

Appendices

Dear Mr. /Mrs.:

The researcher is conducting an M.A thesis under the title "The Effect of a Program Based on Using Blended Learning on Developing Critical Reading Skills of EFL Secondary Stage Students." The main aim of the study is to design and evaluate a program that integrates blended learning with critical reading for the secondary stage students-1st year.

One-step to achieve this aim is to conduct a pilot study to make sure students need teaching critical reading.

- 1 Following is a questionnaire that you are kindly required to answer.

(The answers will be only for the scientific research).

Thanks a lot for your valuable cooperation

Mona Allam Sadek

Appendix (A)
Teachers' Questionnaire

Name :(optional)

Job:

Place of work:

A Questionnaire for Teachers

1. Which of the following skills do you apply in the class?

No.	Statement	I apply	I do not apply	to some extent
1.	Identifying the author's purpose of the text.			
2.	Identifying the main idea and the sub-ideas of the text.			
3.	Constructing the meaning of a given text.			
4.	Determining the cause-effect relationship.			
5.	Comparing things or characters.			
6.	Evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency and fairness).			
7.	Agree/disagreeing with the author .			
8.	Finding alternatives.			

What do you know about critical reading?

Do you think that students are in a bad need for learning critical reading? Why/ Why not?

Thank you for your cooperation
Mona Allam Sadek

Appendix (B)

Test of the Pilot Study

Read the following text and answer the questions below:



Once, there was a king who had two servants who worked so well and so honestly that he made them captains in his army. The day after they had become captains, the king saw them and said, 'what is the reason for your becoming captains, do you think?' The 1st captain answered, 'It is because I am a lucky man', but the 2nd said, 'it is because you are kind and generous.'

The king said that he liked both captains' answers.' To show you that I am pleased with you, I am going to give each of you a present,' he said. 'Both presents have the same value, and both are from my own gardens.' He then gave the 1st captain a coconut and the 2nd captain a bunch of ripe bananas __but when he was giving the bananas to the 2nd captain, he secretly took a very valuable ring off his finger and pushed it into one of the bananas.

While the two captains were walking home, the 2nd captain told the 1st that his wife did not like bananas, and asked him whether he was willing to give him the coconut and take the bananas. The 1st captain knew that his own wife did not like bananas either, but he was an unselfish man, he said that he would do as the 2nd captain wanted because he was his friend.

That evening, the 1st captain began to eat the bananas and found the ring in them. At once, he hurried to the king with it. When the king saw it and heard what had happened, he sent for the 2nd captain and said to him, I wanted to give you the ring because you said that I was kind and generous; but it seems that your friend really is a lucky man, as he said!'

From (Hill, 1982, 28,29).

Choose the correct answer:

1. The main idea of the story is:

- A. One should be courageous.
- B. One should not be selfish.

3

2. The idea of the 2nd paragraph is:

- A. The 1st captain found the ring and ran to the king.
- B. The king is giving presents to the servants.

3

3. The idea of the 3rd paragraph is:

- A. The 2nd captain asked his friend to exchange the bananas with the coconut.
- B. The 1st captain found the ring and ran to the king.

3

4. The purpose of this story is to:

- A. inform and entertain the reader.
- B. entertain the reader only.

4

5. The purpose of this story is to persuade:

- A. True.
- B. False.

4

6. The purpose of this story is to instruct and entertain:

- A. True.
- B. False.

4

7. I learnt from the story:

- A. to be honest.

5

B. to be courageous.

8. I learnt from the story to tell the truth:

A True.

B. False.

5

9. I learnt from the story:

A. not to be selfish.

B. to be selfish.

5

10. The 1st servant wasthe 2nd servant.

A. similar to

B. in contrast

3

11. servants worked so well and so honestly

A. Both .

B. However.

3

12. Both of the captains were lucky:

A. This is a cause-effect relationship.

B. This is a comparison.

3

13. The king made the two servants captains because:

A. They were lazy.

B. They worked so well and so honestly.

3

14. The 2nd captain wanted to exchange the bananas with the coconut because his wife did not like bananas:

A. This is a cause-effect relationship.

3

B. This is a comparison.

15. The 1st captain agreed to take the bananas.....he was not selfish.

A. because

3

B. but.

16. The information in the text was:

A. precise.

3

B. not precise.

17. The information in the text was:

A. clear.

3

B. not clear.

18. The information in the text was:

A. True.

3

B. False.

19. Do you agree/disagree to the 1st captain's giving the coconut to his friend, why?

6

20. Do you agree/disagree on the 1st captain's running to the king to give him the ring, why?

6

21-. Do you agree/disagree to the king's statement "lucky man" , Why?

6

obeyikanda.com

obeyika.com

Appendix (C)

Critical Reading Skills List

A Critical Reading Skills Checklist:

1. Identifying the main ideas.
2. Identifying the sub-ideas of the text.
3. Identifying the author's purpose of a text.
4. Constructing the meaning based on context.
5. Determining cause-effect relationships.
6. Comparing and contrasting things /characters and ideas.
7. Evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency and fairness).
8. Agreeing/disagreeing with the author.
9. Finding alternatives.

Appendix (D)

Names of the Jury Members

Names of Jury Members:

1. Prof. Antar Solhy Abdellah
Associate Professor of Curriculum and Instruction (TEFL),
Faculty of Education, Taiba University
2. Prof. Iman Mohammed Abdul Haqq
Professor of Curriculum and Instruction (TEFL), Faculty of
Education, Benha University
3. Prof. Fatima Sadek Mohammed
Professor of Curriculum and Instruction, Faculty of Education
(TEFL), Benha University
4. Dr. Magdy Mohammed Amin
Assistant Professor of Curriculum and Instruction (TEFL),
Faculty of Education, Benha University
5. Dr. Mohammed Abdulrahman Sa'ay
TEFL Lecturer, Curriculum and Instruction (TEFL), Faculty of
Education, Ain Shams University
6. Dr. Heba Mostafa Abdullah
TEFL Lecturer, the Institute of the Educational Research and
Studies (TEFL), Cairo University
7. Dr. Amira El-Amir Khater
TEFL Lecturer, Curriculum and Instruction (TEFL), Faculty of
Education, Ain Shams University
8. Dr. Dalia Ibrahim Yahya
TEFL Lecturer, Curriculum and Instruction (TEFL), Faculty of
Education, Ain Shams University

Appendix (E)

**A Program Based on Using
Blended Learning to Develop
Critical Reading Skills of EFL
Secondary Stage Students**



Ain Shams University
Faculty of Education
Curriculum and Instruction Department.

**The Effect of a Program Based on Using Blended
Learning on Developing Critical Reading
Skills of EFL Secondary
Stage Students**

A thesis

Submitted in Fulfillment of the Requirements of the MA Degree in
Education
{Curriculum and Instruction, [TEFL]}

By

Mona Allam Sadek Allam

Supervised by

Dr. Asmaa Ghanem Gheith

Dr. Ramadan Farid Mostafa Nassar

Professor, Curriculum and Instruction
(TEFL)

Faculty of Education
Ain Shams University

Lecturer, Curriculum and Instruction
(TEFL)

Faculty of Education
Ain Shams University

2014

Framework for the Proposed Program

Subject: Critical Reading Using Blended Learning

Year: First secondary stage students

Hours: 45 min.s twice a week

Aims of the program

The aim of this program is to develop some critical reading skills of the first year secondary stage students.

Lessons	Intended learning outcomes	Activities	Teaching Methods	Teaching Materials and Aids	Evaluation
The first session	By the end of this session students should be able to: Identify the aim of the program. Know a brief idea about the target eight critical reading skills.	Ask students to give some of the benefits of reading Do you like to read, which books? Why?	Data show computer	Colored chalks or whiteboard markers. A big card with the skills written on it .	
Thank you, Dr. Farouk El- Baz.	By the end of this lesson, they will be able to: Identify the purpose of the author of the text. Construct the meaning of a given text.	A video about a song answering a question from the site Using the forum in the evaluation Pictures included in the site The web site MP3 for	Cooperative learning. Discussion. Brainstorming Reflective teaching.	Colored chalks or whiteboard markers. Printed papers for the personal reflective feedback. Cards for activities. Blended learning. The teacher's journal	What is your opinion of the text ?(use the forum) What is the meaning you could detect out of the text?

		recording the lesson		Mp3 for recording the lesson	
Oliver Twist	By the end of this lesson, they will be able to:	A video about the story of Oliver Twist	Cooperative learning. Discussion. Brainstorming	Colored chalks or whiteboard markers.	What is your opinion of the text? (Use the forum)
	Conclude the main idea and the sub-ideas of the text.	A video about identifying the main idea and sub-ideas	Reflective teaching.	Printed papers for the personal reflective feedback.	What are the ideas of the 2 nd and the 3 rd paragraph in the lesson?
	Find alternatives. Agree/disagree with the author.	Using the forum or using email for evaluation		Cards for activities. Using blended learning.	
		Pictures included in the site		Papers with questions of discussion written on them.	
		The web site		Using the teacher's journal	
		Mp3 for recording the lesson		MP3 for recording the lesson	
You Have 100,000,00 0,000 of These!	By the end of the lesson, they will be able to:	Interactive whiteboard Activities	Cooperative learning. Discussion. Brainstorming.	Colored chalks or whiteboard markers.	What is your opinion of the text? (Use the forum)
	Make a Comparison.	Group work activities from the site	Reflective teaching	Printed papers for the personal reflective feedback.	Compare a computer with a human brain
	Evaluate the Text according to some criteria (clarity, precision, relevance, significance, depth, consistency, and fairness).	Using the forum or using email for evaluation		Cards for activities. Blended learning.	
		Pictures included in the site		Papers with questions of discussion written on them.	
		The web site			

The Man and the Sea.	Old Man and the Sea. By the end of the lesson, they will be able to:	MP3 for recording the lesson Power point presentation included in the site	Cooperative learning. Discussion. Brainstorming. Reflective teaching.	The teacher's journal Colored chalks or whiteboard markers. Printed papers for the personal reflective feedback. Cards for activities. Blended learning. Papers with questions of discussion written on them. The teacher's journal MP3 for recording the lesson	What is your opinion of the text?(Use the forum) Why was the old man in great pain?
	Determine the cause-effect relationship. Agree/disagree with the author.	answering questions from the site			
	Find alternatives	Using the forum in the evaluation			
		Pictures included in the site			
		The web site			
		MP3 for recording the lesson			
Cars without Oil.	By the end of the lesson, they will be able to:	Interactive whiteboard activities	Cooperative learning. Discussion. Brainstorming. Reflective teaching.	Colored chalks or whiteboard markers. Printed papers for the personal reflective feedback. Cards for activities. Using blended learning. Papers with questions of the discussion written on them. Using the teacher's	What is the purpose of the text? What can you do to avoid pollution?
	Identify the purpose of the author of the text.	answering question from the site			
	Construct the meaning of a given text.	Using the forum in the evaluation			
		Pictures included in the site			
		The web site			
		MP3 for recording the lesson			

How to Avoid Illness	to	By the end of the lesson, they will be able to: Determine the cause-effect relationship. Agree/disagree with the author. Find alternatives	Watching a video answering questions from the site Using the forum in the evaluation Pictures included in the site The web site MP3 for recording the lesson	a Cooperative learning. Discussion. Brainstorming. Reflective teaching.	Colored chalks or whiteboard markers. Printed papers for the personal reflective feedback. Cards for activities. Using blended learning. Papers with questions of discussion written on them. Using the teacher's journal MP3 for recording the lesson Handouts	Why is cleanliness important? Do you agree/disagree with the following pictures? Why? give your opinion
King Lear.	–	By the end of the lesson, they will be able to: Compare characters. Construct the meaning of a given text.	A video about the story of King Lear Watching a video Interactive whiteboard activities. answering a question from the site Using the forum in the evaluation	Cooperative learning. Discussion. Brainstorming. Reflective teaching.	Colored chalks or whiteboard markers. Printed papers for the personal reflective feedback. Cards for activities. Using blended learning. Papers with questions of discussion written on	What did you benefit from the story?

