de manière aisée le message de l'auteur.

<div align="right">(Gerard & Roegiers 2009: 244)</div>

Page 42 :

A cet égard, il importe de noter que le degré de lisibilité dépend non seulement du texte lui-même (et de son support), mais aussi de caractéristiques propres au lecteur :

- Point de vue du texte :
    - Facteurs matériels : les caractères, la longueur des lignes, la qualité du papier…
    - Idées exprimées
    - Façon d'exprimer les idées : la forme, le vocabulaire, la syntaxe…
- Point de vue du lecteur :
    - Intelligence et niveau de développement
    - Connaissances (y compris linguistiques)
    - Habilité en lecture
    - Personnalité : sa motivation, ses intérêts…
    - Etat physique : sa vue, son degré de fatigue…
    - Capacité d'attention

<div align="right">(ibid.)</div>

CHAPTER TWO

Evaluation of *'New Prospects'* Reading Texts

CHAPTER TWO

Evaluation of *'New Prospects'* Reading Texts

2.1. Introduction :

This chapter includes the description of '*New Prospects'* [6] layout and content. It also attempts to evaluate its reading texts focusing on their type of discourse, cultural content, accompanying illustrations, length and readability.

2.2. Description of *'New Prospects'*:

2.2.1. *'New Prospects'* Layout:

Since 2007, the Ministry of National Education has published three versions of *NP*. The first version measures 16.5 cm x 23.5 cm. It is composed of 272 pages and contains 58 vocabulary and grammatical mistakes listed in errata in the teachers' book. One year later, the second version of *NP* was published. It measures 16.5 x 24.5 cm and composed of 272 pages. The mistakes in the first version were all corrected in the second one in addition to some modified exercises. The first version is almost no longer used but the second one is still used by the majority of teachers and learners.

The first version's front cover is a picture of the entrance of the Faculty of Human and Social Sciences of *Algiers* University. The title of the textbook is written above the picture in thick white letters with a blue background. The back cover of

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[6] Henceforth *NP*.

the first edition is a picture of the entrance of the University of *Tizi Ouzou*[7] crowded with male and female students.

By contrast, the second version's front cover contains a picture that shows a male and a female using laptops, a female doctor examining a female patient, a male chemist and a male radio operator. The third version of *NP* was published in 2011. It measures 20 cm x 27.7 cm and composed of 272 pages. The only difference between the second and the third versions is the size.

2.2.2. *'New Prospects'* **Content:**

NP is a one-size-fits-all textbook designed to be used by all secondary school third year literary and scientific streams. It comprises six units that share the same structure and develop different topics.

The table on the next page contains information about *NP* content.

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[7] *The representation of the Universities of Algiers and Tizi Ouzou in the front and back covers of the first version of NP may be due to the fact that NP was written by three university teachers. Two of them are teaching at the University of Tizi Ouzou and the third one is teaching at the University of Algiers. NP is designed to be used by all Algerian secondary school teachers and learners. Thus, it should not represent a region and exclude the other ones.*

Content	Pages
Contents	2-3
Foreword	4-7
Book Map	8-13
Unit 1: Exploring The Past (Ancient Civilizations)	14-44
Unit 2: Ill-Gotten Gains Never Prosper (Ethics in Business)	45-73
Unit 3: Schools: Different and Alike (Education in the World)	74-105
Unit 4: Safety First (Advertising, Consumers and Safety)	106-134
Unit 5: It's a Giant Leap for Mankind (Astronomy and the Solar System)	135-164
Unit 6: We are a Family (Feelings and Emotions)	165-195
Listening Scripts	196-210
Grammar Reference	211-238
Resources Portfolio	239-270
Acknowledgements	271-272

Table 2: *NP* content

Every unit in *NP* encompasses two parts: (1) ***Language Outcomes***, and (2) ***Skills and Strategies Outcomes***. The first part is divided into two sequences: (a) ***Listen and Consider***, and (b) ***Read and Consider***. The aim of these sequences, as stated in *NP* forward (2011: 5), '*is getting the students to internalise the thematic and linguistic 'tools' they will make use of, more naturally, so to speak, in the*

second part of the unit'. Both sequences close with the rubric ***Think, Pair, Share****.* The first part ends with an assignment entitled ***Research and Report****.*

The second part of the unit is, as stated in ***NP*** forward (ibid.: 6), *'essentially concerned with the structural and discursive aspects of the texts'*. It is composed of two sequences: (a) ***Listening and Speaking***, and (b) ***Reading and Writing*** which, as explained in ***NP*** forward (ibid.), *'are aimed at getting the students to eventually concretise in the **Saying it in Writing** and **Writing Development** rubrics what is termed in the official syllabus as <u>l'objectif terminal d'integration'</u>.* The second part ends with ***Project Outcomes*** assignment.

2.2.3. *'New Prospects'* Reading Texts:

NP contains twelve reading texts adapted from a wide range of authentic sources including encyclopedias, books, newspapers and adverts. Each ***NP*** unit contains two reading texts presented in the sequences ***'Read and Consider'*** and ***'Reading and Writing'.***

The table on the next page contains information about ***NP*** units and reading texts designed for scientific and literary streams.

	Unit	Topic	Sequence	Text	LSs	SSs	Page
1.	Exploring the Past	Ancient Civilizations	Read & Consider	Algeria at the Crossroads of Civilizations	✔		22-23
			Reading & Writing	The Rise and Fall of Ancient Egyptian Civilization	✔		37-38
2.	Ill-Gotten Never Prosper	Ethics in Business	Read & Consider	Imitating Property is Theft	✔	✔	54-55
			Reading & Writing	Social Auditing and its Importance in Business	✔	✔	66-67
3.	Schools : Different and Alike	Education in the World	Read & Consider	Education in Britain	✔		83-84
			Reading & Writing	Education in the US	✔		98-99
4.	Safety first	Advertising, Consumers and Safety	Read & Consider	How is Your Energy Balance		✔	114-115
			Reading & Writing	No title (advert)		✔	129
5.	It's a Giant Leap for Mankind.	Astronomy and the Solar System	Read & Consider	The Solar System		✔	143-144
			Reading & Writing	Deep Impact		✔	157-158
6.	We are a Family!	Feelings and Emotions	Read & Consider	Feelings	✔	✔	174-175
			Reading & Writing	The Unicorn in the Garden	✔	✔	189-190

Table 3: *NP* units and reading texts

2.3. Evaluation of '*New Prospects'* reading texts*:*

The evaluation of *NP* reading texts will focus on the reading texts' discourse, cultural content, accompanying illustrations, length and readability. In the absence of a formula that measures the readability of a reading text for learners of English as a foreign language, the reading texts of *NP* are analysed using *Flesch Reading Ease Readability Formula*[8].

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[8] See page 45.

2.3.1. Evaluation of *'Algeria at the Crossroads of Civilizations'*:

I.	General description:		
a. Target readers	FL and LP classes		
b. Source	Africana: The Encyclopedia of African and African American Experience.		Encyclopedia
c. Text's writers	1- Henry Louis Gates Jr.		American
	2- Kwame Anthony Appiah		American
II.	**Discourse**		
a. Topic	Algeria's cultural heritage		
b. Type	Narrative descriptive		
III.	**Accompanying illustrations**		
a. Number of illustrations	1		
b. Type	Photo (pictograph)		
c. Title	No title		
d. Position	Taking a closer look stage		
e. Size (length X width)	15.7 X 10.3 cm		38 % of the page
f. Colour	Colourful		
g. Source	*El Watan*		An Algerian French-language newspaper
IV.	**Length**		
Counts	**a.** Paragraphs	04	
	b. Sentences	22	
	c. Words	505	
	d. Characters	2620	
Averages	**a.** Sentences per paragraph	5.5	
	b. Words per sentence	22.9	
	c. Characters per word	5.1	
V.	**Readability**		
a. Passive sentences	**22%**		
b. Flesch Reading Ease Score	**37.1**		
c. Style description	**Difficult**		
d. Estimated reading grade	**College**		

Table 4: Characteristics of *'Algeria at the Crossroads of Civilizations'*

a. General description:

'Algeria at the Crossroads of Civilizations' is designed for Foreign Languages[9] and Letters and Philosophy[10] classes. It is adapted from an Encyclopedia entitled '*Africana: The Encyclopedia of African and African American Experience'* written by **Henry Louis Gates Jr.** and **Kwame Anthony Appiah,** two American writers. Thirty words' phonetic transcriptions are written in a column on the right-hand side of the text. In spite of the mistakes made in the phonetic transcriptions, they have proved to be helpful to the target readers in pronouncing correctly the new vocabulary.

b. Discourse:

'Algeria at the Crossroads of Civilizations' is a narrative descriptive text. It narrates the different epochs that Algeria had gone through from prehistory until the French colonial rule. Moreover, it describes Algeria's historical sites focusing on the Tassili n'Ajjer and the Casbah of Algiers.

c. Culture:

The cultural content of the text is entirely local. The target readers are invited to read about the cultural enrichment of their country through many centuries. The text takes them in a very quick historical and cultural journey with the aim of raising their cultural awareness of their country's cultural diversity. It also aims at increasing their patriotic feeling through a comparison between their country's heritage and others'. However, the text contains much information about Algeria's history, geography and cultural heritage that require prior knowledge from both teachers and the target readers.

d. Accompanying illustrations:

Despite the richness of the topic it develops, the text is poorly illustrated by an untitled colourful picture taken from ***El Watan***, an Algerian French-language

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[9] Henceforth FL.
[10] Henceforth LP.

newspaper. The picture is a photograph displayed between the text's title and the text's body. It takes nearly 38% of the page's size. The photograph depicts wildlife with breeds of cattle and people looking like breeders and hunters.

More pictures displaying Algeria's historical sites and monuments would attract the readers and help them understand the text. Additionally, the last two paragraphs of the text describe the Casbah of Algiers in details as a World Heritage Site. However, no picture about this site is displayed not only with the reading text but through the whole unit.

e. Length:

The text is nearly a double-page spread. It is composed of 4 paragraphs, 22 sentences and 505 words. Each paragraph contains an average number of 5 sentences and each sentence contains an average number of 23 words.

Among the eight textbook reading texts designed for FL and LP classes, this text is the third in terms of the number of its words and the second in terms of the number of its characters. Being the first text to be read, the target readers are 'shocked' by the text's length as the longest reading text in secondary second year English textbook *'Getting Through'* does not exceed **250** words. This 'shock' is expressed by learners when they are asked to read the text by stating directly that the text is long, uttering interjections or simply through facial expressions. Because of the text's length, the target readers make a negative first impression of its content, lessening their motivation to read it.

f. Readability:

The text's readability results demonstrate that the passive sentences make up 22% of the text's words. The Flesch Reading Ease Score is **37.1**. Hence, the text is difficult in reading. According to this score, the text can be read and understood by college students.

2.3.2. Evaluation of *'The Rise and Fall of Ancient Egyptian Civilization'*:

I. General description		
a. Target readers	FL an LP classes	
b. Source	Out of the Ancient World	Book
c. Text's writer	Victor Skipp	English
II. Discourse		
a. Topic	Ancient Egypt	
b. Type	Narrative argumentative	
III. Accompanying illustrations		
a. Number of illustrations	3	
b. Type	**1** Photo (Pyramid) **2** Photo (Pictograph) **3** Photo (Head statue)	
c. Title	No titles	
d. Position	Before reading stage	
e. Size (length X width)	**1** 6 X 4.9 cm / 7 % of the page	**2** 10.4 X 8 cm / 20% of the page	**3** 4.8 X 5.7 cm / 7% of the page
f. Colour	colourful	
g. Source	Encarta	A digital multimedia encyclopedia
IV. Length		
Counts — **a. Paragraphs**	06	
b. Sentences	32	
c. Words	554	
d. Characters	2664	
Averages — **a. Sentences per paragraph**	5.3	
b. Words per sentence	17.3	
c. Characters per word	4.7	
V. Readability		
a. Passive sentences	**31%**	
b. Flesch Reading Ease Score	**60**	
c. Style description	**Standard**	
d. Estimated reading grade	**8th and 9th grades**	

Table 5: Characteristics of *'The Rise and Fall of Ancient Egyptian Civilization'*

a. General description:

'The Rise and Fall of Ancient Egyptian Civilization' is designed for FL and LP classes. It is adapted from a book entitled *'Out of the Ancient World'* written by **Victor Skipp**, an English writer. The text takes nearly one page and a half. 38 words' phonetic transcriptions are written in a column on the right-hand side of the text.

b. Discourse :

'The Rise and Fall of Ancient Egyptian Civilization' is a narrative argumentative text. It narrates the history of ancient Egyptian civilization from its emergence until its decline. It also discusses the main reasons of its prosperity. The text takes an argumentative way by the end to convince the target readers about the main reason of the fall of ancient Egyptian civilization.

c. Culture :

The text opens a cultural window about one of the most fascinating ancient civilizations that has contributed to the worldwide culture including the target learners'. The text is a spectrum of social, political, economic, religious and cultural aspects of ancient Egypt. It aims at developing a positive attitude among the target readers towards Egyptian culture and raising their awareness of the contributions of ancient Egyptian civilization to the progress of humanity.

The text relates, to some extent, to the target readers' prior knowledge of both ancient and modern Egypt. Most of them have already read or heard about the stories of the Prophets Joseph and Moses with the Pharaohs of Egypt. All of them think of the Pharaoh as God's enemy and part of their culture is to dub the one who is rich, powerful, arrogant and 'disobedient' to Islamic principles as Pharaoh. Additionally, the target readers' prior knowledge about modern Egypt is mostly negative due to the events that preceded and followed the three football matches between Algeria and Egypt's clubs in 2009. The target readers, as many Algerians do, feel a strong rejection to whatever represents the Egyptian culture. This rejection

is widely noticed among the target readers. Everyone is aware of this rejection including the Ministry of National Education which has avoided any reference to the topic of ancient Egyptian civilization in the last four official baccalaureate exams.

d. Accompanying illustrations:

The text is accompanied with three untitled colourful photographs taken from Encarta, a digital multimedia encyclopedia. The pictures are displayed in the before reading stage. The first and the second photos are of an equal size, which is 7% of the page, whereas the third one represents nearly one fifth of the page. The first photo displays a panoramic view of the Giza pyramid. The second is a pictograph that displays a mummy and the third one shows a head statue of Pharaoh Tutankhamen.

The illustrations are accompanied with 4 warm-up questions. Two of them refer to the first and the third pictures while no question refers to the second one though it is the largest in size among the three. Furthermore, the text needs more illustrations to brainstorm the target readers' ideas. For example, due to the importance of water sources in the emergence of ancient civilizations, a map displaying the geographic position of ancient Egypt along the Nile River would be more instructive.

e. Length:

The text is made up of 6 paragraphs, 32 sentences and 554 words. The average number of sentences per paragraph is 5.3 and each paragraph contains an average number of 4.7 words. It is the longest reading text designed for FL and LP classes in terms of the number of its words and characters. It is overloaded with new vocabulary and very time consuming.

f. Readability:

The text's readability results demonstrate that 31% of the text's sentences are in the passive. The Flesch Reading Ease Score is **60**. Thus, the text's style is described as standard that can be read and understood by 8th and 9th graders.

2.3.3. Evaluation of *'Imitating Property is Theft'*:

I.	General description	
a. Target readers	All third year classes	
b. Source	The Economist, May 15th, 2003	Weekly newsmagazine
c. Text's writer	Not mentioned	
II.	**Discourse**	
a. Topic	Counterfeiting	
b. Type	Expository argumentative	
III.	**Accompanying illustrations**	
a. Number of illustrations	1	
b. Type	Photograph	
c. Title	A customs officer showing counterfeits of famous European paintings	
d. Position	Getting started stage	
e. Size (length X width)	15.7 X 9.1 cm	33% of the page
f. Colour	colourful	
g. Source	Not mentioned	
IV.	**Length**	
Counts	**a. Paragraphs**	4
	b. Sentences	18
	c. Words	366
	d. Characters	1960
Averages	**a. Sentences per paragraph**	4.5
	b. Words per sentence	20.1
	c. Characters per word	5.2
V.	**Readability**	
a. Passive sentences	**11%**	
b. Flesch Reading Ease Score	**42.2**	
c. Style description	**Difficult**	
d. Estimated reading grade	**College**	

Table 6: Characteristics of *'Imitating Property is Theft'*

a. General description:

'Imitating Property is Theft' is designed for all third year classes. The text is an adapted version of a long article published in **The Economist**, a weekly newsmagazine, not on the 17th May 2003 as it is mentioned at the end of the text but on the 15th May 2003. The writer of the text is not mentioned. The text takes nearly one page with 21 words' phonetic transcriptions written in a column on the right-hand side of the text. The original version of the article is available on the Web.

b. Discourse:

The text is an expository argumentative newsmagazine article. The text's title represents a strong value judgement made by the author about counterfeiting. The text discusses the issue of counterfeiting as a global phenomenon and its negative effects on both economies and individuals. The text's writer argues against fake products to convince readers to refrain from buying and selling them.

c. Culture

The text tackles an international issue that is part of the global culture. It aims at raising the target readers' awareness of the negative effects of counterfeiting and the importance of fighting it.

Most of the statistics given in the text about the social and economic negative effects of counterfeiting are related to the European Union. The same consequences of counterfeiting can be noticed locally by the target readers allowing them to identify themselves as part of the world.

d. Accompanying illustrations:

The text is accompanied with a colourful photograph entitled *'A customs officer showing counterfeits of famous European paintings'*. With no reference to its source, the photograph is nearly one third of the page's size. As it is clearly described in its title, the photograph shows a customs officer holding a fake painting in a room where other five paintings are exposed behind him. It is clear that the

picture was modified and other elements were included. The picture is displayed in the getting started stage with six warm up questions. Only one warm-up question is related to the picture.

Many examples of counterfeits are given in the text such as fake medicines, clothing, mobile phones, car spare parts, etc. Though the only accompanying picture represents counterfeit paintings, there is no reference to such counterfeits in the text. The accompanying picture does not provide sufficient information about the content of the text. It would be better if the text is accompanied with more illustrations that depict fakes such as clothes which are widely exposed and sold in the Algerian markets.

Furthermore, the text's accompanying photograph generates many comments from the part of the target readers due to their culture. Comments include rhetorical questions such as: *'what is the damage caused by buying and selling counterfeit paintings?'*.

e. Length:

The text is made up of 4 paragraphs, 18 sentences and 366 words. Each paragraph contains an average number of 4.5 sentences and each sentence contains an average number of 20.1 words. It is the shortest textbook reading text designed for FL and LP classes and the second shortest text among the texts designed for scientific[11] classes. However, it is ranked the first in terms of the average number of characters per word (5.2) among all the textbook reading texts due to its business vocabulary.

f. Readability:

The text's readability results of the text show that 11% of the text's sentences are in the passive form. The Flesch Reading Ease Score is **42.2** which means that the text is difficult in reading. Hence, the text can be read and understood by college students.

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[11] Henceforth SC.

2.3.4. Evaluation of '*Social Auditing and its Importance in Business'*:

I. General description		
a. Target readers	All third year classes	
b. Source	Business Vocabulary in English Use	Book
c. Text's writer	Bill Mascull	English
II. Discourse		
a. Topic	Social auditing	
b. Type	Expository argumentative	
III. Accompanying illustrations		
a. Number of illustrations	1	
b. Type	Photograph	
c. Title	Child labour in a shoe factory	
d. Position	Before reading stage	
e. Size (length X width)	15.7 X 10.1 cm	37% of the page
f. Colour	Colourful	
g. Source	Encarta	A digital multimedia encyclopedia
IV. Length		

Counts	a.	Paragraphs	5
	b.	Sentences	17
	c.	Words	378
	d.	Characters	1968
Averages	a.	Sentences per paragraph	3.4
	b.	Words per sentence	21.8
	c.	Characters per word	5

V. Readability	
a. Passive sentences	**11%**
b. Flesch Reading Ease Score	**38.8**
c. Style description	**Difficult**
d. Estimated reading grade	**College**

Table 7: Characteristics of *'Social Auditing and its Importance in Business'*

a. General description:

'Social Auditing and its Importance in Business' is designed for all third year classes. It is adapted from a book entitled *'Business Vocabulary in Use'* and not *'Business Vocabulary in English'* as it is written at the end of the text. The book is the last in a series written by an English writer named **Bill Mascull**. As it is written on its front cover, the book is designed for advanced learners. Thirty words' phonetic transcriptions are written in a column on the right-hand side of the text.

b. Discourse:

'Social Auditing and its Importance in Business' is an expository argumentative text that sheds light on the importance of social auditing in promoting businesses and fighting unethical practices. It also aims at persuading the target readers to engage in the fight against corrupt companies that pollute the environment, abuse their workers and employ children.

c. Culture:

The cultural content of the text is not specific to one culture. The text aims at raising the target readers' intercultural awareness about the importance of fighting fraud and corruption.

d. Accompanying illustrations:

The text is accompanied with one colourful photograph displayed in the before reading stage. With no reference to its source, the picture's size is nearly 37% of the page. Entitled *'Child labour in a shoe factory'*, the photograph displays a bare-chested child working in a shoe factory. All the four warm-up questions accompanying the picture are about child labour, which gives a first impression to the target readers that the text to be read is about child labour. However, no reference is made to child labour in the text except in two very short sentences in the fourth paragraph.

The topic of social auditing in doing business is very vague and interrelated with other environmental, social and economic issues. These issues are developed in the text with examples. Nevertheless, they are not illustrated with pictures that may facilitate reading and make the text more enjoyable. For example, a picture that depicts sea pollution caused by a factory that discharges polluted water into the sea would help learners understand the reason behind the importance of social auditing, which is fighting unethical practices such as the one done by the factory in the picture.

e. Length:

The text is composed of 5 paragraphs, 17 sentences and 378 words. The average number of sentences per paragraph is 3.4 and each sentence has an average number of 21.8 words. The text is the second shortest text among the texts designed for FL and LP classes, whereas it is the third shortest text designed for SC classes.

f. Readability:

The text's readability results show that the passive sentences represent 11% of the text's sentences. The Flesch Reading Ease Score is **38.8**. Therefore, the text is difficult in reading. This text can be read and understood by college students.

2.3.5. Evaluation of *'Education in Britain'*:

I.	General description		
a. Target readers	FL and LP classes		
b. Source	Guide to British and American Culture		Book
c. Text's writer	Jonathan Crowther		English
II.	**Discourse**		
a. Topic	Education in Britain		
b. Type	Expository descriptive		
III.	**Accompanying illustrations**		
a. Number of illustrations	1		
b. Type	Photograph		
c. Title	No title		
d. Position	Getting started stage		
e. Size (length X width)	12.1 X 8.9 cm		25% of the page
f. Colour	colourful		
g. Source	Not mentioned		
IV.	**Length**		
Counts	**a. Paragraphs**	3	
	b. Sentences	21	
	c. Words	423	
	d. Characters	2119	
Averages	**a. Sentences per paragraph**	7	
	b. Words per sentence	20	
	c. Characters per word	4.9	
V.	**Readability**		
a. Passive sentences	**28 %**		
b. Flesch Reading Ease Score	**49.1**		
c. Style description	**Difficult**		
d. Estimated reading grade	**College**		

Table 8: Characteristics of *'Education in Britain'*

a. General description:

'Education in Britain' is designed for FL and LP classes. It is adapted from a book entitled *'The Oxford Guide to British and American Culture'* and not *'Guide to British and American Culture'* as it is mentioned at the end of the text. It is written by *Jonathan Crowther*, an English writer. The text is accompanied with thirty one words' phonetic transcriptions presented in a column on the right-hand side of the text.

b. Discourse:

'Education in Britain' is an expository descriptive text. It starts by informing the target readers about the importance of education to the British then it describes the British educational system with reference to its current changes.

c. Culture:

'Education in Britain' focuses on the British culture with reference to the American culture. It discusses the importance of education to the British and the differences and similarities between their educational system and the American one. Additionally, the text aims at raising the target readers' intercultural awareness about the similarities and differences between the British educational system and the Algerian one.

d. Accompanying illustrations:

The text is poorly illustrated by an untitled colourful photograph displayed in the getting started stage and takes nearly 38% of the page's size. It depicts three graduates in a graduation celebration holding their degrees and smiling. None of the warm up questions in the getting started stage refers to the picture. More pictures that represent the different types of schools, pupils and universities would be of much help to the target readers.

e. Length:

'Education in Britain' is composed of 4 paragraphs, 21 sentences and 423 words. In each paragraph there is an average number of 7 sentences and each sentence contains an average number of 20 words. The text's paragraphs are the longest among the texts designed for FL and LP classes in terms of the average number of sentences per paragraph.

f. Readability:

The text's readability results show that 28% of the text's sentences are in the passive. The Flesch Reading Ease Score is **49.1**. Therefore, the text is difficult in reading. This text can be read and understood by college students.

2.3.6. Evaluation of *'Education in the US'*:

I.	General description	
a. Target readers	FL and LP classes	
b. Source	American Life and Institutions	Book
c. Text's writer	Douglas. K. Stevenson	American
II.	**Discourse**	
a. Topic	Education in the US	
b. Type	Expository descriptive	
III.	**Accompanying illustrations**	
a. Number of illustrations	1	
b. Type	Diagram	
c. Title	No title	
d. Position	Before reading stage	
e. Size (length X width)	11.3 X 16.3 cm	43% of the page
f. Colour	Colourful	
g. Source	American Life and Institutions	
IV.	**Length**	
Counts	a. Paragraphs	5
	b. Sentences	20
	c. Words	411
	d. Characters	2115
Averages	a. Sentences per paragraph	4
	b. Words per sentence	20.3
	c. Characters per word	5
V.	**Readability**	
a. Passive sentences	**25 %**	
b. Flesch Reading Ease Score	**42.7**	
c. Style description	**Difficult**	
d. Estimated reading grade	**College**	

Table 9: Characteristics of *'Education in the US'*

a. General description:

'Education in the US' is designed for FL and LP classes. It is adapted from a book entitled *'American Life and Institutions'* written by the American writer *Douglas .K. Stevenson*. Twenty four words' phonetic transcriptions are written in a column on the right-hand side of the text.

b. Discourse:

'Education in the US' is an expository descriptive text. It starts by informing the target readers about the involvement of all American levels of government in education and the financial support they provide to both schools and learners. The following paragraphs describe the American school system including the types and the quality of education in the US. The text also informs the target readers about the conflicting points in education among the Americans.

c. Culture :

The text focuses on the American culture. It deals with The American educational system and the status of education in the American culture. It aims at raising the target readers' intercultural awareness about one of the most successful educational systems in the world.

d. Accompanying illustrations:

The text is accompanied with a colourful diagram about education in the US displayed in the before reading stage. The diagram is adapted from the same book that the text is taken from. It displays all educational levels in the American educational system. It is followed by one question in which readers are asked to compare the Algerian educational system with the American one.

e. Length:

The text is presented with no title and its paragraphs are grouped in one block. It is preceded by an activity in which the target learners are given 6 jumbled

ideas, one of them is the text's title. The learners have to divide the text into five paragraphs and match each paragraph with its corresponding idea.

The text is made up of 5 paragraphs, 20 sentences and 411 words. The Average number of sentences per paragraph is 4 and the average number of words per sentence is 20.3.

f. Readability:

The text's readability results demonstrate that one fourth of the text's sentences are written in the passive voice. The Flesch Reading Ease Score is **42.7**. Thus, the text is described as difficult. This text is supposed to be read and understood by college students.

2.3.7. Evaluation of *'How is Your Energy Balance?'*:

I.	General description	
a. Target readers	SC classes	
b. Source	Text written by the authors of the textbook *NP*	
c. Text's writers	Si Abderrahmane Arab	**Algerians**
	Bouteldja Riche	
	M'hammed Bensemmane	
II.	**Discourse**	
a. Topic	Obesity	
b. Type	Expository argumentative	
III.	**Accompanying illustrations**	
a. Number of illustrations	1	
b. Type	painting	
c. Title	No title	
d. Position	Taking a closer look stage	
e. Size (length X width)	11.5 X 9.6 cm	26% of the page
f. Colour	Colourful	
g. Source	Not mentioned	
IV.	**Length**	
Counts	**a. Paragraphs**	5
	b. Sentences	20
	c. Words	422
	d. Characters	1944
Averages	**a. Sentences per paragraph**	3.3
	b. Words per sentence	21.1
	c. Characters per word	4.5
V.	**Readability**	
a. Passive sentences	**20 %**	
b. Flesch Reading Ease Score	**60.9**	
c. Style description	**Standard (Plain English)**	
d. Estimated reading grade	**8th and 9th graders**	

Table 10: Characteristics of *'How is Your Energy Balance?'*

a. General description :

'How is Your Energy Balance' is designed for SC classes. It is written by the authors of *NP* who are all Algerian university teachers. The text is accompanied with thirty one words' phonetic transcriptions written in a column on the right-hand side of the text.

b. Discourse:

'How is Your Energy Balance' is an expository argumentative text. It informs the target readers about the causes of obesity and its negative effects on the health and the society as a whole. It also argues against unhealthy foods and their adverts in order to convince the target readers about the necessity of limiting the influence of junk food adverts. However, the text contains no statistics about obesity or fast foods.

c. Culture:

The text does not focus on a specific culture. It deals with obesity as an intercultural issue. The text aims at raising the target readers' awareness about the negative effects of fast foods and their adverts on societies and cultures.

d. Accompanying illustrations:

The text is poorly illustrated by an untitled colourful painting displayed between the text's title and the text's body. The picture's size is nearly 26% of the page's size and its source is not mentioned. The picture shows a balance in which names of different types of food are put on one scale while the other scale is full of the verbs: studying, speaking, moving and breathing. Other pictures may accompany the text such as the ones of fast foods, obese people, healthy foods and people practising sport.

e. Length:

The text is composed of 5 paragraphs, 20 sentences and 422 words. In each paragraph there is an average number of 3.3 sentences and each sentence contains an average number of 21.1 words. It is ranked fourth among the texts designed for SC classes in terms of the number of its words. It also contains the least average number of sentences per paragraph compared to the other texts.

f. Readability:

The text's readability results illustrate that one fifth of the text's sentences are written in the passive form. No text among the ones designed for SC classes contains more passive sentences than *'How Is Your Energy Balance?'*. The Flesch Reading Ease Score is **60.9**. Hence, the text is written in plain English that can be read and understood by the 8th and 9th graders.

2.3.8. Evaluation of *'Advert'*:

I.	General description:	
a. **Target readers**	SC classes	
b. **Source**	Not mentioned	
c. **Text's writer**	Not mentioned	
II.	**Discourse**	
a. **Topic**	Advert of an item	
b. **Type**	Descriptive argumentative	
III.	**Accompanying illustrations**	
a. **Number of illustrations**	1	
b. **Type**	Photograph	
c. **Title**	Not mentioned	
d. **Position**	As you read stage	
e. **Size (length X width)**	10 X 7.9 cm	19% of the page
f. **Colour**	Black-and-white	
g. **Source**	Not mentioned	
IV.	**Length**	
Counts	a. **Paragraphs**	1
	b. **Sentences**	7
	c. **Words**	59
	d. **Characters**	261
Averages	a. **Sentences per paragraph**	7
	b. **Words per sentence**	8.4
	c. **Characters per word**	4.2
V.	**Readability**	
a. **Passive sentences**	**14 %**	
b. **Flesch Reading Ease Score**	**79.2**	
c. **Style description**	**Fairly easy**	
d. **Estimated reading grade**	**7th grade**	

Table 11: Characteristics of *'Advert'*

a. General description :

The advert is designed for SC classes. It is an untitled advertisement with no reference to its source.

b. Discourse:

The advert is a descriptive argumentative text. It describes the advertised item's characteristics to persuade potential consumers to buy it.

c. Culture:

The text does not focus on a specific culture. Advertising has become part of the world culture to the extent that adverts are found everywhere. However, the text represents two important cultural aspects of the developed countries which are innovation and consumption. By contrast, consumption is the only cultural aspect that is rooted in the target readers' culture.

d. Accompanying illustrations:

The text is accompanied with an untitled black-and-white photograph depicting the cooktop being advertised. The illustration is displayed on the right-hand side of the text. It is nearly 19% of the page's size. The photo's source is not mentioned.

e. Length:

The text is made up of 1 paragraph, 7 sentences and 59 words. The average number of sentences per paragraph is 7 and the average number of words per sentence is 8.4. The text is the shortest among the texts designed for SC classes.

f. Readability:

The text's readability results demonstrate that 14% of the sentences are in the passive form. The Flesch Reading Ease Score is 79.2. Thus, the text is fairly easy that 7th graders are able to read and understand.

2.3.9. Evaluation of *'The Solar System'* :

I.	General description		
a.	**Target readers**	SC classes	
b.	**Source**	Book of Popular Science	The Giant Planets
		Book	Book
c.	**Text's writers**	Not mentioned	Alan Edward Nourse
			American
II.	**Discourse**		
a.	**Topic**	The solar system	
b.	**Type**	Expository descriptive	
III.	**Accompanying illustrations**		
a.	**Number of illustrations**	1	
b.	**Type**	Painting	
c.	**Title**	No title	
d.	**Position**	Taking a closer look stage	
e.	**Size (length X width)**	11.6 X 14.6 cm	40% of the page
f.	**Colour**	Colourful	
g.	**Source**	Not mentioned	
IV.	**Length**		
Counts	a. **Paragraphs**	6	
	b. **Sentences**	23	
	c. **Words**	594	
	d. **Characters**	2605	
Average	a. **Sentences per paragraph**	3.8	
	b. **Words per sentence**	25.6	
	c. **Characters per word**	4.2	
V.	**Readability**		
a.	**Passive sentences**	**0 %**	
b.	**Flesch Reading Ease Score**	**63.5**	
c.	**Style description**	**Standard (Plain English)**	
d.	**Estimated reading grade**	**8th and 9th grades**	

Table 12: Characteristics of *'The Solar System'*

a. General description:

'The Solar System' is designed for SC classes**.** It is adapted from two books entitled *'The Book of Popular Science'* and *'The Giant Planets'*. The latter is written by an American writer named *Alan Edward Nourse*. The text is accompanied with thirty two words' phonetic transcriptions presented in a column on the right-hand side of the page.

b. Discourse:

'The Solar System' is an expository descriptive text. It describes the solar system with much information about the planets and the Sun.

c. Culture:

'The Solar System' is a scientific text that does not focus on a specific culture. It aims at developing the target readers' interest in the outer space.

d. Accompanying illustrations:

The text is accompanied with an untitled colourful photograph displayed between the text's title and its body. The photograph shows the solar system with its 9 planets revolving around the sun. Though the meteors, asteroids and comets are part of the solar system, the picture doesn't depict them. Therefore, more pictures should be used to show the meteors and the comets as students find difficulties to identify their meanings in the text.

e. Length:

'The Solar System' is the longest textbook reading text. It is made up of 6 paragraphs, 23 sentences and 594 words. The average number of sentences per each paragraph is 3.8. The average number of words in each sentence is 25.6.

f. Readability:

The text's readability results show that the text contains no passive sentences. The Flesch Reading Ease Score is **63.5**. Therefore, the text is written in plain English that 8th and 9th graders are able to read and understand.

2.3.10. Evaluation of *'DEEP IMPACT'*:

I.	General description	
a. Target readers	SC classes	
b. Source	International Herald Tribune	Newspaper
c. Text's writer	David Grinspoon	American
II.	**Discourse**	
a. Topic	The collision of an explosive barrel with a comet	
b. Type	Descriptive argumentative	
III.	**Accompanying illustrations**	
a. Number of illustrations	1	
b. Type	Photograph	
c. Title	Not mentioned	
d. Position	Before reading stage	
e. Size (length X width)	8 X 6.9 cm	13% of the page
f. Colour	Colourful	
g. Source	Not mentioned	
IV.	**Length**	
Counts	**a. Paragraphs**	7
	b. Sentences	30
	c. Words	472
	d. Characters	2173
Averages	**a. Sentences per paragraph**	4.2
	b. Words per sentence	15.6
	c. Characters per word	4.4
V.	**Readability**	
a. Passive sentences	**10 %**	
b. Flesch Reading Ease Score	**63.3**	
c. Style description	**Standard (Plain English)**	
d. Estimated reading grade	**8th and 9th grades**	

Table 13: Characteristics of *'DEEP IMPACT'*

a. General description:

'DEEP IMPACT' is designed for SC classes. It is an adapted version of an article published in the daily newspaper *'International Herald Tribune'* on the 5th of July 2005. The text is written by **David Grinspoon**, an American writer. The text is accompanied with twenty two words' phonetic transcriptions presented in a column on the right-hand side of the text. The original version of the article is available on the Net.

b. Discourse:

'DEEP IMPACT' is a descriptive argumentative text. It describes a scientific experiment conducted by NASA, which is the collision of an explosive barrel with a comet. Additionally, the text argues in favor of conducting such experiments to persuade the target readers of the benefits of the experiment in illuminating the beginnings of the universe and in protecting humanity from possible collisions of the earth with comets.

c. Culture:

'DEEP IMPACT' is a scientific text that does not focus on a specific culture. However, its content generates different negative and positive cultural responses among the target readers. Some of the target readers think that such experiments must be encouraged as they provide humanity with knowledge and open new prospects to its development. Others view the experiment with suspicion and fear from the possible negative consequences. The target readers' responses are shared by many people around the world of different cultures inducing the fusion of the target readers' culture within the world culture.

d. Accompanying illustrations:

The text is poorly illustrated by an untitled unclear colourful photograph displayed in the before reading stage. The source of the photo is not mentioned. Its size is nearly 13% of the page's size. A wide range of pictures may accompany the

text such as the ones displaying comets, meteors, telescopes, astronauts, satellites, NASA base, scientists, etc.

e. Length:

The text is made up of 7 paragraphs, 30 sentences and 472 words. Each paragraph is composed of an average number of 4.2 sentences and each sentence contains an average number of 15.6 words. The text is ranked the second among the texts designed for SC classes in terms of the number of its sentences.

f. Readability:

The text's readability results demonstrate that the passive sentences represent one tenth of the text's sentences. The Flesch Reading Ease Score is **63.3**. Thus, the text is written in plain English which can be read and understood by 8th and 9th graders.