			Pictures included in the site		them. Using the teacher's journal
			The web site		MP3 for recording the lesson
			MP3 for recording the lesson		
The adventures of Robinson Crusoe.	<p>By the end of the lesson, they will be able to:</p> <p>Identify the main idea and the sub-ideas of the text.</p> <p>Evaluate the text according to some criteria (clarity, precision, relevance, significance, and depth, consistency, and fairness).</p>	<p>Watching a video</p> <p>answering a question from the site</p> <p>Interactive whiteboard activities</p> <p>Using the forum in the evaluation</p> <p>Pictures included in the site</p> <p>The web site</p> <p>MP3 for recording the lesson</p>	<p>Cooperative learning.</p> <p>Discussion.</p> <p>Brainstorming.</p> <p>Reflective teaching.</p>	<p>Colored chalks or whiteboard markers.</p> <p>Printed papers for the personal reflective feedback.</p> <p>Cards for activities.</p> <p>Blended learning.</p> <p>Papers with questions of the discussion written on them.</p> <p>Using the teacher's journal</p> <p>MP3 for recording the lesson</p>	<p>Choose the most appropriate answer:</p> <p>Drinking water is good for your health. If you want to be healthy, you should drink water</p> <p>The reason for drinking water is clear</p> <p>There is no reason at all.</p> <p>I do not know</p> <p>The reason is not clear</p>
The Lion and the Mouse.	<p>By the end of the lesson, they will be able to:</p> <p>Identify the purpose of the author of the story.</p> <p>Construct the meaning of a given text</p>	<p>Handouts</p> <p>Interactive whiteboard activities</p> <p>answering a question from the site</p> <p>Using the forum in the evaluation</p>	<p>Cooperative learning.</p> <p>Discussion.</p> <p>Brainstorming.</p> <p>Reflective teaching.</p>	<p>Colored chalks or whiteboard markers.</p> <p>Printed papers for the personal reflective feedback.</p> <p>Cards for activities.</p> <p>Blended learning.</p>	<p>What do you think the mouse did the right thing? Why?</p> <p>What is your opinion of the text?(Use the forum)</p>

		Pictures included in the site		Papers with questions of the discussion written on them .	
		The web site		The teacher's journal.	
		MP3 for recording the lesson		MP3 for recording the lesson	
Inventions Brigs Problems as well as Happiness	By the end of the lesson, they will be able to:	Interactive whiteboard activities	Cooperative learning. Discussion. Brainstorming. Reflective teaching.	Colored chalks or whiteboard markers. Printed papers for the personal reflective feedback. Cards for activities. Blended learning. Papers with questions of the discussion written on them .	What is your opinion of the text
	Compare the advantages and disadvantages of things.	answering a question from the site		Do you agree/disagree that "technology is a double edged weapon"?	
	Evaluate the text according to seven criteria (clarity, precision, relevance, significance, depth, consistency, and fairness).	Using the forum in the evaluation		Why?	
		Pictures included in the site		Using the teacher's journal	
		The web site		MP3 for recording the lesson	
		MP3 for recording the lesson		Handouts	
		Hand outs			
The Hound of the Baskerville s.	By the end of the lesson, they will be able to:	answering a question from the site	Cooperative learning. Discussion. Brainstorming. Reflective teaching.	Colored chalks or whiteboard markers. Printed papers for the personal reflective feedback. Cards for	What would you do if you were in the place of Stapleton? Why?
	Determine the cause-effect relationship.	Using the forum in the evaluation		Why did Stapleton kill the family?	
	Construct the meaning of a given text.	Pictures included in the			

	site		activities.
	The web site		Blended learning.
	MP3 for recording the lesson		Papers with questions of the discussion written on them.
	Handouts		The teacher's journal
			MP3 for recording the lesson
			Handouts
Sara and the Thieves.	By the end of the lesson, they will be able to:	Interactive white board activities	Cooperative learning.
	Identify the purpose of the author of the story.	Watching a video	Discussion.
	Identify the main idea and sub-ideas of a text.	answering a question from the site	Brainstorming.
		Using the forum in the evaluation	Reflective teaching
		Pictures included in the site	Colored chalks or whiteboard markers.
		The web site	Printed papers for the personal reflective feedback.
		MP3 for recording the lesson	Cards for activities.
			Blended learning.
			Papers with questions of the discussion written on them.
			The teacher's journal.
			MP3 for recording the lesson
			What is the purpose of the story?
			What is your opinion about this story?(Use the forum)

Introduction for the Students

Welcome to this critical reading course!

This program aims to help you develop your critical reading skills using blended learning. This course helps you to develop your critical reading skills .Critical reading stages are divided into three stages pre- reading stage, while- reading stage and the post -reading stage. During these three stages you will learn some critical reading skills. These are:

1. Identifying the purpose of the author of a text.
2. Identifying the main idea of a text.
3. Identify sub- ideas of a text.
4. Constructing the meaning of a given text.
5. Determining the cause-effect relationship.
6. Comparing things or characters.
7. Evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency, and fairness).
8. Agree/disagreeing with the author.
9. Finding alternatives.

Do not forget that this course is based on blended learning.

How can I study this course?

In order to study the course, follow the following steps:

1. Attend the classes.
2. Open the course site at home.
3. Read the whole lesson online.
4. Focus on the bubbles.
5. Do the activities of the lesson.
6. Bring your answers to discuss in the classroom.

Thank you, Dr.Farouk El- Baz



Intended Learning Outcomes

By the end of this lesson, you will be able to:

- Identify the purpose of the author of a text.
- Construct the meaning of a given text.

Warm -up Activity

What do you know about Dr.Farouk El-Baz?

In your group, Read the following text, then answer the following questions:

- What does the writer want to tell us in the text?
(In group work, your group leader should give the teacher the answer).
- What is the meaning you could detect out of the text? (brainstorming activity)

Thank you, Dr.Farouk El Baz

It only rains every 20-50 years in the Western Desert. However, two million years ago, very heavy rain fell there and a huge quantity of water collected under the desert sand. Today we need this water and the person we have to thank for finding it is one of Egypt's most famous men, Dr Farouk El-Baz.

Remote Sensing

Dr .El-Baz , a space scientist and a geologist, is the director of Remote Sensing at Boston University in the USA. He is the world's greatest expert in remote sensing: the use of satellites to find water under deserts.

Underground water was found in the Western Desert and in Sinai .Thanks to photographs which he took from satellites.

Space Projects

From 1967 to 1973, Dr El-Baz worked on the American Apollo space project, which landed men on the moon. He gave advice on where the astronauts should land, and told them how to collect rocks and soil on the moon.

Dr El-Baz was born in Zagazig in 1938 and was educated at Ain Shams University.

Activity 1

A song about identifying the purposes of writers of texts:

URL: <http://www.youtube.com/watch?v=skX6RnnIkuM>
and feature=related.

What did you learn from this video?

Study the following:

What is the purpose of the author?

- The author's purpose is the author's reason for writing.
- The author's purpose may be to inform (or to instruct), to entertain, or to persuade;
- The author may want to inform the reader about some pieces of information to get benefit of it, for example, the purpose of your Science book is to inform you about scientific facts.
- Sometimes you learn from a story to be active or some stories teach us not to tell lies .For example, the story of the liar boy and the wolf.
- The author may want to please the reader by a funny story or s/he may want the reader to answer a puzzle .
- The writer may want to persuade the reader of something. This purpose is existed in the newspaper or in the argumentative texts.
- It is important to remember that:
- There is an exception (i.e. in some stories, the reader get pleased and learn to be active)
- Go to the article of Dr.Farouk El.Baz then answer the questions, and apply the previous information.

✓ The writer wants to give the reader some information about Dr.Farouk El-Baz.

The answer of the 2nd question

Activity (2)

What is the meaning you could detect out of the text?

Study the following:

In constructing the meaning of a given text, the reader is required to answer:

What did s/he get out of the text? or what is the meaning he could detect out of the text?

Time for Discussion (in the classroom)

- If you were successful and famous, what would you hope to give back to your country? Why?

Home Assignment

- What is your opinion of the text? (Use the forum)
- What is the meaning you could detect out of the text?

Oliver Twist

The Boy Who Asked For More

<http://www.youtube.com/watch?v=BUUbtDmX3G4>

Intended Learning Outcomes:

By the end of the lesson, you will be able to:

- Identify the main idea and the sub- ideas of the text.
- Agree/disagree with the author.
- Find alternatives.

Warm -up Activity:

What do you know about Charles Dickens?

In your group, Read the following text, then answer the following questions:

- What is the main idea of the lesson? What are the sub-ideas of the lesson? (brainstorming activity) .
- Do you dis/agree on what Oliver done when he became a member of a gang? Why? (open discussion)

Oliver Twist

The Boy who asked for more

Oliver Twist grew up in a workhouse because his mother had died when he was born. Life for the young boy was hard. When he asked for more food because he was hungry, he was punished. So Oliver ran away to London. There, he met a boy called Jack Dawkins who was in a gang of thieves. An old man, Fagin, had taught the gang how to be thieves, and Oliver went to live with them.

One day, Oliver was with the gang when they tried to take something from a man's pocket. The man Mr. Brownlow, caught them but was kind and stopped the police from arresting Oliver. Instead, he took him to his house and looked after him. Oliver lived happily with Mr. Brownlow until one of the gang, Bill Sikes, kidnapped him and took him back to Fagin.

Oliver had to go with the gang when they broke into a country house which belonged to Mrs. Maylie and her niece Rose. The thieves were discovered and Oliver was shot. When Oliver told Mrs. Maylie and Rose

that he did not want to be a thief, they believed him and invited him to live with them. One day, at their house, Oliver saw Fagin and another man called Mr. Monks looking at him through a window.

Finally, the police arrested all of the gang. Oliver discovered that Monks was his half brother. Monks wanted Oliver to be in trouble so that (he) would get all their father's money. In the end, Mr. Brownlow adopted Oliver and they went to live with Mrs. Maylie and Rose. Oliver found out that Rose was his mother's sister.

Activity (1)

(A video about identifying the main idea and sub-ideas)

Listen to the following video

<http://www.primary-education-oasis.com/teaching-main-idea.html#.UHGTG65G5VI>

Study the following:

- ➡ The main idea refers to the primary point the author or the writer is trying to present across the text.
- ➡ Authors often put their main idea at the beginning, at the end of the paragraph; sometimes the writer puts the main idea within the paragraph.
- ➡ If the writer puts it within the text you must understand the main idea out of the given text.

How to answer the question:

1. Read the 1st line of each paragraph.
2. Look for a common idea in the 1st line.
3. Skim over the rest of the text to check that you found the topic sentence.

The topic+ the author's most important point about the topic= Main idea

⇒ **In short:**

- ➡ The main idea of any paragraph: is what you understand from the whole text.
- ➡ The sub-idea of any paragraph is what you understand from the paragraph.
- ➡ You must avoid taking a shortcut by reading only the first and the last sentence.

Do you dis/agree with this scene? Why?

Activity (2)

Here is a picture of pollution



From:

<http://www.tropical-rainforest-animals.com/images/water-pollution-in-india-21436303.jpg>

Let us go back to our activities

- ✓ Out of reading the whole text, you will understand that the main idea of the text is: It is talking about a story of someone called Oliver Twist.
So the main idea of the text is the story about Oliver Twist
- ✓ The idea of the 1st paragraph is: the paragraph is talking about the birth of Oliver.
- ✓ The idea of the 2nd paragraph is: the 1st meeting with Mr.Brownlow.
- ✓ The idea of the 3rd paragraph is: the 1st meeting with Mr.Maylie.
- ✓ The idea of the 4th paragraph is: what Oliver found out.

Agree/disagree with the author

Here, you will be asked to give your opinion; do you agree with a special point or disagree and why **(giving alternatives)**

Here you are required to

1. give your opinion
2. Write why whether you agree or disagree

Time for Discussion (in the classroom)

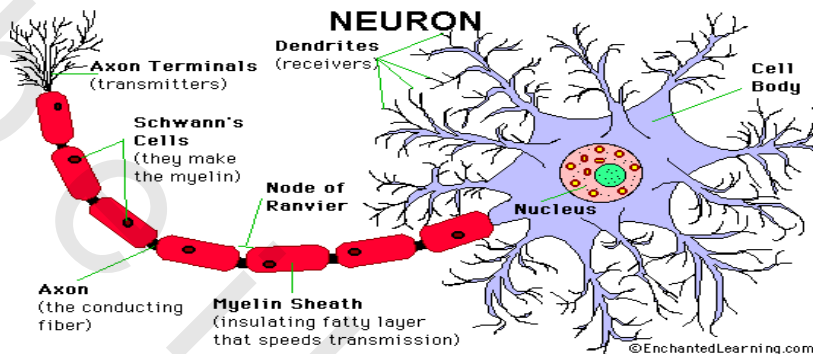
Read and discuss

- Did Oliver do the right thing when he became a thief? Do you disagree? Why?

Home Assignment

- What is your opinion of the text? (Use the forum)
- What are the ideas of the 2nd and the 3rd paragraph in the lesson?

You have 100,000,000,000 of these



From:

<http://www.enchantedlearning.com/subjects/anatomy/brain/Neuron.shtml>

Intended Learning Outcomes

By the end of the lesson, you will be able to:

- Make a Comparison.
- Evaluate the text according to some criteria (clarity, precision, relevance, significance, depth, consistency, and fairness).

Warm -up Activity

What are the benefits of the brain?

Read the following text, then answer the questions:

(Divide yourselves into groups .Each group should answer the following :)

- Compare a computer with the human brain
- What is your opinion of the text? Use the seven criteria to clarify your opinion concerning the text?
- Do you agree/disagree that “the brain is more powerful than the most powerful computer”? Why? (open discussion)

You Have 100,000,000,000 of These!

You have something that is more complex than the most powerful computer. With it you can see and smell flowers, remember holidays, feel pain, hear your favourite singer's voice and think. This thing, which is in your head and weighs a kilo, is your brain.

Your brain has about a hundred billion (100,000,000,000) cells, and controls everything you do. It receives information from your senses, analyses it, then sends messages. For example, when you put your hand in hot water, you think, "that hurts!" and you take your hand out of the water. Your brain receives the message "very hot" from your hand, then immediately sends a message back to your hand, "Take your hand out of the water."

Our senses often work together. For example, try this experiment. Cut a piece of apple, banana, and orange. Close your eyes, hold your nose, and then taste the fruits. Can you taste the difference between the fruits? Probably not. This is because when you eat something, your brain receives messages from your mouth, eyes, and nose.

Your brain also stores past memories and this makes learning and remembering possible. At the same time, your brain controls your breathing, your heart, your body temperature and your digestion.

Activity (1)

Compare these two scenes:

What are the similarities of these scenes?

What are the differences between both pictures?

Which scene do you like best and why?



From:

- <http://www.google.com/eg/imgres?imgurl=http://kidsblogs.nationalgeographic.com/you-are-here/jordan/images/Multicultural%2520day%25202009%2520011%2520%2873%29.jpg> and [imgrefurl=http://kidsblogs.nationalgeographic.com/you-are-here/jordan/2009/04/my-birthday.html](http://kidsblogs.nationalgeographic.com/you-are-here/jordan/2009/04/my-birthday.html) and h=480 and w=360 and sz=58 and tbnid=jS16fAvb2KklIM: and tbnh=91 and tbnw=68 and prev=/search%3Fq%3Dmulticultural%2Bpictures%2Bof%2Beating%26tm%3Disch%26to%3Du and zoom=1 and q=multicultural+pictures+of+eating and usg=__9YUTrvMC8kY8H20PblEea0oOLIQ= and docid=w6j7mG82buE45M and hl=ar and sa=X and ei=bn9xUNiNJoHWtAbK9YCQDQ and ved=0CCwQ9QEwAw and dur=308
- <http://www.odditycentral.com/foods/bullfrog-served-alive-at-japanese-restaurant.htm>

Activity (2)

Choose the most appropriate answer:

Think of all the ways that human beings are alike. People love, work, argue, dance, sing, complain, and gossip. They rear families, celebrate marriages, and mourn losses.

(As cited in Cortina, Janet, 2002, 67).

The author in this passage deals with

- How human beings are similar (✓✓)
- How human beings are different
- Cause- effect relationship
- Similarities between people (✓✓)

Study the Following

Comparing Skills

To compare between things you will identify similarities and differences between things or characters.

- Clues (words) of this pattern are (adjectives, such as safer than, faster, more comfortable than....).
- Other words of this pattern include
 - a) Similarity clues include: [similarly, likewise, both, same, also, resembles, parallels, in the same manner, in the same way, likeness, common, between, alike]
 - b) Dissimilarity clues: [on the other hand, unlike, in contrast, however, whereas, while, although, nevertheless, instead of, different, unlike, conversely, rather than, as opposed to, difference, disagree, distinguish, distinction ...others...].

Activity (3)

Divide yourselves into groups; the leader of each group should give a written explanation of:

We should treat drug use as a private right that harms no one but the user"

(Mayfield, 1997, 287).

What is meant by "drug"?

➡ In the previous example, the meaning of the term (word) is unclear so there is a fault here. One should think of this situation carefully

Activity (4)

Divide yourselves into groups; the leader of each group should give a written explanation of:

"War is Peace"- "Freedom is slavery"-
"Ignorance is strength"
(Mayfield, 1997, 289).

The meaning of each of these sentences is

- clear
- There is a distortion of truth and meaning (✓✓)

Activity (5)

Divide yourselves into groups then the leader of each group should give a written answer to

If you see on commercial advertising:
"Doctors say you should brush your teeth
every day with Florident.

(Mayfield, 1997, 296).

- You will trust them and buy Florident.
- you will not trust this advertisement as the reason is weak (✓✓)

➡ In the previous example, the meaning is not clear. One should think of this situation carefully.

Evaluating the text

➡ Here you are required to apply the following criteria to the text: clarity, precision, relevance, significance, depth, consistency and fairness.

➡ You can apply these criteria by asking the following questions:

📌 **Does the author clearly state his or her meaning?**

-Is the text vague?

📌 **Is the author precise in providing details?**

📌 **Does the author introduce irrelevant material?**

-Is the author wandering from his or her purpose?

📌 **Does the author take the reader into the important complexities inherent in the subject?**

-Is the writing superficial?

📌 **Is the text internally consistent?**

-Does the text contain unexplained contradictions?

📌 **Is the text significant for you?**

-Does the subject deal with a trivial matter?

📌 **Does the author display fairness?**

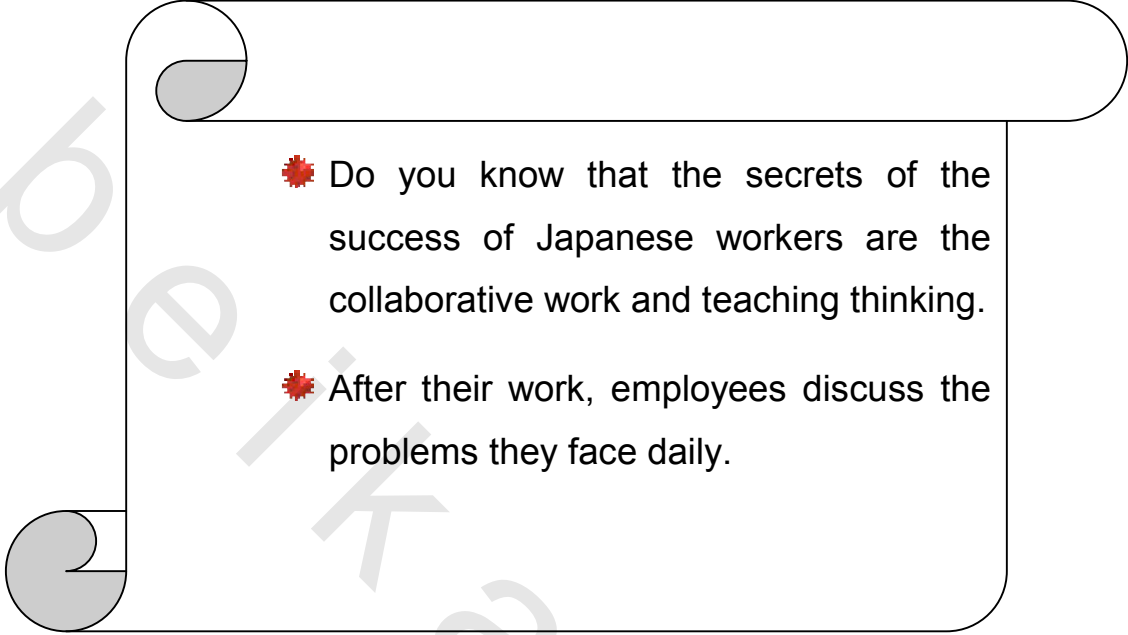
-Does the author take a one sided narrow approach?

The answer of the first question

You can see in the 1st line the form "more complex than". You have something that is more complex than the most powerful computer", so this is the answer to the comparison.

To evaluate the text, you have to apply some criteria

- The author clearly stated his meaning (clarity).
- The author was precise in providing details (precision).
- He provided the reader with sufficient details (depth).
- The author concentrated on the subject and did not tackle to any other subjects (relevance).
- The author was not narrow in his perspective as he dealt with scientific facts.
- The text is significant as it deals with an important subject (significance).
- The author displays fairness as he takes a neutral approach when dealing with a scientific subject (fairness).

- 
- Do you know that the secrets of the success of Japanese workers are the collaborative work and teaching thinking.
 - After their work, employees discuss the problems they face daily.

Time for Discussion (in the classroom)

- Do you agree/disagree that your brain is more powerful than the most powerful computer? Why?

Home Assignment

- What is your opinion of the text ?(Use the forum)
- Compare a computer with a human brain

The Old Man and the Sea



Intended Learning Outcomes

By the end of the lesson, you will be able to:

- Determine the cause-effect relationship.
- Agree/disagree with the author.
- Find alternatives.

Warm -up Activity

What do you know about Ernest Hemingway?

Read the following text, then answer the following questions:

Divide yourselves into groups; each group should answer the two questions:

- Why did the marlin pull the boat along?
- Why was the old man in great pain?
- What is the relationship between nature and the man? How? (in the discussion)

The Old Man and the Sea

An old fisherman, Santiago, and his young apprentice, Manolin, had not caught a fish for nearly three months. Manolin had been told by his parents to work with a more successful fisherman. But Manolin liked the old man and visited him every evening to talk to him.

After 84 days with no fish, Santiago was sure he would catch something if he sailed a long way out to sea. So, on the 85th day, the old man

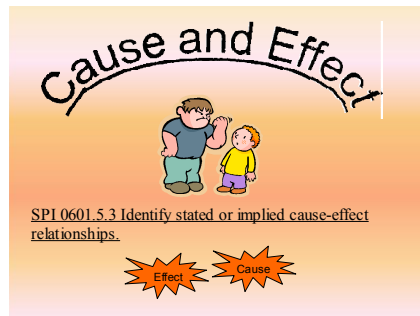
set off alone. By 12 o'clock on the first day, a big fish - a marlin- had taken Santiago's bait. But because the old man was not strong enough to pull it to the boat, the marlin pulled the boat along. This continued for two days and nights. The old man was in great pain because he had the fishing line round his body.

On the third day, the marlin was so tired that the old man managed to pull it to the side of the boat and kill it. He started to sail home, pulling the fish in the water behind the boat. He thought about how much money people would pay for his huge fish, but then sharks attacked the boat and tried to eat the marlin. The old man killed seven sharks, but during the night more sharks came and ate the marlin. Only its skeleton remained.

When he got back home, it was very early morning. The old man was completely exhausted and went to bed. The other fishermen found Santiago's boat with the fish skeleton. Manolin was worried about Santiago but was glad to find him sleeping at home. He brought him coffee and newspapers, and the two men promised they would go fishing together again one day.

Activity (1)

Here is a power point about cause- effect relationship watch it:



Do you know that

- ➡ "Why" questions ask about the reason for an event.
- ➡ This is called "cause-effect "relationship.
- ➡ It explains why something happens." Clues of that pattern include [because, the reasons, causes, reasons, why, is due to, is caused by] for the word cause .For the word effect ,they include [therefore, consequently, thus, as a consequence, the result, the effect was resulted in, affects, because, brings out, cause, consequences, contributed, create, effect, lead to ,reaction, reason, result, therefore].
- ➡ "Why" is used in the question about this skill.

Remember that

In agree/disagreement with the author, you are required to give your point of view.

Let us go back to our questions

✓ Why did the marlin pull the boat along?

Do you note the word "because"? Therefore, the answer will be after this word, the answer will be: the marlin pulled the boat along because the old man was not strong enough to pull the marlin to the boat.

✓ Why was the old man in great pain?

Read this section /part of the text .Do you notice the word "because", so the answer will be: the old man was in great pain because he had the fishing line round his body.

➡ This relation is called cause-effect relationship.

Time for Discussion (open discussion)

- Do you agree/disagree that (nature is an enemy of man)? Why?

Home Assignment

- What is your opinion of the text? (Use the forum)
- Why was the old man in great pain?

Cars without Oil



Intended Learning Outcomes

By the end of the lesson, you will be able to:

- Identify the purpose of the author of a text.
- Construct the meaning of a given text.

Warm -up Activity

What do you expect to learn from the lesson?

Answer the following questions after reading the following text:

1. What does the writer want to inform out of the text? (in groups)
2. What is the meaning you could detect out of the text? (brainstorming activity).

Cars without Oil

- 1- Air pollution is a big problem for people and the environment. If you sit in a traffic jam in Cairo, your lungs will be filled with the exhaust fumes from cars, buses, and lorries. Air, which is polluted by exhaust fumes, can damage your health, as well as the environment.
- 2- Scientists are working on the problem of exhaust pollution. Now, all cars burn petrol more efficiently than in the past. Scientists have also designed engines, which use natural gas, and many buses in Cairo and other cities use these engines.
- 3- Engineers have also designed electric cars that use batteries. The batteries in early electric cars could not store as much fuel as petrol vehicles. This meant that they could not travel as far or as fast as petrol cars. Now, however, engineers have designed cars which use both electricity and petrol. When the battery is empty, the petrol engine takes over, and when the car uses petrol, this recharges the battery. These cars can go farther using the same amount of petrol as ordinary cars.
- 4- Scientists have also discovered that cars can run on vegetable oil, which means that farmers will be able to 'grow' fuel in their fields. And now engineers are working on a new type of car battery which makes energy out of hydrogen and oxygen. Experts believe that we may be able to buy cars using these batteries in the next ten years.
- 5- We know that at some time in the future, there will be no oil in the world, so we need to find a replacement for petrol as soon as possible.

Activity (1)

Choose the most appropriate answer:

What is bigger when new, then it grows smaller with use?

Answer: Soap (or a pencil, crayon, chalk, etc.)



The author wrote this to:

- teach us something
- Answer this puzzle(√√)
- persuade/convince the reader of an idea
- There is no value here (√√)

➡ Remember that

- ➡ There are three purposes of writing any text: to give a reader some information (in any educated/informative/scientific texts), to persuade the reader of the writer's idea (this type is found in the newspaper) or to please a reader (entertain) (this style is almost found in stories or novels).

➡ **Remember that**

➡ The text may be written for two purposes. For example, it can be written to teach a reader a value and at the same time to offer him some pleasure.

➡ So, it is important to understand the text carefully.

⇒ **Let us go back to the questions to give the answers**

✓ The writer wants to inform us about a problem and suggested solutions.

Activity (2)

What is the meaning you could detect out of the text?

Do you remember

In constructing the meaning of a given text you are required to answer:

What did you get out of the text? Or what is the meaning you could detect out of the text?

Time for Discussion (in the classroom)

- Do you think air pollution will get better or worse in the future? Why?
- Do you think it is important to spend time trying to solve the problem of exhausted pollution? Why?
- What other things could people use for fuel in the future?
- Read the sentence and answer:

Modern countries need industry. Industry leads to pollution.

- What does this statement say about the modern world?
- What is the blame for this situation?
- What can we do about the problem?
- What do you think will happen when there is no oil left?

Home Assignment

- What is the purpose of the text?
- What can you do to avoid pollution?
- What is your opinion of the text? Use the forum

How to Avoid Illness



Intended Learning Outcomes

By the end of the lesson, you will be able to:

- Determine cause-effect relationship.
- Agree/disagree with the author.
- Find alternatives.

Warm -up Activity:

What do you expect to learn from the lesson?

Read the text in order to answer the following questions (in groups)

- Why is cleanliness important?
- Why did the child get infected?