2.3.11. Evaluation of *'Feelings'*:

I.	General description		
a. Target readers	All third year classes		
b. Source	The Oxford Guide to British and American Culture		Book
c. Text's writer	Jonathan Crowther		English

II.	Discourse	
a. Topic	How the British and Americans express their feelings	
b. Type	Descriptive	

III.	Accompanying illustrations	
a. Number of illustrations	1	
b. Type	Photograph	
c. Title	No title	
d. Position	Getting started stage	
e. Size (length X width)	15.4 X 9.7 cm	35% of the page
f. Colour	Black-and-white	
g. Source	Cambridge skills for fluency	

IV.		Length	
Counts	**a.**	**Paragraphs**	**4**
	b.	**Sentences**	**26**
	c.	**Words**	**486**
	d.	**Characters**	**2202**
Averages	**a.**	**Sentences per paragraph**	**6.5**
	b.	**Words per sentence**	**18.6**
	c.	**Characters per word**	**4.4**

V.	Readability	
a. Passive sentences	**7 %**	
b. Flesch Reading Ease Score	**67.3**	
c. Style description	**Standard (Plain English)**	
d. Estimated reading grade	**8th and 9th grades**	

Table 14: Characteristics of *'Feelings'*

a. General description:

'Feelings' is designed for all third year classes. It is adapted from a book entitled *'The Oxford Guide to British and American Culture'* written by an English writer named *Jonathan Crowther*. The text is accompanied with thirty words' phonetic transcriptions presented in a column on the right-hand side of the text.

b. Discourse:

'Feelings' is a descriptive text that recounts how the British and Americans express their feelings and it establishes the similarities and differences between them. Among the four text's paragraphs, only the first paragraph is about the different ways Americans express their feelings. The remaining paragraphs are about how the British people used to express their feelings and how they express them nowadays.

c. Culture:

The cultural content of the text is restricted to American and British cultures. With no reference to their culture, the target readers are indirectly invited to compare their emotional attitudes with the target language speakers'. The text aims at developing their intercultural awareness of the different ways the Americans and the British express their feelings.

d. Accompanying illustrations:

The text is accompanied with an untitled black-and-white photograph of a weeping girl being comforted by an old woman. The photograph is displayed in the getting started stage with six warm up questions.

The text describes how relatives, friends, lovers, strangers, players, football crowds and other sports' supporters express their feelings and emotions. Thus, such texts dealing with human expressions should be illustrated by more pictures and not only by one picture that shows a weeping girl. For example, pictures for happy

relatives gathered around one table, two happy lovers, football crowds supporting their teams or players hugging one another would make the text more understandable and attractive.

e. Length:

The text is composed of 4 paragraphs, 26 sentences and 486 words. The average number of sentences per paragraph is 6.5 and the average number of words per sentences is 18.6. In terms of the number of its words, the text is ranked the fourth among the texts designed for FL and LP classes and the third among the texts designed for SC classes.

f. Readability:

The text's readability results demonstrate that only 7% of the text's sentences are in the passive form. The Flesch Reading Ease Score is **67.3**. Therefore, the text is written in plain English that 8th and 9th graders can read and understand.

2.3.12. Evaluation of *'The Unicorn in the Garden'*:

I.	General description	
a. **Target learners**	All third year classes	
b. **Source**	Fables of Our Time	Book
c. **Text's writer**	James Thurber	American

II.	Discourse:
a. **Topic**	Moral: Don't count your chickens until they are hatched.
b. **Type**	Narrative

III.	Accompanying illustrations	
a. **Number of illustrations**	2	
b. **Type**	Paintings	
c. **Title**	No titles	
d. **Position**	Before reading stage	
e. **Size** (length X width)	**1**	**2**
	9.7 X 8.9 cm	3.2 X 8.9 cm
	20% of the page	7% of the page
f. **Colour**	Colourful	
g. **Source**	Not mentioned	

IV.		Length	
Counts	a. **Paragraphs**	3
	b. **Sentences**	38
	c. **Words**	517
	d. **Characters**	2216
Average	a. **Sentences per paragraph**	12.6
	b. **Words per sentence**	13.4
	c. **Characters per word**	04

V.	Readability
a. **Passive sentences**	**0 %**
b. **Flesch Reading Ease Score**	**80.4**
c. **Style description**	**Easy**
d. **Estimated reading grade**	**6th grade**

Table 15: Characteristics of *'The Unicorn in the Garden'*

a. General description:

'The Unicorn in the Garden' is designed for all third year classes. It is adapted from a book entitled *'Fables of our Time'* written by *James Thurber*, an American writer. The book was published in 1940. 26 words' phonetic transcriptions are in a column on the right-hand side of the text. The original version of the short story is available on the Web.

b. Discourse:

'The Unicorn in the Garden' is a narrative text that teaches a moral lesson. It narrates a story of a husband dominated by his wife who sets a trap to put him in a mental institution. The husband is more intelligent than his wife who is caught by her own trap.

c. Culture:

The text does not focus on a specific culture. The text develops many intercultural issues about human nature and relations including misunderstanding, selfishness, disloyalty, domination, etc.

d. Accompanying illustrations:

The text is accompanied with two untitled colourful paintings displayed in the before reading stage. The first one is for a dragon and its size is nearly three times bigger than the second one which depicts a unicorn. The sources of the pictures are not mentioned. More pictures may accompany the text to make it more attractive and enjoyable.

e. Length:

The text is made up of 3 paragraphs, 38 sentences and 517 words. The average number of sentences per paragraph is 12.6 and each sentence contains an average number of 13.4 words.

f. Readability:

The readability results of the text demonstrate that there are no passive sentences in the text. The Flesch Reading Ease Score is 80.4. Therefore, the text's style is described as easy that 6th graders can read and understand.

'The Unicorn in the Garden' is the only text among the reading texts designed for FL and LP classes that contains no passive sentences. Additionally, the text's Flesch Reading Ease Score shows that the text is the easiest among all the textbook reading texts. This may be due to its narrative type of discourse.

2.4. Conclusion:

The evaluation of *NP* reading texts illustrates that most of the texts are adapted from a wide range of authentic reading texts written by American and English writers. Additionally, it demonstrates that all the texts are designed on the basis of one-size-fits-all approach without taking into consideration the differences among third year classes in terms of their level and interests. It also reveals that all the texts are poorly illustrated by unattractive pictures. Furthermore, no readability and length criteria were adopted by the textbook designers in the selection and adaptation of the reading texts. Finally, the texts are not graded according to their difficulty as most of the difficult texts are the first ones to be studied by the target readers.

CHAPTER THREE

Data Analysis

CHAPTER THREE:

Data Analysis

3.1. Introduction:

This chapter deals with the analysis of the results of both teachers and learners' questionnaires.

3.2. Data Analysis:

3.2.1. Teachers' Questionnaires:

3.2.1.1. Informants' Personal and Professional Information:

The selection of the participants in this study was based on three main criteria. The first criterion was to involve teachers from different secondary schools located in rural, semi-urban, sub-urban and urban areas. Secondly, the teaching experience was given much importance in order to involve teachers of different ages and experiences. Finally, avoiding gender bias was a challenging criterion because of the increasing number of female secondary school teachers of English as opposed to their male colleagues.

The following tables contain information about the participants' gender, age, teaching experience, school location and employment status.

Item 1: Gender

a- Female ☐
b- Male ☐

Gender	Number of informants	Percentage
Female	21	**60%**
Male	14	40%
Total	**35**	**100 %**

Table 16: Informants' gender

Interpretation:

Table 16 demonstrates that 60 % of the respondents are females, whereas 40% of them are males.

Analysis:

Female secondary school teachers of English outnumber their male colleagues in the majority of secondary schools. In some cases, secondary schools are entirely staffed with female teachers of English. This may be due to the increasing number of female students studying English at University as opposed to the males. An opinion is currently admitted among both learners and other subjects' teachers that a teacher of English should be a female.

Item 2: Age

a- Under 30 ☐
b- Between 30 and 50 ☐
c- Over 50 ☐

Age	Number of informants	Percentage
Under 30	09	25.71 %
Between 30 and 50	25	**71.43%**
Over 50	01	2.86%
Total	**35**	**100 %**

Table 17: Informants' age

Interpretation:

Table 17 shows that the majority of the informants (71.43%) are aged between 30 and 50. Nine respondents are under the age of 30 and only one participant is aged over 50.

Analysis:

The age of the informants has a direct link to their motivation. It is widely noticed that teachers' motivation lessens as they grow older affecting their teaching behaviour. By contrast, young teachers are more motivated willing to know everything about their teaching profession. Moreover, as it was clearly noticed during this investigation, the majority of experienced informants are less enthusiastic than novice ones.

Item 3: Teaching experience

a- My first year　　　⬭
b- 2-5 years　　　　⬭
c- 6- 15 years　　　⬭
d- 16- 25 years　　⬭
e- More than 25 years　⬭

Teaching experience	Number of informants	Percentage
My first year	00	00 %
2-5 years	06	17.14%
6-15 years	21	**60%**
16-25 years	07	20%
More than 25 years	01	2.86%
Total	**35**	**100 %**

Table 18*:* Informants' teaching experience

Interpretation:

Table 18 illustrates that the majority of the respondents (60%) have been teaching for 6 to 15 years. One fifth of the informants have been teaching for 16 to 25 years. The teaching experience of 17.14% of the respondents ranges from 2 to 5 years. Only one respondent has been teaching for more than 25 years.

Analysis:

Data in table 18 reveals that the majority of the respondents have been teaching for many years. Teachers with a long teaching experience have used different institutional textbooks which may benefit this study. However, involving novice teachers is of a paramount importance. A textbook is not only designed to be used by experienced teachers, it must also provide guidance and training to novices who are not experienced enough to produce home-grown teaching/learning materials.

Item 4: **School location**

- a- Rural
- b- Semi-urban
- c- Sub-urban
- d- Urban

School location	Number of informants	Percentage
Rural	07	20%
Semi-urban	12	34.28%
Sub-urban	02	5.72%
Urban	14	**40%**
Total	**35**	**100 %**

Table 19: Informants' school location

Interpretation:

Table 19 demonstrates that the informants teach in four different locations. 40% of them teach in urban areas. Semi-urban areas are represented by 34.28 % of the participants. One fifth of the respondents (20%) teach in rural areas and just 5.72% of them teach in sub-urban areas.

Analysis:

A few years ago, there were no secondary schools in rural areas. All the rural areas' pupils had to move to the cities in order to pursue their studies after getting their middle school brevet. Nowadays, many secondary schools are located in rural areas due to the increasing number of pupils living outside cities.

The teaching environment is a crucial factor in determining teachers' perceptions of the teaching/learning materials. Urban secondary schools provide a better teaching/learning environment than those located in rural areas. First, urban secondary schools are better equipped in terms of technologies and books. Moreover, rural secondary schools suffer from 'teachers drain' towards urban areas due to the lack of many facilities such as transport. Furthermore, rural secondary schools are considered as temporary workplaces for trainee teachers who ask for transfer once they become certified. Additionally, rural secondary schools suffer

from many problems such as continuous power cuts and absence of Internet connection.

Item 5: Employment status.

a- Certified ☐
b- Trainee ☐
c- Contractual ☐
d- Substitute ☐

Employment status	Number of informants	Percentage
Certified	34	**97,14%**
Trainee	00	00%
Contractual	01	2.86%
Substitute	00	00%
Total	**35**	**100 %**

Table 20: Informants' employment status

Interpretation:

Table 20 shows that 34 respondents are certified teachers and only one participant is a contractual teacher.

Analysis:

Trainee teachers are the ones who have been officially hired waiting for their certification after one or two years of training in their schools. Substitute teachers are employed temporarily to replace teachers who are on sickness or maternity leave. Contractual teachers are hired to occupy vacant posts due to teachers' retirement or the need for more teachers.

Both substitute and contractual teachers are considered by the Ministry of National Education and secondary schools' administrative staffs as second rank

teachers. They do not have a full access to school facilities and most of them do not dare complain about any problem as they can be dismissed easily by the headmasters. Such teaching/learning environment has a negative impact on substitute and contractual teachers' teaching behaviour and their perceptions of the institutional teaching/learning materials.

3.2.1.2. Questionnaires' Results and Analysis :

3.2.1.2.1. First Part's Results and Analysis:

Item 1:

	Disagree	No opinion	Agree
1- *'New Prospects'* reading texts are authentic.			

	Disagree	Agree	No opinion
■ %	37,1	40	22,9
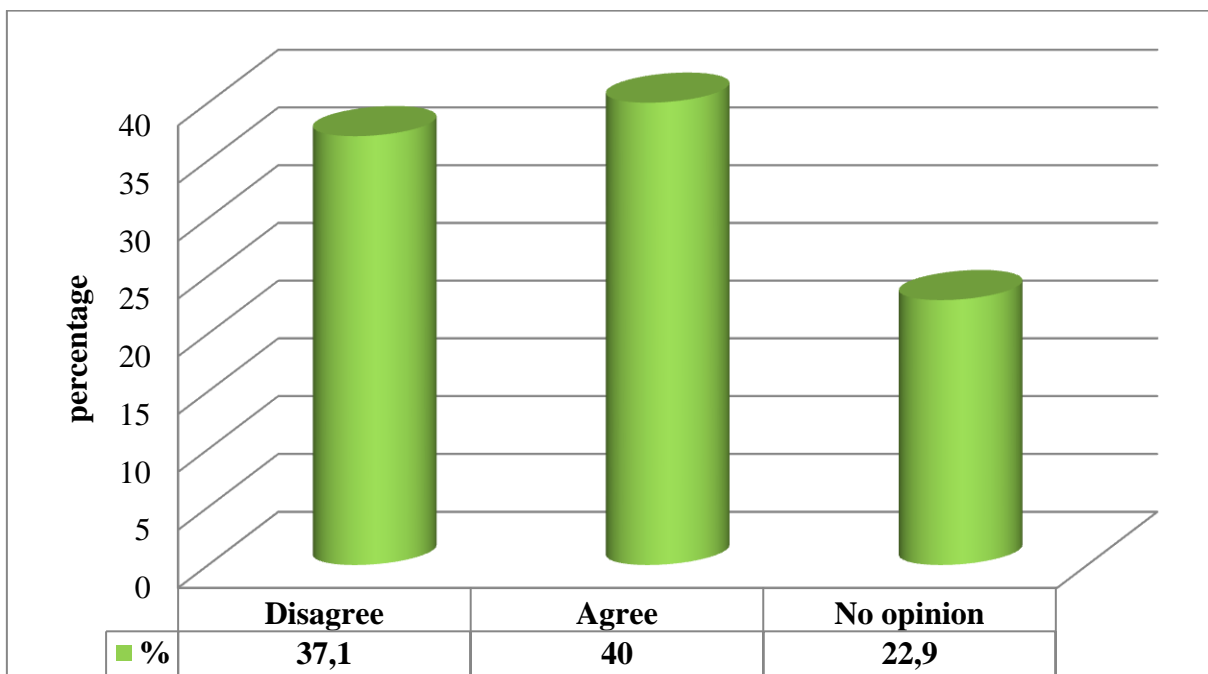
Figure 5: Informants' perceptions of *NP* reading texts' authenticity

Interpretation:

Figure 5 demonstrates that 40% of the respondents think that *NP* reading texts are authentic, whereas 37.1% of the respondents think they are not. The rest of the respondents (22.9%) have no opinion.

Analysis:

The term authenticity is not clear for many secondary school teachers that is why more than one fifth of the respondents have no idea about the authenticity of *NP* reading texts. The evaluation of the reading texts in the second chapter demonstrates that most of the reading texts are adapted to suit the target readers. Some texts are taken from a wide range of authentic materials such as encyclopaedias, newspapers and books. Other texts are taken from books designed for educational purposes.

Item 2:

	Disagree	No opinion	Agree
2- *'New Prospects'* reading texts are about the right length.			

■ %	Disagree	Agree	No opinion
	74,3	14,3	11,4
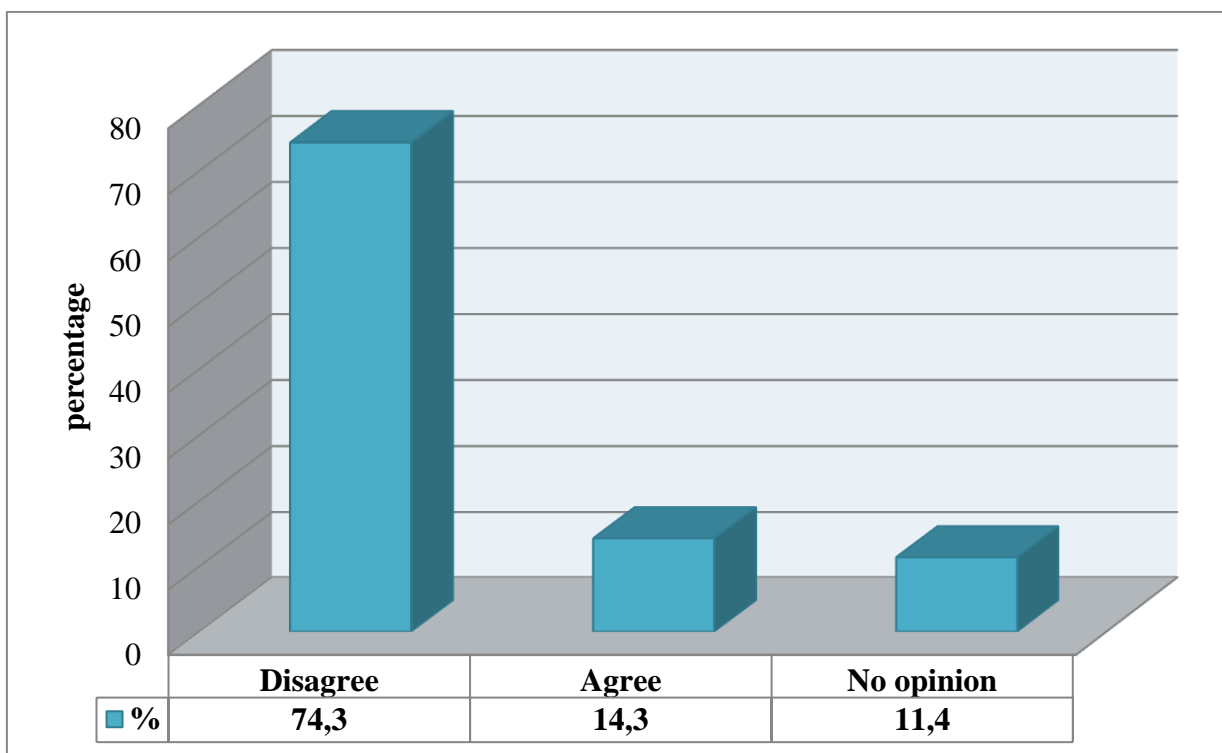
Figure 6: Informants' perceptions of *NP* reading texts' length suitability

Interpretation:

Figure 6 illustrates that most of the respondents (74.3%) think that *NP* reading texts' length does not suit the target readers while 14.3% of the informants think that the reading texts are about the right length. Only 11.4% of the respondents have no idea about the reading texts' length suitability to the target readers.

Analysis:

Most of secondary school teachers of English think that *NP* reading texts are long because of many reasons. First, they think that the target readers take too much time to finish reading the texts. Second, long texts do not appeal to the target readers. Third, long texts contain too much new vocabulary that needs to be explained to the target readers, and thus more time to be wasted. Finally, and most importantly, the target readers' level is not compatible with the length of the reading texts.

Item 3:

	Disagree	No opinion	Agree
3- **'New Prospects'** reading texts are understandable to pupils without the teacher's help.			

■ %	Disagree	Agree	No opinion
%	77,1	14,3	8,6
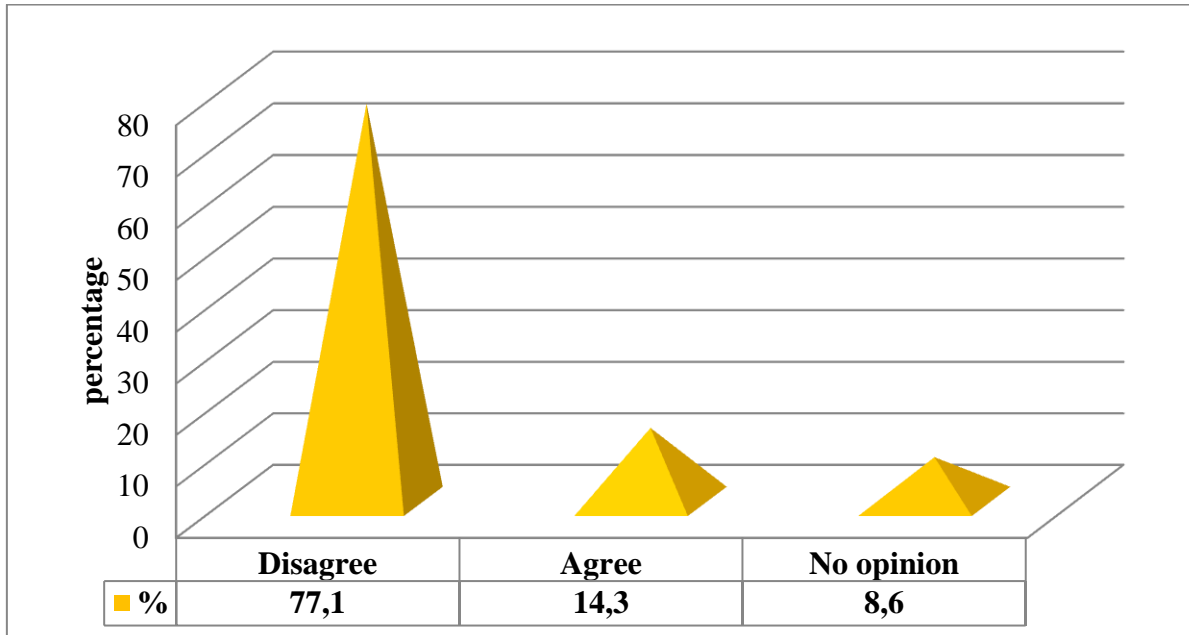
Figure 7: Informants' perceptions of the target readers' comprehensibility of *NP* reading texts

Interpretation:

Figure 7 demonstrates that the majority of the informants **(77.1%)** think that the target readers are not able to understand *NP* reading texts without their teachers' help. The agreeing respondents are as few (14.3%) as the no-opinion ones (8.6%).

Analysis:

Contrary to what is mentioned in *NP* foreword that the textbook content is learner-centred, most secondary school teachers think that the reading texts are teacher-centred. It is widely noticed by most secondary school teachers of English

that the target readers have problems in reading and understanding the textbook reading texts for many reasons. First, their prior knowledge about the texts' topics is very limited. Second, many of them do not understand the texts' new vocabulary. Third, most target readers are unable to infer the meaning of the new vocabulary from the context, and the majority do not have dictionaries. Hence, the easiest way is to ask the teacher about the topic of the text and the words they do not understand. The target readers' dependence on their teachers to understand the texts' topics and vocabulary is the main reason that makes teachers believe that the textbook reading texts are teacher-centred and beyond the target readers' comprehensibility.

Item 4:

	Disagree	No opinion	Agree
4- *'New Prospects'* reading texts are interesting to pupils.			

	Disagree	Agree	No opinion
■ %	57,14	11,42	31,42
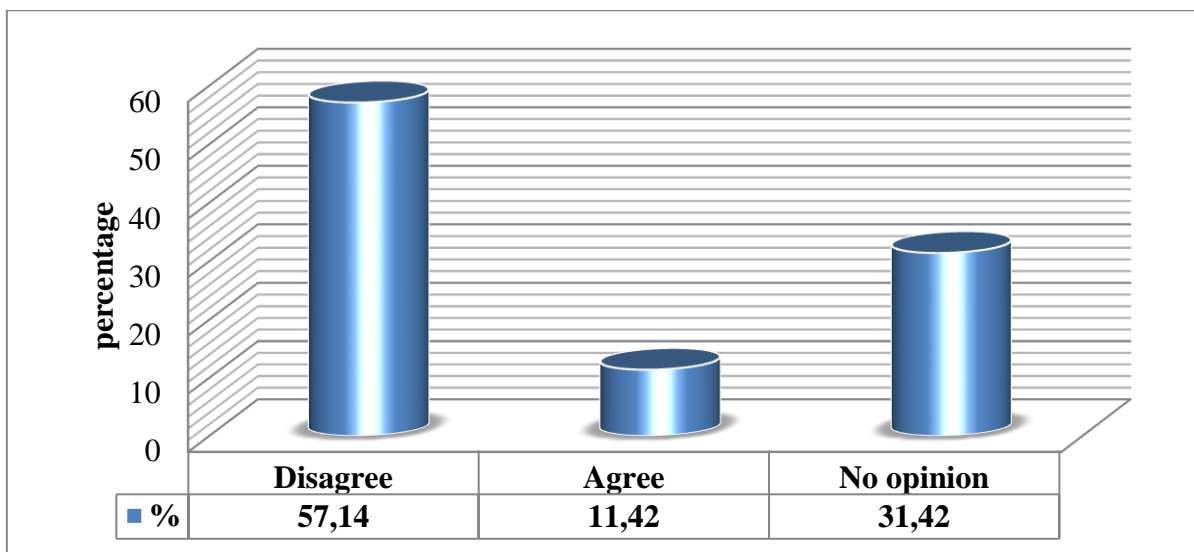
Figure 8: Informants' perceptions of *NP* reading texts' compatibility with the target readers' interests

Interpretation:

Figure 8 shows that 57.14% of the respondents think that *NP* reading texts are out of the target readers' interests. Amazingly enough, the no-opinion respondents (31.42%) outnumber the ones who think that *NP* reading texts are interesting to the target readers (11.42%).

Analysis:

The reading text's topic plays a pivotal role in attracting and motivating the target readers to read the text. In many cases, however, the text's content is not as interesting as its topic. Many teachers have noticed that most of *NP* reading texts do not appeal to the target readers. This is mainly due to the one-size-fits-all approach adopted by *NP* designers. This approach has been proved to be unworkable as both the level and interests of secondary school third year classes are quite different.

Nearly one third of the respondents have no idea whether the reading texts are interesting to their learners or not. Such a high percentage leads to ask many questions such as: Are secondary school teachers of English aware of their learners' interests? Are they aware of the importance of engaging learners in reading a text that matches their interests?

Item 5:

	Disagree	No opinion	Agree
5- *'New Prospects'* reading texts are well illustrated (pictures, maps, tables, graphs).			

	Disagree	Agree	No opinion
■ %	48,6	31,4	20
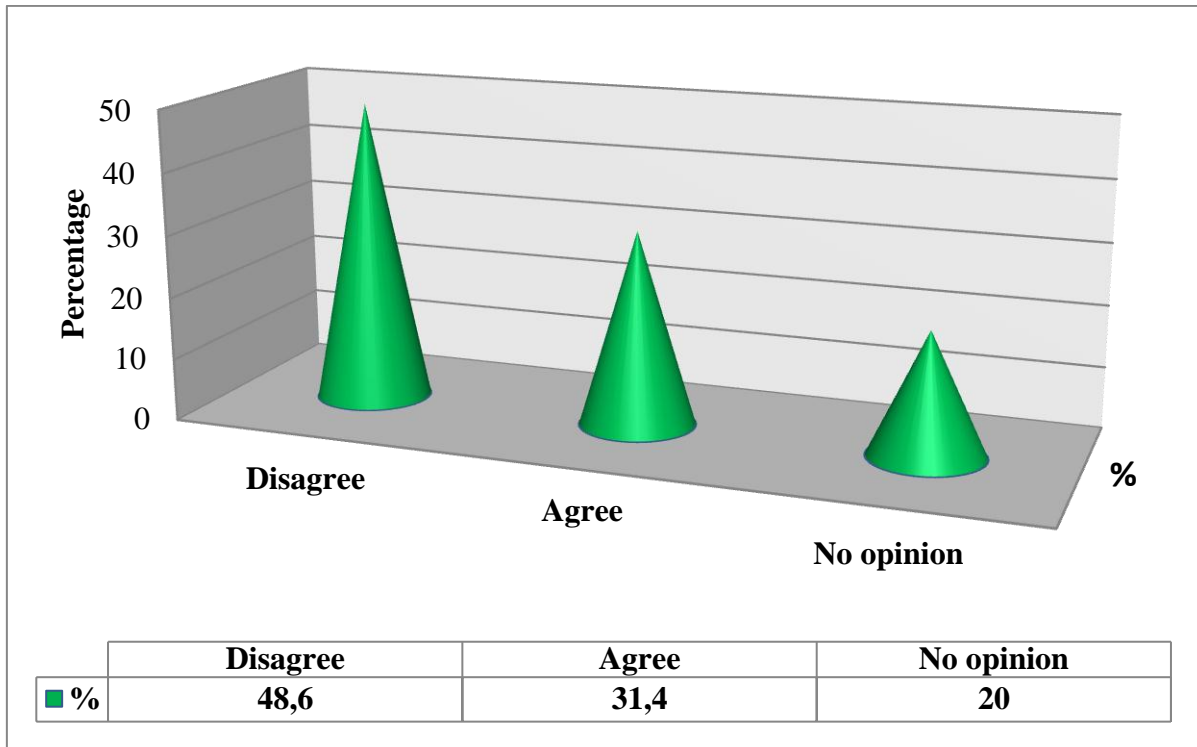
Figure 9: Informants' perceptions of *NP* reading texts' accompanying illustrations

Interpretation:

Figure 9 illustrates that nearly half of the respondents (48.6%) think that *NP* reading texts are poorly illustrated, whereas one third of the informants (31.4%) think that the reading texts are well illustrated. One fifth of the respondents (20%) have no opinion.

Analysis:

The evaluation of *NP* reading texts in the second chapter reveals that most of them are poorly illustrated. Only two texts are accompanied with more than one picture. Informants' responses reveal that many teachers are aware of the importance of the accompanying illustrations in making the textbook reading texts more enjoyable and understandable.

3.2.1.2.2. Second Part's Results and Analysis:

Item 1: Adaptation of *'New Prospects'* reading texts is constrained by………

    a- Making a large number of copies for pupils.

    b- Lack of sources (books, newspapers, etc.).

    c- Complexity of the accompanying tasks.

    d- Time.

    e- All previously mentioned constraints.

    f- No idea.

    g- Other constraints.

        Please specify: ....

	Making a large number of copies for pupils	Lack of sources	Complexity of the accompanying tasks	Time	All previously mentioned constraints	No idea
%	48,5	20	22,8	37,1	0	0
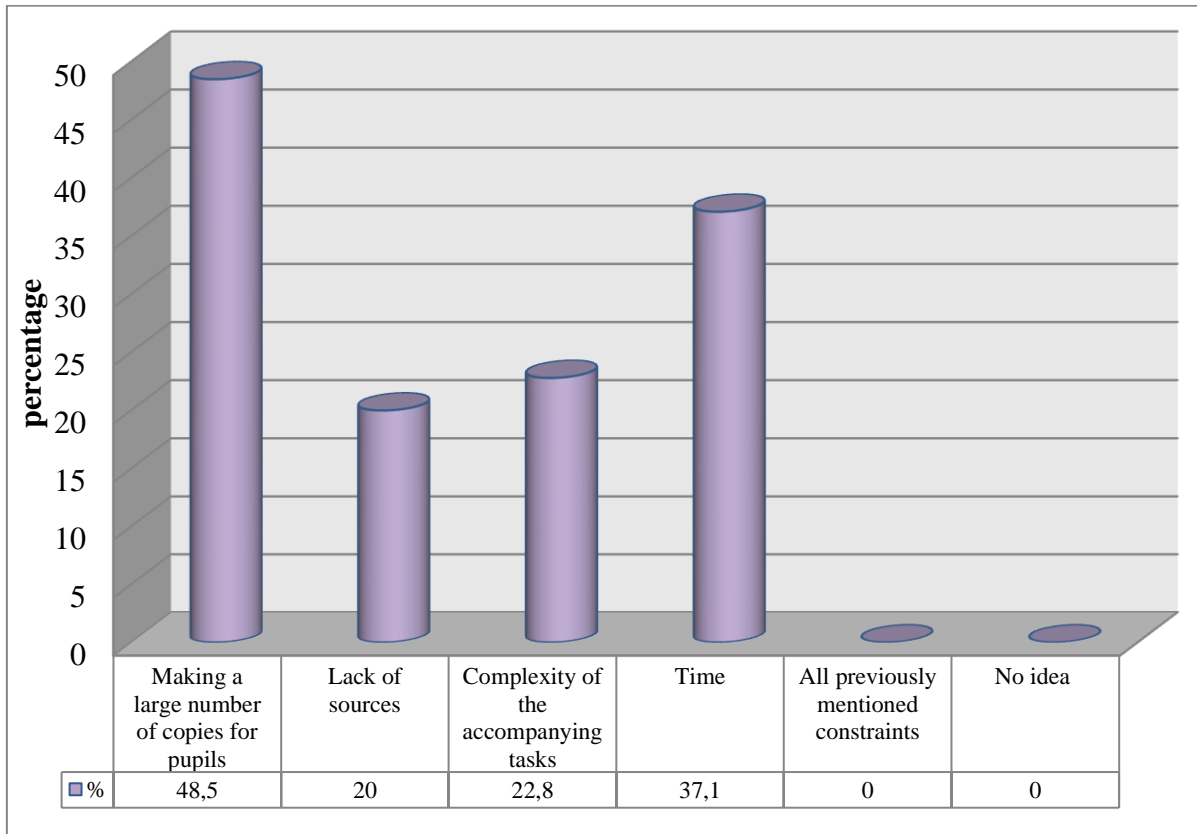
Figure 10: Constraints on *NP* reading texts' adaptation

Interpretation:

Figure 10 shows that nearly half of the respondents (48.5%) think that making a large number of copies for pupils is a major constraint to the adaptation of *NP* reading texts. 37.1% of the respondents think that adapting *NP* reading texts is constrained by time. Additionally, 22.8% of the informants think that the complexity of the texts' accompanying tasks hinders the adaptation of *NP* reading texts. One fifth of the respondents (20%) think that the lack of sources hampers their adaptation of *NP* reading texts.

Analysis:

In most secondary schools, teachers of English are not allowed to make a large number of copies for pupils on a regular basis. At this stage, it should be mentioned that secondary school regulations allow teachers to make copies just for tests and examinations.

Time is another hindrance to the adaptation of *NP* reading texts. Many teachers complain from the overloaded timetables. The official allocated time for secondary school teachers of English is 18 hours per week. However, due to the increasing number of pupils and the lack of teachers, many of them work for more than 20 hours per week.

The third constraint that hampers teachers from adapting *NP* reading texts is the complexity of their accompanying tasks. Secondary school teachers cannot adapt a reading text without adapting its accompanying tasks. Therefore, the teacher needs more time to adapt the accompanying tasks and subsequently making a large number of copies for pupils which is not always possible as previously explained.

The fourth limitation is the lack of educational sources. All secondary schools are equipped with libraries. Nevertheless, many of these libraries lack the necessary books to be used by teachers of English. Moreover, the institutional teachers' book is not a helpful teaching source. It is no more than a book with key

answers of the textbook activities. In addition, though most secondary schools have Internet connection, it is forbidden for both teachers and learners to use the Net for unknown reasons. Furthermore, many teachers live in rural areas where there is no Internet connection. Thus, they rarely surf the Web. Other ones depend totally on printed sources as they have very little or no knowledge about the Net.