How to Avoid Illness

Cleanliness is extremely important in protecting us from infections. Hygiene (your own cleanliness) and sanitation (public cleanliness) are both important.

Many infections of the stomach pass from one person to another because of bad sanitation and hygiene. If a child has dirty hands, they will

be covered with millions of germs, which we cannot see. If that child gives sweets to another child, some of those germs will be passed to the other child. When this child eats the sweets, s/he will eat some of the germs and may become ill. The child's mother may say that it is because her child ate the sweets, but it is really, because her child ate the other child's germs.

These are some of the rules of hygiene. You should always wash your hands before a meal. You should bathe more often in hot weather or when you have been running or been to the gym.

You should also be very careful about the food you eat and the water you drink. Make sure that flies and other insects do not land on your food. Insects eat dirt and there are germs in dirt. If insects land on your food, they may pass their germs on to you. You should not leave pieces of food or dirty dishes lying around, because they will attract flies. You can protect food from flies and germs by covering it. You should always boil tap water before you drink it.

Finally, you should never eat food that smells bad because it may be poisonous. Do not eat food from a tin if the tin is damaged; the food will probably be bad.

Remember that:

Activity (1)

Divide yourselves into pairs

With your colleague read the two sentences.
Combine the two sentences into one that shows both cause and effect.

Do you know that

- ➡ "Why" questions the reason for an event.
- ➡ This is called "cause-effect "relationship.
- ➡ It explains why something happens." Clues of that pattern include [because, the reasons, causes, reasons, why, is due to, is caused by] for the word cause .For the word effect ,they include [therefore, consequently, thus, as a consequence ,the result, the effect was resulted in, affects, because, brings out, cause, consequences, contributed, create, effect, lead to ,reaction, reason, result, therefore].
- ➡ "Why" is used in the question about this skill.

- ✓ Why is cleanliness important?
- ✓ Out of your understanding of the 1st line in the text you will understand that cleanliness is important because it protects us from infection.

- ✓ Why did the 2nd child get infected?
- ✓ Do you notice the word "because" in the paragraph ? We can predict that the answer will come following" because" . Actually the answer will be: the child got infected because he ate the other child's germs.

Activity (2)



From:<http://www.google.com/eg/imgres?imgurl=http://www.universetoday.com/wp-content/uploads/2010/12/Air-Pollution.jpg> and [imgrefurl=http://www.universetoday.com/81977/causes-of-air-pollution/](http://www.universetoday.com/81977/causes-of-air-pollution/) and [h=339](#) and [w=392](#) and [sz=12](#) and [tbnid=pc4Vodnzh2mIM:](#) and [tbnh=106](#) and [tbnw=122](#) and [prev=/search%3Fq%3Da%2Bpicture%2Bof%2Bpollution%26tm%3Disch%26tbo%3Du](#) and [zoom=1](#) and [q=a+picture+of+pollution](#) and [usq=-Qqh9OQTN4f6Hp3avhO_ew-A-Q=](#) and [docid=wEiamNixYm_hDM](#) and [hl=ar](#) and [sa=X](#) and [ei=Y31xUN_MEtHtQbsoIHwDA](#) and [ved=0CB8Q9QEwAA](#) and [dur=789](#)

Do you dis/agree with this scene? Why?

Activity 3

(A scene about bad behavior inside the classroom)

Watch the following video:

<http://www.youtube.com/watch?v=QfllGpG30Lc>

Do you dis/agree with that behavior? Why?

Remember that

In the skill of agree/disagreement with the author, you are required to give your point of view.

Giving alternatives

Here you are required to

1. Give your opinion
2. Write why whether you agree or disagree with the author

Time for Discussion (in the classroom)

- What public places should always be very clean and hygienic? Why is this important?

Home Assignment

- Why is cleanliness important?
- Do you agree/disagree with the following pictures? Why? give your opinion





o
b
K
a
n
d
i
.
c
o
m

King Lear

<http://www.youtube.com/watch?v=DD-POPOw5cU>

Intended Learning Outcomes

By the end of the lesson, you will be able to:

- Compare characters.
- Construct the meaning of a given text.

Read the text in order to answer the following questions:

- Compare between the characters of the three daughters. (each leader of your group should present the answer to the teacher)(Cooperative learning).
- What did you get out of the text (each one should give me an answer) (brainstorming activity).

Warm -up Activity

What do you know about William Shakespeare?

King Lear

Lear is the King of Britain. When he is old, he decides to give his country to his three daughters, Goneril, Regan, and Cordelia. But before he does this, he asks them to tell him how much they love him. Two of the daughters, Goneril and Regan, say they love him much more than they really do. The third daughter, Cordelia, does not say very much. She does not know how to describe her love for her father. Lear is angry with Cordelia, and gives all his money and land to Goneril and Regan. Cordelia is sent away and goes to live in France where she marries the king.

Old Lear soon discovers that he has made a terrible mistake. It is soon obvious to him that Goneril and Regan said that they loved him only so that they could have his money and his country. The truth is that they did not love their father at all. Lear wanders around the country with his last two good friends until they arrive in Dover.

In France, Cordelia hears what has happened to her father. She comes to England with soldiers to try to save him and to take his country back from her two sisters. English soldiers arrive in Dover and beat the French.

Cordelia and Lear are captured and taken to prison. Here Cordelia tells her father how much she really loves him.

Activity (1)

Compare the following scenes:



From:

http://www.google.com/eg/imgres?imgurl=http://image.shutterstock.com/display_pic_with_logo/300721/300721,1302928407,1/stock-photo-different-way-of-greeting-because-cultural-difference-75337114.jpg and [imgrefurl=http://www.shutterstock.com/pic-75337114/stock-photo-different-way-of-greeting-because-cultural-difference.html](http://www.shutterstock.com/pic-75337114/stock-photo-different-way-of-greeting-because-cultural-difference.html) and h=470 and w=450 and sz=20 and tbnid=VKxlPW85db3HM: and tbnh=90 and tbnw=86 and prev=/search%3Fq%3Dpictures%2Bof%2Bdifferent%2Bways%2Bofgreeting%26tbm%3Disch%26tbo%3Du and zoom=1 and q=pictures+of+different+ways+ofgreeting and usg=__HIRIM9wTEd7kdEPfcdQR0C26m-l= and docid=XDLs_CZBGwiMhM and hl=ar and sa=X and ei=Q4FxUPqyLIqTswawmICoBw and ved=0CCgQ9QEwAg and dur=2111

<http://www.google.com/eg/imgres?imgurl=http://img.ehowcdn.com/article-new/ehow/images/a07/p2/ca/different-ways-greeting-people-800x800.jpg> and [imgrefurl=http://www.ehow.com/info_8161674_different-ways-greeting-people.html](http://www.ehow.com/info_8161674_different-ways-greeting-people.html) and h=300 and w=200 and sz=10 and tbnid=UuRi0hrleX9SgM: and tbnh=90 and tbnw=60 and prev=/search%3Fq%3Dpictures%2Bof%2Bdifferent%2Bways%2Bofgreeting%26tbm%3Disch%26tbo%3Du and zoom=1 and q=pictures+of+different+ways+ofgreeting and usg=__BZWYmLuNHxxxCS5PjPnhQq0ELxc= and docid=JjVHhEcPsUmW9M and hl=ar and sa=X and ei=Q4FxUPqyLIqTswawmICoBw and ved=0CCIQ9QEwAA and dur=414

Activity (2)

Choose the most appropriate answer:

Think of all the ways that human beings differ. Some of us are extrovert, others are shy and introverted. Some are ambitious; others are content with the ways things are. Where do all those differences come from?

(As cited in Cortina, Janet, 2002, 67).

The author in this passage deals with

- How human beings are similar.
- How human beings are different (✓✓).
- Things that are different among people (✓✓).

Comparing Skills

- To compare between things you will identify similarities and differences between things or characters.
- Clues (words) of this pattern are (adjectives such as safer than, faster, more comfortable than....).
- Other words of this pattern include
 - a) Similarity clues: [similarly, likewise, both, same, also, resembles, parallels, in the same manner, in the same way, likeness, common, between, alike]
 - b) Dissimilarity clues: [on the other hand, unlike, in contrast, however, whereas, while, although, nevertheless, instead of, different, unlike, conversely, rather than, as opposed to, difference, disagree, distinguish, distinction ...others...].

The answer of the 2nd question

Comparing:

- ➡ **similarities:** All the girls are the daughters' of King Lear.
- ➡ **Differences:** The differences between them are : both Goneril and Regan do not love their father.
- ✓ They have bad characters.
- ✓ They are not honest.
- ✓ They are greedy.
- ✓ **However, (on the other hand),** Cordelia truly loves her father.
- ✓ She has a good character.
- ✓ She is honest but she does not know how to express her love in words.
- ✓ She is not greedy.

Activity (3)

What is the meaning you could detect out of the text?

Do you remember

In constructing the meaning of a given text, you are required to answer:

What did you benefit out of the text? Or what is the meaning you could detect out of the text?

Time for Discussion (in the classroom)

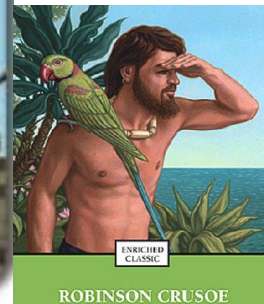
Discuss the following.

- -One of your biggest mistakes
- -A job you would like
- -A recent decision
- Think about the following:
 - How do you think the story will end? Think of a happy and unhappy ending
 - Which ending do you prefer? Why?

Home Assignment

- What did you get out of the story?

The Adventure of Robinson Crusoe



Intended Learning Outcomes

By the end of the lesson, you will be able to:

- Identify the main idea and the sub- ideas of the text.
- Evaluate the text according to some criteria (clarity, precision, relevance, significance, depth, consistency and fairness).

Warm -up Activity

What do you already know about Danial Defoe?

Read the text in order to answer the following questions:

Give the main idea and the sub-ideas of the lesson (brainstorming activity)

- What is your opinion of the text? Use the seven criteria to clarify your opinion concerning the text?

The adventure of Robinson Crusoe

Robinson Crusoe left England on a ship in 1651, even though his parents did not want him to become a sailor. Eight years later, after many exciting but dangerous adventures, there was a terrible storm. Crusoe was shipwrecked on an island about 70 km from South America. All the other sailors died, but Crusoe saved tools, guns and other useful things from the ship before it sank. He built a safe home, hunted animals, and grew crops for food. A bird and some cats were his only friends, but he was lonely because he was the only human on the island.

After twelve years, Crusoe was very surprised when he found a human footprint on the sand. He discovered that people from the mainland sometimes visited the island and killed their prisoners there. One of these people escaped and stayed with Crusoe on the island. Crusoe called him Friday and taught him a few words of English. Later, another group of people from the mainland came to the island. Crusoe and Friday killed some of them and saved some more prisoners. Friday's father was one of these. With more help, Crusoe could now grow more food.

In December 1686, an English ship arrived and took Crusoe and Friday off the island. Crusoe and Friday then traveled to England, and finally arrived in London in June 1687. Crusoe found that a business he had started years ago had been very successful, so he was now a rich man. He married and had three children. After his wife died, he sailed back to the island for the last time. He found the islanders were living happy, successful lives there.

Activity (1)

(a video about identifying the main idea and sub-ideas)

Watch the following video and tell what did you benefit?

<https://www.teachingchannel.org/videos/3rd-grade-ela-lesson>

➡ Do you remember that

- ➡ You can find the main idea either in the 1st sentence or it can be the last sentence but often you can formulate it from your understanding.

The topic+ author's most important point about the topic= Main idea sentence

Let's go back to answer the questions

Activity (2)

Divide yourselves into groups; the leader of each group should give a written explanation of:

Running is good for your health. If you want to be healthy, you should run
(Mayfield, 1997, 305).

The reason for running is

- clear
- There is no reason at all (✓✓)

Evaluating the text

- ➡ Here you are required to apply the following criteria to the text: clarity, precision, relevance, significance, depth, consistency, and fairness.

To evaluate the text, you have to apply some criteria

- 1) The author clearly stated his meaning (clarity).
- 2) The author was precise in providing details (precision)
- 3) He provided the reader with sufficient details (depth).
- 4) The author concentrated on the subject and he did not tackle any other subjects (relevance).
- 5) The information was consistent; there are not any contradictions in the text.
- 6) The text is significant as it deals with an important subject (significance).
- 7) The author displays fairness as he takes a neutral approach when dealing with a scientific subject.

Time for Discussion (in the classroom)

Discuss:

- Would any of your used things cause pollution? How?
- Discuss 12 things you would need to take if a group of ten people were going to the island.
- a- Would you take the same ten things, or change some of them?
- b- which two extra things would you take? How would they be especially useful?

Home Assignment

Choose the most appropriate answer:

Drinking water is good for your health. If you want to be healthy, you should drink water

- The reason for drinking water is clear
- There is no reason at all.
- I do not know
- The reason is not clear

The Lion and the Mouse



Intended Learning Outcomes:

By the end of the lesson, you will be able to:

- Identify the purpose of the author of the story.
- Construct the meaning of a given text

Warm -up Activity:

What do you expect to learn from the lesson?

Read the text in order to answer the following questions:

- What does the author want to tell out of such story? (In groups).
- What is the meaning you could detect out of the text?

(Brainstorming activity)

The Lion and the Mouse

While a lion was sleeping, a small mouse began running up and down his leg. Soon the angry lion woke up, put his huge foot on the mouse, and opened his enormous mouth to swallow him. "I'm sorry," cried the little mouse, "Don't eat me. If you let me go, I'll never forget it. One day I will help you." The lion thought that this was such a funny idea that he lifted his foot and let the mouse go.