Item 2: How often do you adapt *'New Prospects'* reading texts**?**

a- Never.	☐
b- Rarely.	☐
c- Sometimes.	☐
d- Always	☐

	Never	Rarely	Sometimes	Always
■ %	0	65,7	20	14,3
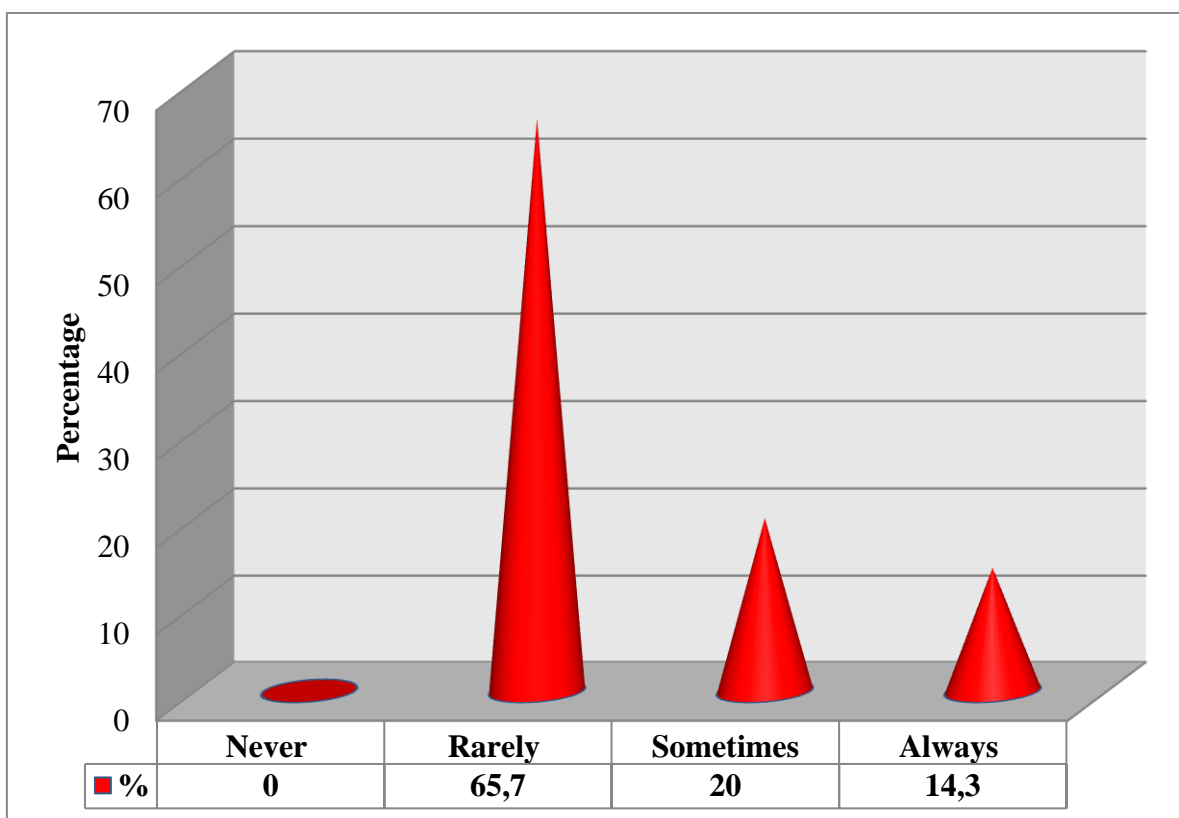
Figure 11: Frequency of *NP* reading texts' adaptation by the informants

Interpretation:

Figure 11 shows that the majority of the informants (65.7%) rarely adapt *NP* reading texts. 20 % of the respondents assert that they sometimes adapt *NP* reading texts. Only 14.3% of the informants state that they always adapt *NP* reading texts.

Analysis:

Because of the constraints discussed in the first item, *NP* reading texts are rarely adapted by most secondary school teachers. Moreover, many teachers lack the necessary skills to adapt *NP* reading texts as they were neither taught about textbook adaptation at university nor trained by their inspectors after their employment.

Item 3: Which method do you mostly use when you adapt *'New Prospects'* reading texts**?**

    a- Modification.

    b- Replacement

    c- Modification and replacement

    d- No idea

	Modification	Replacement	Modification and Replacement	No idea
■ %	57,1	31,4	8,6	2,9
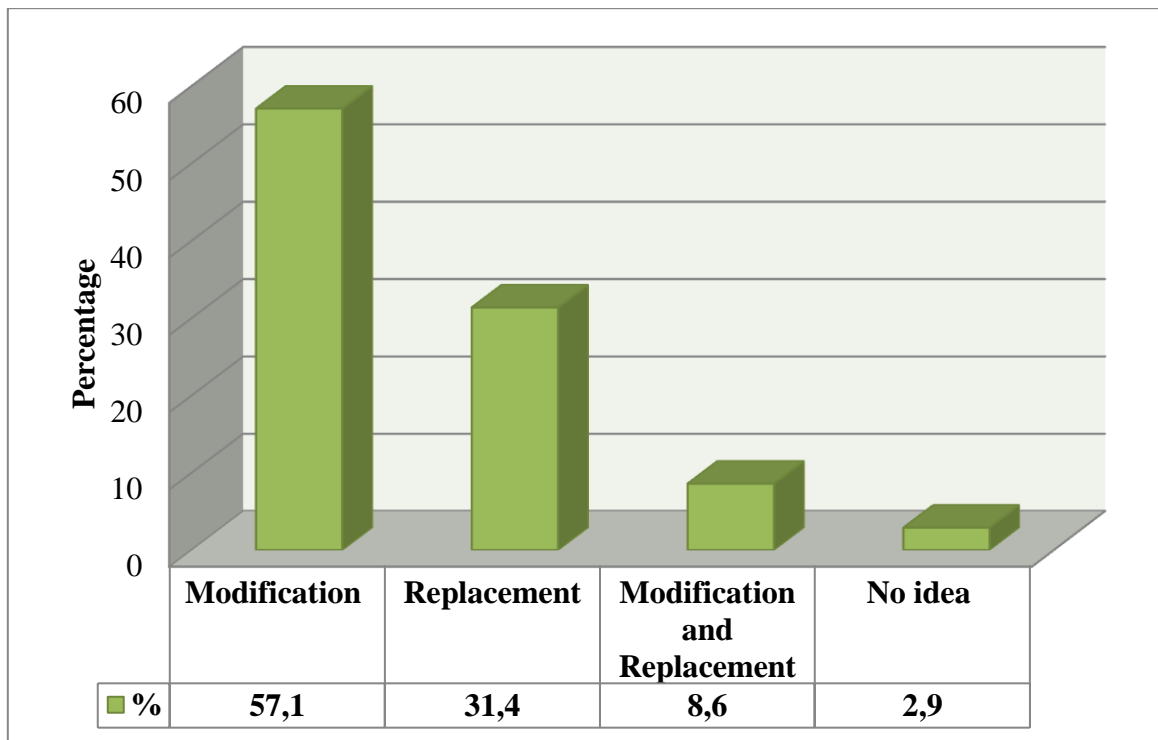
Figure 12: Informants' techniques of *NP* reading texts' adaptation

Interpretation:

Figure 12 illustrates that 57.1% adopt the technique of modification to adapt *NP* reading texts. Nearly one third of the informants (31.4%) state that replacement is their adopted technique to adapt the textbook reading texts. 8.6 % of the respondents use both techniques to adapt the textbook reading texts. Only 2.9 % of the respondents have no idea about the question.

Analysis:

Data in figure 12 reveals that teachers use the techniques of modification and replacement to adapt *NP* reading texts. For many teachers, modifying a textbook lesson is easier than replacing it. For instance, modifying a reading text by making it shorter or longer does not necessarily induce modifying all the accompanying tasks. On the other hand, replacing a textbook reading text is more difficult and time consuming. It induces the integration of specific language points in the text, and the replacement or modification of the accompanying tasks including comprehension questions, grammar explorers and vocabulary explorers.

Item 4: Why do you adapt *'New Prospects'* reading texts?

     a- To update them.   ☐

     b- To break the teaching routine.   ☐

     c- To match them with the pupils' level and interests.   ☐

     d- Other reasons.   ☐

         Please specify: …………………………………
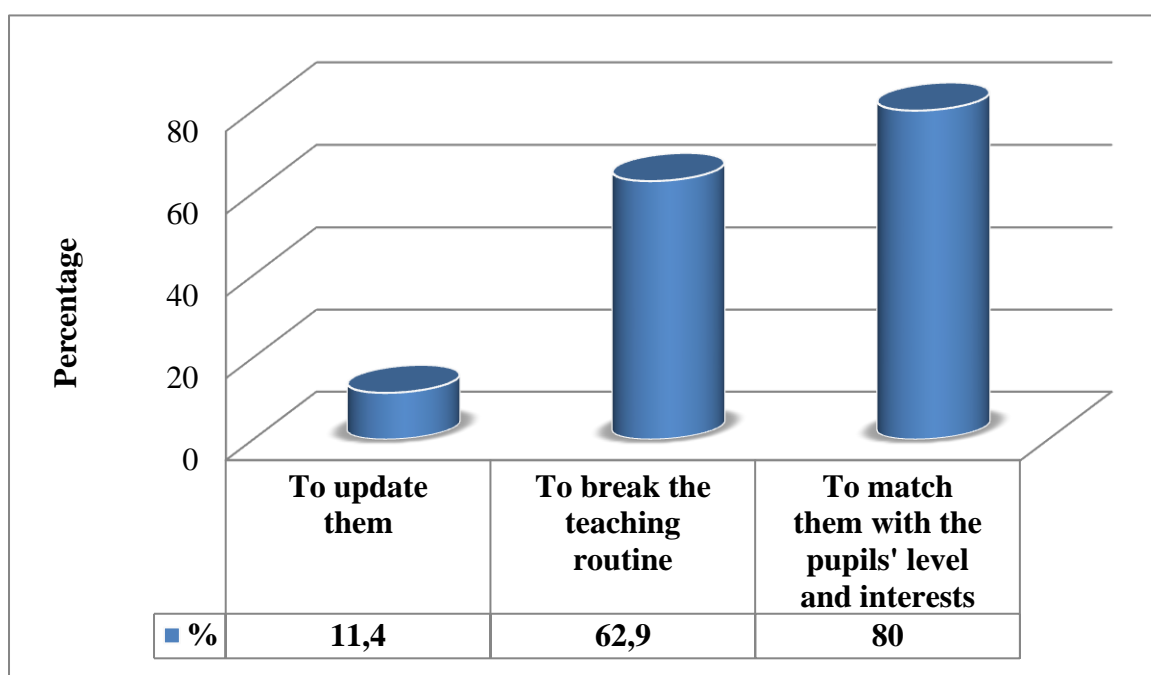
Figure 13: Informants' reasons for *NP* reading texts' adaptation

Interpretation:

Figure 13 demonstrates that 80% of the respondents adapt the textbook *NP* reading texts to match them with the target readers' level and interests. 62.9% of the informants adapt the textbook reading texts to break the teaching routine. Only 11.4% of the respondents adapt the textbook reading texts to update them.

Analysis*:*

Matching the target readers' level and interests is one of the most important reasons for the adaptation of *NP* reading texts. Many teachers feel the need to adapt a text that is beyond the level of the target readers or out of their interests.

Secondary school teachers of English are using *NP* for more than six years. Teaching the same textbook reading texts for many years generates boredom and passivity. Thus, creative teachers engage themselves in continuous creative adaptation of the textbook reading texts to break the teaching routine. By contrast,

breaking the teaching routine is not a priority of many teachers who either lack creativity or the will to do so.

Textbook writers usually include recent information during a textbook writing. Nevertheless, what was contemporary during the production of a textbook may become outdated after its publication. Being published in 2007, *NP* reading texts contain outdated information. Teachers should check the information given in the texts as such an activity is as important as matching the pupils' level and interests during the adaptation of a text. Moreover, today's youth, including secondary school third year learners, are becoming more aware of what is happening around them thanks to the Internet. Therefore, the teacher must be aware of the type of information presented in the textbook reading texts in order not to lose his/her credibility as a reliable source of information.

Item 5: When I adapt *'New Prospects'* reading texts I ......

     a- Depend on myself.   ☐

     b- Cooperate with my colleagues.   ☐

     c- No idea.   ☐

	Depend on myself	Cooperate with my colleagues	No idea
%	51,4	48,6	0
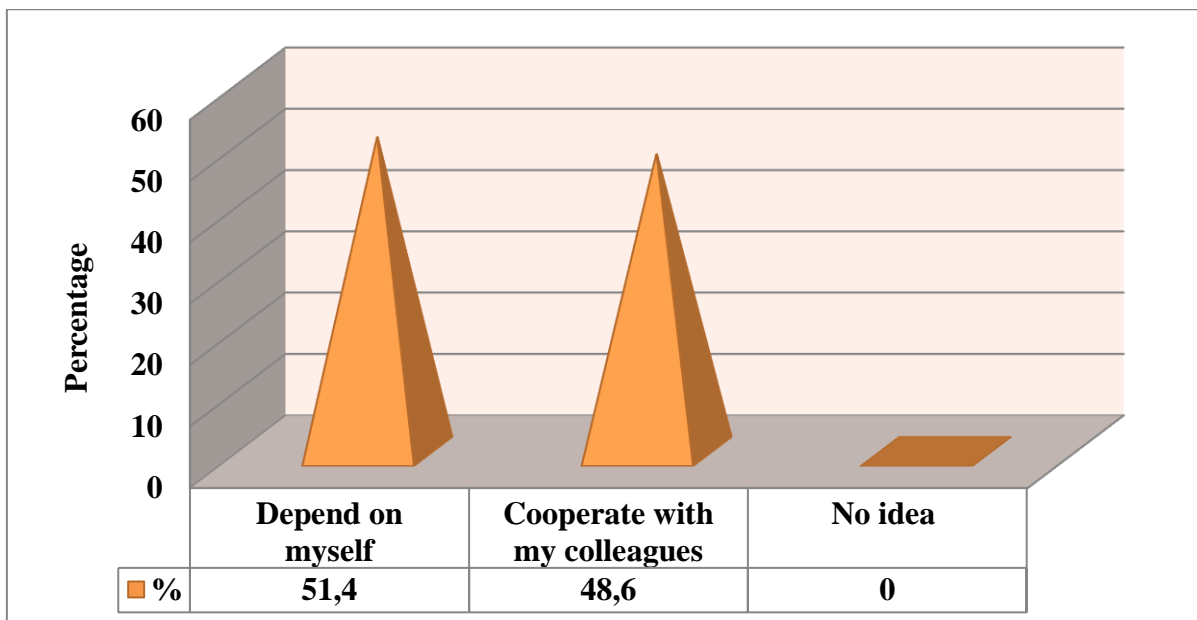
Figure 14: Informants' cooperation in *NP* reading texts' adaptation

Interpretation:

Figure 14 shows clearly that 51.4% of the respondents depend on themselves when they adapt *NP* reading texts. By contrast, nearly half of the respondents (48.6%) cooperate with their colleagues when they adapt *NP* reading texts.

Analysis:

Teachers' cooperation is a very crucial practice in the teaching/learning process. Cooperation between secondary school teachers of English involve preparing lessons, tests, exams, discussing institutional correspondences, replying institutional inquiries, helping trainee teachers and guiding them , finding solutions to pedagogical problems, discussing the advancement of the syllabi, etc.

In order to facilitate teachers' cooperation, one teacher in each secondary school is nominated as a coordinator. The coordinator is chosen by the headmaster according to his/her teaching experience and the will to do such a job for which he/she will be paid. The coordinator's tasks involve heading the teachers' cooperation sessions, filling administrative forms concerning the teachers' attendances in the cooperation sessions, organizing teachers' attendances in each other's teaching sessions, attending the meetings organized by the inspector, informing the colleagues about the meetings' events, negotiating the advancement of the syllabi with the headmaster, and guiding the trainee teachers.

All secondary school teachers of English have to attend the cooperation sessions once a week. It is the responsibility of the school administration to free all teachers' timetables for half a day to be devoted to the cooperation sessions. However, many teachers, including the coordinators, do not attend the coordination sessions and consider that half day as free time.

Data in figure 14 reveals that teachers' cooperation is not given much importance by many secondary school teachers of English. Teachers who totally depend on themselves in adapting *NP* reading texts may miss both the help and advice of other more experienced colleagues. Furthermore, teachers may save time

and energy through cooperation as they can exchange their adapted versions of the textbook reading texts that may fit their learners' level and interests.

Many coordinators in secondary schools either volunteered or were forced by their headmasters or inspectors to hold such responsibility. Many of them are trainee teachers having no experience on how to organize a coordination session. Others have the required experience but because they are not paid they do not fulfil the job appropriately. Moreover, secondary school administrations do not give teachers' cooperation much importance. Most secondary schools have no equipped rooms designated for teachers' cooperation sessions. Thus, teachers have no place to meet and coordinate but the teachers' room which is very often busy and noisy. In addition, most coordination sessions are neither attended nor checked by the headmasters who assume the big responsibility for the lack or absence of teachers' cooperation in many secondary schools.

Item 6: Adaptation of *'New Prospects'* reading texts is......

      a- Encouraged by the inspector. ☐

      b- Prohibited by the inspector. ☐

      c- Required by the educational institution. ☐

      d- No idea ☐
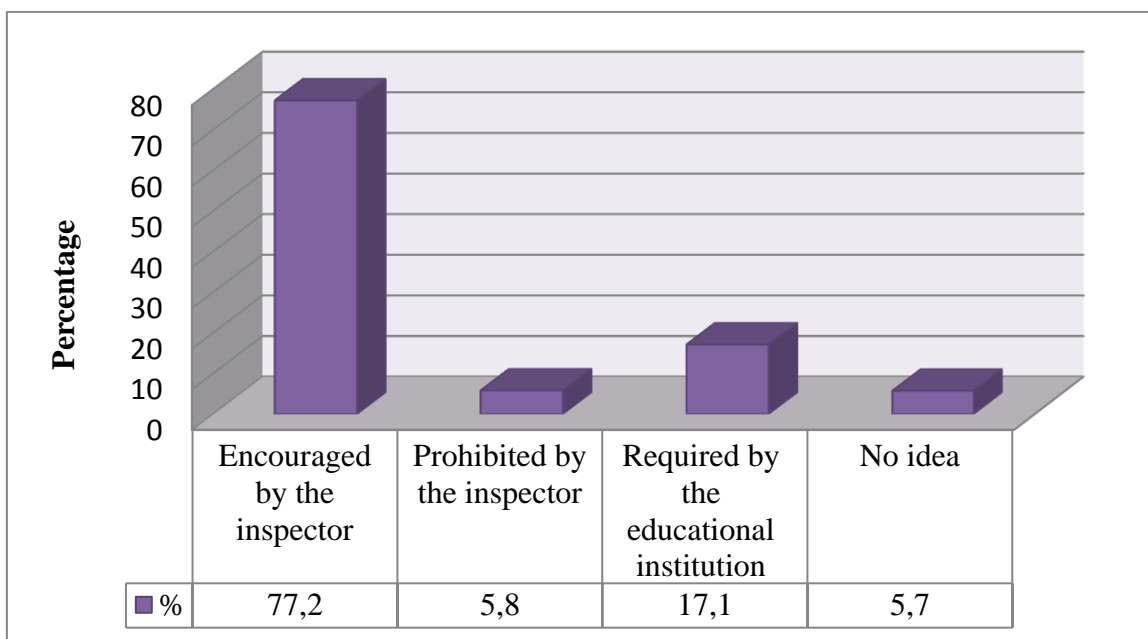
Figure 15: Educational institution's attitude towards *NP* reading texts' adaptation

Interpretation:

Figure 15 demonstrates that the great majority of the informants (77.2%) state that the adaptation of *NP* reading texts is encouraged by the inspector, whereas only 5.8% of them assert that inspectors prohibit the adaptation of *NP* reading texts. 17.1% of the respondents state that the adaptation of *NP* reading texts is required by the educational institution and only 5.7 % of them have no idea about the educational institution's attitudes towards *NP* reading texts' adaptation.

Analysis:

The participants in this study are working under the supervision of two secondary school inspectors of English. Each inspector is in charge of one of the two educational districts in the region of *Relizane*. The inspector regularly visits the secondary schools to attend some teaching sessions, advise and guide teachers, and certify the trainee ones. By the end of his visit, the inspector meets the teachers in a closed meeting to discuss everything related to the teaching of English in the local teaching/learning context.

Data in figure 15 reveals that secondary school inspectors of English encourage the teachers to adapt *NP* reading texts. Inspectors' encouragement to the teachers may take place during his visits to the different secondary schools or during the meetings with all secondary school teachers or their coordinators.

Few respondents state that the adaptation of *NP* reading texts is required by the Ministry of National Education. At this stage, it should be mentioned that the inspector represents the Ministry of National Education. He is not supposed to take the risk of encouraging the teachers to adapt the textbook reading texts without being authorized by the educational institution. However, no official measures are taken by the Ministry of National Education to facilitate textbook adaptation.

Item 7: Adaptation of *'New Prospects'* reading texts is.....

a- Positively perceived by pupils. ☐
b- Negatively perceived by pupils. ☐
c- No idea ☐

	Positively perceived by pupils	Negatively perceived by pupils	No idea
%	91,4	0	8,6
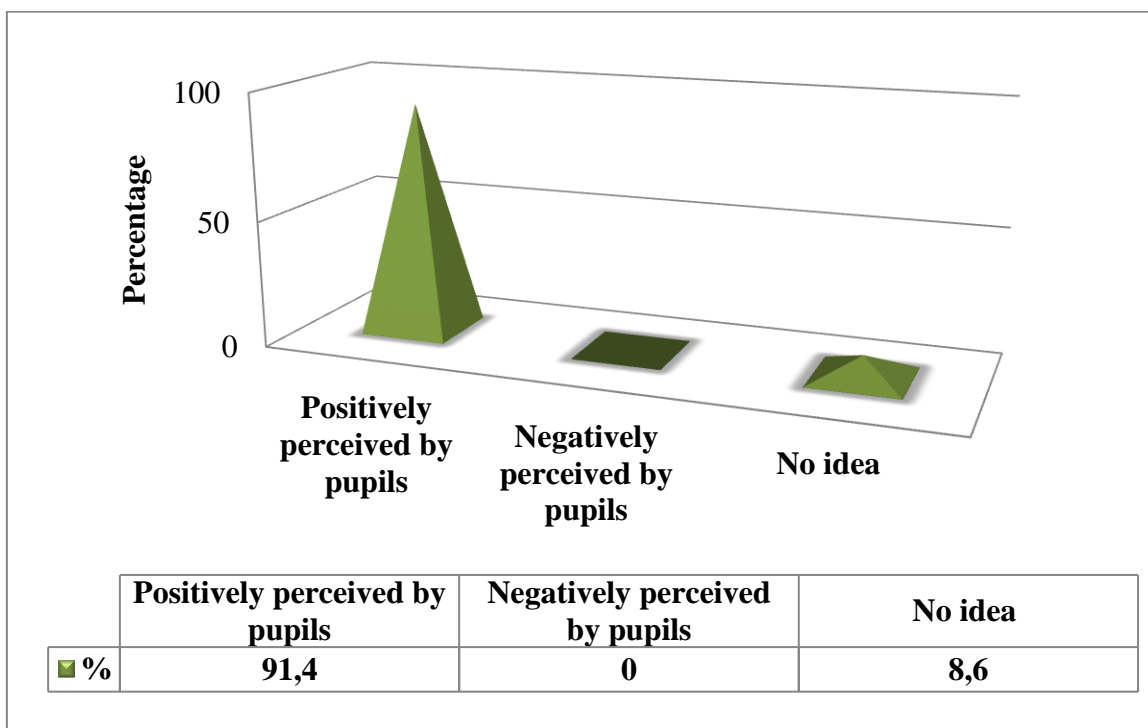
Figure 16: Target learners' perceptions of *NP* reading texts' adaptation

Interpretation:

Figure 16 shows that the great majority of the respondents (91.4%) think that *NP* reading texts' adaptation is positively perceived by learners. Only 8.6% of the informants have no idea about learners' perceptions of *NP* reading texts' adaptation.

Analysis:

Data in figure 16 reveals that the target readers provide teachers with positive feedback about the adapted versions of *NP* reading texts. Teaching adapted lessons to learners is an act of innovation that creates a motivating teaching/learning atmosphere. Learners are always attracted to unexpected events including the type of the lesson the teacher is going to teach them.

Be it negative or positive, learners' perceptions of the adapted versions of the textbook reading texts determine the extent to which a teacher has successfully met the learners' level and interests. Positive feedback encourages the teacher to continue his/her creative adaptation of the textbook reading texts, whereas negative feedback enables the teacher to figure out the shortcomings of the adapted versions of the texts.

Expressions such as *'Open the textbook on page...', 'Read the text on page...', 'Do the activity on page...', 'Answer the questions on page…'* are frequently heard by learners. Once uttered by the teacher, such expressions become orders to be obeyed mechanically. The total dependence on the textbook makes learners feel bored and expecting no creativity from their teacher who cannot teach without the textbook. On the other hand, an expression like *'Keep your textbooks in your schoolbags, we do not need them today'* may break the learning routine and attract the learners' attention. Then, the teacher starts distributing papers to the learners who start feeling motivated and curious. The teacher can easily notice the change in the learners' attitudes in the classroom as they are experiencing something new and different from what they have been trained to do for many years.

By the end of the new learning experience, learners may respond positively when asked by the teacher whether they liked the lesson or not. However, learners' positive feedback may not be primarily based on their understanding of the lesson. They may express their viewpoints enthusiastically though they did not understand the lesson. Therefore, regardless of their positive perceptions of the adapted lesson, the teacher has to check the learners' understanding through subsequent activities.

3.2.2. Learners' Questionnaires:

3.2.2.1. Informants' Personal Information:

Item 1: Gender

a- Female ☐
b- Male ☐

Gender	Number of informants	Percentage
Female	52	82.54%
Male	11	17.46%
Total	**63**	**100 %**

Table 21: Informants' gender

Interpretation:

Table 21 demonstrates that the majority of the respondents (82.54%) are females, whereas only 17.46% of them are males.

Analysis:

It is widely noticed in all secondary schools that most of FL and LP classes' learners are females. Female learners are more attracted to literary subjects than their male classmates who prefer scientific subjects.

Item 2: Stream

    a- Foreign Languages   ☐

    b- Letters and Philosophy   ☐

Stream	Number of informants	Percentage
Foreign Languages	22	34.92 %
Letters and Philosophy	41	**65.08 %**
Total	**63**	**100 %**

Table 22: Informants' stream

Interpretation:

Table 22 illustrates that 34.92% of the respondents belong to a FL class and 65.08% of them belong to LP classes.

Analysis:

LP learners outnumber FL learners in all secondary schools because of the requirement of having good marks in French and English to be registered in FL class. This requirement is not attained by many literary learners. Therefore, most secondary schools have no more than one third year FL class and 2 to 3 LP classes.

At this level, it should be mentioned that statistics show that most of the learners who do well in languages are the best among their classmates. Therefore,

most of FL learners are better than those in LP classes not only in languages but also in other literary subjects.

3.2.2.2. Questionnaires' Results and Analysis:

Item 1: Did you use to read the texts of the textbook before being studied in the class?

<div dir="rtl">هل كنت متعودا على قراءة نصوص الكتاب المدرسي قبل أن يتم دراستها في القسم ؟</div>

Yes ☐   No ☐

	FL	LP	FL & LP
■ **YES**	**40,9**	**9,75**	**20,63**
■ **NO**	**59,1**	**90,25**	**79,37**
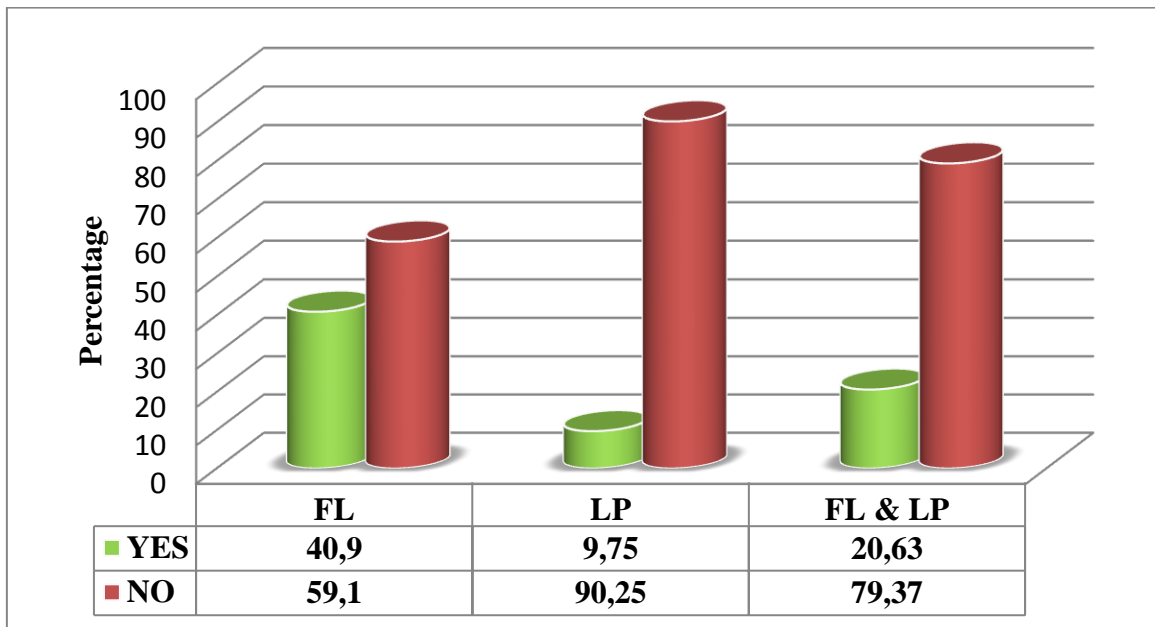
Figure 17: Informants' reading habit

Interpretation:

Figure 17 demonstrates that most of FL and LP informants (79.37%) did not use to read the textbook reading texts before being studied in the class. Additionally, it also shows that FL respondents who had the habit to read the textbook reading texts before being read in the class (40.90%) outnumber the LP informants (9.75%).

Analysis:

Most of secondary school third year learners do not read the textbook reading texts before being studied in class. Thus, they come to their classes with no idea about the text to be read missing the benefits of reading the texts at home. First, much time would not be wasted in class. Second, they would probably check the meaning of the difficult words in their dictionaries. Finally, they would prepare some ideas about the topic of the text to share them with their classmates and teachers.

Data in figure 17 also illustrates that LP classes give less importance to the subject of English than FL classes. This is because English is not one of the main subjects for LP classes and its coefficient is only **3**. By contrast, the coefficient of English for FL classes is **5**.

Item 2: Which of the following texts do you think are long?

أي من النصوص التالية تعتقد أنها طويلة؟

a- Algeria at the Crossroads of Civilizations (pages: 22-23) ☐

b- The Rise and Fall of Ancient Egyptian Civilization (pages: 37-38) ☐

c- Imitating Property is Theft (pages: 54-55) ☐

d- Social Auditing and its Importance in Business (pages: 66-67) ☐

e- Education in Britain (pages: 83-84) ☐

f- Education in the US (pages: 98-99) ☐

g- Feelings (pages: 174-175) ☐

h- The Unicorn in the Garden (pages: 189-190) ☐

	Algeria at the Crossroads of Civilizations	The Rise and Fall of Ancient Egyptian Civilization	Imitating Property is Theft	Social Auditing and its Importance in Business	Education in Britain	Education in the US	Feelings	The Unicorn in the Garden
FL	54,54	100	9,09	63,63	18,18	31,81	18,18	45,45
LP	56,09	80,48	21,95	58,53	14,63	56,09	31,7	48,78
FL & LP	55,55	87,3	17,64	60,31	15,87	47,61	26,98	47,61

Figure 18: Informants' perceptions of *NP* reading texts' length

Interpretation:

Figure 18 illustrates that more than half of the respondents think that *'Algeria at the Crossroads of Civilizations'*, *'The Rise and Fall of Ancient Egyptian civilization'* and *'Social Auditing and its Importance in Business'* are long. Nearly half of the respondents (47.61%) think that *'Education in the US'* and *'The Unicorn in the Garden'* are long. 26.98% of the respondents think that *'Feelings'* is long and only 17.46% of them think that *'Imitating Property is Theft'* is a long text. Just 15.87% of the respondents think that *'Education in Britain'* is long. Additionally, the figure shows that there are differences between FL and LP respondents' perceptions of *NP* reading texts' length. The main differences are about *'Education in the US', 'Feelings'* and *'Imitating Property is Theft'*.

Analysis:

Informants' responses show clearly that out of the eight *NP* reading texts designed for FL and LP classes, five of them are viewed by the target readers as long texts. Four of the longest texts are presented in sequence *'Read and Consider'* and one of them, which is *'The Rise and Fall of Ancient Egyptian Civilization'* is presented in sequence *'Reading and Writing'*. Furthermore, as it is illustrated by the counts of the reading texts' words in the second chapter, respondents think that *'Algeria at the Crossroads of Civilizations'*, *'The Rise and Fall of Ancient Egyptian civilization'* and *'Social Auditing and its Importance in Business'* are longer than the other texts*.*

Item 3: Which of the following texts do you think are not interesting?

أي من النصوص التالية هي برأيك ليست مثيرة للاهتمام؟

a- Algeria at the Crossroads of Civilizations (pages: 22-23) ☐

b- The Rise and Fall of Ancient Egyptian Civilization(pages: 37-38) ☐

c- Imitating Property is Theft (pages: 54-55) ☐

d- Social Auditing and its Importance in Business (pages: 66-67) ☐

e- Education in Britain (pages: 83-84) ☐

f- Education in the US (pages: 98-99) ☐

g- Feelings (pages: 174-175) ☐

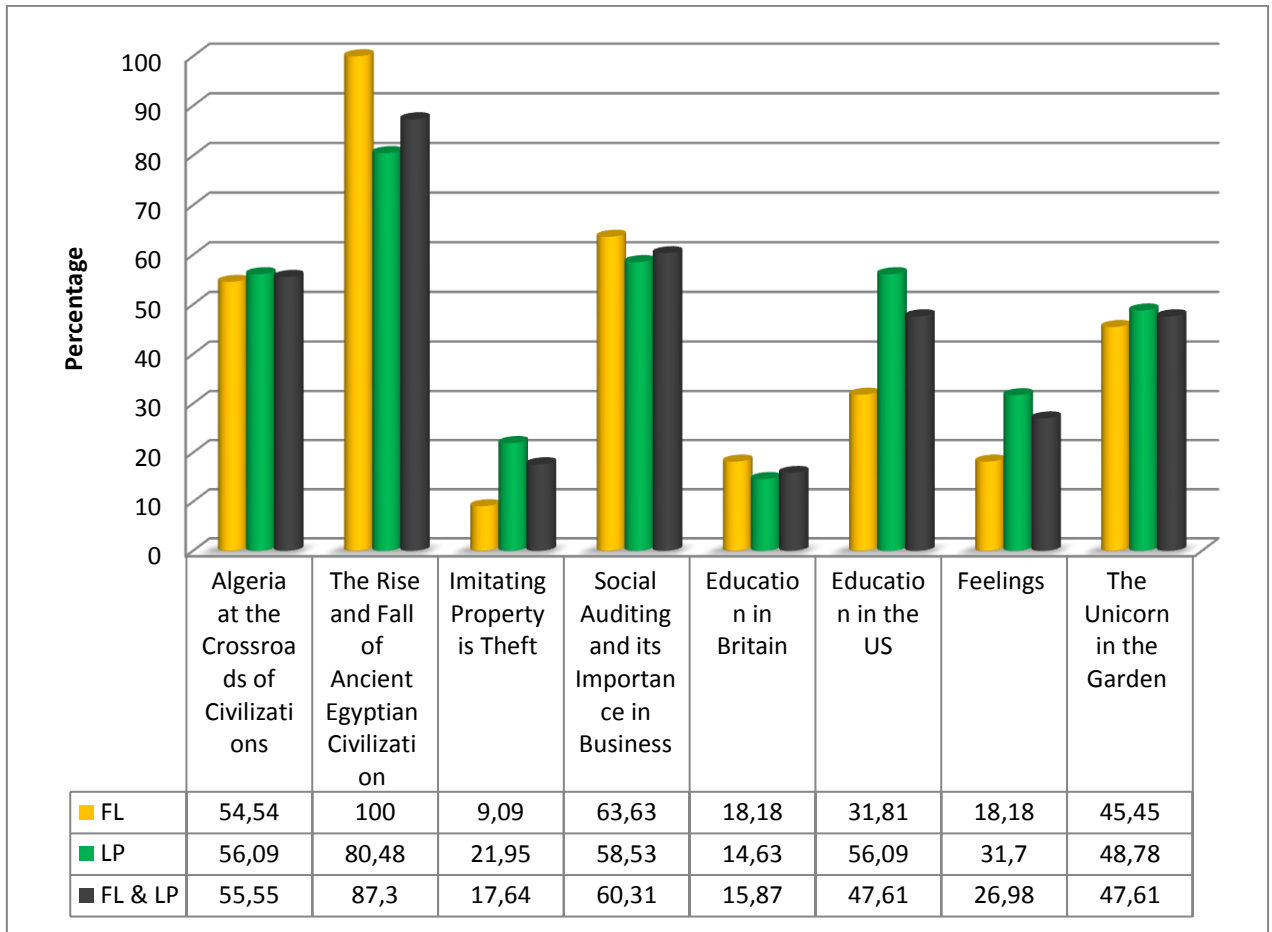h- The Unicorn in the Garden (pages: 189-190) ☐

	Algeria at the Crossroads of Civilizations	The Rise and Fall of Ancient Egyptian Civilization	Imitating Property is Theft	Social Auditing and its Importance in Business	Education in Britain	Education in the US	Feelings	The Unicorn in the Garden
■ FL	68,18	86,36	54,54	63,63	13,63	27,27	18,18	77,27
■ LP	80,48	90,24	58,53	70,73	17,07	29,26	36,58	80,48
■ FL & LP	76,19	88,88	57,14	68,25	15,87	28,57	30,15	79,36

Figure 19: *NP* reading texts' compatibility with the informants' interests

Interpretation:

Figure 19 displays that the majority of the respondents think that *'Algeria at the Crossroads of Civilizations'*, *'The Rise and Fall of Ancient Egyptian civilization'*, **'Imitating Property is Theft'**, *'Social Auditing and its Importance in Business'* *and* *'The Unicorn in the Garden'* are not interesting. Nearly one third of the respondents think that *'Education in the US'* and *'Feelings'* are not interesting. Only 15.87% of the respondents think that *'Education in Britain'* is not interesting. The figure also illustrates that there are no clear differences between FL and LP informants' responses except for *'Feelings'*.

Analysis:

Most of *NP* reading texts designed for FL and LP classes are not interesting to the target readers because of their topics and contents. In some cases, the topic of

121

a reading text is very interesting but its content does not stimulate the target readers such as *'Algeria at the Crossroads of Civilizations'*.

Item 4: Why do you think they are not interesting?   لماذا تعتقد أنها ليست مثيرة للاهتمام؟

a- The topic.   (الموضوع)   ☐

b- The content. (المحتوى)   ☐

	The topic	The content	The topic and the content
FL	27,28	54,54	18,18
LP	26,82	48,78	24,39
FL & LP	26,98	50,8	22,22
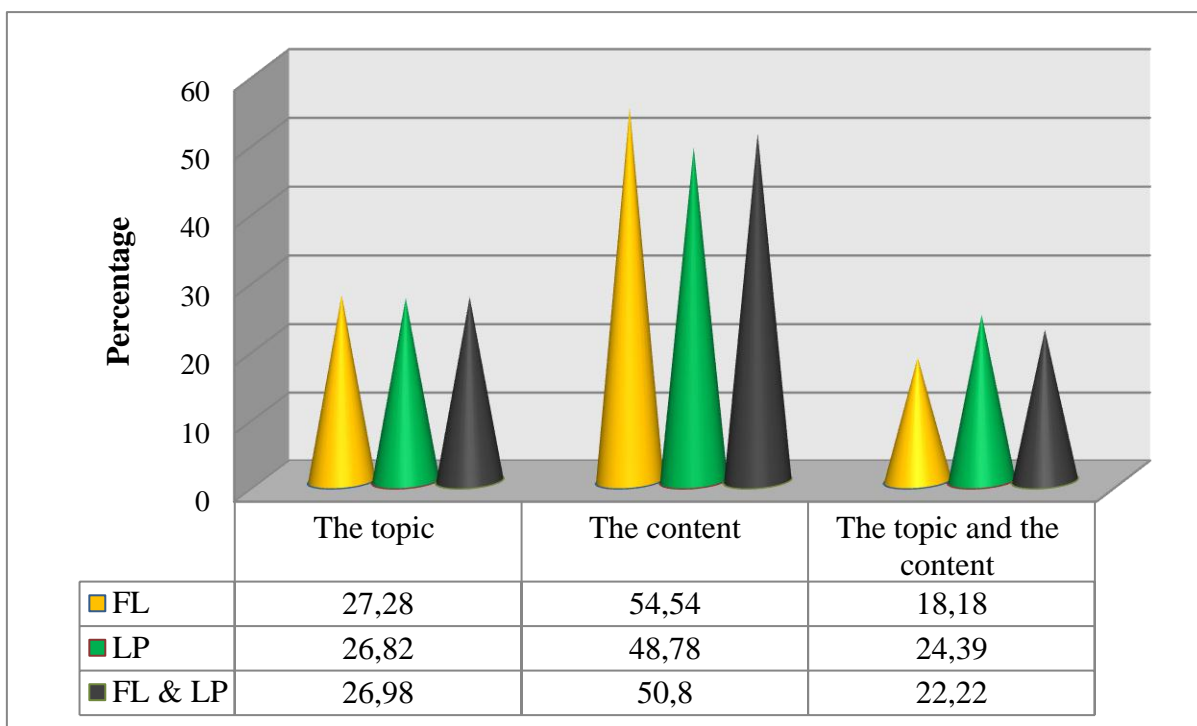
Figure 20: Reasons of *NP* reading texts' incompatibility with the informants' interests.

Interpretation:

Figure 20 demonstrates that 50.8% of the respondents think that *NP* reading texts are not interesting because of their contents. 26.98% the respondents think that *NP* reading texts are out of their interests because of their topics. 22.22 % of the informants think that the textbook reading texts are not interesting because of their topics and contents.

Analysis:

Among *NP* reading texts designed for FL and LP classes, *'Education in Britain'*, *'Education in the US'* and *'Feelings'* are more interesting to the target readers than the other texts. This is mainly due to their contents and the topics they develop, which are education and feelings.

Secondary school third year learners are eager to listen and read about anything related to success and university. Additionally, many of them dream of pursuing their studies in a foreign country such as the US or Britain. That's why both the topic and content of *'Education in Britain'* and *'Education in the US'* are considered by most of the target readers as interesting.

'Feelings' is thought to be an interesting text by more than two thirds of the respondents. The main reason of this positive perception is the gender of the target readers as 82.54% of the respondents are females who like, at their age, to read about feelings and emotions.

Moreover, the three interesting *NP* reading texts are specific to American and British cultures. Hence, the target readers are more attracted to know about the cultures of the target language.

Item 5: Which of the following texts do you think are difficult?

أي من النصوص التالية تعتقد أنها صعبة الفهم ؟

a- Algeria at the Crossroads of Civilizations (pages: 22-23) ☐

b- The Rise and Fall of Ancient Egyptian Civilization (pages: 37-38) ☐

c- Imitating Property is Theft (pages: 54-55) ☐

d- Social Auditing and its Importance in Business (pages: 66-67) ☐

e- Education in Britain (pages: 83-84) ☐

f- Education in the US (pages: 98-99) ☐

g- Feelings (pages: 174-175) ☐

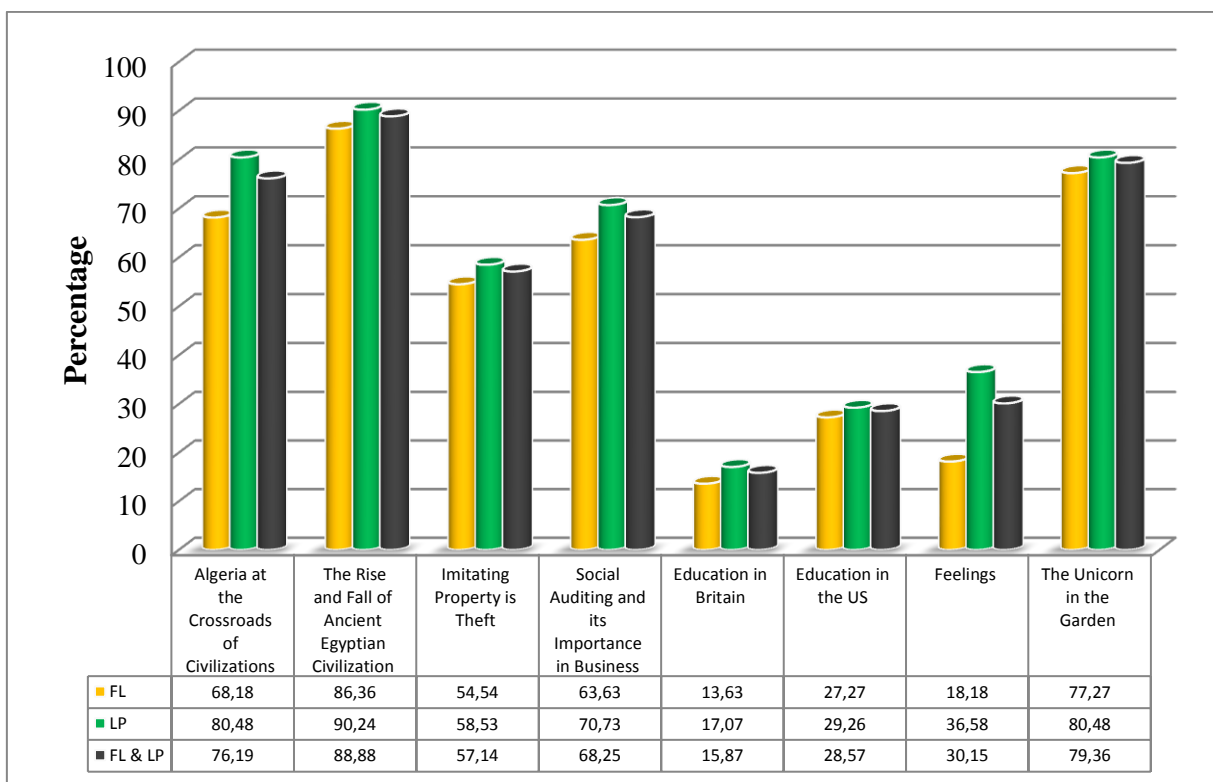h- The Unicorn in the Garden (pages: 189-190) ☐

	Algeria at the Crossroads of Civilizations	The Rise and Fall of Ancient Egyptian Civilization	Imitating Property is Theft	Social Auditing and its Importance in Business	Education in Britain	Education in the US	Feelings	The Unicorn in the Garden
FL	77,21	59,05	54,54	68,18	45,45	40,9	9,09	31,81
LP	90,24	75,6	70,73	80,48	53,65	63,41	46,34	39,02
FL & LP	85,71	69,84	65,07	76,19	50,79	55,55	33,33	36,5
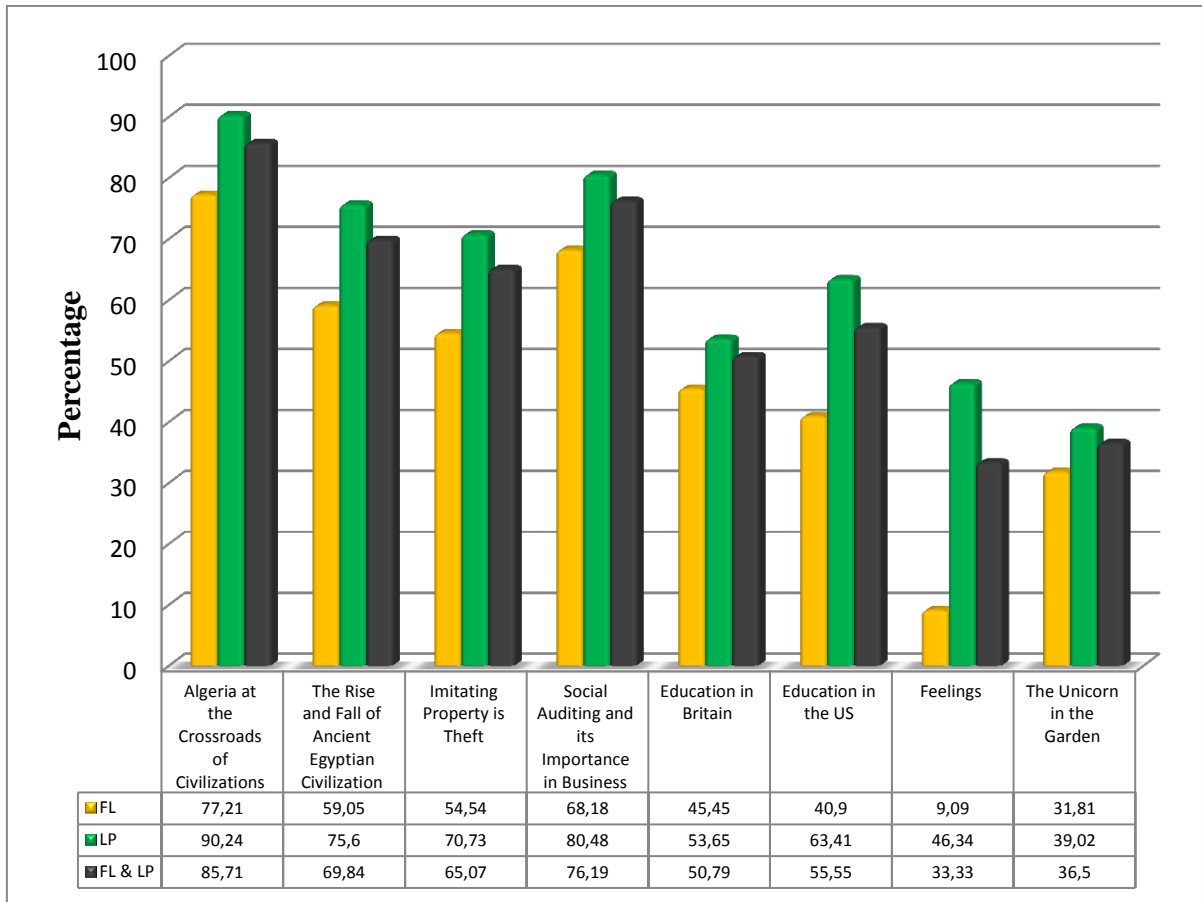
Figure 21: Informants' perceptions of *NP* reading texts' readability

Interpretation:

Figure 21 illustrates that more than half of the respondents think that *'Algeria at the Crossroads of Civilizations'*, *'The Rise and Fall of Ancient Egyptian Civilization'*, **'Imitating Property is Theft'**, *'Social Auditing and its Importance in Business', 'Education in Britain'* and *'Education in the US'* are difficult texts. *'Feelings'* and *'The Unicorn in the Garden'* are thought to be difficult in understanding by more than one third of the respondents. The figure also demonstrates that there is a clear difference between FL and LP respondents in terms of the number of the respondents who think that the texts are difficult. The most significant difference is noticed in the informants' responses about the difficulty of *'Feelings'*.

Analysis:

Among the eight *NP* reading texts designed for FL an LP classes, six of them are thought to be difficult in understanding by more than half of the respondents. The most difficult *NP* reading texts for the respondents are successively those of the first three units. By contrast, the two reading texts of the last textbook unit are considered by the respondents as the easiest.

The difficulty of a reading text is mainly due to three reasons. First, the difficulty of the text's vocabulary. Second, the complexity of the text's sentence structure. Third, the limited prior knowledge of the target readers about the reading text's topic. The three reasons are investigated in the following item to figure out the one which hampers the target readers' understanding of *NP* reading texts.

Item 6: Why do you think they are difficult? لماذا تعتقد أنها صعبة الفهم؟

a- Vocabulary. (المفردات) ☐

b- Complexity of sentence structure. (التركيب المعقد للجمل) ☐

c- Limited prior knowledge. (محدودية المكتسبات القبلية) ☐

	Vocabulary	Complexity of sentence structure	Limited prior knowledge
FL	81,81	59,09	72,72
LP	65,85	65,85	92,68
FL & LP	71,42	63,49	85,71
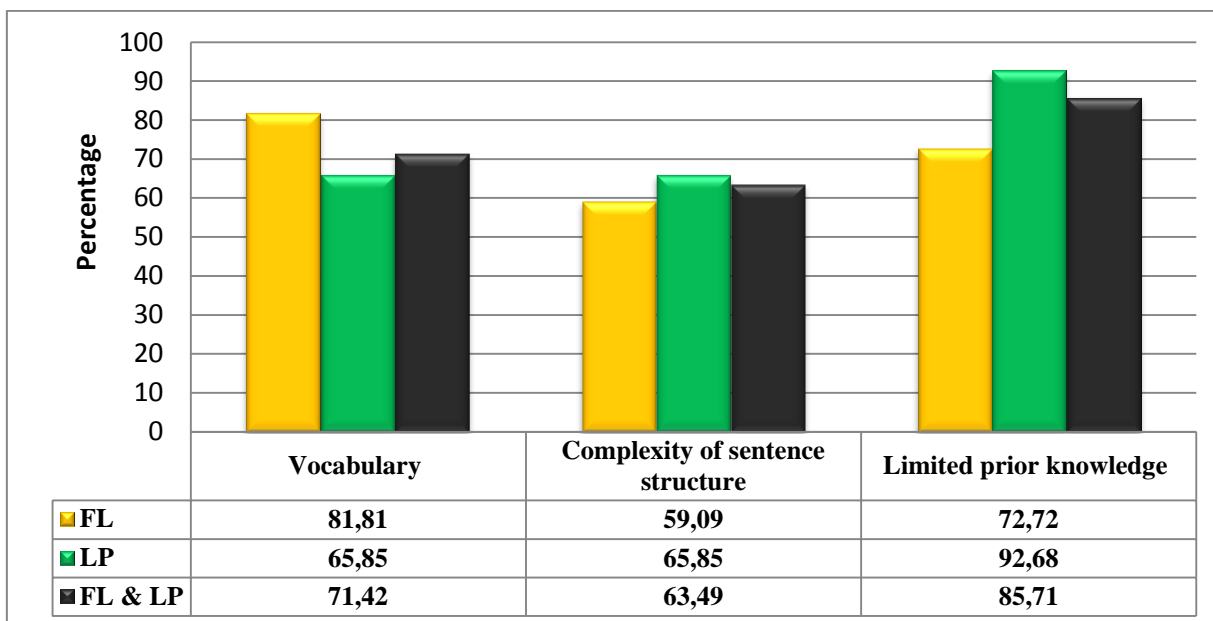
Figure 22: Reasons of *NP* reading texts' incompatibility with the informants' level

Interpretation:

Figure 22 illustrates that the great majority of the respondents (85.71%) think that their limited prior knowledge hinders their understanding of *NP* reading texts. Additionally, 71.42% of the respondents think that the difficulty of the reading texts is due to their vocabulary. The figure also shows that 63.49% of the respondents think that the complexity of the texts' sentence structure impede them from understanding *NP* reading texts.

Analysis:

Prior knowledge includes vocabulary and grammar knowledge, cultural knowledge, and knowledge of the reading text's topic. Most of secondary school third year learners' prior linguistic knowledge is limited and does not reflect what they are supposed to know about English grammar and skills. Therefore, they find difficulties reading a text and understanding its grammatical expressions. Additionally, the target readers' knowledge of their culture and foreign cultures is limited which impedes them from understanding the cultural content of the reading texts. Moreover, it has been noticed that the target readers' prior knowledge about most of the reading texts' topics is quite limited. Topics such as social auditing, counterfeiting, and ancient civilizations are not widely discussed or written about in mass media which represent the main source of knowledge for the target readers.

Furthermore, most of *NP* reading texts designed for FL and LP classes are overloaded with new vocabulary which hampers the target readers' understanding. For example, *'Social Auditing and its Importance in Business'* contains much new business vocabulary that the target readers neither understand nor can infer its meaning from the context.

In addition, the complexity of the reading texts' sentence structure hampers most of the target readers from understanding the texts. the evaluation of *NP* reading texts designed for FL and LP classes in the second chapter illustrates that the highest averages of words per sentence are those of the texts which the target readers find difficult in understanding except for *'The Rise and Fall of Ancient Egyptian*

Civilization'. By contrast, the texts which the target readers think are easier are the ones with low average of words per sentence.

3.3.   Conclusion:

The results of the teachers' questionnaires reveal that the majority of secondary school teachers of English think that most of *NP* reading texts are long, poorly illustrated, beyond the level of the target readers and out of their interests. Moreover, in spite of secondary school inspectors' encouragements and the target readers' positive perceptions, most of the teachers rarely adapt the incompatible *NP* reading texts due to the constraints imposed on their access to school facilities. They are also constrained by the overloaded timetables, the lack of sources, and the complexity of the reading texts' accompanying tasks. Furthermore, most of the teachers do not cooperate with each other in adapting *NP* reading texts. This may deprive teachers, who lack the necessary skills to adapt *NP* reading texts, from being trained by more experienced teachers.

The results of the learners' questionnaires reveal that most of FL and LP learners involved in the investigation think that *NP* reading texts are long, difficult and not interesting. They also show that the majority of the participants think that the difficulty of *NP* reading texts is mainly due to informants' limited prior knowledge, the texts' vocabulary and the complexity of sentence structure.

CHAPTER FOUR

Adaptation of 'New Prospects' Reading Texts

CHAPTER FOUR

Adaptation of *'New Prospects'* Reading Texts

4.1.   Introduction:

The following chapter includes the adaptation of three reading texts and their accompanying tasks. Two of the adapted texts are of the first textbook unit *'Exploring the Past'* and one of them is of the second textbook unit *'Ill-Gotten Never Prosper'*. The adaptation of the reading texts takes into consideration the findings of the evaluation of the reading texts in the second chapter, the results of the learners' questionnaires in the third chapter, and the language outcomes to be achieved by the end of each sequence.

4.2.   Adaptation of the Textbook Unit *'Exploring the Past'* Reading Texts:

'Exploring the Past' contains two reading texts designed for both FL and LP classes. The first text '*Algeria at the Crossroads of civilizations'* is displayed in sequence *'Read and Consider'* and the second one *'The Rise and Fall of Ancient Egyptian Civilization'* is displayed in sequence *'Reading and Writing'*.

The first text is replaced by two texts: '*The Roman Empire: Master of the The Mediterranean'* designed for FL classes, and '*Ancient Greece: Birthplace of Modern Civilization'* designed for LP classes. The second text is replaced by an adapted version of the text *'Algeria at the crossroads of civilizations'* designed for FL classes.

'Algeria at the Crossroads of Civilizations' is replaced by other texts for the following reasons. First, the reading texts of the sequence *'Read and Consider'* should not exceed 360 words for LP classes and 410 words for FL classes. Second, the replaced text describes Algeria's historical sites and narrates the different periods these sites had gone through. The text would not be interesting if it describes only one or two historical sites. Therefore, the text should be no less than 450 words to maintain its coherence, cohesion, and most importantly, appeal to the target readers. Third, both of *'Ancient Greece: Birthplace of Modern Civilization'* and *'The Roman Empire: Master of the Mediterranean'* seem to be more interesting and understandable to the target readers, and would engage them in doing the accompanying exercises better than the replaced text.

'*The Rise and Fall of Ancient Egyptian Civilization'* is replaced for two main reasons. First, the text does not appeal to the majority of the target readers. Second, '*Algeria at the Crossroads of Civilizations',* once adapted, would be more interesting to the target readers than the replaced text.

4.2.1. The Reading Text *'Ancient Greece: Birthplace of Modern Civilization'*:

'Ancient Greece: Birthplace of Modern Civilization' is designed for LP classes. It is composed of 5 paragraphs and 345 words. Its Flesch Reading Ease Readability Score is 57.3. The text is about the ancient Greek civilization. It focuses on the contribution of ancient Greece to modern civilization in the fields of literature and philosophy. It is designed to attract the target readers and engage them in reading as literature and Philosophy are the most important subjects for them.

The text is accompanied with seven pictures. The first picture depicts Greek philosophers and students in the School of Athens. Five pictures are of ancient Greek monuments and scholars. One picture is of the actor *Gerard Bulter* in the movie *'300'* which aims at activating the target reader's prior knowledge as it is

possible that many of them have watched this famous movie. The text is not accompanied with a map of ancient Greece since it is depicted in the first sequence *'Listen and Consider'*. Thus, the teacher can refer to that map to explain the geographical position of ancient Greece.

The text is accompanied with tasks designed to promote textual understanding and achieve the language outcomes of the sequence. The next pages contain the text '***Ancient Greece: Birthplace of Modern Civilization'*** and its accompanying tasks**.**

Language Outcomes

- ❖ Comparing : the comparatives and superlatives of quantifiers
- ❖ Expressing concession with *though*, *in spite of*….
- ❖ Expressing time relations with conjunctions *when*, *before*….
- ❖ Forming new words with negative prefixes **de-** and **dis-**
- ❖ Forming new words with suffixes **-ic, -ment, -able, -ic, -ity**
- ❖ Describing things , places and people using **well+past participle**
- ❖ Spelling words: stop→stopped, try → tried, etc.
- ❖ Pronouncing letters **ch** and final **-ed**
- ❖ Writing an expository essay

➢ *Getting started*

- ● **Discuss the following questions.**

  1. Look at the picture below. What does it represent?

The School of Athens
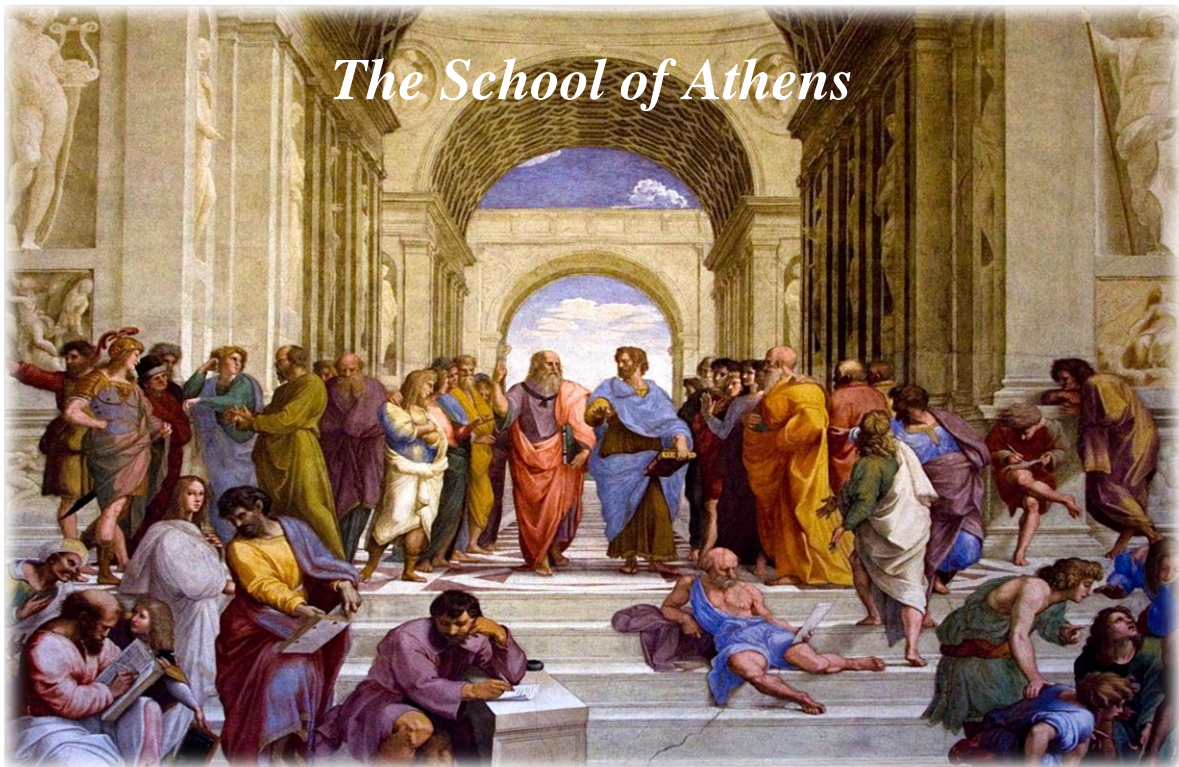
2. In which ancient civilization did the school of Athens exist?

3. What do you think the school of Athens was teaching?

4. Do you know any ancient Greek philosophers?

5. Why do you think they are famous?

6. What type of questions did they use to ask? Give examples.

7. Do you know any other contributions that ancient Greece is famous for?

➤ *Taking a closer look*

- **Read the text on the next pages and mark the statements below as true (T) or false (F) according to the text. Correct the false ones.**

    1. Ancient Greece was composed of no less than 1400 independent city-states.
    2. Ancient Greeks used to believe in many gods and goddesses.
    3. Foreign students of philosophy schools in Athens were more than the Greek ones.
    4. Most Spartan children used to go to schools.
    5. Athens contains the fewest remains and sculptures of ancient Greece.

- **Answer the following questions according to the text.**

    1. How long ago did ancient Greek civilization rise?
    2. Why is the 5th century BC considered to be the dawn of modern Western thought?
    3. Which political system was adopted by Athenians?
    4. When did the Greek city-states become part of the Macedonian Empire?
    5. Give examples of pointed questions as the ones Socrates used to ask.

- **What or who do the words in bold in the text refer to?**

Ancient Greece: Birthplace of Modern Civilization

Erechtheion - Greek temple on the north side of the Acropolis of Athens
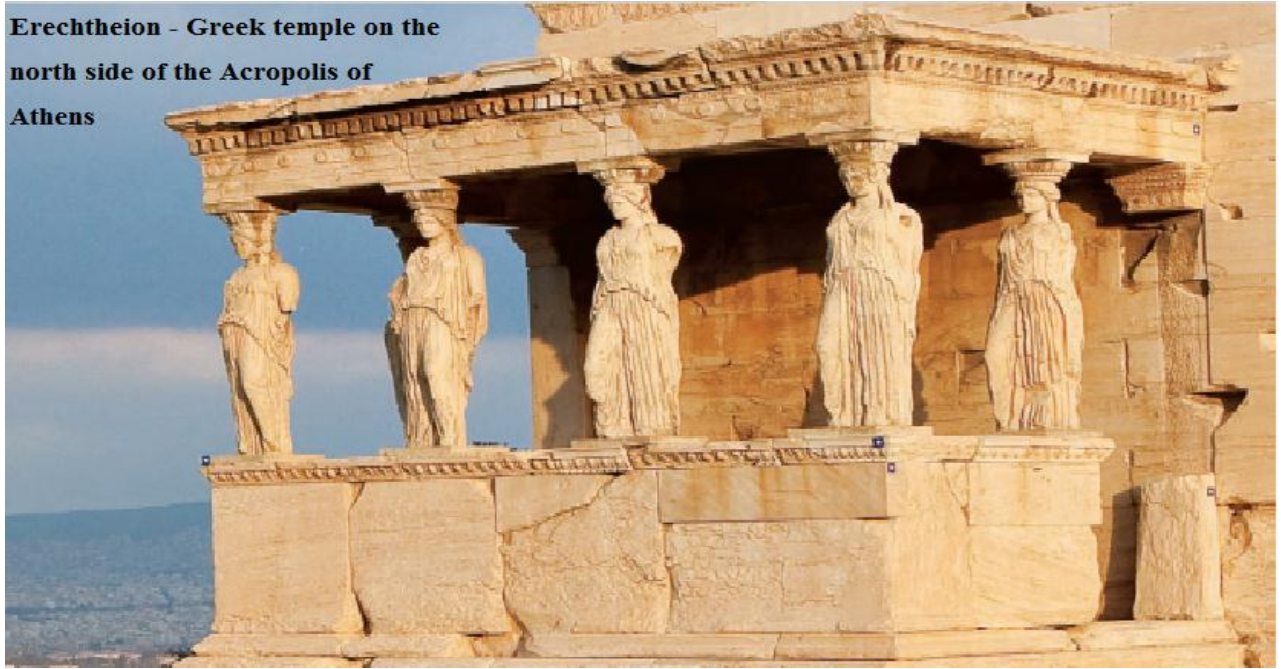
4000 years ago, the Greek peninsula witnessed the birth of one of the most amazing civilizations. Ancient Greece was composed of more than 1400 independent city-states. Each one of **them** had its own coins, laws and government. However, ancient Greeks were united by a common language and religion. **(§1)**

/pəˈnɪnsjələ/

/ˌsɪvəlaɪˈzeɪʃnz/

/ˈeɪnʃənt/

/əpriːʃɪˈeɪʃən/
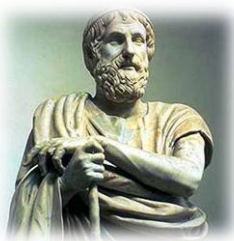
Homer

Ancient Greece showed much appreciation to literature. Homer's epic poems *The Iliad* and *The Odyssey* are the most famous ancient Greek literary works written in the 8th century BC. Homeric literature served a variety of purposes. It spoke to the Greeks of their noble past and of their special relationship with gods and goddesses. **It** also gave them a sense of unity **that** overcame their geographic barriers and political separation. **(§2)**

/ˈlɪtrətʃə/

/ˈgɒdɪsɪz/

/ˌdʒiːəˈgræfɪk/

The 5th century BC is often considered to be the dawn of modern Western thought. Most great philosophers lived during this time period. Socrates, Plato and Aristotle were the great teachers of Athens and remain **some** of the best-known thinkers today. Their philosophy schools in Athens attracted as many Greek students as foreign ones coming from different places. Socrates explored

Socrates

/ˈmɒdən/

/ˈɛrəstɒtəl/

/fɪˈlɒsəfi/

/sɑkrətiz/

important issues with his students by asking them pointed questions such as: *What is freedom?* This style of teaching, still used today, is known as the Socratic Method. **(§3)**

Athens and Sparta were the strongest Greek city-states. They were very different in lifestyle. Since **its** citizens admired art and philosophy, Athens had more prestige than Sparta. In politics, Athenians developed their own democratic forms of government. Yet, Spartans remained under the rule of kings and elders. Most children in Athens used to go to schools. By contrast, Spartans gave less importance to education and their children were trained to be warriors. Unlike Athens and other Greek city-states, Sparta had the fewest contacts with the outside world. **(§4)**

/ˈaθɪnz/

/prɛˈstiːdʒ/

/dɛməˈkratɪk/

/ˈspɑːtənz/

Athens in ancient Greece

Gerard Butler as King of Sparta in the movie '300'

The Greek city-states were absorbed into the Macedonian Empire after Alexander the Great had become King of Macedonia in 336 BC. Today, 17.5 million tourists visit Greece each year. Athens attracts most of **them** because it contains the most remains and sculptures of ancient Greece. **(§5)**

/ˈɛmpʌɪə/

/ˌmasɪˈdəʊnɪə/

/ˈskʌlptʃəz/

Tourists visiting the Acropolis in Athens

(Adapted from: **Williams**, J. K. 2005. *Great Empires of the Past: Empire of Ancient Greece.* New York: Facts on File)

Around the Text

Grammar Explorer I

1 Pick out from the text the sentences which contain the comparatives and the superlatives of **quantifiers**. Write them down in the corresponding boxes of the following diagram.

Comparatives of
- superiority →
- equality →
- inferiority →

Superlatives of
- superiority →
- inferiority →
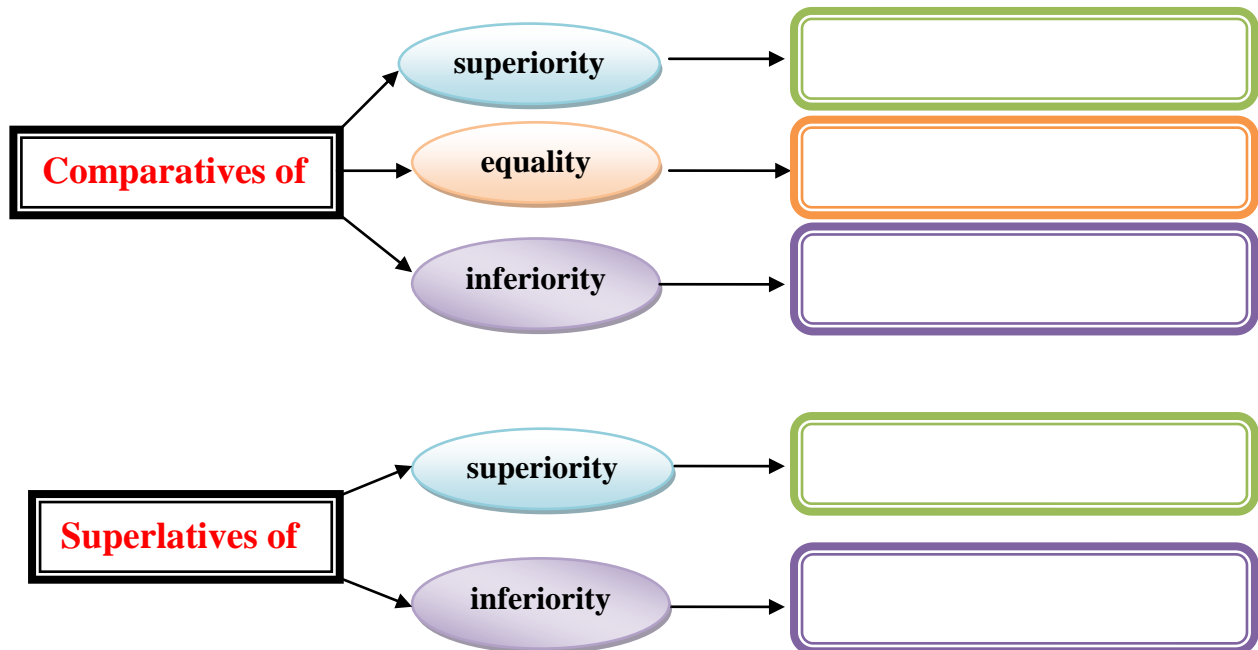
2 Consider the comparatives and the superlatives in the boxes you have filled in task 1 above and explain how they are formed.

See Grammar Reference in the textbook, pp. 216-217

3 Fill in the blanks in the interview below with appropriate quantifiers (**many, few, much, little**) or their comparative and superlative forms.

Reporter: How ………. gods and goddesses did ancient Greeks use to worship?

Archeologist: ………. ancient civilizations had as ………. gods and goddesses as ancient Greece. Ancient Greeks showed too ………. respect to their 57 gods and goddesses for which they used to organize ………. of their religious festivals.

Reporter: How ………. importance did ancient Athenians give to marriage?