The next year, the lion was caught by hunters who wanted to take him to their king. They put ropes round him so that he could not escape, then went to find more men to help carry him. At that moment, the mouse went past and saw the lion in ropes. He remembered his promise, so he went up to the lion and bit through the ropes. As soon as the lion was free, the two friends escaped together.

Let's begin to answer the questions

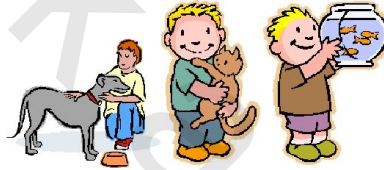
Activity (1)

Do you remember the song, listen:

<http://www.youtube.com/watch?v=skX6RnnIkuM> and
feature=related

Choose the most appropriate answer:

Everyone should have a pet. Pets are very loving and affectionate. They help children learn responsibility. Pets give you unconditional love. Having a pet is a wonderful experience.



The author wrote this to:

- give/teach the reader some information about pets.
- please the reader
- tell the reader that they should have a pet(✓✓)

- ➡ Here it is a story about a lion and a mouse, so the author wants to please us but there is a lesson behind this story. Of course you will learn something at the end. You will learn little friends can be great friends. So here the writer mixes between two purposes. These are: to teach the reader that little friends can be great friends and to please the reader. Thus, the purpose of the author will be both to entertain and to teach the reader.

What is the purpose of the author?

- The author's purpose is the author's reason for writing.
- The author's purpose may be to inform (or to instruct), to entertain, or to persuade;
- The author may want to inform the reader about some pieces of information to get benefit of it, for example, the purpose of your Science book is to inform you about scientific facts.

Sometimes you learn from a story to be active or some stories teach us not to tell lies .For example, the story of the liar boy and the wolf.

- The author may want to please the reader by a funny story or s/he may want the reader to answer a puzzle .
- The writer may want to persuade the reader of something. This purpose is existed in the newspaper or in the argumentative texts.
- It is important to remember that:
- There is an exception (i.e. in some stories, the reader get pleased and learn to be active)
- Go to the article of Dr.Farouk El.Baz then answer the questions , and apply the previous information.

Activity (2)

What is the meaning you could detect out of the text?

Do you remember

**In constructing the meaning of a given text
you are required to answer:**

What did you get out of the text? or what is
the meaning you could detect out of the text?

Activity (3)

Give an example of a promise you made?
Did you keep this promise?

Time for Discussion (in the classroom)

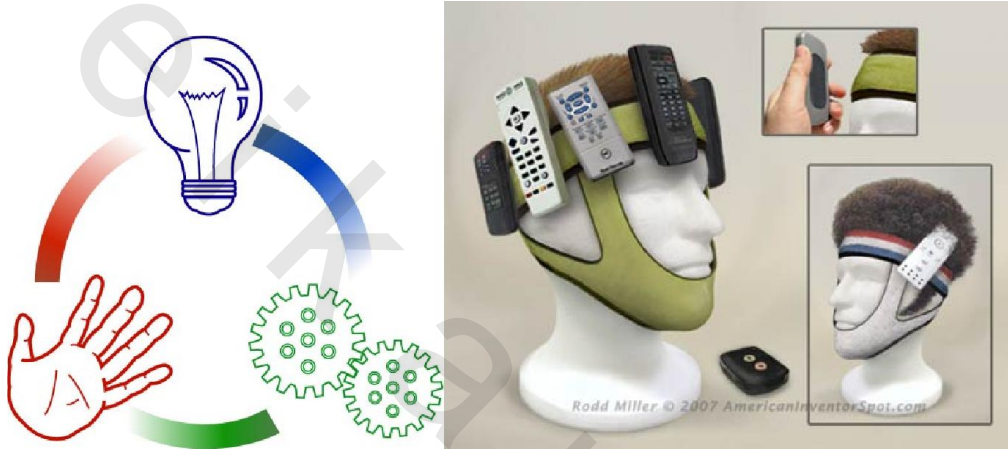
Discuss:

- Tell your story
- Does the story have a moral? If so, what is it?

Home Assignment

- Do you think the mouse did the right thing? Why?
- What is your opinion of the text ?(Use the forum)

Inventions Bring Problems as Well as Happiness



Intended Learning Outcomes

By the end of the lesson, you will be able to:

- Compare the advantages and disadvantages of things.
- Evaluate the text according to seven criteria (clarity, precision, relevance, significance, depth, consistency, and fairness).

Warm -up Activity

What do you expect to learn from the lesson?

Read the text in order to answer the following questions:

Divide yourselves into groups to answer:

- Compare between the advantages and disadvantages of (television, the telephone)
- What is your opinion of the text ,use the seven criteria to clarify your opinion according to the text

Inventions Bring Problems as Well as Happiness

People invent things for many reasons. For example, the telephone was invented so that people can communicate with each other when they are not at the same place. Television was invented to bring people news and interesting information. The telephone and television have brought many people great happiness. However, they have also brought problems. For example, the telephone can make people lazy-they may telephone friends

instead of visiting them. Television can also make people lazy. For example, more people now watch sport on television than go out and do sports themselves.

In this composition, I am going to write about how..... (Your invention) has brought both happiness and problems.

Activity (1)

Compare the following scenes:



From: <http://www.fotosearch.com/photos-images/cultural-clothing.html#comp.asp?recid=791944> and xtra
<http://www.fotosearch.com/photos-images/cultural-clothing.html#comp.asp?recid=55670382> and xtra

Activity (2)

Compare between the advantages and disadvantages of technology as a double-edged weapon



Activity (3)

In two teams, write at least five short sentences containing an adjective, e.g. Liverpool is a good football team. Take turns to read out one of your sentences. Some one in the other team has to respond immediately with a comparative, beginning 'Yes, but....'

e.g. Yes, but Barcelona is better.

(Seymour and

popova,2005,69)

Do you remember

The Comparing Skill

- To compare between things you will identify similarities and differences between things or characters.
- Clues (words) of this pattern are (adjectives such as safer than, faster, more comfortable than....).
- Other words of this pattern include
 - a) Similarity clues: [similarly, likewise, both, same, also, resembles, parallels, in the same manner, in the same way, likeness, common, between, alike]
 - b) Dissimilarity clues : [on the other hand, unlike, in contrast, however, whereas, while, although, nevertheless, instead of, different, unlike, conversely, rather than, as opposed to, difference, disagree, distinguish, distinction ...others...].

Activity (4)

In groups, write your notes on the following:

He: Do you love me?

She: "If I don't would I be with you now?"

He: "but will you marry me?"

"She: "I will marry you when-everything considered-marriage is a commitment that needs careful consideration and responsibility".

(Mayfield, 1997, 293).

These sentences imply that

- She will marry him.
- She will not marry him.
- The meaning is unclear.
- The answer is indirect. (✓✓)

She did not answer the direct question. She was indirect so the meaning is still unclear.

Activity (5)

In groups, write your notes on the following:

Student to instructor. "Why are you getting after me for being late to class? You never say anything to that pretty woman who comes late to class every day"

(Mayfield, 1997, 303).

The reason for being late is

- clear
- unclear.
- the student pointed to another reason so the reason is irrelevant. (✓✓)

➡ You can apply these criteria by asking the following questions:

📌 **Does the author clearly state his or her meaning?**

-Is the text vague?

📌 **Is the author precise in providing details?**

📌 **Does the author introduce irrelevant material?**

-Is the author wandering from his or her purpose?

📌 **Does the author take the reader into the important complexities inherent in the subject?**

-Is the writing superficial?

📌 **Is the text internally consistent?**

-Does the text contain unexplained contradictions?

📌 **Is the text significant for you?**

-Does the subject deal with a trivial matter?

📌 **Does the author display fairness?**

The answer of the 1st question:

- ✓ **The advantages of the telephone:**
- ✓ With telephone people can communicate with each other when they are not at the same place.

- ✓ **After the word "however", you can see the disadvantages:**
- ✓ The telephone can make people lazy as they may telephone friends instead of visiting them.

- ✓ **Television: the advantages;**
- ✓ You can see in the 1st part of the paragraph: Television was invented to bring people news and interesting information.

- ✓ **After the word "however" you will find the disadvantages:**
- ✓ Television can make people lazy, for example more people now watch sport on the television than go out and do sports themselves.

Let's go back to answer the questions

The answer to the 2nd question:

- ✓ We note: the author was clear and sufficient to state up the problem in a clear way.
 - ➡ You can conclude that by applying the previous criteria.

Time for Discussion

Discuss:

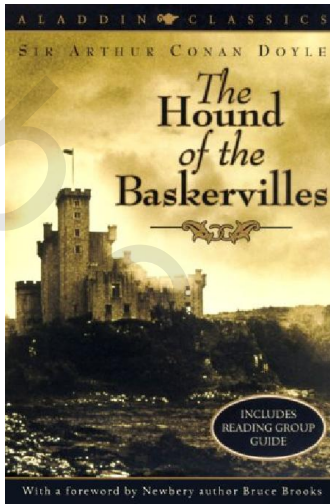
- Tell other students your own opinion:
- Describe the happiness and problems that your invention has brought and give alternatives to the problems

- For each invention, decide whether it has brought more happiness or more problems

Home Assignment:

- What is your opinion about the text?
- Do you agree/disagree that "technology is a double edged weapon"? Why?

The Hound of the Baskervilles



Intended Learning Outcomes

By the end of the lesson, you will be able to:

- Determine the cause-effect relationship.
- Construct the meaning of a given text.

Warm -up Activity

What do you expect to learn from the lesson?

Read the text in order to answer the following questions:

- Divide yourselves into groups to answer me
- Why does Stapleton not feed the dog?
- Why did Stapleton kill the family?
- What is the meaning you could detect out of the context? (Brainstorming activity).

The Hound of the Baskervilles

Sherlock Holmes and Watson have a visit from a man called Dr. Mortimer. He wants Holmes's advice before he goes to see his friend Sir Henry Baskerville. Sir Henry is the last member of the Baskerville family and is going to inherit the family home, Baskerville Hall, in the west of England. Mortimer is worried about Henry and tells Holmes and Watson an old legend about a wild dog. It is called the Hound of the Baskervilles and it killed Sir Hugo Baskerville hundreds of years earlier. It has also killed other members of the Baskerville family since then. The legend says that this dog will kill anyone called Baskerville.

At first, the detective laughs at the story, but then Dr. Mortimer tells him about Henry's uncle, Sir Charles Baskerville, who has just been found dead in his garden. He had no physical injuries, but he had died with a

terrified expression on his face. Also near his body, there were the footprints of an enormous dog. Suddenly, Holmes is very interested and goes to Baskerville Hall to investigate.

Holmes and Watson solve the crime. They discover that the criminal is called Stapleton, a cousin of the Baskervilles who wants to inherit the family home. He knows the legend of the hound, and trains a black dog to kill the first person it sees. He does not feed the dog because he wants to make it very hungry. However, when he sends it to kill Sir Henry Baskerville, Holmes, and Watson are waiting. When they shoot the dog, everyone realizes that the hound is just an ordinary dog. Stapleton drowns as he is trying to escape.

Activity (1)

Divide yourselves into groups,
In your group, read each sentence
Write the effect (what happens) and the cause (why it happened).

➡ Remember that

- ➡ A Cause-effect relationship shows why something has happened.
- ➡ There are many words showing this relationship ,especially the word "because" and the question will be by the word "why".

Activity (2)

What is the meaning you could get out of the text?

Do you remember

**In constructing the meaning of a given text
you are required to answer:**

What did you get out of the text? or what is
the meaning you could detect out of the
text?

Let's go to the questions

- ✓ The answer to the 2nd question: the two leaders of the two groups should give the answer written).
- ✓ Stapleton does not feed the dog:
- ✓ {Do you see the word "because"? It is the key word to answer this type of question asked by why?}
- ✓ Stapleton did not feed the dog because he wanted to make it very hungry.

- ✓ Stapleton killed the family {now there is no "because "but where is your understanding?}
- ✓ Because he wanted to inherit the family's home.

Time for Discussion

Discuss:

- ♥ Do you think Stapleton's plan was a good one? Why / why not?
- ♥ Do people still believe in legends like the Hound of Baskervilles?
- ♥ Are there any Egyptian legends like this?
- ♥ Why do people like these stories?

Home Assignment

- What would you do if you were in the place of Stapleton? Why?
- Why did Stapleton kill the family?

Sara and the Thieves



Intended Learning Outcomes

By the end of the lesson, you will be able to:

- Identify the purpose of the author of the story.
- Identify the main idea and the sub-ideas of the text.

Warm -up Activity:

What do you expect to learn from the lesson?

- **Read the text in order to answer the following questions:** (Each group leader will give the teacher the answers)
- What does the author want to inform the reader from the story?
- What is the main idea of the text?

Sara and the Thieves

Sara lives with Mr. and Mrs. Smith. Last week, while Mr. and Mrs. Smith were out. A neighbor, Louise, came to spend the evening with Sara. At eight o'clock, Louise went out to buy some bread from a shop which was five minutes walk away. One minute after she left, two men broke into the house and took the television and a computer. Sara didn't look surprised and she did not try to stop them. Can you explain?

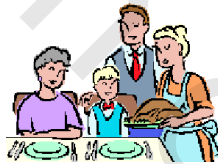
Activity (1):

Do you remember our song listen:

<http://www.youtube.com/watch?v=skX6RnnlkuM> and
[feature=related](#)

Choose the most appropriate answer:

Having good manners means being polite and thoughtful to others. Saying a simple please and thank you are examples of good manners. Holding a door open for someone is very polite. Practicing good table manners is being thoughtful. Some good table manners would include placing your napkin on your lap, asking someone to please pass something you would like, and eating neatly. Giving someone a sincere compliment and graciously accepting a compliment by saying thank you are more ways to show good manners. Using good manners is a way to show respect for others and an example of The Golden Rule!