Archeologist: In ancient Athens, marriage was seen as a practical rather than a romantic arrangement. The bride was generally ………. younger than her bridegroom. She would typically be around 14, and he might be in his late twenties.

Reporter: How ………. influence did ancient Greek civilization exert on the Romans?

Archeologist: Well, at the beginning, it exerted ………. influence. However, the Greeks exerted the ………. influence on the Romans during the 5th century BC when ………. of the Romans seeking knowledge used to study in the Greek schools of philosophy.

Grammar Explorer II

1 Pick out from the text the sentences that express **concession.**

2 Now pick out the sentences that express **time.**

3 Which other conjunctions can you use to express **concession** and **time?**

4 Which tenses are used in the sentences that express time? Why?

> **See Grammar Reference in the textbook, pp. 226-227**

5 Combine the pairs of sentences (A-E) with appropriate conjunctions from the box below. Use appropriate tenses.

> although, after, in spite of the fact that, as soon as,
> when, though, before, until, despite the fact that

A
  a- Alexander the Great conquered large areas during his campaign in Asia.

  b- The army of Alexander the Great mutinied and refused to proceed any further.

B
  a- The news of Alexander's death reached Greece in 323 BC.

  b- Athens and several other states rebelled.

C
  a- The Romans conquered ancient Greece in 146 BC.

  b- The Romans adopted many Greek cultural aspects.

D
  a- Most of the Greek soil is rocky and poor.

  b- Most ancient Greeks worked the land.

E
  a- Athens was a democratic city-state.

  b- Athenian women had a very low social status.

Vocabulary Explorer

1 Fill in the blanks in the table below whenever possible.

Verb	Noun	Adjective
…………………	Civilization	………………….
To appreciate	…………………	………………….
…………………	…………………	Responsible
…………………	Improvement	…………………
To decline	…………………	…………………
…………………	…………………	Flourishing
…………………	Culture	…………………
To enrich	…………………	…………………
…………………	………………	Scientific
To achieve	…………………	..…………………
…………………	…………………	Prosperous

2 Fill in the passage below with words from the table above. Use the correct tense with verbs.

History shows that civilizations **………..** **(1)** one another. This **…………..** **(2)** is often the result of contacts of various kinds. For example, though ancient Egyptians **…………..** **(3)** many things and achieved important scientific successes on their own, they did not keep these **…………..** **(4)** and **…………..** **(5)** for themselves. In their contact with Ancient Egypt, Greek travellers and scientists like Thales borrowed both **…………..** **(6)** and **…………..** **(7)** ideas from ancient Egyptians. Greek genius contributed to the **…………..** **(8)** of these ideas. When the Roman civilization fell into ruins, it was the turn of the Arabs to take the **…………..** **(9)** of carrying on the torch of civilization.

3 Add negative prefixes **de-** or **dis-** to the words in bold type in the passages A and B below so that they make sense.

A. Aztec civilization **integrated** as a result of the Spanish conquest. The Spanish conquistador Hernan Ferdinand Cortés (1485-1547) **possessed** the Aztecs of their wealth and **populated** the major Aztec cities.

B. Historians **agree** on the real causes of the Fall of Maya civilization. Some of them say that its **integration** was due to the spread of epidemics. But others **approve** by arguing that it came as a result of the regulation of the climate, and domestic **satisfaction** and **content**.

4 Compare your answers to task **3** above with those of your partner. Then find other words which can carry the prefixes **de-** and **dis-** and use them in sentences of your own.

5 Fill in the blanks with **well + past participle** form of the verbs in the box. Some verbs are irrelevant. An example is given.

> Inform, know, establish, keep, refine, found,
> balance, preserve, support, appreciate, document

Archeologists with **well-established** reputation argue that Easter Island had a **……** **(1)** civilization before the Europeans' arrival there on Easter Sunday in 1722. On the basis of the **………** **(2)** statues still standing on the hills of Easter Island, they elaborated a **………** **(3)** theory to explain the disappearance of this civilization. According to this theory, if civilization in Easter Island disappeared, it was because the Easter Islanders were not **………** **(4)** about the dangers of cutting down trees in order to erect over 800 statues for their gods. These statues are **………** **(5)** by tourists.

1 Correct the spelling mistakes in the words in bold type in the passage below.

According to the Greek mythology, the Trojan War **startted** between the Greeks and the people of Troy after Prince Paris had **kidnaped** the Greek Queen Helen. The Greeks **sailled** to Troy to free their queen. However, they could not enter Troy because of its strong walls. After ten years of siege, the Greeks **stoped triing** to enter the city by force. They **constructted** a big hollow wooden horse and pretended to abandon their camp. Once they thought the Greeks had left, the Trojans **attachd** the wooden Horse with ropes and pulled it into the city. The Trojans **celebratted** the end of the war. They drank and **danceed** until they all went to sleep. This was the moment that the Greek warriors **creppt** out of the wooden horse and **openned** the city gates. They **killd** the **sleepping** Trojans and rescued their queen.

2 Read the box below then do the task that follows.

Pronunciation rules for final -ed

There are three ways to pronounce the final **-ed** of a word (the past of a regular verb):

1- **/t/:** If the word ends in one of the following sounds: /s/, /ʃ/, /tʃ/, /p/, /k/, /f/, /θ/
   Examples: passed, washed, matched, trapped, locked, laughed, frothed.

2- **/d/:** If the word ends in one of the following sounds: /z/, /b/, /g/, /v/, /ð/, /l/, /m/, /n/, /ŋ/, /dʒ/, and any vowel sounds.
   Examples: amazed, grabbed, bugged, loved, breathed, piled, rammed, rained, pinged, judged, played, tried, flowed......

3- **/ɪd/:** If the word ends in one of the following sounds: /t/, /d/
   Examples: waited, ended.

- Pick out from the passage in task **1** verbs ending in **–ed** and classify them in the table below.

/d/	/t/	/ɪd/

3 Classify the words in the box below in the table that follows according to the pronunciation of the letters **ch.**

Archives - church - architect - coach - architecture - arch – alchemy – archaic - archipelago - archetype - epoch – archer – archeology – Archimedes - archangel

/ t ʃ /	/ k /

Think, Pair, Share

- Follow the essay structure on the next page to write an expository essay about the main factors that lead civilizations to collapse.

Essay structure

Title :.....................

Introduction

1- Attract the readers:

Have you ever wondered why ancient civilizations collapsed?

2- Thesis statement:

There are three major factors that lead civilizations to disappear:

natural disasters, internal conflicts, and hostile neighbours.

Body

First of all, ...

....

....

....

.... (§1)

Secondly, ...

....

....

....

.... (§2)

Thirdly, ...

....

....

....

.... (§3)

Topic sentence

Supporting sentences

Concluding sentence

Conclusion

1- Restate your thesis statement.

2- Do not introduce new arguments or details in your conclusion.

3- Use concluding link words such as: **To sum up, To conclude,**

In conclusion, In summary….

143

4.2.2. The Reading Text *'The Roman Empire: Master of the Mediterranean'*:

'The Roman Empire: Master of the Mediterranean' is designed for FL classes. It is composed of 5 paragraphs and 401 words. Its Flesch Reading Ease Readability Score is 56.7. The text is about the Roman Empire. It focuses on its accomplishments and the influence it had on the areas that were under its domination, which are still noticed in many domains such as modern languages.

The text is accompanied with eight pictures. The first picture is a map of the Roman Empire at its largest point displayed in the before reading stage. Six pictures depict Roman monuments and emperors. One picture is of the actor **Russell Crowe** in the movie **'Gladiator'**. This picture aims at activating the target readers' prior knowledge of the Roman Empire as it is likely that most of them have watched this movie.

The text is accompanied with tasks designed to promote textual understanding and achieve the language outcomes of the sequence. The next pages contain the text **'The Roman Empire: Master of the Mediterranean'** and its accompanying tasks**.**

Language Outcomes

❖ Comparing : the comparatives and superlatives of quantifiers
❖ Expressing concession with *though, in spite of….*
❖ Expressing time relations with conjunctions *when, before….*
❖ Forming new words with prefixes *de-, dis- and un-*
❖ Forming new words with suffixes *-ic, -ment, -able, -ic, -ity*
❖ Describing things , places and people using *well+past participle*
❖ Spelling words: stop→stopped, try → tried, etc.
❖ Pronouncing letters *ch* and final *-ed*
❖ Writing an expository essay

➢ *Getting started*

● Look at the map below and answer the questions that follow.

1. Which ancient civilization does the map represent?
2. Which city was the capital of this ancient civilization?
3. Why do you think this ancient civilization was named Empire?
4. What ancient civilizations did the Roman Empire absorb?
5. In your opinion, how did the Romans succeed in controlling all the countries of the Mediterranean Sea?
6. Which cities in your country contain remains of the Roman Empire?

➤ *Taking a closer look*

- **Read the text on the next pages and say whether the following statements are true (T) or false (F) according to the text. Correct the false ones.**

  1. The first Romans had no knowledge about art, government and engineering.
  2. The Roman republic was ruled by wealthy families for many years.
  3. Most of the Roman conquered lands preserved their cultures.
  4. The Roman gods and goddesses were fewer than the Greek ones.
  5. The influence of the Roman Empire had stopped a long time ago.

- **Answer the following questions according to the text.**

  1. How many centuries did the Roman Empire last?
  2. Which areas were under the control of the Roman Empire?
  3. How did the Romans stamp the conquered lands?
  4. What were the negative consequences of the Roman domination on the conquered lands?
  5. Why did the Roman Empire collapse?

- **What or who do the words in bold in the text refer to?**

The Roman Empire: Master of the Mediterranean

Colosseum, in Rome

Over the course of a thousand years, from 753 BC to AD 476, the Romans rose from being a farming people to becoming the conquerors of the Mediterranean world. Their accomplishments changed the world and **their** reign was one of the most magnificent times of achievement in world history. **(§1)**

/ˈrəʊmənz/

/ˌmɛdɪtəˈreɪnɪən/

/magˈnɪfɪsənt/

The first Romans were farmers lived in central Italy. Later, the Etruscans controlled the Romans and taught them about art, government and engineering. Though the Romans learned much from the Etruscans, they revolted against them and started their own republic in 509 BC. For hundreds of years, the Roman Republic was governed by aristocrats. In 44 BC, general Julius Caesar was named dictator of Rome. However, the Roman senates were unsatisfied with his rule and they assassinated him in the same year. After Caesar's murder, his adopted son Octavian became Rome's first emperor. **(§2)**

/ˈɪtəli/

/ˈɡʌvənˌmənt/

/ɪˈtrʌskənz/

/rɪˈpʌblɪk/

/ˈsiːzə/ /dɪkˈteɪtə/

/ˈɛmpərə/

Julius Caesar

The Emperor Octavian

Roman remains in Timgad

The Roman Empire expanded to become the dominant power in the Mediterranean basin, Western Europe and Northern Africa. The Romans put their stamp on everything they conquered. They built roads and new settlements **which** still exist as cities today. Additionally, they maintained law and order in their Empire and more Romans became richer because less time was devoted to war. However, many cultures lost their independence as they became part of the empire and the most amount of **their** resources were sent to feed the city of Rome. Worse yet, citizens of the conquered lands had the fewest opportunities to govern their cities and millions of them became slaves. **(§3)**

The Wall of Hadrian in Britain

Alcantara bridge in Spain

The Roman cities were the biggest at that time with big theaters, huge arenas, and public baths. The Romans built an impressive road system and bridges linking their cities. They also built many temples to worship their gods and goddesses who were as many as the Greek ones. The influence of Latin, the Romans' language, is noticed in many modern languages including English, French and Spanish. The Romans used to organize cruel spectacles for which huge crowds used to gather in arenas to watch gladiators fighting **each other** or fierce animals to death. **(§4)**

Russell Crowe in the movie Gladiator

At **its** largest point, the Roman Empire began to decline and its military became weaker and divided. By contrast, the barbarians in the north were getting stronger and started attacking the Roman provinces. The Roman Empire officially collapsed in AD 476, but its influence continues to linger today. **(§5)**

(Adapted from: **Anderson,** M. (ed.) 2012. *Ancient Civilizations: Ancient Rome*. New York: Britannica Educational Publishing. & **Hanson-Harding,** H. 2000. *Ancient Rome*. New York: Scholastic Professional Books.)

/ˈdɒmɪnənt/

/ˈsɛtəlmənts/

/ˈkʌltʃəz/

/rɪˈsɔːsɪz/

/sleɪvz/

/ˈθɪətəz/

/əˈriːnəz/

/ˈtɛmpəlz/

/ˈɪnflʊəns/

/ˈspɛktəkəlz/

/ˈɡladɪeɪtəz/

/dɪˈklaɪn/

/bɑːˈbɛːrɪənz/

/ˈprɒvɪnsɪz/

/kəˈlapst/

Around the Text

Grammar Explorer I

1 Pick out from the text the sentences which contain the comparatives and the superlatives of **quantifiers**. Write them down in the corresponding boxes of the following diagram.

superiority →

Comparatives of → equality →

inferiority →

superiority →

Superlatives of → inferiority →
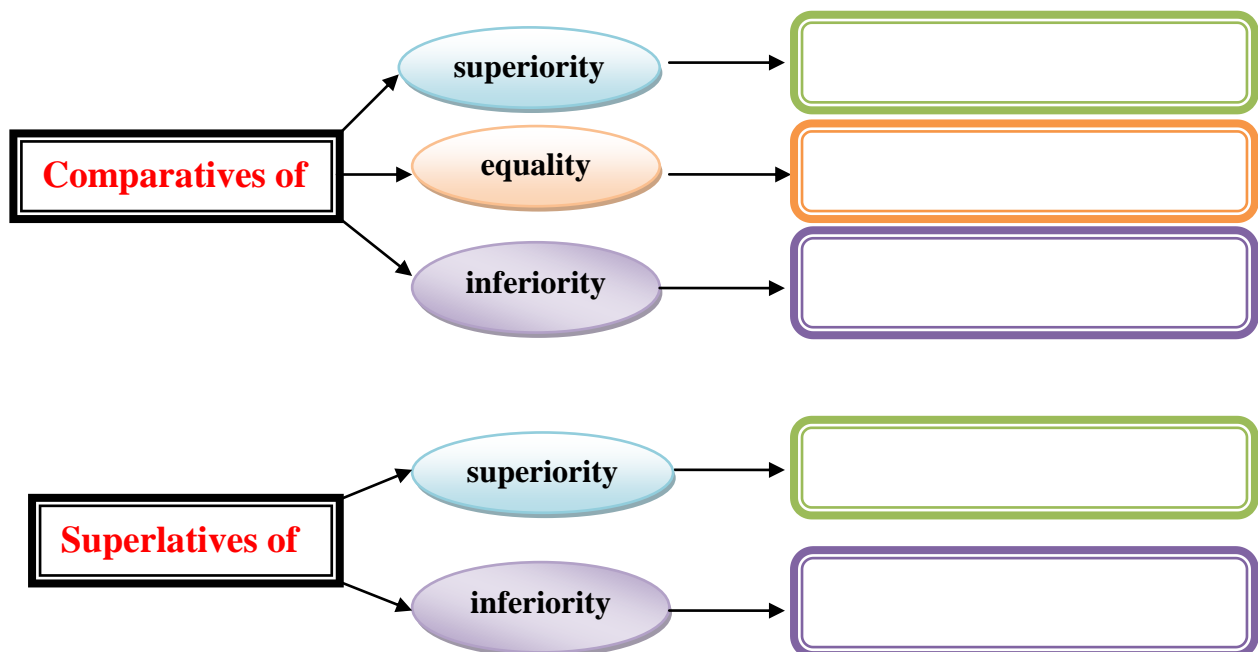
2 Consider the comparatives and the superlatives in the boxes you have filled in task 1 above and explain how they are formed.

See Grammar Reference in the textbook, pp. 216-217

3 Fill in the blanks in the interview below with appropriate quantifiers (**many, few, much, little**) or their comparative and superlative forms.

Reporter: How ………. years did the Roman rule last in Britain?

Archeologist: The Romans dominated Britain for ………. than 400 years.

Reporter: How ……….influence had the Roman Empire exerted on Britain?

Archeologist: The Romans still have an enormous influence on British life today in ………areas as architecture and language. When the Romans set foot in Britain, the British had ……… knowledge about architecture. The Romans founded many towns like London, Lincoln and York. Latin had ……….influence on English than any other language.

Reporter: What about Hadrian's Wall?

Archeologist: ……….countries of the Western Europe have as ……….Roman remains as Britain. Hadrian's Wall is the most important Roman monument in Britain. It was built by the Roman Emperor Hadrian between AD 122 and AD 130. The wall was ……….than 117 km long and between 5 and 6 m height. The main purpose behind the building of the wall was to keep the Scots out of the Roman territory.

Grammar Explorer II

1 Pick out from the text the sentences that express **concession.**

2 Now pick out the sentences that express **time.**

3 Which other conjunctions can you use to express **concession** and **time?**

4 Which tenses are used in the sentences that express time? Why?

See Grammar Reference in the textbook, pp. 226-227

5 Combine the pairs of sentences (A-E) with appropriate conjunctions from the box below. Use appropriate tenses.

> although, after, in spite of the fact that, as soon as, when, though, before, until, despite the fact that

A
- **a-** The Romans tried to limit the influence of the Greek culture.
- **b-** Most Roman ideas and thought were inspired from the Greeks.

B
- **a-** The Christians were persecuted by many Roman Emperors for many years.
- **b-** Christianity became the state religion of the Roman Empire in AD 380.

C
- **a-** Londinium, present-day London, was abandoned by AD 430.
- **b-** Londinium was populated again in the middle of the seventh century.

D
- **a-** The Roman Emperor Theodosius died in AD 395.
- **b-** In AD 395, the Roman Empire was divided between Arcadius and Honorius, who were the sons of the Emperor Theodosius.

E
- **a-** The Roman Empire was very much a male-dominated society.
- **b-** Some Roman women overcame the obstacles and obtained positions of influence.

Vocabulary Explorer

1 Fill the missing member of each 'family' whenever possible.

Verb	Noun	Adjective
…………………	Contribution	………………….
To influence	…………………	………………….
…………………	…………………	Inventive
…………………	Romanization	…………………
To locate	…………………	……………….
…………………	…………………	archeological
…………………	Civilization	…………………
To expand	………………..	…………………
…………………	…………………	Educational
…………………	Alphabet	…………………
To evolve	…………………	..………………
…………………	…………………	Remaining

2 Fill in the blanks in the following passage with words from the table above. Use the correct tense with verbs.

Each ancient **……… (1)** had its own form of language. Cuneiform is one of the earliest known languages **……… (2)** by the Sumerians in the late 4th millennium BC. It had been a system of pictographs before it was simplified and replaced by the Phoenician **……… (3)**. Ancient Egyptians too had their own form of language called Hieroglyphics. **……… (4)** believe that it was invented under the **……… (5)** of Cuneiform. Ancient Greek language was first used during the 9th century BC. It was

Cuneiform

Hieroglyphics
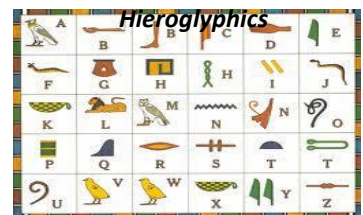
the language of literature and philosophy. It has **………** **(6)** many words to English and has been a standard subject of study in European **………** **(7)** institutions. The Roman language was Latin. Its alphabet was based on the Etruscan alphabet, which was in turn based on the Greek alphabet. While Latin **………** **(8)** the main written language of the Roman Empire, Greek was the language spoken by the well-educated elite as most of the **………** **(9)** studied by the Romans was written in Greek. Because of the **………** **(10)** of the Roman Empire, Latin **………(11)** into many dialects spoken in different **………(12)** .

Greek

Latin

3 Add negative prefixes **de-**, **dis-** or **un-** to the words written in bold so that the passage below makes sense.

One of the main reasons of the **integration** of the Roman Empire was the increasing **population**. From AD 165 to AD 180, the Roman Empire suffered a severe plague that killed as many Romans as their slaves and **placed** a great number of the Romans from their lands. In the absence of slaves, the Romans were **able** to work their lands which remained **cultivated** leading to a lack of food supply in the empire. The Roman army, which was **beatable,** grew **satisfied** and **obeyed** their emperors. The Romans **camped** many of their military camps because of the continuous attacks of the barbarians.

4 Compare your answers to task **3** above with those of your partner. Then find other words which can carry the prefixes **de-**, **dis-** and **un-** and use them in sentences of your own.

5 Fill in the blanks with **well + past participle** form of the verbs in the box. Some verbs are irrelevant. An example is given.

> inform, know, establish, keep, refine, found, balance, preserve, support, appreciate, document

Archeologists with *well-established* reputation argue that Easter Island had a **…… (1)** civilization before the Europeans' arrival there on Easter Sunday in 1722. On the basis of the **……… (2)** statues still standing on the hills of Easter Island, they elaborated a **……… (3)** theory to explain the disappearance of this civilization. According to this theory, if civilization in Easter Island disappeared, it was because the Easter Islanders were not **……… (4)** about the dangers of cutting down trees in order to erect over 800 statues for their gods. These statues are **……… (5)** by tourists.

Pronunciation and Spelling

1 Correct the spelling mistakes in the words in bold type in the passage below.

Hannibal of Carthage was the most dangerous enemy that Rome ever **faceed**. Hannibal's brilliant military strategies are still **studyed** in military history today. In 218 BC Hannibal **gatherred** a great Carthaginian army from Spain and **crossd** the Alps into northern Italy with 40.000 men and 37 elephants to invade Italy and destroy Rome. After he had **strengthenned** his power in northern Italy, he **moveed** to the south and gained more areas winning all the battles against the Romans. Although nearly half of the Roman adults **dieed** in this war, Hannibal **stoped** his campaign and **waitted** re-enforcements from Carthage. In 207 BC, his brother Hasdrubal

Hannibal

traverseed the Alps with a large re-enforcement, but he was **defeatted** and **killd** before reaching Hannibal. From this point on, Hannibal's campaign in Italy was hopeless. Hannibal then **returnned** to Africa and fought his final battle in 202 BC at Zama, near Carthage, where he was

Battle of Zama

defeated. In 201 BC Hannibal was **nameed** a chief magistrate of Carthage. However, because of a political conspiracy in Carthage, Hannibal **escapped** to Syria where he **suicidded** by taking poison at the age of 64.

2 Read the box below then do the task that follows.

Pronunciation rules for final -ed

There are three ways to pronounce the final **-ed** of a word (the past of a regular verb):

1- **/t/:** If the word ends in one of the following sounds: /s/, /ʃ/, /tʃ/, /p/, /k/, /f/, /θ/
   Examples: passed, washed, matched, trapped, locked, laughed, frothed.

2- **/d/:** If the word ends in one of the following sounds: /z/, /b/, /g/, /v/, /ð/, /l/, /m/, /n/, /ŋ/, /dʒ/, and any vowel sounds.
   Examples: amazed, grabbed, bugged, loved, breathed, piled, rammed, rained, pinged, judged, played, tried, flowed......

3- **/ɪd/:** If the word ends in one of the following sounds: /t/, /d/
   Examples: waited, ended.

- Pick out from the passage in task **1** verbs ending in **–ed** and classify them in the table below.

/d/	/t/	/ɪd/

3 Classify the words in the box below in the table that follows according to the pronunciation of the letters **ch.**

archives - church - architect - coach - architecture - arch – alchemy – archaic - archipelago - archetype - epoch – archer – archeology – archimedes - archangel

/ t ʃ /	/ k /

Think, Pair, Share

- Follow the essay structure below to write an expository essay about the main factors that lead civilizations to collapse.

Essay structure

Title :…………………

Introduction

1- **Attract the readers**: Have you ever wondered why ancient civilizations collapsed?

2- **Thesis statement:**
There are three major factors that lead civilizations to disappear: natural disasters, internal conflicts, and hostile neighbours

Body

First of all, ……………………………………………………… . ← Topic sentence
………………………………………………………………………
……………………………………………………………………… } ← Supporting sentences
………………………………………………………………………
……………………………………………… . (§3) ← Concluding sentence

Secondly, ……………………………………………………… .
………………………………………………………………………
……………………………………………………………………… }
………………………………………………………………………
……………………………………………… . (§3)

Thirdly, ……………………………………………………… .
………………………………………………………………………
……………………………………………………………………… }
……………………………………………………………………… .
……………………………………………… . (§3)

Conclusion

1- Restate your thesis statement.
2- Do not introduce new arguments or details in your conclusion.
3- Use concluding link words such as: **To sum up, To conclude, In conclusion, In summary….**

4.2.3. The Reading Text *'Algeria at the Crossroads of Civilizations'*:

The original version of '***Algeria at the Crossroads of Civilization'*** is a very interesting text about the target readers' cultural heritage. However, due to its length and difficulty, the target readers may not find it interesting. Therefore, the text is adapted to be shorter, understandable and more interesting.

The adapted version is composed of 455 words and 5 paragraphs with a readability score of **53.1**. As the original text describes Algeria's world heritage sites, the historical sites of the target readers' local context are included and described in the adapted version to make it more engaging and enjoyable.

The original text is poorly illustrated. Therefore, the adapted version is accompanied with many illustrations that may attract the target readers and help them understand its content. The first illustration is a map that depicts the geographical positions of Seven World Heritage sites and one National Heritage Site. It is designed to help the target readers identify the historical sites' places, and raise their motivation as one of the sites in the picture is located in their region.

The accompanying tasks of the original text are modified to suit the adapted version. Additionally, a coping box about summary writing is added to help the target readers summarizing the text.

The next pages contain the adapted version of ***'Algeria at the Crossroads of Civilizations'*** and its accompanying tasks.

Reading and Writing

Skills and Strategies Outcomes

❖ Skimming
❖ Scanning
❖ Identifying reference words
❖ Recognizing types of discourse
❖ Summarizing
❖ Writing a narrative essay

➢ *Before reading*

● **Look at the picture below and answer the questions that follow.**

Tipaza

The Casbah of Algiers

The Banu Hammad's Oalaa

Djemila

Timgad

The Kalaa of Beni Rached

The Mzab Valley

Tassili n'Ajjer

Algeria's National and World Heritage Sites
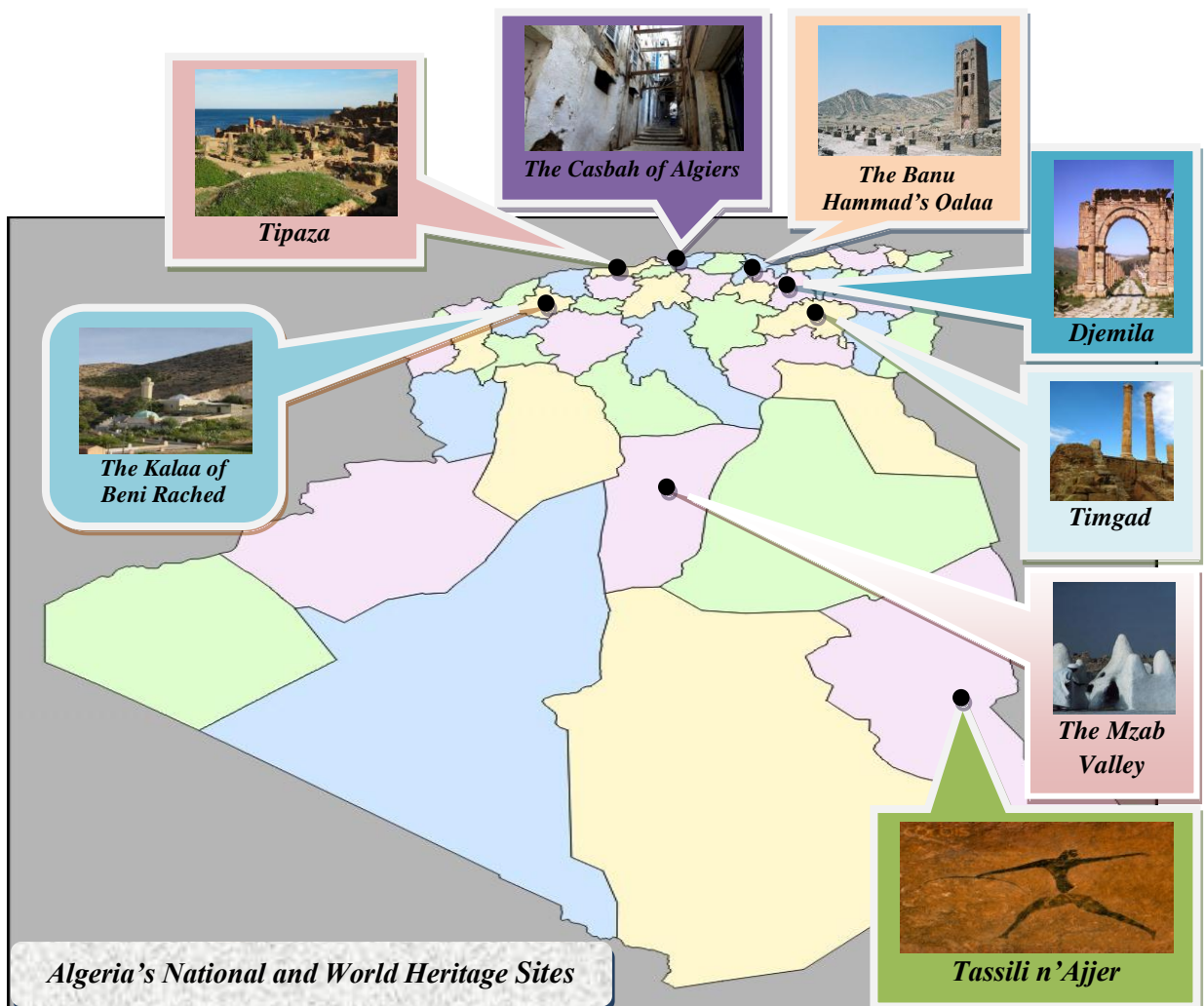
1. What does the picture show?

2. Where are the sites exactly situated?

3. Which organization is responsible for classifying the historical sites as World Heritage Sites?

4. Which one of the sites in the picture is not a World Heritage Site?

5. Does it deserve to be classified as a World Heritage Site? Why?

6. Do you know any other historical sites in your region?

➤ *As you read*

1 **Have a look at the coping box below and do the task that follows.**

Coping

Skimming means reading quickly for **gist** (general meaning). You can skim through a written text in order to find out about the topic, the main ideas and the general organization.

When you are asked to skim through a text, **you needn't** know every word and sentence in the text. You should concentrate, instead, on recognizing **key words**, i.e. words that the writer considers to be important. Key words are often repeated in the text.

- **Skim through the text on the next pages and circle the letter (a, b or c) that corresponds to the statements (1,2,3,4):**

1. Remains in the Tassili n'Ajjer date back to :
   a. Prehistoric life   b. Roman Empire   c. The middle ages

2. Algiers fell under the nominal control of the Ottoman Empire in the :
   a. 14th century   b. 17th century   c. 16th century

3. Mazouna became a capital city during the rule of:
   a. The Turks   b. The Merinides   c. The Romans

4. The Roman occupation of the Kalaa of Beni Rached was ended by:
   a. The Spaniards   b. The Turks   c. The Vandals

Algeria at the Crossroads of Civilizations

Tassili n'Ajjer

No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria. Its privileged geographic position had made **it** open to many ancient civilizations. Their remains are still standing in the Tassili n'Ajjer, the Casbah of Algiers, Mazouna, the Qalaa of Beni Rached, and in many other sites. *(§1)*

/dʒɪˈɒgrəfik/

/rɪˈmeɪnz/

/sʌɪts/

In the South of Algeria lies the Tassili n'Ajjer. The site contains many rock paintings and engravings **that** show that the Algerian Sahara was one of the cradles of civilization and explain how life used to be in prehistoric Algeria. They also speak eloquently of fruitful contacts the Phoenician and Roman civilizations had with the Algerian Sahara. *(§2)*

Rock painting in the Tassili N'ajjer

/ɪnˈgreɪvɪŋz/

/ˈkreɪdəlz/

/priːhɪˈstɒrɪk/

/fəˈnɪʃən/

/səˈhɑːrə/

/alˈdʒɪəz/
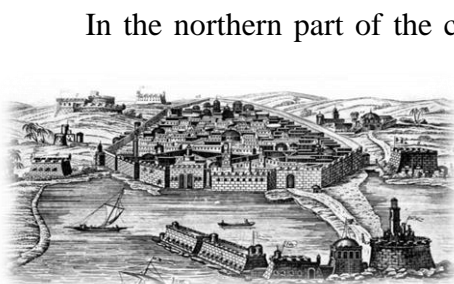
In the northern part of the country, the Casbah of Algiers holds the most important position among the historic sites. Algiers was built during multiple conquests. **Its** architecture and social character reveal the different periods it had gone through. Icosium, the former

Algiers in the 16th century

/ˈɑːkɪtɛktʃə/

/ˈpɪərɪəds/

name of Algiers, was founded by the Phoenecians to be one of their trading posts until its destruction by the vandals in the AD 5th century. Five centuries later, Emir Bulughin rebuilt the town and called it *Al-Jaza'ir.* In 1516, the Turkish Baba Aruj brothers gained control of the city to become under the nominal control of the Ottoman Empire. *(§3)*

/dɪˈstrʌkʃən/

/ˈtɑːkɪʃ/

/ˈɒtəmən/

Mazouna is a historical city located in the north east of Relizane. Several scholars wrote about it such as Ibn Khaldoun and Jacques Berque. In AD 373, the Romans inhabited the city and named it *Mazuca.* Their ruins can still be found in *H'ssasna* and *Casbah*, the oldest areas of the city. In 1170, the city was rebuilt by Mendil

/ˈruːɪnz/

/ˈɛːrɪəz/

Roman remains in Mazouna

Al-Maghraoui. It was occupied later by the Merinides, the Hafsides, and then the Turks. During the Turkish reign, Mazouna was made the capital of the West Beylik and became the city of science and scholars. *(§4)*

/reɪn/

El-Madrassa of Mazouna.
(Built in 1619)

Another historical site in the southern west of Relizane is the Kalaa of Beni Rached. Remains of prehistoric life that date back to 2000 BC were found in the areas surrounding the site. The Kalaa was a Berber city named *Houara* then it took its current name from its inhabitants *Beni Rached.* In AD 102, The Romans occupied the area and controlled it for more than five centuries until it fell under the Vandals' domination. The Muslims came to the Kalaa in AD 650. The Turkish Baba Aruj entered the city in 1517

/ˈbəːbə/

/ˈɒkjʊpʌɪd/

/ˈmʊzlɪmz/

Remains of the Bey castle
in the Kalaa of Beni Rached

and left it under the rule of **his** brother Ishak. One year later, the Spaniards killed Ishak and dominated the city until the Turks regained it in 1543. During the French occupation, the Kalaa's citizens participated in many revolutions such as the one led by *Emir Abd-el-Kader. (§5)*

/ˈspanjədz/

/rɛvəˈluːʃənz/

Remains of a Turkish cemetery in the
Kalaa of Beni Rached

(Adapted from: **Appiah**, K. A. & **Gates,** J. H. L. (eds.) 1999. *Africana: The Encyclopedia of the African and African American Experience.* Oxford: Oxford university press & *www.mina-medical.e-monsite.com*)

2 Read the following coping box and do the task that follows.

Coping

Scanning means reading for **specific pieces of information** (a fact, or a detail, or a particular word). When you scan written texts, **your eyes should move quickly** to find the information you are interested in. Ignore irrelevant items. What counts here is your power of observation.

- **Scan the text and answer the following questions.**

    1. What made Algeria open to many ancient civilizations?

    2. For which purpose did the Phoenicians build Algiers?

    3. Why do you think Ibn Khaldoun and Jacques Berque wrote about Mazouna?

    4. When did Mazuna thrive scientifically?

    5. How long did the Roman occupation last in the Kalaa of Beni Rached?

    6. Who had inhabited The Kalaa of Beni Rached through its history?

3 What or who do the words in bold type in the text refer to?

➤ After reading

1 Have a quick look at the coping box on the next page. Then decide which type of discourse the text you have studied belongs to.

There are five major **types of discourse** in prose texts: descriptive, expository, narrative, argumentative and prescriptive.

1- **Descriptive** texts **describe** people, places, things, etc.

2- **Expository** texts **explain** how things work and why these things are what they are.

3- **Narrative** texts **tell** the story of something or someone.

4- **Argumentative** texts are texts which **defend** points of view.

5- **Prescriptiv**e texts are texts which **give instructions.**

Note: There may be *more than one* type of discourse in the same text.

2 **Read the following coping box and do the task that follows.**

A **summary** is a short version of a larger text. Here are general guidelines for writing a summary:

1. Do not rewrite the original text: use your own words to express the main ideas of the text briefly.

2. While reading the original text, ask the questions: Who? What? When? Where? Why? How? Using these questions to examine what you are reading can help you to write the summary.

3. Keep your summary short: about one-fifth of the original text.

4. Do not write your personal viewpoints in the summary.

5. Avoid unnecessary details and repetitions.

● **Write a short summary of the text you have studied.**

Writing Development

- Follow the guidelines below to write a narrative text about the Islamic civilization and its achievements.

1 Use the timeline on the next page and add other important historical events.

2 Use quantifiers and their comparatives and superlatives: **much, many, few, little, more, less, the most, ……...**

3 Use link words expressing time: **after, before, when……**

4 Use link words expressing concession: **however, although, …….**

5 Check whether your ideas are developed coherently, then review your narrative for grammar and spelling mistakes.

6 Exchange drafts with your partner for error checking.

7 Hand your essay to your teacher.

Muslims crossed the Strait of Gibraltar and entered Spain (Andalusia).

Birth of Ibn Abd Allāh Ibn Sīnā (450 treatises on a wide range of subjects)

Birth of Prophet Mohammed - peace be upon him- in Mecca

Beginning of the Abbasid Dynasty in Baghdad

Beginning of the Ottoman Empire

AD 570   661   711   750   780   980   1258   1259   1923

Beginning of the Ommayad Dynasty in Damascus

Destruction of Baghdad by the Mongols

Dissolution of the Ottoman Empire

Birth of Ibn Mūsā al-Khwārizmī (one of the founders of Algebra)

165

4.3. Adaptation of the Textbook Unit *'Ill-Gotten Never Prosper'* Reading Texts*:*

'Ill-Gotten Never Prosper' contains two reading texts designed for all third year classes. The first text *'Imitating Property is Theft'* is presented in sequence *'Read and Consider'* and the second one *'Social Auditing and its Importance in Business'* is presented in sequence *'Reading and Writing'*.

4.3.1. The Reading Text *'Imitating Property is Theft'*:

Despite the appropriate length of *'Imitating property is theft'*, both its evaluation and the results of learners' questionnaires reveal that the text is beyond the level of the target readers. Therefore, the text is adapted to be more understandable and interesting.

The adapted version of *'Imitating property is theft'* is designed for FL classes. It is composed of 5 paragraphs and 391 words. Its Flesch Reading Ease Readability Score is **50.7**. The original version of the text discusses the issue of counterfeiting and its negative effects to convince the target readers to stop buying counterfeits. Though the text refers to the difficulty of distinguishing genuine products from counterfeits, it does not give readers hints on how to indentify fakes. Therefore, the adapted version of the text contains a paragraph that explains how to spot counterfeits to the target readers in order to engage them in the fight against counterfeiting rather than being passive readers.

The adapted version of the text is accompanied with eight pictures depicting counterfeit shoes, bags, medicines, car parts, phones and currency. One picture depicts job losers protesting. Another picture depicts a woman reading the ingredients of a medicine.

The text is accompanied with tasks designed to promote textual understanding and achieve the language outcomes of the sequence. The next pages contain the adapted version of *'Imitating property is theft'* and its accompanying tasks.

Read and Consider

Language Outcomes

- ❖ Using the present continuous passive in descriptions
- ❖ Expressing cause and result: *so….that, such….that, consequently…*
- ❖ Expressing obligation and necessity with *must/have to*
- ❖ Forming nouns by adding suffix *-ity, -ation, -ment* to adjectives and verbs
- ❖ Forming opposites by adding prefixes *dis-, -il, -in, -ir, -un*
- ❖ Writing an opinion article

➢ Getting started

- Discuss the following questions.

    1. Look at the pictures below. What do they represent?

2. Which of the products in the pictures do you think are genuine? What about the other ones?

3. Why do you think counterfeiters use phony names of famous brands?

4. What are the differences between counterfeits and genuine products?

5. Do you prefer to buy genuine or fake products? Why?

6. Look at the picture below. What does it represent?

One of these medicines is fake.
Can *you* tell which?
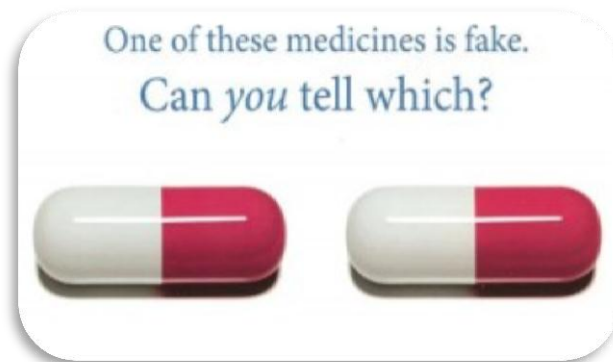
7. Is it always possible to distinguish between counterfeit and genuine products? Why?

➢ *Taking a closer look*

- **Read the text on the next pages and answer the following questions**

  1. Are fake medicines harmless? Why?

  2. Why do some consumers buy counterfeit products?

  3. What did companies do to fight counterfeiting?

  4. Which advice does the writer give to companies suffering from counterfeiting?

  5. Is it moral or immoral to counterfeit products? Justify your answer.

- **What or who do the words in bold type in the text refer to?**

Imitating property is theft

Fake medicines

/ˈkaʊntəfɪt/

A counterfeit is something that is copied with the purpose of deceiving or defrauding. To most people, counterfeiting means essentially forged currency. But in reality, products of all sorts, medicines, mobile phones, food and drink, and even car parts are being copied everyday by counterfeiters. **(§1)**

/fɔːdʒd/
/ˈmɛdsənz/

Forged currency

Counterfeiting has become a global phenomenon. According to The World Trade Organisation, up to 7% of medicines worldwide are fakes. **They** are with too few active ingredients, too many contaminants, and fake labels or recycled packaging that covers up expiry dates. In 1995, more than 2500 died in Niger because of fake vaccines. Last year, the police raided three aviation parts manufacturers in Rome, seizing more than $2 million worth of used parts - modified and repackaged to look as good as new. **(§2)**

/fɪˈnɒmɪnən/
/feɪks/
/ɪnˈgriːdɪənts/
/ɪkˈspʌɪri/

/ˈvaksiːnz/
/ˈsiːzɪŋ/

Fake auto parts

169

Counterfeiting is not without consequences. A study conducted in 2000 by the Centre for Economics and Business Research estimates that the EU has lost 17,120 Jobs due to counterfeiting. As counterfeiters rarely pay duties or taxes, the UE has also lost a lot of revenue. This loss amounts to 7.4 billion dollars a year. As far as companies are concerned, the loss in profitability is so big that most of **them** have launched advertisement campaigns against counterfeiting. **(§3)**

Job losers protesting

However, some consumers are relatively unconcerned about counterfeiting. Since brands are too expensive, many of them are obliged to buy fakes to satisfy their needs. These consumers know well that they mustn't buy imitations as they are just like stolen property. They are also aware that they must stop buying them because of **their** lower quality and lack of safety standards. Yet, consumers with low incomes feel that they have to purchase them, for, as the good old proverb goes, *'necessity knows no law'*. Therefore, companies should reduce their brands' prices instead of spending huge amounts of money on anti-counterfeiting advertising. **(§4)**

Fake mobiles

Counterfeits are imitated to such perfection that **it** is difficult to distinguish between them and the genuine products. To spot counterfeits, you must scrutinize the labels, packaging and contents of the product to identify possible toxic ingredients. Moreover, you ought to know the actual cost of the goods you are buying which are available on Internet sites created by companies. Finally, you must examine the workmanship and quality of the product and you should not be attracted to colourful products. **(§5)**

Scrutinizing the product

(Adapted from *The Economist*, May 15th, 2003)

/iːkəˈnɒmɪks/

/ˈrɛvənjuː/

/ˈkʌmpəniz/
/kamˈpeɪnz/

/kənˈsjuːməz/
/brandz/

/ɪmɪˈteɪʃənz/

/ˈkwɒliti/

/ˈpəːtʃɪs/

/ˈadvətʌɪzɪŋ/

/pəˈfɛkʃən/
/ˈdʒɛnjʊɪn/
/ˈskruːtɪnʌɪz/
/ˈtɒksɪk/

/ˈwəːkmənʃɪp/
/ˈprɒdʌkts/

- *Fill in the concept map below from the text.*

Accidents

Ingredients

………

…………

………..

Kinds

………

Cheap

Quality

………

………..

Counterfeits

Criminals

Poor

Counterfeiting

…………

Spotting fakes

Consequences

…………

………

……………

……………

………

……………

………………
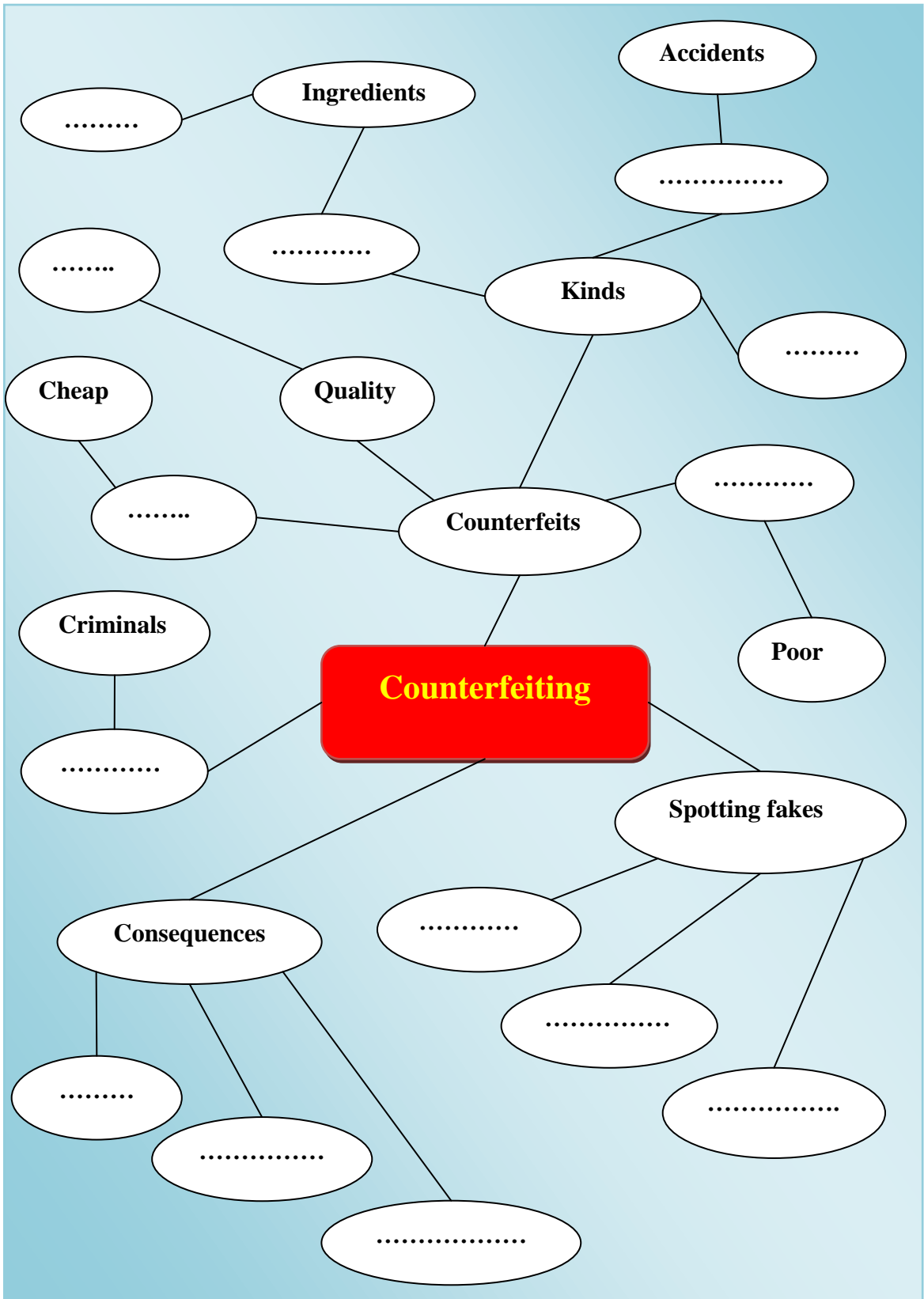
Around the Text

Grammar Explorer I

1 Link the pairs of sentences below with **'so + adjectives + that'** or **'such + noun+ phrase + that'**

A
- **c-** Anti-counterfeiting laws are weak in the developing countries.
- **d-** Fakes are marketed easily in the developing countries.

B
- **c-** Counterfeiting has become a big problem.
- **d-** Many countries have engaged in the fight against counterfeiting.

C
- **c-** Counterfeiters are greedy.
- **d-** Making money is more important for counterfeiters than human life.

2 Find two sentences in the text built in the same pattern as the sentences you have written in task 1 above. Check the answers you have written in task 1 with the sentences you have picked out from the text.

3 Go back to the sentences you have picked out from the text and answer the following questions.

a. What are the main clauses in the two sentences? Underline them once.
b. What are the subordinate clauses in the two sentences? Underline them twice.
c. What do the subordinate clauses in both sentences express?
d. Rewrite the two sentences so that they mean the same using the following link words:
   so, as a result, **as a consequence,** or **consequently.**

> **See Grammar Reference in the textbook, pp. 226-227**

172

Grammar Explorer II

1 Consider sentences **1** and **2** below and answer the questions that follow.

1. A counterfeit is something that is forged.
2. Products of all sorts are being copied everyday by counterfeiters.

a. What voice of the present tense is used in the subordinate clause of the first sentence? Rewrite it starting as follows:

A counterfeit is something that counterfeiters………………………

b. What voice of the present tense is used in the second sentence? Rewrite it starting as follows:

Counterfeiters……………………………………………………

c. Explain the difference in structure between the sentences from the text and the ones you have written.

2 Rewrite the short businessman's memo below using the passive voice. Start your sentences with the words written in bold type. Make the necessary changes.

Memo

In the past, copying, for example from records onto tape, meant a loss of quality. But now, **people** are making perfect copies of music or films with no loss of quality. **We** are developing technical means of encryption so that **counterfeiters** cannot copy records and films. **We** are fighting **pirate sites** where people swap **illegal copies**.

Grammar Explorer III

- Pick out from the text the sentences that express obligation and prohibition and answer these questions.

  a. Which two modals are used to express obligation/necessity?
  b. Which modal is used to express prohibition?
  c. Which modal can be used to express lack of obligation? Use it in a sentence of your own.

Vocabulary Explorer

1 Complete the following table. The first row has been done for you. You may wish to refer to a dictionary.

Noun: Crime	Noun: Criminal	Verb: what the criminal does (he/she…..)	Noun: thing made or done in the crime	Related adjective
Counterfeiting	Counterfeiter	Counterfeits	a counterfeit	Counterfeit
………………	Embezzler	………………	………………	………………
………………	………………	Fakes	………………	………………
………………	………………	………………	a forgery	………………
Fraud	………………	………………	………………	………………
………………	Money launderer	………………		
………………	………………	Racketeers		

2 Link the idioms on the left with their corresponding definitions on the right.

1 **Black market**	**A** is used to describe a situation in which people will do anything to be successful, even if what they do harms other people.
2 **Dog eat dog**	**B** is a way of saying that work-related matters and friendship (personal feelings) should be kept apart.
3 **Creative accounting**	**C** is an illegal system in which products that are difficult or expensive to buy legally are bought and sold.
4 **Business is business**	**D** is the use of methods of recording financial information about a company which are legal but which do not show the real situation of the company.

3 Combine the suffixes on the right with the verbs or adjectives on the left, and then complete the passage below. An example is given. (Make spelling changes when necessary.)

organize	responsible	honest
oblige	mismanage	accountable

-ity	-ation	-ment

Accountability is the **………** **(1)** of an individual or **………** **(2)** to account for its activities and accept **………** **(3)** for them. Accountable companies demand high levels of **………** **(4)** from their employees and do not tolerate any form of **………(5)** .

4 Add the prefixes in the box to the words in bold type so that the passage below makes sense.

> ir-   dis-   il-   in-   un-

      Counterfeiting is **ethical** and purchasing counterfeits supports **legal** activity. However, many people **agree** with this claim. They believe that counterfeiting is due to the **responsibility** of companies as their brands are **affordable** for the poor. They also think that counterfeits are **expensive** and **harmful**.

5 Compare your answers to task **4** above with those of your partner. Then find other words which can carry the prefixes **ir-**, **dis- , il-, in-** and **un-** and use them in sentences of your own.

Pronunciantion and spelling

1 Listen to your teacher reading aloud the words in the table below. Circle the stressed syllable. What do you notice?

Verb	Nouns	Adjectives
Economize	Economy	Economic
		Economical
		uneconomical

2 Read the box below then do the task that follows.

Pronunciation rules for final –s

- There are three ways to pronounce the final **–s** of a word (plural noun or verb in the third person) **:**

1- **/s/ :** If the word ends in one of the following sounds: /p/, /t/, /k/, /f/, /θ/

   Examples: stops, pets, attacks, laughs, months.

2- **/z/ :** If the word ends in one of the following sounds: /b/,/d/, /g/,/v/, /ð/, /l/,

   /m/, /n/, /ŋ/

   Examples: robs, lids, dogs, leaves, breathes, hills, comes, earns, songs.

3- **/ɪz/ :** If the word ends in one of the following sounds: /s/, /ks/ /z/, /ʃ/, /t ʃ/, /ʒ/,
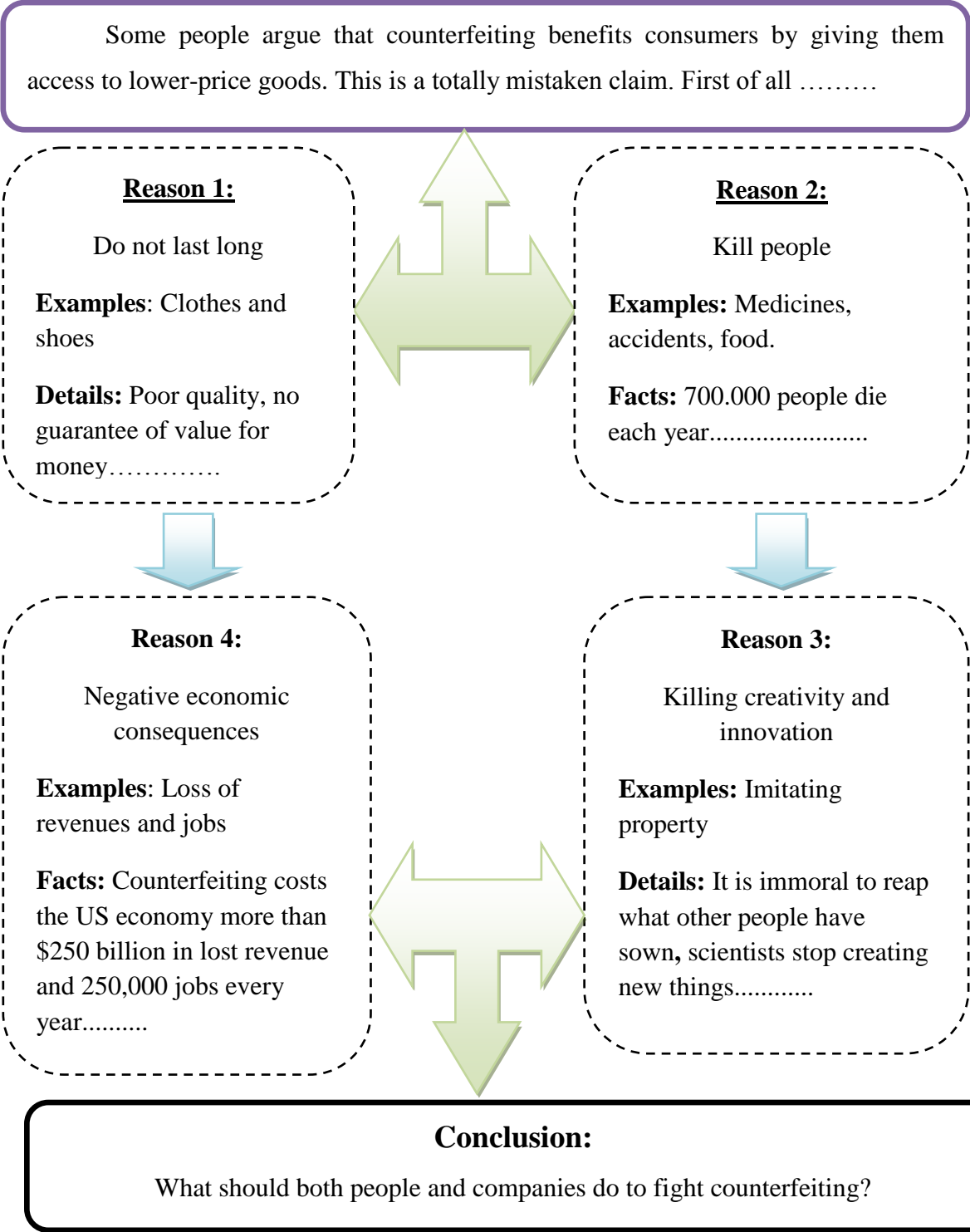
   /dʒ/

   Examples: busses, boxes, sizes, watches, washes, garages, pages.

- Pick out from the text you have studied words ending in **–s** than classify them in the following table.

/s/	/z/	/ɪz/

Think, Pair, Share

- Write an opinion article developing the statements in the diagram below following the outlined procedure on the next page.

> Some people argue that counterfeiting benefits consumers by giving them access to lower-price goods. This is a totally mistaken claim. First of all ....

Reason 1:

Do not last long

Examples: Clothes and shoes

Details: Poor quality, no guarantee of value for money.............

Reason 2:

Kill people

Examples: Medicines, accidents, food.

Facts: 700.000 people die each year........................

Reason 4:

Negative economic consequences

Examples: Loss of revenues and jobs

Facts: Counterfeiting costs the US economy more than $250 billion in lost revenue and 250,000 jobs every year..........

Reason 3:

Killing creativity and innovation

Examples: Imitating property

Details: It is immoral to reap what other people have sown, scientists stop creating new things............

Conclusion:

What should both people and companies do to fight counterfeiting?

1 List other reasons and support them with details and facts.

2 Write a draft of your opinion article. Organize it by listing your arguments from the least to the most important.

3 Do not forget to use:

- Link words for expressing cause and result: **so …that, such….that, ……**
- Link words for listing: **first of all, additionally, furthermore, moreover, besides……….**
- Expressions for concluding: **to sum up, all in all, in short, the solution then is …..**

4 Correct your mistakes. Then exchange drafts with your partner for further error checking before writing a final version of your article.

4.4. Conclusion:

Most of textbook adaptation techniques were used in adapting *NP* reading texts including omission, addition, replacement, modification, etc. It should be mentioned at this stage that *NP* reading texts were adapted to match a specific teaching/learning context and the researcher's teaching style. Therefore, other teachers may find the adapted versions incongruent with their learners' level and interests and their teaching styles as no reading text can suit all the different teaching/learning contexts.

GENERAL CONCLUSION

GENERAL CONCLUSION

Nobody can argue that the textbook is an efficient teaching/learning material. In some cases, however, the textbook is far from being efficient due to the incompatibility of its content with the target teaching/learning context. Such incongruence would lead to the failure of the programme that the textbook was designed to implement. Yet, creative teachers would never reach that ending. They continuously strive for bridging the gap by adapting the incompatible textbook lessons.

To some extent, this investigation has unveiled the reasons of *'New Prospects'* reading texts' incompatibility with the target learners' level and interests. First, *'New Prospects'* designers ignored the fact that third year classes' level and interests are quite different by adopting the one-size-fits-all approach in designing the textbook. Second, most of the reading texts are not about the right length and readability of the target level. Third, they are not graded according to their difficulty and contain too much new vocabulary. Fourth, all the reading texts are poorly illustrated by unattractive pictures. Fifth, most of the reading texts' topics and contents neither stimulate the target readers nor do they engage them in reading. Last, but by no means least, most of the reading texts do not relate to the target learners' prior knowledge.

Though most teachers admit the existence of a gap between *'New Prospects'* reading texts and the target learners, few of them attempt to adapt the incompatible reading texts to match their learners' level and interests. This is mainly due to the teaching/learning environment's constraints on textbook adaptation. The main constraint is the administrative regulations that restrain teachers from accessing school facilities. Additionally, teachers are also constrained by the overloaded timetables, lack of educational sources and the complexity of the reading texts' accompanying tasks. Furthermore, many teachers lack the necessary skills to adapt

the incompatible textbook lessons due to their limited knowledge about both textbook evaluation and textbook adaptation.

The adoption of one-size-fits-all approach in designing *'New Prospects'* has been proved to be problematic and unworkable for both secondary school teachers and learners. The latter are oriented to different streams according to their abilities and desires. Therefore, the Ministry of National Education should design a specific textbook for each secondary school third year stream. Moreover, it should renew the textbooks every three to four years. This would break teachers' teaching routine and adapt their knowledge due to the rapid changes in our modern world. It would also raise their teaching motivation and engage them in a continuous research about the content of the new textbooks.

'New Prospects' is designed by a group of three university teachers. At the end of the textbook, the textbook designers acknowledge the professional advice provided by five secondary school teachers of English during the streamlining of the first unit of the textbook. However, if these teachers were members of *'New Prospects'* designers' group, the textbook would be different and its reading texts would match the target learners' level and interests. Hence, secondary school inspectors and teachers from different regions should be involved in designing any secondary school textbook due to their professional experience in the field which university teachers may lack.

The Ministry of National Education should encourage teachers to adapt the incompatible textbook lessons by 'legalizing' textbook adaptation and facilitating teachers' access to secondary school facilities including printers, photocopiers, overhead projectors and computers connected to the Net. Moreover, secondary schools' libraries should be enriched with authentic materials such as newspapers, books and encyclopaedias that would help teachers adapt the textbook.

Among the three secondary school textbooks of English, the one of the second year *'Getting Through'* is considered by most secondary school teachers as the best in terms of the suitability of its reading texts to the target readers. However,

there is no continuity between the reading texts of *'Getting Through'* and the ones of *'New Prospects'*. For example, the length of the first reading text in *'New Prospects'* is twice the length of the longest reading text in *'Getting Through'*. Therefore, textbook designers should take into consideration the length of the reading texts studied by secondary school third year learners in previous years to guarantee gradation and continuity between the three secondary school levels. Furthermore, the Ministry of National Education should adopt a readability formula for the selection and evaluation of the reading texts of all secondary school textbooks. This readability formula would help textbook designers choose appropriate reading texts for each secondary school level. It would also help them maintain continuity and gradation between all secondary school textbooks. Moreover, it can be used by secondary school teachers in adapting the textbook reading texts.

One of the pedagogical problems secondary school teachers of English suffer from is the absence of supplementary materials accompanying the institutional textbooks. Therefore, the Ministry of National Education should provide secondary school teachers with supplementary reading texts and activities as such materials would help them adapt the textbook content and provide them with extra ideas about textbook adaptation.

Most secondary school teachers' knowledge about textbook evaluation and textbook adaptation is very limited due to the absence or lack of training programmes. Thus, the Ministry of National Education and secondary school inspectors should give much importance to teachers' training on textbook evaluation and textbook adaptation through the organization of workshops, seminars and study days. Additionally, secondary school trainee teachers start their career with very limited knowledge about textbook evaluation and textbook adaptation as few of them, if any, were taught such topics during their undergraduate studies. Thus, university teachers should teach their undergraduate students the principles and techniques of textbook evaluation and textbook adaptation.

Teachers' cooperation in most secondary schools is not given much importance because of the lack or absence of supervision by both secondary school inspectors and headmasters. Secondary school teachers of English, therefore, should be encouraged to cooperate with each other on a regular basis inside and outside schools. Their cooperation will provide trainee teachers with the opportunity to learn from more experienced teachers about textbook evaluation and textbook adaptation.

Despite the importance of extensive reading in developing secondary school learners' reading skill and broadening their knowledge, it is not considered by most secondary school teachers as a priority due to many administrative and pedagogical constraints. Hence, the Ministry of National Education should devote one hour every week to extensive reading during which learners do nothing but read. Teachers, too, should work on motivating their learners to read extensively inside and outside their classes by providing them with interesting reading texts and books to be read.

Secondary school inspectors of English should create websites to keep all secondary school teachers in touch with each other. These websites may provide secondary school teachers with supplementary materials that can be used for their adaptation of the textbook. Moreover, teachers can upload their adapted versions of the textbook reading texts and accompanying tasks to be downloaded by other teachers. They can also exchange their ideas about textbooks' deficiencies and provide guidance to trainee teachers about textbook evaluation and textbook adaptation.

It would be impossible to design a textbook that matches all the different teaching/learning contexts. Thus, the Ministry of National Education should recognize the fact that both processes of textbook evaluation and textbook adaptation are part and parcel of the processes of textbook production and textbook use. Furthermore, teachers should continuously engage themselves in evaluating and adapting the textbook in their hands not only to achieve congruency between its content and the target learners, but also to break their teaching routine, especially when a textbook has been used for more than six years as *'New Prospects'*.

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APPENDICES

1. APPENDIX I:

Teachers' Questionnaire

1. Teachers' Questionnaire:

A1

Dear colleague,

This questionnaire is designed to investigate your perceptions of the reading texts of the secondary school textbook 'New Prospects' and their contextual use. This is not a test, so there are no 'right' or 'wrong' answers and you don't even have to write your name on it. I am interested in your personal opinion. Please give your answers sincerely, as only this will guarantee the success of the research.

Thank you very much for your help.

Personal and Professional Information

Please provide the following information by ticking (✓) the appropriate box(es):

1- Gender:

  a) Female ☐   **b)** Male ☐

2- Age :

  a) Under 30 ☐   **b)** Between 30 and 50 ☐   **c)** Over 50 ☐

3- Teaching experience:

  a) My first year ☐   **b)** 2-5 years ☐   **c)** 6-15 years ☐

  d) 16-25 years ☐   **e)** More than 25 years ☐

4- Which level are you teaching?

  a) 1st year ☐   **b)** 2nd year ☐   **c)** 3rd year ☐

5- School location:

  a) Rural ☐   **b)** Semi-urban ☐

  c) Suburban ☐   **d)** Urban ☐

6- Employment status :

  a) Certified ☐   **b)** Trainee ☐

  c) Contractual ☐   **d)** Substitute ☐

Part One :

	Agree	No opinion	Disagree
1. *'New Prospects'* reading texts are authentic.			
2. *'New Prospects'* reading texts are about the right length.			
3. *'New Prospects'* reading texts are understandable to pupils without the teacher's help.			
4. *'New Prospects'* reading texts are interesting to pupils.			
5. *'New Prospects'* reading texts are well illustrated (pictures, maps, tables, graphs).			

A1

1- **Adaptation of *'New Prospects'* reading texts is constrained by………**

    a- Making a large number of copies for pupils. ☐

    b- Lack of sources (books, newspapers, etc.) ☐

    c- Complexity of accompanying tasks. ☐

    d- Time. ☐

    e- All previously mentioned constraints. ☐

    f- No idea. ☐

    g- Other constraints. ☐

        Please specify: ....

2- **How often do you adapt *'New Prospects'* reading texts?**

    a- Never. ☐

    b- Rarely. ☐

    c- Sometimes. ☐

    d- Always. ☐

3- **Which method do you mostly use when you adapt *'New Prospects'* reading texts?**

    a- Modification. ☐

    b- Replacement ☐

    c- No idea ☐

4- Why do you adapt *'New Prospects'* reading texts?

    a- To update them. ☐

    b- To break the teaching routine. ☐

    c- To match the pupils' level and interests. ☐

    d- Other reasons. ☐

        Please specify: …………………………

5- When I adapt *'New Prospects'* reading texts I ......

    a- Depend on myself. ☐

    b- Cooperate with my colleagues. ☐

    c- No idea. ☐

6- Adaptation of *'New Prospects'* reading texts is ......

    a- Encouraged by the inspector. ☐

    b- Prohibited by the inspector. ☐

    c- Required by the educational institution. ☐

    d- No idea. ☐

7- Adaptation of *'New Prospects'* reading texts is......

    a- Positively perceived by pupils. ☐

    b- Negatively perceived by pupils. ☐

    c- No idea. ☐

2. APPENDIX II :

Learners' Questionnaire

2. Learners' Questionnaire:

Dear pupil,

This questionnaire aims at investigating your perceptions of the textbook *'New Prospects'* reading texts. You don't even have to write your name on it.

Thank you very much.

عزيزي التلميذ،

هذا الاستبيان يهدف إلى معرفة رأيك حول نصوص القراءة للكتاب

المدرسي *'New Prospects'*.   ليس عليك كتابة اسمك.

شكرا جزيلا.

Personal Information

Tick (X) the appropriate box(es).   ضع علامة في الخانة المناسبة.

1- *Gender :*

a- Female (انثى)   ☐

b- Male   (ذكر)   ☐

2- *Stream :*

a- Foreign Languages. (لغات أجنبية)   ☐

b- Letters and Philosophy. (آداب وفلسفة)   ☐

1- Did you use to read the texts of the textbook before being studied in the class?

هل كنت متعودا على قراءة نصوص الكتاب المدرسي قبل أن يتم دراستها في القسم ؟

Yes ☐   No ☐

2- Which of the following texts do you think are long?

أي من النصوص التالية تعتقد أنها طويلة؟

- a- Algeria at the Crossroads of Civilizations (pages: 22-23) ☐
- b- The Rise and Fall of Ancient Egyptian Civilization(pages: 37-38) ☐
- c- Imitating Property is Theft (pages: 54-55) ☐
- d- Social Auditing and its Importance in Business (pages: 66-67) ☐
- e- Education in Britain (pages: 83-84) ☐
- f- Education in the US (pages: 98-99) ☐
- g- Feelings (pages: 174-175) ☐
- h- The Unicorn in the Garden (pages: 189-190) ☐

3- Which of the following texts do you think are not interesting?

أي من النصوص التالية هي برأيك ليست مثيرة للاهتمام؟

- a- Algeria at the Crossroads of Civilizations (pages: 22-23) ☐
- b- The Rise and Fall of Ancient Egyptian Civilization(pages: 37-38) ☐
- c- Imitating Property is Theft (pages: 54-55) ☐
- d- Social Auditing and its Importance in Business (pages: 66-67) ☐
- e- Education in Britain (pages: 83-84) ☐
- f- Education in the US (pages: 98-99) ☐
- g- Feelings (pages: 174-175) ☐
- h- The Unicorn in the Garden (pages: 189-190) ☐

4- Why do you think they are not interesting?   لماذا تعتقد أنها ليست مثيرة للاهتمام؟

  a- The topic.   (الموضوع)   ☐

  b- The content. (المحتوى)   ☐

5- Which of the following texts do you think are difficult?

   أي من النصوص التالية تعتقد أنها صعبة الفهم ؟

  a- Algeria at the Crossroads of Civilizations (pages: 22-23)   ☐

  b- The Rise and Fall of Ancient Egyptian Civilization (pages: 37-38) ☐

  c-   Imitating Property is Theft (pages: 54-55)   ☐

  d- Social Auditing and its Importance in Business (pages: 66-67)   ☐

  e- Education in Britain (pages: 83-84)   ☐

  f- Education in the US (pages: 98-99)   ☐

  g- Feelings (pages: 174-175)   ☐

  h- The Unicorn in the Garden (pages: 189-190)   ☐

6- Why do you think they are difficult?   لماذا تعتقد أنها صعبة الفهم؟

  a- Vocabulary. (المفردات)   ☐

  b- Sentence structure. (التركيب المعقد للجمل)   ☐

  c- Limited prior knowledge. (محدودية المكتسبات القبلية)   ☐

3. APPENDIX III:

'New Prospects' Reading Texts

3. *'New Prospects'* Reading Texts:

Text 1:

Algeria at the Crossroads of Civilizations

No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria. Its privileged geographic position has made it open to many of the ancient civilizations that flourished in the Mediterranean Basin and to those that prospered in Africa south of the Sahara. Today few countries in the region can boast as many World Heritage Sites as our country. Tipaza, Djemila, Tassili n'Ajjer, Timgad, the M'zab Valley, The Qalaa of Banu Hammad, and the Casbah of Algiers are standing witnesses both to its civilizational genius and to its enriching contact with other civilizations.

Of all the sites of Southern Algeria, the Tassili n'Ajjer has the most prestige. It has more rock paintings and engravings than any other prehistoric Saharan sites, and it contains the most beautiful remains of the prehistoric civilizations of the Sahara. These rock paintings, engravings and remains have yielded as much information as we need in order for us to have a clear picture of what life used to be like in the Sahara in prehistoric times. They show clearly that the Algerian Sahara was one of the cradles of civilization. The Tassili n'Ajjer seems to have had as few exchanges with the Phoenecian and Roman civilizations as the other Saharan sites of our country. Archaeologists are still undecided about which of these Saharan sites contains the fewest traces of these ancient civilizations. Yet the traces that have already been uncovered in the Tassili n'Ajjer speak eloquently of the fruitful contact of the Phoenecian and Roman civilizations with that of the Sahara.

In the northern part of Algeria, the Casbah of Algiers undoubted holds the most important position among the historic sites. Its history is closely linked with the history of the city of Algiers. Algiers was built during multiple conquests and layers of well-refined cultures can be found in its architecture and social character. There is little knowledge about its

earliest times when it was founded by the Phoenecians as one of their trading posts. It was known to the Carthaginians and to the Romans as Icosium. The vandals destroyed Icosium in the 5th century A.D. Five centuries later, Emir Bulughin rebuilt the town into an important Mediterranean trading post called al-*Jaza'ir.* Until then, Algiers had less influence on international commerce than the other Algerian maritime cities because it had fewer natural harbours. Therefore, despite the fact that it was considered a trading post by both the Romans and Phoenicians, only the least amount of merchandise transited through it.