The author wrote this to:

- inform/teach the reader about some good manners(√√) .
- Encourage the reader to have a good manners
- persuade the reader of the importance of having a good manners
- Please the reader only.
- Inform the reader about some information (√√).

▶ Let's answer the questions

Activity (2)

Do you remember the following video:

(a video about identifying the main idea and sub-ideas)

Watch the following video and tell what you benefited from it?

<https://www.teachingchannel.org/videos/3rd-grade-ela-lesson>

Do you remember

What is the purpose of the author?

- ▶ The author's purpose is the author's reason for writing.
- ▶ The author's purpose may be to inform (or to instruct), to entertain, or to persuade;
- ▶ The author may want to inform the reader about some pieces of information to get benefit of it, for example, the purpose of your Science book is to inform you about scientific facts.

Sometimes you learn from a story to be active or some stories teach us not to tell lies .For example, the story of the liar boy and the wolf.

- ▶ The author may want to please the reader by a funny story or s/he may want the reader to answer a puzzle .
- ▶ The writer may want to persuade the reader of something. This purpose is existed in the newspaper or in the argumentative texts.
- ▶ It is important to remember that:
- ▶ There is an exception (i.e. in some stories, the reader get pleased and learn to be active)

Activity (3)

Choose the most appropriate answer:

The main idea of the text is:

- a) The story about Sara, a blind person (✓✓)
- b) The story about Louise
- c) The story about a girl (✓✓)

Let's answer the questions

✓ The writer wanted to please the reader only.

➡ **Do you remember that**

- ➡ You can find the main idea either in the first sentence or it can be the last sentence but often you can formulate it from your understanding.
- ➡ The topic+ author's most important point about the topic= Main idea sentence

✓ The main idea of the lesson is that the lesson is a story about Sara, a blind person.

Time for Discussion (in the classroom)

Discuss:

- Talk about any other mysteries you know

Home Assignment

- What is the purpose of the story?
- What is your opinion about this story?(Use the forum)

References

- Ayat (2009). My Birthday!. *National Geographic Society*. Retrieved In Oct., 7, 2012 at 3:15P.M.. from [http://www.google.com/eg/imgres?imgurl=http://kidsblogs.nationalgeographic.com/you-are-here/jordan/images/Multicultural%2520day%25202009%2520011%2520%2873%29.jpg](http://www.google.com/eg/imgres?imgurl=http://kidsblogs.nationalgeographic.com/you-are-here/jordan/images/Multicultural%2520day%25202009%2520011%2520%2873%29.jpg&imgrefurl=http://kidsblogs.nationalgeographic.com/you-are-here/jordan/2009/04/my-birthday.html&h=480&w=360&sz=58&tbnid=jS16fAvb2KklIM:&tbnh=91&tbnw=68&prev=/search%3Fq%3Dmulticultural%2Bpictures%2Bof%2BBeating%26tbm%3Disch%26tbo%3Du&zoom=1&q=multicultural+pictures+of+eating&usq=_9YUTrvMC8kY8H20PblEea0oOLIQ=&docid=w6j7mG82buE45M&hl=ar&sa=X&ei=bn9xUNiNJoHWtAbK9YCQDQ&ved=0CCwQ9QEwAw&dur=308) and <http://kidsblogs.nationalgeographic.com/you-are-here/jordan/2009/04/my-birthday.html> and h=480 and w=360 and sz=58 and tbnid=jS16fAvb2KklIM: and tbnh=91 and tbnw=68 and prev=/search%3Fq%3Dmulticultural%2Bpictures%2Bof%2BBeating%26tbm%3Disch%26tbo%3Du and zoom=1 and q=multicultural+pictures+of+eating and usq=_9YUTrvMC8kY8H20PblEea0oOLIQ= and docid=w6j7mG82buE45M and hl=ar and sa=X and ei=bn9xUNiNJoHWtAbK9YCQDQ and ved=0CCwQ9QEwAw and dur=308
- Cristina, G. B. (n.d.). *How to identify the main idea with signal words* .[video]. Retrieved on the 7th of Oct. 2012 At 4:50 P.M. from <https://www.teachingchannel.org/videos/3rd-grade-ela-lesson>
- Cause and Effect(n.d.). *Cause and Effect*. Retrieved on the 4th of Oct. 2012 at 7:30 P.M. from <http://jc-schools.net/dynamic/LA/ppt/cause-effect.ppt>
- Cause and Effect (n.d.). *Cause and effect*. Retrieved on the 4th of Oct.2012 at 7:30 P.M. from <http://havefunteaching.com/worksheets/reading-worksheets/cause-and-effect-worksheets>

- David, S. Maria, P. (2005). *700 Classroom Activities*. Oxford: Macmillan Books for teachers.
- Deporah, P. (2003). *Longman Preparation Course for the TOEFL Test: The Paper Test*. United States of America: Longman.
- Enchanted Learning.com(2010). *BRAIN CELLS*.
 Retrieved on the 7th of Dec.2012 at 6:45 P.M.
 from
<http://www.enchantedlearning.com/subjects/anatomy/brain/Neuron.shtml>
- E.notes.com (2008). King Lear-summary:e.notes[video].
 Retrieved on the 8th of Dec. 2012 at 5:30 P.M.
 from
<http://www.youtube.com/watch?v=DD-PQPOw5cU>
- Foto search: Stock Photographs Footage: The World's Stock Photography –One website (2012). *Stock Photo of Group Portrait of Six People in Indian Style Clothing ,Foto Search 14 years*.
 Retrieved on 7th of Oct. 2012 at 3:30 P.M.
 from
<http://www.fotosearch.com/photos-images/cultural-clothing.html#comp.asp?recid=791944> and xtra=
- Foto search: Stock Photographs Footage: The World's stock Photography –One website (2012). *Stock Photo of smiling Eskimo Woman in Traditional Clothing ,Foto Search 14 years*.
 Retrieved on 7th of Oct. 2012 at 3:32 P.M.
 from
<http://www.fotosearch.com/photos-images/cultural-clothing.html#comp.asp?recid=55670382> and xtra=
- Henry, D. J and Mini, M. (2006). *Thinking Through the Test: A study Guide for the Florida College Basic Skills*

Exit Tests :Reading and Writing (3rd edition). New York, Boston, San Francisco, London, Toronto, Tokyo, Singapore ,Madrid, Mexico City ,Munch, Paris, Cape Town Hong Kong and Montreal: Person Longman.

- Hill,L.A.(1982).*Intermediate Comprehension Pieces*. London, Glasgow, New York, Toronto, Delhi, Bombay, Calcutta, Mdras, Karachi ,Kuala Lumpur, Singapore, Hong Kong, Tokyo,Nairobi, Dar El Salam,Cape Town,Salisbury,Melborne ,Auckland: Oxford University Press.
- Jerry, G. (2010).*Causes of Air Pollution*. Thesis Word PressTheme.
Retrieved on the7th of Oct. 2012 at 3:4 P.M.
From
[http://www.google.com/eg/imgres?imgurl=http://www.universetoday.com/wp-content/uploads/2010/12/Air-Pollution.jpg](http://www.google.com/eg/imgres?imgurl=http://www.universetoday.com/wp-content/uploads/2010/12/Air-Pollution.jpg&imgrefurl=http://www.universetoday.com/81977/causes-of-air-pollution/&h=339&w=392&sz=12&tbnid=pc4Vodnnzh2mlM:&tbnh=106&tbnw=122&prev=/search%3Fq%3Da%2Bpicture%2Bof%2Bpollution%26tbm%3Disch%26tbo%3Du&zoom=1&q=a+picture+of+pollution&usq=__-Qqh9OQTN4f6Hp3avhO_ew-A-Q=&docid=wEiamNixYm_hDM&hl=ar&sa=X&ei=Y31xUN_MEtHltQbsoIHwDA&ved=0CB8Q9QEwAA&dur=789)
and [imgrefurl=http://www.universetoday.com/81977/causes-of-air-pollution/](http://www.universetoday.com/81977/causes-of-air-pollution/) and h=339 and w=392 and sz=12 and tbnid=pc4Vodnnzh2mlM: and tbnh=106 and tbnw=122 and prev=/search%3Fq%3Da%2Bpicture%2Bof%2Bpollution%26tbm%3Disch%26tbo%3Du and zoom=1 and q=a+picture+of+pollution and usq=__-Qqh9OQTN4f6Hp3avhO_ew-A-Q= and docid=wEiamNixYm_hDM and hl=ar and sa=X and ei=Y31xUN_MEtHltQbsoIHwDA and ved=0CB8Q9QEwAA and dur=789
- JillianO. C. (2012). *Different Ways of greeting People*. Demand Media, Inc.
Retrieved on 7th of Oct. 2012 at 3:22 P.M.
from
[http://www.google.com/eg/imgres?imgurl=http://img.ehowcdn.com/article-new/ehow/images/a07/p2/ca/different-ways-greeting-people-800x800.jpg](http://www.google.com/eg/imgres?imgurl=http://img.ehowcdn.com/article-new/ehow/images/a07/p2/ca/different-ways-greeting-people-800x800.jpg&imgrefurl=http://www.ehow.com/info/8161674/different-ways-greeting-people.html&h=300&w=200&sz=10&tbnid=UuRi0hrIeX9SgM:&tbnh=90&tbnw=60&prev=/search%3Fq%3Dpictures%2Bof%2Bdifferent%2Bways%2Bofgreeting%26tbm%3Disch%26tbo%3Du&zoom=1&q=a+picture+of+different+ways+of+greeting+people&usq=__-Qqh9OQTN4f6Hp3avhO_ew-A-Q=&docid=wEiamNixYm_hDM&hl=ar&sa=X&ei=Y31xUN_MEtHltQbsoIHwDA&ved=0CB8Q9QEwAA&dur=789)
and [imgrefurl=http://www.ehow.com/info/8161674/different-ways-greeting-people.html](http://www.ehow.com/info/8161674/different-ways-greeting-people.html) and h=300 and w=200 and sz=10 and tbnid=UuRi0hrIeX9SgM: and tbnh=90 and tbnw=60 and prev=/search%3Fq%3Dpictures%2Bof%2Bdifferent%2Bways%2Bofgreeting%26tbm%3Disch%26tbo%3Du and zoom=1 and q=a+picture+of+different+ways+of+greeting+people and usq=__-Qqh9OQTN4f6Hp3avhO_ew-A-Q= and docid=wEiamNixYm_hDM and hl=ar and sa=X and ei=Y31xUN_MEtHltQbsoIHwDA and ved=0CB8Q9QEwAA and dur=789

[zoom=1 and q=pictures+of+different+ways+of+greeting and usg=_BZWYmLuNHxxxCS5PJpNhQq0ELxc= and docid=JjVHhEcPsUmW9M and hl=ar and sa=X and ei=Q4FxUPqyLIqTswawmICoBw and ved=0CCIQ9QEwAA and dur=414](#)

- Kathleen T. M.(2004).*Academic Reading* (5th ed.). New York, San Francisco, Boston, London, Toronto, Sydney, Tokyo, Singapore, Madrid, Mexico City, Munch, Paris, Cape Town, Hong Kong and Montreal: Pearson Longman.
- Learningupgrade.com(n.d.). The Author's Purpose[video]
Retrieved on the 4th of Oct. 2012 at 2:45 P.M.
from
<http://www.youtube.com/watch?v=skX6RnnIkuM> and
[feature=related.](#)
- Learningupgrade.com,(n.d.). The Main Idea [video]
Retrieved on the 4th of Oct. 2012 at 2:55 P.M
from
<http://www.primary-education-oasis.com/teaching-main-idea.html#.UHGTG65G5VI>
- Mark, B. (2010). Video SparkNotes: Shakespeare's King Lear summary [video].
Retrieved on the 13th of Feb. 2013 at 7P.M
from
<http://www.youtube.com/watch?v=ptXr7LKylpg>
- Marlys, M. (1997). *Thinking for yourself: Developing Critical Thinking Skills Through Reading and Writing*(4th edition). Belmont, Abany, Bonn, Boston,Cincinnati, Detroit, Johannesburg, London, Madrid, Melbourne, Mexico city, New York, Paris, San Francisco, Singapore, Tokyo, Toronto, Washington: Wadsworth publishing company.
- Mick, M. and Brita, G. (2011).*Oliver Twist: Charles Dickens-Scenes from an Extraordinary Life* .UK ,Australia

and U.S.A :Frances Lincoln Children's books[video].