After the Turkish Baba Aruj brothers had gained control of the city in 1516, Algiers thrived as a relatively independent city under the nominal control of the Ottoman Empire. Later, the Ottomans transformed the architectural character of the city by constructing mosques and palaces similar to those in Asia Minor and erecting the famous white-washed military fortification known as Casbah. Inspite of the fact that the Casbah underwent some changes during the French colonial rule, it still remains the throbbing cultural heart of the city of Algiers.

(Adapted from **Africana: The Encyclopedia of African and African American experience**)

Text 2:

The Rise and Fall of Ancient Egyptian Civilization

Ancient Egyptian civilization rose in the Nile valley. As in Sumer, the need for an irrigation system first led farmers to join together and cooperate. But the bonding together of men developed much further in Egypt. Sumer remained a land of small city states whereas the people of Egypt became united under the rule of a single king. This made of Egypt the first nation in history.

The pharaoh's government did many important things. It protected the land and its inhabitants by organizing defences to keep out the raiding war-bands which sometimes attacked the country from the desert. The preserving of internal peace was another of the

Pharaoh's tasks. The people of a nation can only live together if the rules make sure that laws are obeyed. Many of the laws of the Egyptians were traditional, that is to say, they had grow up gradually, over the centuries. But the Pharaoh could make new laws, and did so, whenever he thought it necessary.

In countless ways, then, the Egyptians derived great benefits from their system of national government. But this was only one reason why they stayed a united people throughout ancient times. Another reason was their national pride and strong sense of belonging together. The Egyptians felt that they were privileged to have been born in Egypt. All other lands, they thought were cold and dark, and the people who lived in them more akin to animals than to human beings.

It was the Ancient Egyptians' feelings and beliefs about the pharaoh that provided the strongest unifying force of all. In Sumer, the king of each city was thought to be the chief servant of the city's god. The Egyptian idea of kingship went further than this. They thought that their king was himself a living god, a divine ruler who had magic control over the weather and the Nile, and who alone brought safety, prosperity and happiness to the nation. The Pharaoh was revered to such a degree that his people dared not mention him by name. They only spoke of the palace in which he lived. That is why they called him Pharaoh, which means 'great house'.

When we realize how much the pharaoh meant to the Egyptians, it is easier to understand how the pyramids came to be built. Since he was a god, he could not be allowed to die. It was believed that his spirit would survive only if his body were preserved, together with everything that was needed for its future well-being. The pyramids, therefore, were designed as eternal dwelling places for the god-kings from where the dead Pharaohs would continue their magic work for their 'beloved land'.

The effort and resources needed to build pyramids were so great that from the 25th century B.C onwards, they had perforce to become smaller and smaller. The later Pharaohs were buried, not in pyramids, but in rock tombs. Yet the contents of the tombs remained as extravagant as before. When Howard Carter discovered the tomb of Tutankhamun in 1922 it proved to contain the most incredible burial treasure ever found. With all this treasure going

into the ground instead of being invested, it was no surprise that eventually the Pharaohs proved to be the major cause behind the decline and fall of ancient Egyptian economy, and therefore of its civilization.

<div style="text-align: right">(From Victor Skipp, **Out of the Ancient World,** Penguin, p. 61.)</div>

Text 3:

Imitating Property is Theft

A counterfeit is something that is forged, copied with the purpose of deceiving or defrauding .To most people, counterfeiting means essentially forged currency. But in reality, products of all sorts, medicines, mobile phones, food and drink, and even car parts are being copied everyday by counterfeiters. These products are imitated to such perfection that it is difficult to distinguish between the genuine and the fake products.

Counterfeiting has become a global phenomenon. According to statistics released by The World Trade Organisation, up to 7% of medicines worldwide may be counterfeits - with too few active ingredients, too many contaminants, fake labels or recycled packaging that covers up expiry dates. A recent study shows that 10% of car parts sold in the European Union are fakes. Last year, the police raided three aviation parts manufacturers in Rome, seizing more than $2 million worth of used parts- modified and repackaged to look as good as new.

Counterfeiting is not without consequences. A study conducted in 2000 by the Centre for Economics and Business Research estimates that the EU has lost 17,120 Jobs as a result of the counterfeiting of clothing, cosmetics, toys, sports equipment and medicines. As counterfeiters rarely pay duties or taxes, UE governments have also lost a lot of revenue. This loss amounts to 7.4 billion dollars a year. As far as companies are concerned, the loss in profitability is so big that most of them have launched advertisement campaigns against counterfeiting.

However some consumers, both in the developed and the developing countries, are relatively unconcerned about counterfeiting. Since brands are too expensive, many of these consumers are obliged to buy counterfeits to satisfy their needs. These consumers know well that they mustn't buy imitations because they are just like stolen property. They are also aware that they must refrain from buying them because of their lower quality and lack of safety standards. And yet consumers, especially those with low incomes, feel that they have to purchase them, for, as the good old proverb goes, 'necessity knows no law'. In conclusion, companies had better think of reducing the prices of their brands instead of spending huge amounts of money on advertising against counterfeiting.

(From **The Economist**, May 17th, 2003)

Text 4:

Social Auditing and its Importance in Business

Businesses are increasingly aware of the importance of social and environmental issues for their reputation. That's why some of them are commissioning social audits relating to their social performance; these are social reports that evaluate the effect of their behaviour in relation to their employees and the society as a whole.

Supporters of social audits say that social reporting is as important as financial reporting .They say that it provides important information about whether the activities of companies in areas such as employment and community, the environment, and the way of winning new business are morally right or wrong. Social auditing has emerged as a result of pressure groups concerned about problems of pollution, corruption, consumption and employment, but now it is considered by some company executives as one of the best ways of promoting products and services. They say that ethically responsible companies are likely to prosper than those which behave unethically.

Critics say that a social audit may just be a public relations exercise, with no real benefits. However, in spite of this criticism many companies now are designating executives to oversee the whole area of corporate social responsibility. Giovani Preston is one of them,

he works for a Canadian multinational. This is what he says about his job: 'A lot of our manufacturing is done by suppliers in developing countries. Companies in the clothing industries are particularly open to criticism about sweatshop labour – the use of underpaid people with terrible working conditions, which amounts to labour abuse or labour exploitation.

My job is to travel to these countries and to check labour standards. I go there to check, for example, that our suppliers are paying their workers fairly, and that they work in good health and safety conditions with low levels of illness and accidents. We also ensure that workers are above the legal minimum age to work. Our suppliers must not use child labour.

We are aware that big companies such as ours are likely to be subject to scrutiny – seen and judged by consumer and environment associations from outside. We know that if we are seen to be socially responsible, the company will benefit. Today, we can no longer separate ethics from business.'

(Adapted from **Bill Mascull, Business Vocabulary in English**, p.90)

Text 5:

Education in Britain

No subject has as much importance for the British people as that of education. Most citizens believe that the state should provide education free of charge and to a high standard as well. At election time, politicians who promise to spend a great deal of money on education are more popular than those who promise only a little. Recently there has been a lot of talk as to whether students must pay their own fees at university or not. A lot of people are afraid that Higher Education might be reserved for the privileged few because poorer students would not receive enough financial help from the government. This is the reason why private education is less accepted in Britain than it is in the United States.

Children are required to be in full-time education between the ages of 5 and 16. Some receive their primary education at an infant school and then a junior school whereas others

receive it at a primary school that combines the two. At about 11, they begin their secondary education at a comprehensive school or a grammar school. Secondary schools are much larger than primary schools and students may have to travel longer distances by school bus or public transport. The students take the Standard Assessment Tests (SATs) at 14, then study towards the General Certificate of Secondary Education (GCSE) in as many subjects as they can manage, usually eight to ten. Afterwards, some students will start work while a few others will go to a sixth-form college to study for Advanced (A) Levels in two, three, or four subjects in order to enter university. This requirement is more or less similar to what is required by American universities.

A National Curriculum was introduced in 1998. It has made the current British educational system different from the previous ones in at least two major aspects. First, unlike the old system, the present system sets the same subjects for all state schools. Children have to study the core subjects of English, mathematics and science, and also the foundation subjects of technology, geography, history, art and physical education. Second, in contrast to the old practice, standards at individual schools are watched closely by parents and the government. Schools are visited regularly by inspectors, and school performance tables are published annually to show how well individual schools have done in tests and exams. These 'league' tables enable parents to compare one school with another. Schools which do not make adequate progress run a high risk of being closed.

(From **Guide to British and American Culture**, p.66)

Text 6:

Education in the US

Although in general Americans prefer to limit the influence of government, this is not the case where education is concerned. All levels of government are involved in education and it is considered to be one of their most important responsibilities. The federal government provides some money for education through the Department of Education. But state and local governments have direct control and are responsible for the education of students between the ages of 5 and 18.

Formal education is usually considered to begin at the age of 5 when children go to kindergarten. Kindergarten and the next five or six years of education (first grade, second grade, etc) are together usually called elementary school (the term primary school is less common in the US than in Britain). Grades seven to twelve are part of secondary school, and may be divided between junior high school and senior high school. Other school systems have middle school, where children spend two years. High school usually covers four years, from the ninth to the twelfth grade. Post-secondary education (also called University or Higher or Tertiary Education) after twelfth grade, is not free though state governments which run most of the educational institutions subsidize the cost for people who live in the state.

By some standards, American education seems very successful. Although young people must attend school until they are 16, over 80% continue until they are 18. About 45% of Americans have some post-secondary education, and over 20% graduate from a college or university. However, 20% of adults, i.e. about 40 million people, have very limited skills in reading and writing, and 4%, i.e. about 8 million, are illiterate.

Most educational institutions in the US are public (run by the government), but there are some private schools which students have to pay a lot of money to attend. Many private schools have a high reputation, and parents send their children there so that they will have advantages later in life.

Americans agree on the importance of education being available to all, but there is disagreement about what should be taught. The greatest area of disagreement is the place of religious and moral education. Commonly debated topics include whether teachers should ask students to say prayers and whether it is right to beat students for punishment. Sometimes the debate ends up in court of justice, and courts usually say that students shouldn't be forced to do something that is against their beliefs.

(From D.K. Stevenson, **American life and Institutions,** USIA)

How is Your Energy Balance?

It is important for people to eat as much food as they need to make sure they have the right amount of energy. If they eat too little food or the wrong kind of food, they won't have enough energy. If they eat too much (food), they will put on weight. When we eat enough food for the exercise we take, we call this energy balance.

In many parts of the modern world today, people eat a lot of fast food and don't take enough exercise. They also eat a lot of sweets between meals. Although most people know that fatty and sugary foods can cause a loss of their energy balance, they find it difficult to refrain from eating them.

A recent study shows that a great number of people who cannot manage to keep their energy balance are those who spend too much time in front of their TV sets. If people eat too many products which contain a large amount of fat and sugar – also called junk food, and too few products which provide them with enough quantities of fibre, it is because of the many advertisements to which they are exposed while watching TV. This study also shows that though parents advise their children to eat sensibly, a great many of these children don't pay much attention to the amount of fast food they eat. Parental advice is no help at all if the children continue to be exposed to such advertisements.

Unfortunately the loss of energy balance is not without health and social consequences. Owing to this loss, a lot of people today suffer from obesity. According to the World Health Organisation, for the first time in history, the world population counts more obese people than slim ones. As a result of overweight, many of them have developed diseases that cost the social security systems of their countries billions and billions of dollars every year. The financial problem of these security systems is likely to worsen as no concrete measures are taken to treat the real causes of overweight at world level.

Since obesity in our modern times is caused mostly by a loss of energy balance, which is due mainly to the impact of junk food adverts, it is high time our governments

passed laws to limit this influence. Advertisements of unhealthy foods are as harmful as advertisements for cigarettes. Therefore, they should be banned from the media, and wealth warnings should be added on the labels of fast food packages.

(Text written by the authors)

Text 8:

No title (Advert)

Believe or not, this cooktop is ready to boil water. All it needs is an iron or steel pot. It works by creating a magnetic field that heats the inside of the pot – instead of the cooking surface. That makes it safer than conventional cooktops. And more energy efficient. So get yourself a Toshiba. Or you may get burned.

Text 9:

The Solar System

If you were out in space, billions of miles away from our planet, you would see the Earth as a tiny ball moving in a wide path around a star that you might recognize as our Sun. You would also see, at various distances from the Sun, seven other spherical bodies of different sizes - the other planets - all travelling in the same direction in almost circular paths around the Sun. Moving around some of the planets are smaller balls- the satellites or moons of the planets.

Now suppose you were still in space and that you were looking at the space between the orbits of planets Mars and Jupiter, what would you see? There would be thousands of little planets, or asteroids, also revolving around the Sun. Cutting in this way and that, across the paths of the planets, you would see comets- starry-headed objects, sometimes with long tails streaming after them as they draw near the Sun. You might also catch a glimpse of swarms of even smaller particles - the meteors - swirling through space.

All these heavenly bodies make up our vast solar system. If you continued to view them for months or for years, you would see that they were moving together through space as a unit, at the speed of some twelve miles a second, in the general direction of the blue star Vega.

The Sun is the very heart of our solar system. It is a typical star - one of the several thousand millions of stars in our galaxy; like the rest, it is an incandescent body made up of highly compressed gases. Compared with the other stars, the Sun is of average size, but it is a giant in comparison with even the largest planets. Its diameter of 865,600 miles is 109 times that of the Earth; even though it is gaseous, it weighs more than 300,000 times as much as the Earth. Its surface temperature is about 10,000 degrees Fahrenheit; at its centre the temperature may be as high as 27,000,000 degrees Fahrenheit. The heat energy and light energy radiating from the Sun make it possible for life to exist upon Earth. Without the reflection of the Sun's light, we could not see the other members of the solar system except for the comets and meteors.

The Sun is just one of the stars in our universe. When the skies are clear, we can see the twinkling of these other stars at night. Their light is less intense than that of the Sun because they are far more remote from us than any other heavenly bodies.

We know that the planets of the solar system are different from the distant stars in some very important ways. Unlike stars, which shine with their own light, the planets give off no light of their own. All we can see is the light from the Sun that they reflect back to us as if they were huge mirrors in the sky. In addition, each one of the eight planets travels in its own special path or orbit around the Sun held in place by the powerful force of the Sun's gravity, very much as if it were a ball speeding around the Sun in a matter of a few months. More distant planets have larger orbits and travel far more slowly. Jupiter, for example, takes more than eleven Earth years to make one complete turn around the Sun while Earth makes its path around the Sun in just 365 ¼ days- in other words, once a year.

(From the **Book of Popular Science** and Alan E. Nourse, **The Giant Planets**)

Text 10:

DEEP IMPACT

On Sunday night, NASA fired a 3 -foot wide, 820-pound explosive barrel directly into the path of a 9 -mile long, potato-shaped comet called Tempel 1. The two successfully collided at 23,000 mph while a spaceship photographed the collision and sent the pictures home to us. Why?

So we can learn about the impact that a collision with comets might have on our planet. We will also have the chance to look at the crater caused by the collision, and study the ice and vapor that are released. In this way, we will also learn about the life secrets that lie deep within the hole of the comet.

When I describe the mission to people, I receive mixed reactions. Some feel that it is not really 'fine' to throw rockets at comets just to see what happens. They say that it is like greeting a stranger by shooting first and asking questions later. Aren't we going too far to satisfy our curiosity here?

Well, no. This explosion is not going to hurt anyone or anything. Here is an analogy. You would be justifiably angry if, in order to learn about shorelines, some scientist decided to dig up your favourite beach. But you wouldn't object if the scientist took a few grains of sand to study. There are approximately one trillion comets larger than 1 mile in diameter, in this solar system alone, and many more in the wider universe. So even if we destroyed the comet Tempel 1 entirely we would not be doing any harm to the cometary system.

In addition, this mission will not demolish the comet, alter its course, or affect the cosmos in any way. Comets collide with other celestial objects all the time. The only thing extraordinary about this particular impact is that we provoked it. 'Deep Impact' will simply make one more small hole in an object that, like all planets large and small, has been repeatedly hit by colliding debris since our solar system's origin, 4.6 billion years ago.

It is the beginnings of the universe that this experiment can illuminate. Beneath the dirty ice crust of a comet like Tempel 1 is the material that has been frozen since the birth of our solar system. Inside this timeless frozen rock are organic molecules like those that made life possible on Earth. The study of that ice crust may help us explain the story of our origin.

As H.G. Wells once wrote, "There is no way back into the past. The choice is the universe- or nothing." It has been said that the dinosaurs disappeared because they couldn't go to another planet. Sooner or later a killer comet will again cross Earth's path, threatening all life. Fortunately, because we have knowledge about comets and space science, we will be able to survive.

<div align="right">(From International Herald Tribune, Tuesday, July, 5, 2005, p.8)</div>

<u>*Text 11*</u>:

Feelings

British and American people are similar in many ways, but in expressing feelings they haven't much in common. Nearly all Americans believe that it is better to share what they think or feel than hide it. A great many of them expect their relatives and friends to say, "I love you", "care for you", or "I'm glad to have a friend like you". Almost all of them enjoy talking about their own experiences, and a few of them will go so far as to share ideas with foreign visitors the first time they come into contact with them. When some of them are upset they prefer to cry rather than retain their tears. Few Americans consider it bad to show anger in public. The great majority of them would rather let all of it out and say what they feel than bottle it up inside and make matters worse.

In contrast to this is the traditional British reserve, a national tendency to avoid showing strong emotion of any kind. The British like to keep a stiff upper lip. In other words, they don't like showing or talking about their feelings. They rather prefer hiding them because people who reveal their emotions are thought to be weak and bad-mannered. For example, showing anger in public is considered to be a sign that the person hasn't much character. So few British people would dare vent even a little anger in public places. They give little

attention to people who complain in public e.g., about being kept waiting in a traffic jam or in a restaurant. They may pretend not to hear them in order to avoid getting involved.

This attitude is far less common today than it used to be, but a lot of British people, especially among the elderly, still take a great deal of trouble to appear strong. Most British men and women are still embarrassed to be seen crying in public. People are also embarrassed when they see somebody crying, and do not know whether it is better to pretend they have not noticed or to try and comfort them. Women are more likely to respond than men and will put their arm round the person or touch their shoulder.

Many British youths now show feelings of affection in public. Women sometimes kiss each other on the cheek as a greeting and people may greet or say goodbye to each other with a hug. Lovers hold hands in public and sometimes embrace and kiss each other, but many elderly people do not like to see this. However, when British people are part of a crowd they are less worried about expressing their emotions. Football crowds sing and cheer when their side scores a goal. Players now hug one another when they score. Even cricket supporters, who had a reputation for being much quieter, enjoy cheering as well as giving the traditional polite applause.

(From **The Oxford Guide to British and American Culture**, p. 192)

Text 12:

The Unicorn in the Garden

Once upon a sunny morning, a man who sat at his breakfast table looked from the window and saw a white unicorn with a golden horn quietly cropping the roses in the garden. The man went up to the bedroom where his wife was still asleep and awoke her. "There's a unicorn in the garden, «he said", "eating roses." She opened one unfriendly eye and looked at him. "The unicorn is a mythical beast," she said, and turned her back on him. The man walked slowly downstairs and out into the garden. The unicorn was still there; he was now browsing among the tulips. "Here, unicorn," said the man, and he pulled up a lily and gave it to him. The unicorn ate it gravely. With a high heart, because there was a unicorn in the garden, the

man went upstairs and roused his wife again. "The unicorn," he said, "ate a lily". His wife sat up in bed and looked at him coldly. "You are crazy," she said "and I am going to have you put in a mental institution." The man who had never liked the words "crazy" and "mental institution", and who liked them even less on a shining morning when there was a unicorn in the garden, thought for a moment. "We'll see about that," he said. He walked over to the door. "He has a golden horn in the middle of his forehead," he told her. Then he went back to the garden to watch the unicorn; but the unicorn had gone away. The man sat down among the roses and went to sleep.

As soon as the husband had gone out of the house, the wife got up and dressed as fast as she could. She was very excited and there was a gloat in her eye. She telephoned the police and she telephoned a psychiatrist; she told them to hurry to her house and bring a straight-jacket. When the policemen and the psychiatrist arrived, they sat down in chairs and looked at her, with great interest. "My husband," she said, "saw a unicorn this morning". The policemen looked at the psychiatrist, and the psychiatrist looked at the policemen. "He told me he ate a lily," she said. "He told me he had a golden horn in the middle of his forehead," she said. At a solemn signal from the psychiatrist, the policemen leaped from their chairs and seized the wife. They had a hard time subduing her, for she put up a terrible struggle, but they finally subdued her. Just as they got her into the straight- jacket, the husband came back into the house.

"Did you tell your wife you saw a unicorn?" asked the police. "Of course not," said the husband. "A unicorn is a mythical beast." "That's all I wanted to know," said the psychiatrist. "Take her away. I'm sorry, sir, but your wife is as crazy as a jaybird." So they took her away, cursing, and screaming and shut her up in an institution. The husband lived happily ever after.

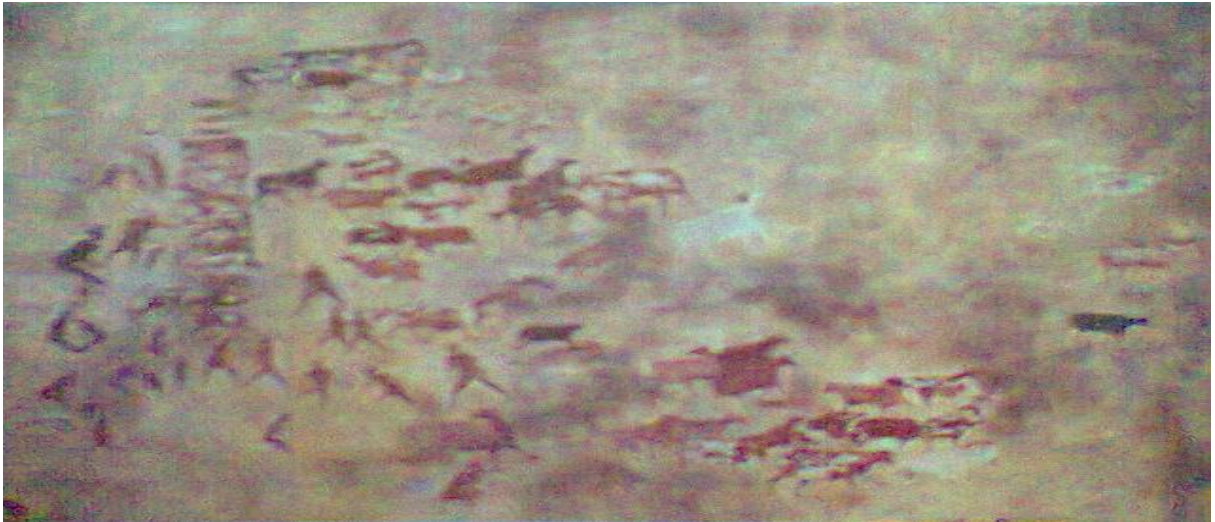(Adapted from James Thurber*, Fables of our Time*)

4. APPENDIX IV:

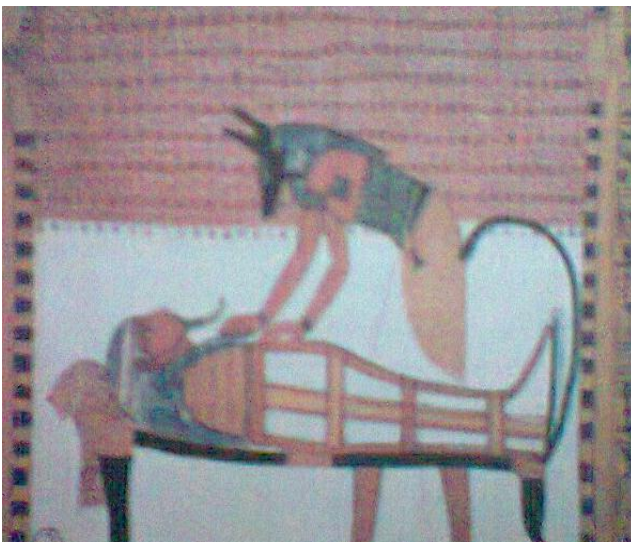# Accompanying Illustrations of *'New Prospects'*

Reading Texts

4. Accompanying Illustrations of *'New Prospects'* Reading Texts:

<u>Text 1</u>: Algeria at the Crossroads of Civilizations

<u>Text 2</u>: The Rise and Fall of Ancient Egyptian Civilization

Text 3: Imitating Property is Theft

A customs officer showing counterfeits of famous European paintings

Text 4: Social Auditing and its Importance in Business

Child labour in a shoe factory

Text 5: Education in Britain

Text 6: Education in the US

► **Before reading**
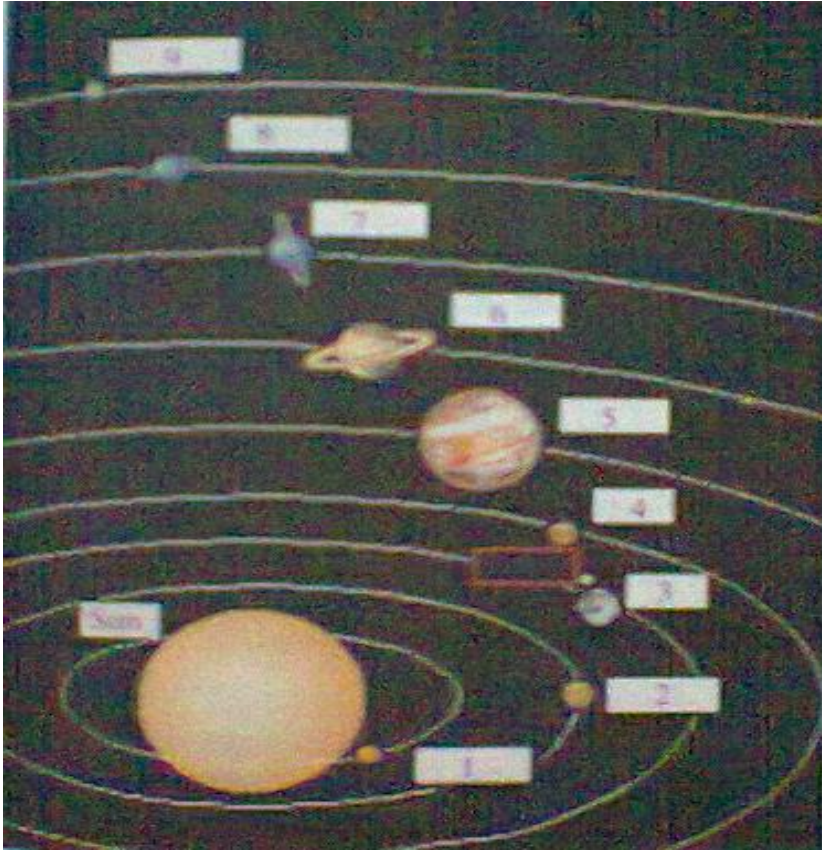● Study the diagram about education in the U.S.A. Then answer the question on the next page.

Adapted from D.K. Stevenson, American Life Institutions, U.S.I.A
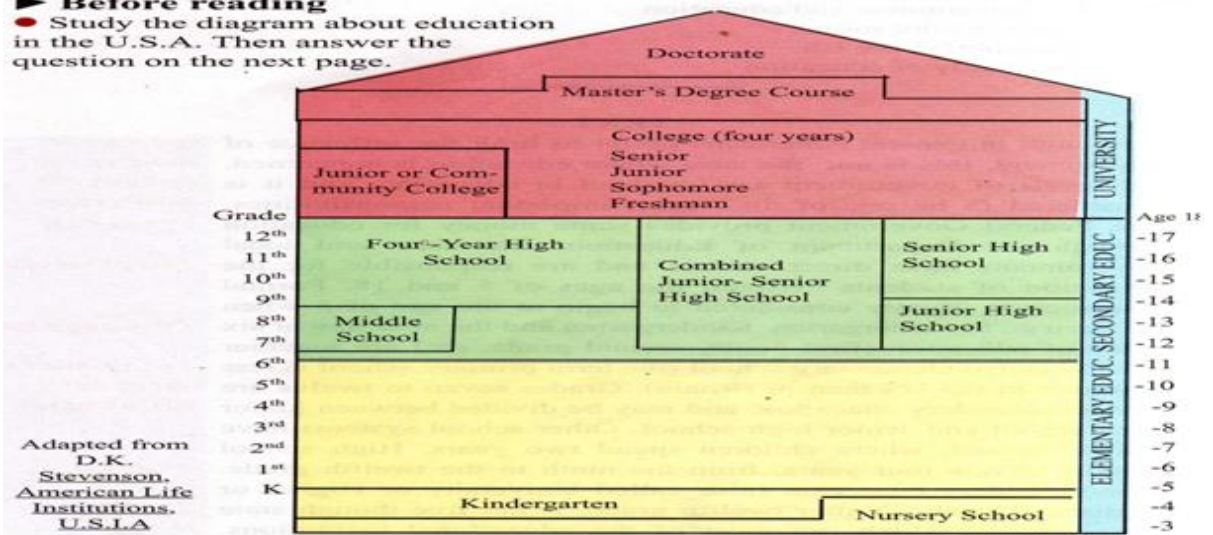
Text 7: How is Your Energy Balance?
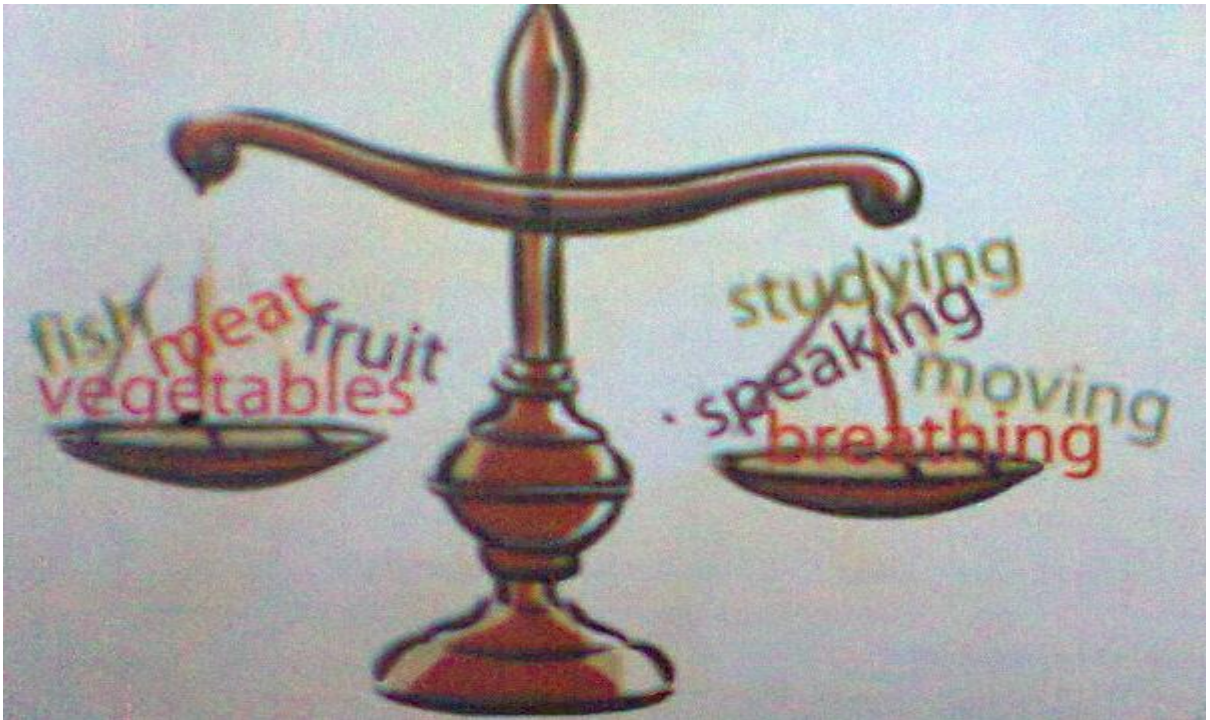
Text 8: 'Advert'

Text 9: The Solar System

Text 10: DEEP IMPACT

Text 11: Feelings

Text 12: The Unicorn in the Garden

5. APPENDIX V:

'New Prospects' Adapted Reading Texts and Accompanying Tasks

5. *'New Prospects'* Adapted Reading Texts and Accompanying Tasks:

Text 1: 'Algeria at the Crossroads of Civilizations'

READ AND CONSIDER ?

Language outcomes
- Comparing : the comparatives and superlatives of quantifiers
- Expressing concession with **though**, **in spite of** …
- Expressing time relations with conjunctions **when**, **before** …
- Forming new words with prefixes **de-** and **dis-**
- Forming new words with suffixes **-ic**, **-ment**
- Describing things, places and people using **well+past participle**
- Spelling words : stop → stopped, try →tr**ied**, etc.
- Pronouncing letters **ch** and final **-ed**
- Writing an expository essay

P FACT FINDING

► **Getting started**
● Here are Algeria's seven World Heritage Sites:
- The Casbah of Algiers
- The Banu Hammads' Qalaa
- Timgad
- Tassili n'Ajjer
- The Mzab Valley
- Djemila
- Tipaza

1. Where are the sites exactly situated ?

2. Why were they declared World Heritage Sites ?

3. Do you know of any other sites in your country which deserve to be included in the United Nations official list of World Heritage Sites ? Name them and say why they deserve to be included in this list.

► **Taking a closer look**
● Read the text on the next pages and mark the statements below as true (T) or false (F) according to the text. Correct the false ones.

1. Algeria has as little access to the Mediterranean and the Sahara as the other North African countries. (§1) _____

2. Algeria has fewer World Heritage Sites than the other countries of the region. (§1) _____

3. We don't have much information about what life was really like in the Sahara during the Phoenician and Roman periods. (§2) _____

4. Only the smallest amounts of goods transited through the port of Algiers during the Phoenician and Roman periods. (§3) _____

5. No other site in Algeria has as few Ottoman architectural features as the Casbah of Algiers. (§4) _____

21

No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria. Its privileged geographic position has made it open to many of the ancient civilizations that flourished in the Mediterranean Basin and to those that prospered in Africa south of the Sahara. Today few countries in the region can boast of as many World Heritage Sites as our country. Tipaza, Djemila, Tassili n' Ajjer, Timgad, the M'Zab Valley, The Qalaa of the Banu Hammad, and the Casbah of Algiers are standing witnesses both to its civilizational genius and to its enriching contacts with other civilizations. (§1)

Of all the sites of Southern Algeria, the Tassili n' Ajjer has the most prestige. It has more rock paintings and engravings than any other prehistoric Saharan sites, and it contains the most beautiful remains of the prehistoric civilizations of the Sahara. These rock paintings, engravings and remains have yielded as much information as we need in order for us to have a clear picture of what life used to be like in the Sahara in prehistoric times. They show clearly that the Algerian Sahara was one of the cradles of civilization. The Tassili n' Ajjer seems to have had as few exchanges with the Phoenecian and Roman civilizations as the other Saharan sites of our country. Archaeologists are still undecided about which of these Saharan sites contains the

/ˌmedɪtəˈreɪnɪən/
/ˌsɪvəlaɪˈzeɪʃnz/

/ˈherɪtɪdʒ/

/ˈdʒiːnɪəs/

/saɪts/
/presˈtiːʒ/
/ˌpriːhɪˈstɒrɪk/

/ˌɪnfəˈmeɪʃn/

/kreɪdlz/

/səˈhɑːrən/

22

fewest traces of these ancient civilizations. Yet the traces that have already been uncovered in the Tassili n'Ajjer speak eloquently of the fruitful contact of the Phoenician and Roman civilizations with that of the Sahara. (§2)

/ˈeɪnʃənt/
/ʌnˈkʌvəd/

/ˈrəʊmən/

In the northern part of Algeria, the Casbah of Algiers undoubtedly holds the most important position among the historic sites. Its history is closely linked with the history of the city of Algiers. Algiers was built during multiple conquests, and layers of well-refined cultures can be found in its architecture and social character. There is little knowledge about its earliest times when it was founded by the Phoenecians as one of their trading posts. It was known to the Carthaginians and to the Romans as Icosium. The Vandals destroyed Icosium in the 5th century A.D. Five centuries later, Emir Bulughin rebuilt the town into an important Mediterranean trading port called *al-Jaza'ir*. Until then, Algiers had less influence on international commerce than the other Algerian maritime cities because it had fewer natural harbours. Therefore, despite the fact that it was considered a trading post by both the Romans and Phoenicians, only the least amount of merchandise transited through it. (§3)

/ˈnɔːðən/
/pəˈzɪʃn/
/ˈhɪstrɪ/

/ˈkʌltʃəz/
/ˈkærəktə/
/ˈnɒlɪdʒ/

/ˌkɑːθəˈdʒɪnɪənz/
/ˈsentʃərɪz/

/ˌɪntəˈnæʃnəl/

/ˈhɑːbəz/

/ˈmɜːtʃəndaɪz/

After the Turkish Baba Aruj brothers had gained control of the city in 1516, Algiers thrived as a relatively independent city under the nominal control of the Ottoman Empire. Later, the Ottomans transformed the architectural character of the city by constructing mosques and palaces similar to those in Asia Minor and erecting the famous white-washed military fortification known as the Casbah. In spite of the fact that the Casbah underwent some changes during the French colonial rule, it still remains the throbbing cultural heart of the city of Algiers. (§4)

/ˈtɜːkɪʃ/

/ˈempaɪə/
/ˌɑːkɪˈtektʃə/
/ˈpælɪsɪz/
/ˈeɪʃə maɪnə/

/ˈθrɒbɪŋ/

(Adapted from *Africana: The Encyclopedia of African and African American Experience,* p.69)

Around the text

Grammar Explorer I

① Pick out the sentences which contain the comparatives and the superlatives of **quantifiers** in the text above. Write them in the corresponding boxes on the next page.