Retrieved on the 8th of Dec.2012 at 12:30 P.M

from

<http://www.youtube.com/watch?v=BUUbtDmX3G4>

- Meskhi,E.(2011). *How Does Water Pollution Affect Humans?*, Retrieved on 7th of Oct. 2012 at 3:6 P.M.
from
<http://www.tropical-rainforest-animals.com/images/water-pollution-in-india-21436303.jpg>
- Mrpateycolton(2011).Oliver Twist (A 5 minute animation)[video]. Retrieved on the 13th of Feb. 2013 at 4 P.M.
from
<http://www.youtube.com/watch?v=tFayKhoMRvA>
- Nayeli , S. (2011).Bad Behavior in the Classroom[video]. Retrieved on 7th of Oct. 2012 at 3:37 P.M..
from
<http://www.youtube.com/watch?v=QflGpG30Lc>
- ,Richard, P and Linda, E. (2004). Critical Thinking and the Art of Close Reading Part IV . *Journal of Developmental Education, Vol .28 (2)*.
- Richard, R. (2003). *Critical Reading , Critical Thinking : A Contemporary Issues Approach (2nd Edition)*. New York , San Francisco ,Boston , London , Toronto , Singapore, Madrid , Mexico City , Munich ,Paris , Cape Town , Hong Kong , Montreal : Longman.
- Shutter Stock (2012).*ShutterStock*. Retrieved on 7th of Oct. 2012 at 3:24 P.M.
from
http://www.google.com.eg/imgres?imgurl=http://image.shutterstock.com/display_pic_with_logo/300721/300721,1302928407,1/stock-photo-different-way-of-greeting-because-

cultural-difference-75337114.jpg and
imgrefurl=http://www.shutterstock.com/pic-75337114/stock-
photo-different-way-of-greeting-because-cultural-
difference.html and h=470 and w=450 and sz=20 and
tbnid=V-KxIPW85db3HM: and tbnh=90 and tbnw=86 and
prev=/search%3Fq%3Dpictures%2Bof%2Bdifferent%2Bwa
ys%2Bofgreeting%26tbm%3Disch%26tbo%3Du and
zoom=1 and q=pictures+of+different+ways+ofgreeting and
usg=__HIRIM9wTEd7kdEPfcdQR0C26m-I= and
docid=XDLs_CZBGwiMhM and hl=ar and sa=X and
ei=Q4FxUPqyLIqTswawmICoBw and
ved=0CCgQ9QEwAg and dur=2111

- Spooky (2012). *Bullfrog Served Alive at Japanese Restaurant*. Retrieved on the 27th of Oct. 2012 at 1 P.M. from <http://www.odditycentral.com/foods/bullfrog-served-alive-at-japanese-restaurant.htm>

▪ عبد المعطي، سويد (٢٠٠٧). *مهارات التفكير ومواجهة الحياة*. العين: دار الكتاب الجامعي.

▪ Bibliography:

- Deanne , M. S. (2003). *Developing Critical reading Skills*. Boston: Mcgraw.Hill. Retrieved on the 22nd of Oct. 2012 at 3:34 P.M. from http://www.mhhe.com/cgi-bin/netquiz_get.pl?qfooter=/usr/web/home/mhhe/socscience/english/spears/quiz/addtl1fq.htm and http://www.mhhe.com/cgi-bin/netquiz_get.pl?qfooter=/usr/web/home/mhhe/socscience/english/spears/quiz/addtl1fa.htm and http://www.mhhe.com/cgi-bin/netquiz_get.pl?qfooter=/usr/web/home/mhhe/socscience/english/spears/quiz/addtl1q.txt and http://www.mhhe.com/cgi-bin/netquiz_get.pl?qfooter=/usr/web/home/mhhe/socscience/english/spears/quiz/addtl1a.txt and email=1
- Joanne, E. , Courtney, R. ,Karen, T. (2001). *The Longman Electronic Test Bank For Developmental Reading (Print Version)*. New York, Boston, San Francisco ,London, Toronto, Sydney, Tokyo, Singapore, Madrid, Mexico City, Munich, Paris, Cape Town, Hong Kong and Montreal: Longman.

- McWhorter, T.K. (2004). *Academic Reading* (5th edition). New York, Boston, San Francisco, London, Toronto, Sydney, Tokyo, Singapore, Madrid, Mexico City, Munich, Paris, Cape Town, Hong Kong and Montreal: Longman.
- Saad, Ahmed (in Arabic). *A Course of Developing the Skills of the Students of Arabic Dept* (Wed. 3rd of Aug. 2011 and Sunday 7th of Aug. 2011). Faculty of Education. Ain Shams University.

▪ التنمية المهنية للمعلم، التنمية المهنية للمعلم.
on the 9th of July 2011 at 7:30 PM
Retrieved from <http://www.google.com>

- سويدان، أمل عبد الفتاح (٢٠١٠). *تطوير بعض مقررات الدبلوم العامة في التربية عن بعد في ضوء معايير التعليم الالكتروني*. دراسات في المناهج وطرق التدريس، ١٦٠ع.
- عبد النظير، هبة محمد (٢٠٠٨). *فعالية نموذج تدريس مقترح قائم على استراتيجيات ما وراء المعرفة في تنمية التفكير الناقد في الرياضيات لدى طالبات الصف الأول الثانوي*. مجلة كلية التربية ببورسعيد.

Appendix (F)

The Effect of a Program Based on Using Blended Learning on Developing Critical Reading Skills of EFL Secondary Stage Students

Teacher's Guide

Introduction for the Teacher

Aim of the program

The aim of this program is to develop some critical reading skills of first year secondary stage students.

Rationale behind the Program

The program is based on blended learning.

Blended learning, as Jessica (2009) states, represents a new approach to social work education that may address at least some of the concerns about online learning, such as lack of face- to – face contact with students. Blended learning provides students with increased flexibility, accessibility, and depth of learning offered by internet- based education, while at the same time keeping what one values most about face-to-face educational opportunities for the professional education (282) .

Description of the Program

The program consists of 12 lessons. All of them are from the syllabus itself:

1. Thank you, Dr. Farouk El- Baz.
2. Oliver Twist
3. You Have 100,000,000,000 of These!
4. The Old Man and the Sea.
5. Cars without Oil.
6. How to Avoid Illness
7. King – Lear.
8. The A adventures of Robinson Crusoe.
9. The Lion and the Mouse.
10. Invention Brigs Problems as well as Happiness
11. The Hound of the Baskervilles.
12. Sara and the Thieves.

Suggested Methods of Teaching

- Cooperative Learning.
- Discussion.
- Brainstorming.
- Reflective Teaching.

Skills Developed through the Program

By the end of the program students will be able to :

1. Identify the purpose of the author of a text.
2. Identify the main idea of a text.
3. Identify sub-ideas of a text.
4. Construct the meaning of a given text.
5. Determine cause-effect relationship.
6. Compare things or characters.
7. Evaluate a text using some criteria (clarity, precision, relevance, significance, depth, consistency, and fairness).
8. Agree/disagree with the author.
9. Find alternatives.

The first Session

Objectives of the first session

By the end of this session, students would be able to:

1. Identify the aim of the program.
2. have a brief idea about the target eight critical reading skills.

Warm -up activity

- Ask students to give some of the benefits of the reading
- Do you like to read? which books? why?

Educational Aids

Colored chalks or whiteboard markers.

A big card with the skills written on it.

➡ The Aim of the Program

Tell them the aim of the program is to develop their critical reading skills to be able to share in the contribution of the society, as they are part of the society. Tell them it is important for you to study critical reading skills to be able to comprehend texts and to go beyond the text, to be able to protect yourselves from the propaganda and the bad advertisements. Then, teach them the theoretical background of the critical reading skills.

➡ Our Skills are

1. Identifying the main idea and sub-ideas of a text.
2. Identifying the purpose of the author of a text.
3. Constructing the meaning of a given text.
4. Determining the cause-effect relationship.
5. Comparing things or characters.
6. Evaluating the text by using some criteria (clarity, precision, accuracy, relevance, significance, and depth, breadth, logic and fairness).
7. Agree/disagreeing with the author.
8. Finding alternatives.

➡ In this session you are asked to know

1. How to distinguishing the main idea and sub-ideas

- ➡ The main idea indicates to the primary point the author or the writer is trying to get across the text.
- ➡ Authors often put their main idea sentence at the beginning, at the end of the paragraph; sometimes the writer puts the main idea within the paragraph.

In short

- ➡ The idea of any paragraph is: what you understand out of the whole text.
- ➡ The sub-idea of any paragraph is: what you understand out of the whole paragraph.
- ➡ You should avoid taking a shortcut by reading only the first and the last sentences.

2. What the purpose of the author is

- ➡ The author's purpose is the author's reason for writing.
- ➡ The author's purpose may be to inform (or to instruct), to entertain, or to persuade.

3. How to construct the meaning of a given text

- ➡ Here you are required to ask the following question:
What is the meaning you could detect out of the text?

4. How to compare things or characters

- ➡ To compare things you will say the similarities and the differences between them.
- ➡ The clues (the words) of this pattern are (adjectives such as safer than, faster, more comfortable than...).

5. How to detect "cause-effect" relationship

- ➡ When I asked "why" I want the cause, the reason for the happening of something or an event.
- ➡ This is called "cause-effect" relationship.
- ➡ The guided words of this pattern are many; the most famous one is the word "because".

6. How to evaluate the text

- ➡ Here you are required to apply the following criteria to the text: clarity, precision, relevance, significance, depth, consistency, and fairness. We will study them in detail later.

7. How to agree or disagree with the author

- ➡ Here you will be asked to give your opinion; do you agree on a special point or not?.

8. How to find alternatives

- ➡ Here you are required to give the reason for such agreement or disagreement.
- ➡ You are required to:
 1. Show your reason
 2. Write your opinion
- **I wish you would enjoy the program**

Thank you, Dr.Farouk El-Baz

Intended Learning Outcomes

By the end of this lesson, you will be able to:

- Identify the purpose of the author of a text.
- Construct the meaning of a given text.

Educational Aids

Colored chalks or whiteboard markers.

Printed papers for the personal reflective feedback.

Cards for activities.

Using blended learning.

Papers with discussion questions written on them.

The formative teacher assessment survey.

Mp3 for recording the lesson

Using the teacher's journal

The lesson (The reading process)

Pre- reading stage.

Ask questions about the title, such as from the title, what do you expect to learn from the lesson? what do you know about this title?

While- reading stage:

1. State the main ideas of the lesson
2. Explain the critical reading skills you want them to know.
3. Go back for the 2nd time to the title to see if it is suitable for the subject or not

- Post – reading stage.

Pre reading stage

Ask questions about the title, such as from the title what do you expect to learn from the lesson ? what do you know about this title?

The while reading stage

Divide students into (groups), ask them the following questions:

In your group ,read the text then answer the following questions:

- What does the writer want to tell us in the text?

(In group work, your group leader should give the answer).

- What is the meaning you could detect out of the text? (brainstorming activity)

Let students do the following activity:

Activity 1

A song about identifying the purposes of writers of texts:

URL: <http://www.youtube.com/watch?v=skX6RnnlkuM> and feature=related.

What did you get out of this video?

Study the following:
Receive answers from students

- ➡ Go to the article of Farouk El.Baz then answer the questions using the previous information:

What is the purpose of the author?

- ➡ The author's purpose is the author's reason for writing.
- ➡ The author's purpose may be to inform (or to instruct), to entertain, or to persuade;
- ➡ The author may want to inform the reader about some pieces of information to get benefit of it, for example, the purpose of your Science book is to inform you about scientific facts.

Sometimes you learn from a story to be active or some stories teach us not to tell lies .For example, the story of the liar boy and the wolf.

- ➡ The author may want to please the reader by a funny story or s/he may want the reader to answer a puzzle .
- ➡ The writer may want to persuade the reader of something. This purpose is existed in the newspaper or in the argumentative texts.
- ➡ It is important to remember that:
- ➡ There is an exception (i.e. in some stories, the reader get pleased and learn to be active)

The answer to the 2nd question:

- ✓ The writer wants to give the reader some information about Dr.Farouk El-Baz.

Activity (2)

What is the meaning you can get from the text?

Study the following:

In constructing the meaning of a given text, the reader is required to answer

What did s/he get out of the text? or what is the meaning he could detect out of the text?

Receive answers from students

- Was the title suitable?

Time for Discussion :(Divide students into groups. Give them papers with questions written on them):

- ♥ If you were successful and famous, what would you hope to give back to your country? Why?

- ➡ Give students the personal reflective feedback (the regular instrument).
- ➡ Give them formative teacher assessment survey
- ➡ Do not forget to write your notes in your teacher journal.

Home Assignment

- What is your opinion of the text? (Use the forum)
- What is the meaning you could detect out of the text?

**Oliver Twist
The Boy who Asked for More**

Objectives of the lesson

By the end of the lesson, you will be able to:

- conclude the main idea and the sub-ideas of the text.
- Agree/disagree with the author.
- Find alternatives.

Educational Aids

Colored chalks or whiteboard markers.

Printed papers for the personal reflective feedback.

Cards for activities.

Using blended learning.

Papers with questions written on them .

Using the teacher's journal

Mp3 for recording the lesson

The lesson (The reading process)

- Pre- reading stage.

Ask questions about the title, such as out of the title ,what do you expect to learn from the lesson? what do you know about this title?

- While- reading stage:

1. State the main ideas of the lesson
2. Define the writer.
3. Explain the critical reading skills you want them to know.
4. Go back for the 2nd time to the title to see if it is suitable for the subject or not .

- Post – reading stage.

Pre-reading stage (give students all papers of the lesson including the personal feedback instruments)

Ask questions about the title, such as from the title what do you expect to learn from the lesson? what do you know about this title?

What do you already know about the author?

Give them a brief idea about Charles Dickens:

{Have you heard of Charles Dickens? After Shakespeare, he is probably the most famous writer in the English language. He was born in 1812 in the south of England. When he was still a young boy, his father went to prison because he had got into debt. Charles went to London to

earn money. He wrote many works, such as Oliver Twist, David Copperfield, Great Expectations, and A Tale of Two Cities}.

The while-reading stage

- Ask students to read the text silently and underline difficult words, while you are writing the questions on the board.
- 2. What is the main idea of the lesson? What are the sub-ideas of the lesson? (brainstorming activity) .
- 3. Do you dis/agree on what Oliver done when he became a member of a gang? Why? (open discussion)

Study the following:

- The main idea refers to the primary point the author or the writer is trying to present across the text.
- Authors often put their main idea at the beginning, at the end of the paragraph; sometimes the writer puts the main idea within the paragraph.
- If the writer puts it within the text you must understand the main idea out of the given text.