Comparatives of		Superlatives of	
superiority		superiority	
equality		inferiority	
inferiority			

② Consider the comparatives and the superlatives in the boxes you have filled in task 1 above and explain how they are formed.

③ Fill in the blanks in the short exchanges below with appropriate quantifiers (**many**, **few**, **much**, **little**), or their comparative and superlative forms.

A. 'How ___(1) merchandise transited through the port of Algiers in the Phoenician period ? '

B. 'Well, in those days there was very ___(2) merchandise that transited through Algerian ports on the whole. But in comparison with the ports of Skikda and Annaba, **only** the ___(3) quantity of merchandise transited through the port of Algiers, I mean, ___(4) **than** through the port of Skikda or that of Annaba, because it was less safe than the latter.'

A. 'How ___(5) trading posts did the Carthaginians, have on the North African coast **after** their defeat by the Romans in the First and Second Punic Wars ?'

B. ' Well, actually they didn't have ___(6). They used to have ___(7), but they lost ___(8) of them to the Romans.'

A. 'How ___(9) influence did the Carthaginian civilization exert on the Numidians ?'

B. 'Well, at the beginning, it exerted ___(10) influence. By this I mean that it had ___(11) influence than the Roman one. You know, the Carthaginians had ___(12) contacts with the Numidians than the Romans. But when the Romans burnt down Carthage in the third Punic War (149 - 146 BC) ___(13) Carthaginian refugees settled in Numidia. It was then that the Carthaginian civilization exerted the ___(14) influence on the Numidians.'

24

Grammar Explorer II

① Pick out from the text on pages 22 and 23 the sentences that express **concession**.

② Now pick out from the text on pages 22 and 23 the sentences that express **time**.

③ Refer to the sentences you have picked out (in tasks 1 and 2 above) and answer the questions below.
   A. Which other conjunctions can you use to convey the same relations as those expressed in the sentences you have written in the table above?
   B. Which tenses are used in the sentence(s) that express time? Why?

④ Combine the pairs of sentences (A-F) with appropriate conjunctions from the box below. Use appropriate tenses.

when ,before, after, though, although, as soon as , until, in spite of the fact that, despite the fact that

A { a. Tarik Ibn-Ziyad (cross) the Straits of Gibraltar.
    b. Tarik Ibn-Ziyad (deliver) his most famous speech.

B { a. The Muslims (settle) in Andalusia.
    b. The Muslism (transform) Andalusia into a prestigious cultural area.

C { a. Andalusia (have) an extremely diverse population.
    b. Andalusia (maintain) its social cohesion and harmony for many centuries.

D { a. The Muslims (stay) in Andalusia.
    b. The Spaniards (capture) the *Alhambra* in 1492, and (bring) down the kingdom of Granada.

E { a. The Spaniards (regain) power in Andalusia
    b. Many Andulusians (take) refuge in the Maghrebian maritime cities.

F { a. The Muslims (leave) Andalusia in 1492
    b. Islamic civilization (remain) an enriching element of the Spanish cultural heritage.

25

Vocabulary Explorer

① Copy the table below on your exercise book and fill in the missing member of each 'family' whenever possible.

Verb	Noun	Adjective	Adverb
invent	....	....	....
....	....	enriching	....
achieve	....	....	....
....	devotion	....	....
....	....	responsible	....
improve	....	....	....
....	practice	....	....
....	hospitality	....	hospitably
dedicate	....	....	....
....	science	....	....
develop	....	....	....
....	culture	....	....

② Discuss your answers to task 1 above with your partner. Then fill in the blanks in the text below with words from the table. Use the correct tense with verbs.

History shows that civilizations __ (1) one another. This __(2) is often the result of contacts of various kinds. For example, though Ancient Egyptians __(3) many things and achieved important scientific successes on their own, they did not keep these __(4) and __(5) for themselves. In their contact with Ancient Egypt, Greek travellers and scientists like Thales borrowed both __(6) and __(7) ideas from the ancient Egyptians. Greek genius contributed to the __(8) of these ideas. When the Roman civilization fell to ruins , it was the turn of the Arabs to take the __(9) of carrying on the torch of civilization. Arab caliphs like al'Mamun and Harun al-Rashid were __(10) patrons of the arts and sciences. They welcomed the most __(11) scientists and artists in their courts. These scientists did not only save the Greek __(12) heritage from loss, but they further __(13) it before transmitting it to the West.

26

③ Add negative prefixes **de-** or **dis** to the words in bold type in texts A and B below so that they make sense.

A. Aztec civilization **integrated** as a result of the Spanish conquest. The Spanish conquistador Hernàn Ferdinand Cortés (1485-1547) **possessed** the Aztecs of their wealth and **populated** the major Aztec cities.

B. Historians **agree** on the real causes of the fall of Maya civilization. Some of them say that its **integration** was due to the spread of epidemics. But others **approve** by arguing that it came as a result of the **regulation** of the climate, and domestic **satisfaction** and **content**.

④ Compare your answers to task 1 above with those of your partner. Then find other words which can carry the prefix **de-** and **dis-** and use them in sentences of your own.

⑤ Fill in the blanks with **well** + **the past participle** form of the verbs in italics. Some verbs are irrelevant. An example is given.

inform –   know – establish – keep – refine –found – balance – preserve – support – appreciate – document

   Archaeologists with **well-established** reputation argue that Easter Island had a
__(1) civilization before the Europeans' arrival there on Easter Sunday in 1722. On the basis of the __(2) statues still standing on the hills of Easter Island, they elaborated a __(3) theory to explain the disappearance of this civilization. According to   this   theory,   if civilization in Easter Island disappeared, it was because the Easter Islanders were not __(4) about the dangers of cutting down trees in order to erect over 800 statues for their gods. These statues are __ (5) by tourists today.

27
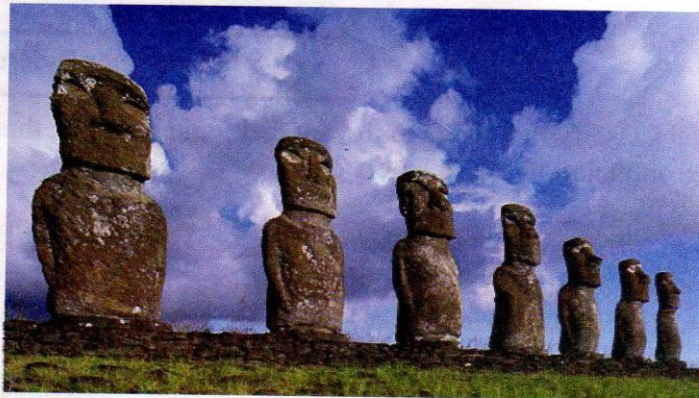
Pronunciation and spelling

① The words in bold type in the text below contain spelling mistakes. Correct them.

Jean François Champollion (1790-1832) **studyed** Egyptian hieroglyphics. At the **begining** he thought that he could decipher this system of writing by **useing** the Coptic language from which he **believeed** Ancient Egyptian **developped**. But he was **provd** to be **terribley** wrong. When he realized that he was just **lieing** to himself, he **stoped triing** to decipher the hieroglyphics with the help of the Coptic language, and **turnned** to their study as an independent system of writing. The study of the Rosetta Stone, a slab of basalt with inscriptions **datting** from 197 B.C. **permited** him to discover the **mysterys** of the hieroglyphic system of **writting** in 1824. Champollion **enjoied** great popularity among his **contemporarys**. Today he is **considerred** the founder of Egyptology.

> See Grammar Reference pp. 234-235.

② Compare your answers to task 1 above with those of your partner. Then pick out the verbs ending in –ed and classify them in the table below.

/d/	/t/	/ɪd/

> See Grammar Reference pp. 236-237.

③ Classify the words in the box below in the table that follows according to the pronunciation of the letters **ch.**

archives – church – architect – coach – architecture – arch – alchemy
– archaic – archipelago – archetype – epoch – archer – archaeology
– artichoke – Archimedes – archway – archduke – archangel

/t ʃ/	/k/
church	

④ Now listen to your teacher reading aloud the words in task 3 above and check your answers.

236

➤ Think, pair, share ◄

Follow the guidelines below to write an *expository* essay (i.e., an essay that explains how things work. See p.40.) about *the challenges faced by modern civilization*.

① Work individually. Select three ideas from the thesis statement in the essay structure below.

Essay structure

Thesis Statement

Introduction

There are three major threats to our civilization: nuclear warfare - pollution - natural catastrophes - diseases - economic collapse - collision with heavenly bodies.

§1 _____ . ⬅ Topic Sentence
_____
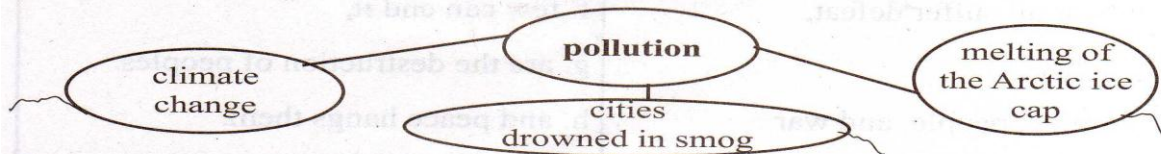_____ . ⟩ ⬅ Supporting Sentences

§2 _____ . ⬅ Concluding Sentence
_____ ⬅
_____ ⟩
_____ . ⬅

§3 _____ . ⬅
_____
_____ ⟩
_____ . ⬅

Body

Conclusion

_____ . ⬅

② Jot down details about the ideas you have selected as follows:

```
   climate          pollution          melting of
   change                              the Arctic ice
                    cities                  cap
                 drowned in smog
```

③ Write a first draft essay using the structure provided above. Then exchange drafts with your partner for error checking.

④ Write a revised version and share your ideas with the class.

29

237

Text 2: The Rise and Fall of Ancient Egyptian Civilization

READING AND WRITING

Skills and strategies outcomes
- Skimming
- Scanning
- Identifying reference words
- Recognizing types of discourse
- Summarizing
- Writing a story

P ASSESSING

►**Before reading**
- Look at pictures 1-3, then answer the following questions.

1. What does each of the pictures represent ?
2. Which of them shows one of the Seven Wonders of the World ?
3. Which Ancient Egyptian king have you heard of ? What was he famous for ?
4. Which stories in your culture are associated with Egypt ? Say a few words about them.

36

238
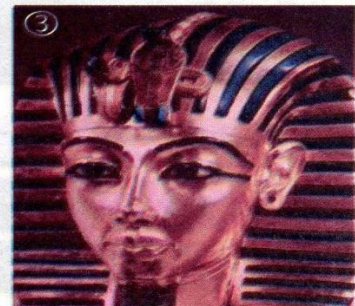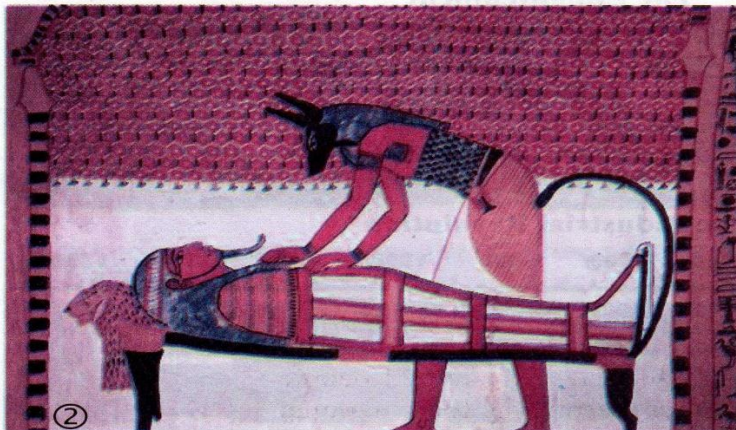
▶**As you read**

● Have a look at the coping box and do task 1 that follows.

Coping

Skimming means reading quickly for **gist** (general meaning). You skim through a written text in order to find out about the topic, the main ideas and the general organisation.

When you are asked to skim through a text, **you needn't** know every word and sentence in the text. You should concentrate, instead, on recognizing **key words**, i.e. words that the writer considers to be important. Key words are often repeated in the text.

① Skim through the **introduction** and the **conclusion** of the text below and pick out four to six key words.

TEXT

Ancient Egyptian civilization rose in the Nile Valley. As in Sumer, the need for an irrigation system first led farmers to join together and cooperate. But the bonding together of men developed much further in Egypt. Sumer remained a land of small city states whereas the people of Egypt became united under the rule of a single king. **This** made of Egypt the first nation in history. **(§1)**

The Pharaoh's government did many important things. **It** protected the land and **its** inhabitants by organising defences to keep out the raiding war-bands **which** sometimes attacked the country from the desert. The preserving of internal peace was another of the Pharaoh's tasks. The people of a nation can only live together if the rulers make sure that the laws are obeyed. Many of the laws of the Egyptians were traditional, that is to say, **they** had grown up gradually, over the centuries. But the Pharaoh could make new laws, and did **so**, whenever he thought it necessary. **(§2)**

In countless ways, then, the Egyptians derived great benefits from their system of national government. But **this** was only one reason why **they** stayed a united people throughout ancient times. Another reason was **their** national pride and strong sense of belonging together. The Egyptians

/'vælɪ/
/'suːmə/

/rɪ'meɪnd/
/juː'naɪtɪd/

/'feərəʊ/
/ɪn'hæbɪtənts/
/ə'tækt/
/prɪ'zɜːvɪŋ/

/trə'dɪʃənl/
/'sentʃərɪz/

/dɪ'raɪvd/
/'gʌvənmənt/

/ə'nʌðə/
/tə'geðə/

37

felt that **they** were privileged to have been born in Egypt. All other lands, **they** thought, were cold and dark, and the people who lived in **them** more akin to animals than to human beings. (§3)

/lɪvd/

It was the Ancient Egyptians' feelings and beliefs about the Pharaoh that provided the strongest unifying force of all. In Sumer, the king of each city was thought to be the chief servant of the city's god. The Egyptian idea of kingship went further than this. They thought that their king was himself a living god, a divine ruler who had magic control over the weather and the Nile, and who alone brought safety, prosperity and happiness to the nation. The Pharaoh was revered to such a degree that his people dared not mention him by name. **They** only spoke of the palace in which **he** lived. That is why **they** called **him** Pharaoh, which means 'great house'. (§4)

/bɪˈliːfs/
/ˈθiːt/
/ˈkɪŋʃɪp/
/dɪˈvaɪn/
/naɪl/
/prɒˈsperətɪ/
/rɪˈvɪəd/

When we realize how much the Pharaoh meant to the Egyptians, it is easier to understand how the pyramids came to be built. Since **he** was a god, **he** could not be allowed to die. It was believed that **his** spirit would survive only if his body were preserved, together with everything that was needed for its future well-being. The pyramids, therefore, were designed as eternal dwelling places for the god-kings from where the dead Pharaohs would continue **their** magic work for their 'beloved land'. (§5)

/ˈrɪəlaɪz/
/ˌʌndəˈstænd/
/əˈbuəl/
/səˈvaɪv/
/ˈniːdɪd/
/dɪˈzaɪnd/
/iˈtɜːnl/
/ˈmædʒɪk/

The effort and resources needed to build pyramids were so great that from the 25 th century B.C onwards, they had perforce to become smaller and smaller. The later Pharaohs were buried, not in pyramids, but in rock tombs. Yet the contents of the tombs remained as extravagant as before. When Howard Carter discovered the tomb of Tutankhamun in 1922 it proved to contain the most incredible burial treasure ever found. With all this treasure going into the ground instead of being invested, it was no surprise that eventually the Pharaohs proved to be the major cause behind the decline and fall of ancient Egyptian economy, and therefore of its civilization. (§6)

/rɪˈsɔːsɪz/
/pəˈfɔːs/
/ˈberɪd/
/ˈtuːmz/
/ˌtuːtəŋkˈkaːmen/
/ˈtreʒə/
/ɪˈventʃuəlɪ/
/dɪˈklaɪn/

(From Victor Skipp, *Out of the Ancient World*, Penguin, p. 61.)

38

② Use the key words you have picked out in task 1 (page 37) to give a title to the text.

③ Now, skim through the whole text and match ideas A-G below with their corresponding paragraphs. One of the ideas is irrelevant. Write paragraph numbers in the boxes.

A. The Pharaoh's government

B. The importance of the Pharaoh for the unity of Egypt

C. The unification of ancient Egypt

D. Patriotic feelings in ancient Egypt

E. The reason for the ruin of Egyptian economy

F. The idea behind the building of the pyramids

G. Tutankhamun's treasure

④ Have a look at the coping box and do the task that follows.

Coping

Scanning means reading for **specific pieces** of information (a fact, or a detail, or a particular word). When you scan written texts, your eyes **should move quickly** to find the information you are interested in. Ignore irrelevant items. What counts here is your power of observation.

● **Task:** Scan the text and answer the following questions.

A. What is the major difference between ancient Sumer and ancient Egypt ?

B. What are the benefits that ancient Egyptians derived from their system of national government ?

C. What does the name 'Pharaoh' mean in the ancient Egyptian language ?

D. Why were the pyramids important for ancient Egyptians ?

E. Who discovered Tutankhamun's tomb ?

⑤ Circle and link the words written in bold in the text with the items they refer to. E.g.

the people of Egypt became united under the rule of a single king.

This made Egypt the first nation in history. (§1)

39

► **After reading**

① Have a quick look at the coping box below. Then decide which type of discourse the text you have studied belongs to.

Coping

There are five major **types of discourse** in prose texts: descriptive, expository, narrative, argumentative and prescriptive.

❑ As their name indicates, **descriptive** texts do just that: they **describe** people, places, things, etc.

❑ **Expository** texts **explain** how things work, and why these things are what they are.

❑ **Narrative** texts **tell** the story of something or someone.

❑ **Argumentative** texts are texts which **defend** points of view.

❑ **Prescriptive**texts are texts which **give instructions**.

Note: There may be more than one type of discourse in the same text.

② Write a short summary of the text (about one-fifth of it) you have studied. Your teacher will tell you about the strategies for making a summary.

► **Writing development**

● *Follow the guidelines below to write your own version of the Ancient Greek myth of Ulysses.*

①The pictures on the next page are illustrations of the Ancient Greek myth of Ulysses. They are not in order. Re-order them according to chronology.

② Jot down ideas about each picture. Then select the most relevant ones and start writing your draft narrative. Don't pay attention to mistakes at this stage.

③Check whether your ideas are developed coherently. Then review your narrative for grammar and spelling mistakes.

④Exchange drafts with your partner for error checking.
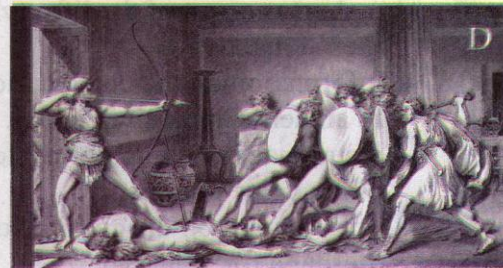
⑤ Hand your revised narrative to your teacher.

40
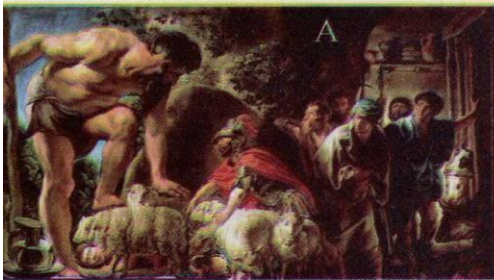
Polyphemus the Cyclops
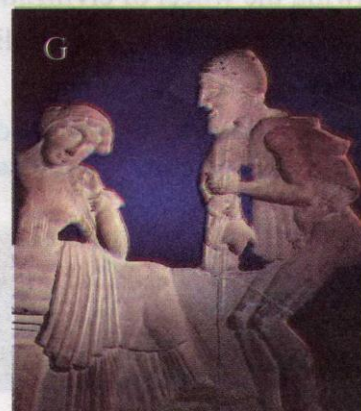

Paris's Abduction of Helen

Trojan Horse

Ulysses's Homecoming

The Sirens

Greek Siege of Troy

Penelope
and
Ulysses

Text 3: Imitating Property is Theft

📖 **READ AND CONSIDER** ❓

Language outcomes
- Using the present continuous passive in descriptions
- Expressing cause and result: because, so +adj+that ...
- Expressing obligation and necessity with must/have to
- Forming nouns by adding suffix -ty to adjectives
- Forming opposites by adding prefixes dis- il-, etc.
- Writing an opinion article

Ⓟ FACT FINDING

▶**Getting started**

● Discuss the following questions.

1. Look at the picture below. What does it represent ?
2. Would you accept to buy copies/imitations of products such as perfume ? Why or why not ?
3. Where do you think is the difference between genuine and counterfeit products ?
4. Can you name some of the counterfeit products currently available on the Algerian market ?
5. Have you ever bought a counterfeit ? If yes, how did you realize that it was a counterfeit ?
6. Is it right or wrong to imitate products ? Justify your opinion.

A customs officer showing counterfeits of famous European paintings

53

244

► Taking a closer look

● Read the text below and answer the following questions.

A. Why is it difficult to distinguish between imitations and genuine products ?

B. Why are counterfeit medicines harmful? Is it because they contain: **a**. an excess of **b**. a lack of **c. a** sufficient amount of or **d**. no active ingredients ?

C. What are the three major consequences of counterfeiting in the European Union?

D. Why is the imitation of property considered a theft ?

E. What advice does the author give to companies sufffering from counterfeiting?

F. Do you agree or disagree with the writer's conclusion ? Justify your answer.

Imitating property is theft

A counterfeit is something that is forged, copied with the purpose of deceiving or defrauding. To most people, counterfeiting means essentially forged currency. But in reality, products of all sorts, medicines, mobile phones, food and drink, and even car parts are being copied everyday by counterfeiters. These products are imitated to such a perfection that it is difficult to distinguish between the genuine and the fake products. (§1)

/ˈkaʊntəfɪt/
/dɪˈsiːvɪŋ/
/ˈkʌrənsɪ/
/ˈmedsnz/

/ˈɪmɪteɪtɪd/
/ˈdʒenjɔɪn/

Counterfeiting has become a global phenomenon. According to statistics released by the World Trade Organisation, up to 7% of medicines worldwide may be counterfeits – with too few active ingredients, too many contaminants, fake labels or recycled packaging that covers up expiry dates. A recent study shows that 10% of car parts sold in the European Union are fakes. Last year, the police raided three aviation parts manufacturers in Rome, seizing more than $2 million worth of used parts – modified and repackaged to look as good as new. (§2)

/fɪˈnɒmɪnən/
/stəˈtɪstɪks/

/ɪnˈgriːdɪənts/

/feɪks/
/mænəˈfæktʃərəz/

/riːˈpækɪdʒd/

Counterfeiting is not without consequences. A study conducted in 2000 by the Centre for Economics and Business Research estimates that the EU has lost 17,120 jobs as a result of the counterfeiting of clothing, cosmetics, toys, sports equipment and medecines. As counterfeiters rarely pay duties or taxes, EU governments have also lost a lot of revenue. This loss amounts to 7.4 billion dollars a year. As far as companies are concerned, the loss in profitability is so big that most of them have launched advertisement campaigns against counterfeiting. (§3)

/ˈkɒnsɪkwənsɪz/
/ˌiːkəˈnɒmɪks/
/ˈestɪmeɪts/
/kɒzˈmetɪks/
/ˈtæksɪz/
/ˈrevənjuː/
/ˈkʌmpənɪz/
/lɔːntʃ/
/kæmˈpeɪnz/

However some consumers, both in the developed and the developing countries, are relatively unconcerned about counterfeiting. Since brands are too expensive, many of these consumers are obliged to buy counterfeits to satisfy their needs. These consumers know well that they mustn't buy imitations because they are just like stolen property. They are also aware that they must refrain from buying them because of their lower quality and lack of safety standards. And yet consumers, especially those with low incomes, feel that they have to purchase them , for, as the good old proverb goes, 'necessity knows no law'. In conclusion, companies had better think of reducing the prices of their brands instead of spending huge amounts of money on advertising against counterfeiting. (§4)

/kən'sjuːməz/
/'relətɪvlɪ/
/'sætɪsfaɪ/
/ɪmɪ'teɪʃnz/
/'propətɪ/
/'stændədz/
/'ɪŋkʌmz/
/nɪ'sesətɪ/
/'ædvətaɪzɪŋ/

(From *The Economist*, May 17th, 2003)

— Around the text —

Grammar Explorer 1

① Link the pairs of sentences below with **so+adjective +that** or **such +noun phrase+that**.

A {
a. There are many marketed imitations of these brands.
b. Consumers have lost confidence in these brands.

B {
a. Copies of brands are cheap.
b. Some consumers don't hesitate to buy them.

C {
a. Counterfeits are of bad quality.
b. It is a waste of money to buy them.

② Find two sentences in the text (§1 and §3) built on the same pattern as the sentences you have written in task 1 above. Check your answers to task 1 with the sentences you have picked out from the text.

③ Go back to the sentences you have picked out from the text and answer the following questions.

A. What are the main clauses in the two sentences ? Underline them once.

B. What are the subordinate clauses in the two sentences ? Underline them twice.

C. What do the subordinate clauses in both sentences express ?

D. Rewrite the two sentences so that they mean the same using the following link words : **so, as a result, as a consequence**, or **consequently**.

55

246

Consider sentences 1 and 2 below and answer the questions that follow.

1. A counterfeit is something that is forged, imitated.
2. Products of all sorts are being copied everyday by counterfeiters.

A. What voice of the present tense is used in the second clause of the first sentence ? Rewrite it starting as follows :

> A counterfeit is something that counterfeiters _____

B. What voice of the present tense is used in the second sentence ?

C. Rewrite it starting as follows : Counterfeiters_____

D. Explain the difference in structure between the sentences from the text and the ones you have writtten.

> Have another look at the **passive** in SE2 Grammar Reference, pp.199-200.

● **Task:** Rewrite the short businessman's memo below to make it **more tactful** using the passive voice. Start your sentences with the words in bold type. Make the necessary changes.

Memo

Many Internet users are infringing our **copyright**. They are uploading and downloading **our music hits**. They are putting **these copyright thefts** in pirate sites in order to swap them with other Internet users. We must remind them that swapping music illegally is causing us **a great deal of financial loss.**

Grammar Explorer III

Pick out from the text the sentences that express obligation and prohibition and answer these questions.

A. Which two modals are used to express obligation/necessity?

B. Which modal is used to express prohibition ?

C. Which modal can be used to express lack of obligation ? Use it in a sentence of your own.

> Have another look at **must** and **have to** in SE1 Grammar Reference, p.198.

56

247

① Go back to the text and find words related to fraud and fill in the wordmap below. The straightline is used for verbs and the curved line for nouns. Add other words of your own.

Fraud
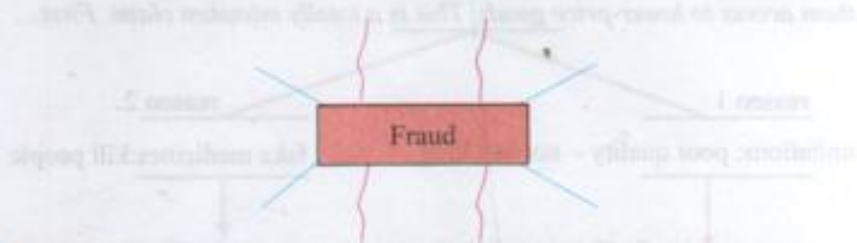
② Form nouns from the following adjectives by adding appropriate suffixes to the words in the box below.

honest – stupid – responsible – cruel – moral – hospitable – legal

③ Form opposites by adding appropriate prefixes to the words in the box.

honest (adj) – approve (v) – agree (v) – approval (n) – legal (adj)

moral (adj) – fair (adj) – responsible (adj) – appear (v)

④ Fill in the blanks in the text below with the words you have formed in tasks 1 and 2 above.

It is both __(1) and __(2) to imitate products. Piracy is due mainly to a lack of __(3) and __(4). I totally __(5) with those who say that counterfeinting is beneficial to consumers.
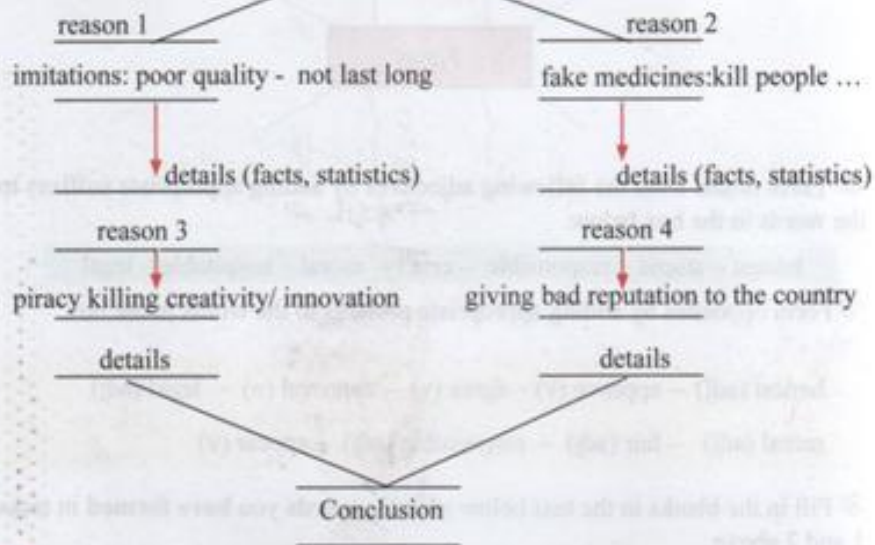
Pronunciation and spelling

Listen to your teacher reading aloud the words in the table below. Put a stress mark on the syllable you hear most in each of them. What do you notice ?

verb	nouns	adjectives
economize	economy economics economists	economic economical uneconomical

57

248

● Write an opinion article developing the statements in italics in the diagram following the outlined procedure below.

Some people argue that counterfeiting benefits consumers by giving them access to lower-price goods. This is a totally mistaken claim. First,...

reason 1

imitations: poor quality - not last long

reason 2

fake medicines:kill people ...

details (facts, statistics)

details (facts, statistics)

reason 3

reason 4

piracy killing creativity/ innovation

giving bad reputation to the country

details

details

Conclusion

① List other reasons and support them with concrete facts to reinforce them. Write them in the diagram.

② Write a draft of your opinion article. Organise it by listing your arguments/reasons from the list to the most important.

Useful language

● Link words for expressing cause and result: so (that), such (that) ...
● Link words for listing : first of all- in addition to this – moreover –
● besides- furthermore – also, etc.
● Expressions for concluding : in short, all in all, to conclude, to sum up, in conclusion, the solution then is ...

③ Exchange drafts with your partner for error checking. Then write a final version of your article taking into account your partner's remarks.

6. APPENDIX VI:

Photographs

6. Photographs:

1. The School of Athens: (p. 132)

    http://www.wikipaintings.org/en/raphael/school-of-athens-detail-from-right-hand-side-showing-diogenes-on-the-steps-and-euclid-1511

2. Erechtheion: (p. 134)

    Kinsey, B. (ed.) 2011. *Ancient Greece: an illustrated history*. Malaysia: Marshall Cavendish.

3. Socrates : (p. 134)

    http://classicalwisdom.com/socrates-justice-law-and-disorder/socrates-statue/

4. Homer : (p. 134)

    http://www.crystalinks.com/homer.html

5. Athens in ancient Greece: (p. 135)

    http://www.guardian.co.uk/culture/2010/nov/07/ancient-world-greece

6. Gerard Bulter as King of Sparta in the movie '300': (p. 135)

    http://movie-star-stuff.blogspot.com/2011/04/gerard-butler-as-king-leonidas-king-of.html

7. Tourists visiting the acropolis in Athens: (p. 135)

    http://www.allvoices.com/contributed-news/11598276/image/90354656-tourists-visit-the-acropolis-archeological-site-in-athens

8. Easter island: (p. 140 and154)

    http://www.fantom-xp.com/fr_63__Ahu_Tongariki_Easter_Island_Chile.html

9. Trojan Horse: (p. 141)

    http://rashmanly.com/2010/04/02/trojan-horse-obama-part-one-of-three/

10. The Roman Empire: (p. 145)

    Hanson-Harding, A. 2000. *Ancient Rome*. New York: Scholastic Professional Books.

11. Colosseum in Rome: (p. 147)

    http://www.stormfront.org/forum/t711070/

12. Julius Caesar: (p. 147)

    http://toxifier.blogspot.com/2012/06/who-was-julius-caesar-random-wednesday.html

13. Emperor Octavian: (p. 147)

    http://www.shutterstock.com/pic-67892809/stock-photo-the-statue-of-the-first-emperor-of-rome-augustus-located-near-his-own-forum-via-del-fori.html

14. Roman remains in Timgad: (p. 148)

    http://www.expertalgeria.com/timgad.html

15. The wall of Hadrian in Britain: (p. 148)

    http://commons.wikimedia.org/wiki/File:Hadrians_Wall_with_Weedkiller.JPG

16. Alcantara Bridge in Spain: (p. 148)

    http://en.wikipedia.org/wiki/Alcantara_Bridge

17. Russel Crowe in the movie 'Gladiator': (p. 148)

    http://www.side2.no/kjendis/article2625383.ece

18. Cuneiform and Hieroglyphics: (p. 152)

    http://www.visioninconsciousness.org/Ancient_Civilizations_37.htm

19. Greek: (p. 153)

    http://greece.mrdonn.org/alphabet.html

20. Latin: (p. 153)

    http://atschool.eduweb.co.uk/nettsch/time/rlife.html

21. Hannibal: (p. 154)

    http://www.dinosoria.com/hannibal.htm

22. Battle of Zama: (p. 154)

    http://en.wikipedia.org/wiki/Battle_of_Zama

23. Tassili n'Ajjer : (p. 160)

    http://www.easyvoyage.com/algerie/le-tassili-des-ajjer-84

24. Rock painting in the Tassili n'Ajjer: (p. 160)

    http://www.forum-algerie.com

25. Algiers in the 16th century: (p. 160)

    http://www.skyscrapercity.com

26. Roman remains in Mazouna: (p. 161)

   http://dakadahra.blogspot.com

27. El Madrassa of Mazouna : (p. 161)

    http://dakadahra.blogspot.com

28. Reamains of the Bey castle in the Kalaa of Beni Rached: (p. 161)

    https://www.facebook.com/K-A-L-A-A-Beni-Rached-Relizane-

29. Remains of a Turkish cemetery the Kalaa of Beni Rached: (p. 1561)

    https://www.facebook.com/K-A-L-A-A-Beni-Rached-Relizane-

30. Strait of Gibraltar: (p. 165)

    https://www.meted.ucar.edu/sign_in.php?go_back_to=http%253A%252F%252Fwww.

    meted.ucar.edu%252Fmesoprim%252Fgapwinds%252Fprint.htm##

31. El khawarismi: (p. 165)

    http://al-hisab.e-monsite.com/pages/les-mathematiciens.html

32. Ibn sina: (p. 165)

    http://www.famousphilosophers.org/ibn-sina/

33. Baghdad: (p. 165)

    http://www.iraqiembassy.us/page/mongols-invade-baghdad

34. Fake shoe: (p. 167)
    http://www.pumatalk.com/blog/?p=64

35. Genuine shoes: (p. 167)

    http://www.chaussures7u.com/puma-fluxion-ii-chaussures-noir-blanc-solds-france-p-
    1454.html

36. Genuine bag: (p. 167)

    http://www.ibuyla.com/Category/50014503/Bags_bag_bag?&p=2

37. Fake bag: (p. 167)

    http://www.desicolours.com/fakefakefake/03/08/2009

38. Fake and genuine pills: (p. 168)

    http://neurobonkers.com/tag/fake-drugs/

39. Fake medicines: (p. 169)

    http://someonewhogivesadamn.org/2011/10/counterfeit-drugs-targeted-by-
    technology-in-india/

40. Forged currency: (p. 169)

  http://www.algerielinks.com/national/2060-un-important-lot-de-billets-de-banque-et-de-pieces-detruit.html

41. Fake auto parts: (p. 169)

  http://www.thedetroitbureau.com/2012/10/how-to-spot-counterfeit-auto-parts/

42. Job losers protesting: (p. 170)

  http://www.dailypost.co.uk/incoming/new-jobs-former-remploy-workers-4002478

43. Fake mobiles: (p. 170)

  http:// www.lexpressiondz.com/chroniques/analyses_du_professeur_chitour/148406-le-salut-pour-les-sans-voix.html

44. Scrutinizing the product: (p. 170)

  www.rfid-weblog.com