How to answer the question:

4. Read the 1st line of each paragraph.
5. Look for a common idea in the 1st line.
6. Skim over the rest of the text to check that you found the topic sentence.

The topic+ the author's most important point about the topic= Main idea sentence

⇒ In short

- The idea of any paragraph: is what you understand from the whole text.
- The sub-idea of any paragraph is what you understand from a paragraph.
- You must avoid taking a shortcut by reading only the first and the last sentence.

Activity (2)

Here is a picture of pollution



From:

<http://www.tropical-rainforest-animals.com/images/water-pollution-in-india-21436303.jpg>

Do you dis/agree on that? Why?

Agree/disagree with the author

Here you will be asked to give your opinion; do you agree with a special point or disagree and why (**giving alternatives**)

Here you are required to

1. show your opinion
2. write why whether you agree or disagree

(The answer is according to the student)

Receive answers from students

Let's go back to our activities

- ✓ Out of reading the whole text, you will understand that the main idea of the text is: It is talking about a story of someone called Oliver Twist.
So the main idea of the text is a story about Oliver Twist
- ✓ The idea of the 1st paragraph is: the paragraph is talking about the birth of Oliver.
- ✓ The idea of the 2nd paragraph is: the 1st meeting with Mr. Brownlow.
- ✓ The idea of the 3rd paragraph is: the 1st meeting with Mr. Maylie.
- ✓ The idea of the 4th paragraph is: what Oliver found out.

The Post -Reading Stage

➔ **Was the title suitable?**

**Time for discussion (Give them papers with questions written on them):
Read and discuss**

- Did Oliver do the right thing when he became a thief? Do you disagree? Why?
- ➔ **Give students the personal reflective feedback (the regular instrument).**
- ➔ **Do not forget to write your notes in your teacher journal.**

Home Assignment

- What is your opinion of the text? (Use the forum)
- What are the ideas of the 2nd and the 3rd paragraph in the lesson?

You have 100.000.000.000 of these!

Objectives of the lesson

By the end of the lesson, you will be able to:

- make a comparison.
- evaluate the text according to some criteria (clarity, precision, relevance, significance, depth, consistency, and fairness).

Educational Aids

Colored chalks or whiteboard markers.

Printed papers for the personal reflective feedback.

Cards for activities.

Blended learning.

Printed papers with questions of the discussion written on them .

Papers with some criteria of the evaluation skill written on them.

The teacher's journal

MP3 for recording the lesson

The lesson (The reading process)

- Pre- reading stage.

Ask questions about the title, such as out the title, what do you expect to learn from the lesson? what do you know about this title?

- While- reading stage

Ask questions about the title, such as out of the title, what do you expect to learn from the lesson? what do you know about this title?

1. State the main ideas of the lesson.
2. Explain the critical reading skills you want them to know.
3. Go back for the 2nd time to the title to see if it is suitable for the subject or not.

- Post – reading stage

Pre-reading stage (give students all papers of the lesson including the personal feedback instrument)

Ask questions about the title, such as out of the title, what do you expect to learn from the lesson? what do you know about this title?

The while-reading stage

Ask students to read the text silently and to underline difficult words.

Write on the board the questions.

Read the following text, then answer the questions

(Divide students into groups .Each group answer to the following :)

- Compare a computer with the human brain
- What is your opinion of the text; use the seven criteria to clarify your opinion concerning the text?
- Do you dis/agree that “the brain is more powerful than the most powerful computer”? Why? (open discussion)

Activity (1)

Compare these two scenes:

What are the similarities of these scenes?

What are the differences between both pictures?



From

<http://www.google.com.eg/imgres?imgurl=http://kidsblogs.nationalgeographic.com/you-are-here/jordan/images/Multicultural%2520day%25202009%2520011%2520%2873%29.jpg> and <http://kidsblogs.nationalgeographic.com/you-are-here/jordan/2009/04/my-birthday.html> and h=480 and w=360 and sz=58 and tbnid=jS16fAvb2KklIM: and tbnh=91 and tbnw=68 and prev=/search%3Fq%3Dmulticultural%2Bpictures%2Bof%2Bbeating%26tbn%3Disch%26tbo%3Du and zoom=1 and q=multicultural+pictures+of+eating and usq= 9YUTrvMC8kY8H20PblEa0oOLIQ= and docid=w6j7mG82buE45M and hl=ar and sa=X and ei=bn9xUNiNJoHWtAbK9YQCQDQ and ved=0CCwQ9QEwAw and dur=308

Activity (2)

Choose the most appropriate answer

Think of all the ways that human beings are alike, people love, work, argue, dance, sing, complain, and gossip. They rear families, celebrate marriages, and mourn losses.

(As cited in Cortina, Janet, 2002, 67).

The author in this passage deals with

- how human beings are similar (✓✓)
- how human beings are different
- cause- effect relationship
- some similarities among people (✓✓)

Comparing Skill

- ➡ To compare between things you will identify similarities and differences between things or characters.
- ➡ Clues (words) of this pattern are (adjectives, such as safer than, faster, more comfortable than....).
- ➡ Other words of this pattern include:
 - a) Similarity clues: [similarly, likewise, both, same, also, resembles, parallels, in the same manner, in the same way, likeness, common, between, alike]
 - b) Dissimilarity clues : [on the other hand, unlike, in contrast, however, whereas, while, although, nevertheless, instead of, different, unlike, conversely, rather than, as opposed to, difference, disagree, distinguish, distinction ...others...].

Activity (3)

Divide yourselves into groups; the leader of each group should give a written explanation of

We should treat drug use as a private right that harms no one but the user" (Mayfield, 1997, 287).

What is meant by "drug"?

- ➡ In the previous example, the meaning or the term (word) is unclear, so there is a fault here. One should think of this situation carefully

Evaluating the text

Activity (4)

Divide yourselves into groups; the leader of each group should give a written explanation of:

"War is Peace"- "Freedom is slavery"-
"ignorance is strength"
(Marlys, 1997, 289).

- The meaning of these sentences is clear
- There is a distortion of truth and meaning

➡ In the previous example, the meaning is not clear. one should think of this situation carefully.

Activity (5)

Divide yourselves into groups then the leader of each group should give a written answer to

If you see the commercial advertising:
"Doctors say you should brush your teeth every day with Florident.

(Marlys, 1997, 296).

- you will trust them and buy Florident.
- you will not trust this advertisement as the reason is weak (✓✓)

➡ In the previous example, the reason is trivial /weak. One should think of this situation carefully.

Evaluating the text

- ➡ Here you are required to apply the following criteria to the text: clarity, precision, relevance, significance, depth, consistency, and fairness.

◆ You can apply these criteria by asking the following questions:

▪ **Does the author clearly state his or her meaning?**

-Is the text vague?

▪ **Is the author precise in providing details?**

▪ **Does the author introduce irrelevant material?**

-Is the author wandering from his or her purpose?

▪ **Does the author take the reader into the important complexities inherent in the subject?**

-Is the writing superficial?

▪ **Is the text internally consistent?**

-Does the text contain unexplained contradictions?

▪ **Is the text significant for you?**

-Does the subject deal with a trivial matter?

▪ **Does the author display fairness?**

-Does the author take a one –sided, narrow approach?

The answer of the 1st question

✓ You can see in the 1st line the form "more complex than". You have something that is more complex than the most powerful computer", so this is the answer to the comparison.

To evaluate the text, you have to apply some criteria:

- The author clearly stated his meaning (clarity).
- The author was precise in providing details (precision).
- He provided the reader with sufficient details (depth).
- The author concentrated on the subject and he did not wander around any other subjects (relevance).
- The information of the text was consistent. There was not any contradiction in text.
- The text was significant as it dealt with an important subject (significance).
- The author displayed fairness as he took a neutral approach when dealing with a scientific subject.

- Do you know that the secrets of the success of Japanese workers are collaborative work and teaching of thinking.
- After their work, employees discuss the problems they face daily.

Time for Discussion (in the classroom)

- Do you dis/agree that your brain is more powerful than the most powerful computer? Why?
- **Give students the personal reflective feedback (the regular inventory).**
- **Do not forget to write your notes in your teacher journal today.**

Home Assignment

- What is your opinion about the text ?(Use the forum)
- Compare a computer with a human brain

The Old Man and the Sea

Objectives of the lesson

By the end of the lesson, you will be able to:

- determine cause-effect relationship.
- agree/disagree with the author.
- find alternatives

Educational Aids

Colored chalks or whiteboard markers.

Printed papers for the personal reflective feedback.

Five minutes paper inventory.

Cards for activities.

Blended learning.

Papers with questions of the discussion written on them.

The teacher's journal

Handouts

Mp3 for recording the lesson

The lesson (The reading process)

- Pre- reading stage

Ask questions about the title, such as out of the title ,what do you expect to learn from the lesson? what do you know about this title?

- While- reading stage

1. State the main ideas of the lesson
2. Define the writer
3. Explain the critical reading skills you want them to know.
4. Go back for the 2nd time to the title to see if it is suitable for the subject or not

- Post – reading stage

Pre-reading stage (give students all papers of the lesson including the personal feedback instrument)

Ask questions about the title, such as out of the title, what do you expect to learn from the lesson? what do you know about this title?

What do you know about the writer? What do you know about Ernest Hemingway?

Give them a brief idea about Ernest Hemingway;

Ernest Hemingway was born in Chicago in 1899. His father was a doctor and his mother was a music teacher. He worked as a journalist. He wrote A Farewell to Arms, For Whom the Bell Tolls, and The Old Man and the Sea. He won the Noble Prize for literature. He died in 1961.

Strategies for the while- reading stage

Ask students to read silently and underline difficult words, while getting the general idea of these words and phrases out of context. While students are reading, write the questions on the board.

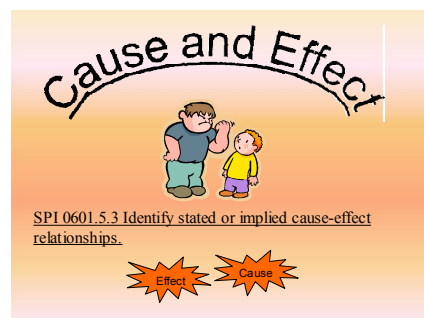
Read the following text, then answer the following questions:

Divide yourselves into two groups, each group should answer the two questions:

- Why did the marlin pull the boat along?
- Why was the old man in great pain?
- What is the relationship between nature and the man? How? (in the discussion)

Activity (1)

Here is a power point about cause- effect relationship watch it:



Do you know that:

- ➡ "Why" questions indicates the reason of an event.
- ➡ These are called "cause-effect "relationships.
- ➡ They explain why something has happened." Clues of that pattern include [because, the reasons, causes, reasons, why, is due to, is caused by] for the word cause .For the word effect ,they include [therefore, consequently, thus, as a consequence ,the result, the effect was resulted in, affects, because, brings out, cause, consequences, contributed, create, effect, lead to ,reaction, reason, result, therefore].
- ➡ "Why" is used in the question about this skill.

Remember that:

In agree/disagree with the author, you are required to give your point of view.

Giving alternatives

Here, you are required to

1. show your opinion.
2. write why whether you agree or disagree with the author.

✓ Why was the old man in great pain?

Read this section /part of the text .Do you notice the word "because" .So, the answer will be: the old man was in great pain because he had the fishing line round his body.

➡ This relation is called cause-effect relationship.

Time for Discussion (open discussion)

- Do you agree/disagree that: (nature is an enemy of the man)? Why?
- ➡ **Give students the personal reflective feedback (the regular inventory).**
- ➡ **Give them five minutes paper inventory and do not forget to write your notes in your teacher journal today.**

Home Assignment

- What is your opinion about the text(Use the forum)
- Why was the old man in great pain?

Cars without Oil

Objectives of the lesson

By the end of the lesson, you will be able to:

- identify the purpose of the author of a text.
- construct the meaning of a given text.

Educational Aids

Colored chalks or whiteboard markers.

Printed papers for the personal reflective feedback

Cards for activities.

Blended learning.

Papers with questions of the discussion written on them.

The teacher's journal

Mp3 for recording the lesson

The lesson (The reading process)

- Pre- reading stage

Ask questions about the title, such as out of the title, what do you expect to learn from the lesson? what do you know about this title?

- While- reading stage:

1. State the main ideas of the lesson
2. Explain the critical reading skills you want them to know.
3. Go back for the 2nd time to the title to see if it is suitable for the subject or not

- Post – reading stage

Pre-reading stage (give students all papers of the lesson including the personal feedback instrument)

What do you expect to learn from the lesson?

The while reading stage

The teacher will ask students to read the lesson silently while you are preparing the board and preparing for activities. They read for 5 minutes.

Ask students to underline difficult words and phrases while identifying the whole idea of the text.

Answer the following questions after reading the following text:

1. What does the writer want to inform us out of the text? (in groups)
3. What is the meaning you could detect out of the text? (brainstorming activity).

Activity (1)

Choose the most appropriate answer:

What is bigger when new, then it grows smaller with use?

Answer: Soap (or a pencil, crayon, chalk, etc.)



The author writes this to:

- teach us something
- answer this puzzle(√√)
- persuade/convince the reader of an idea
- There is no value here(√√)

➡ **Remember that**

- ➡ The text may be written for two purposes. For example, it can be written to teach the reader some value and meanwhile to offer him pleasure.
- ➡ So, it is important to understand the text carefully.

➡ **Remember that**

- ➡ There are three purposes of writing any text: to inform the reader about some information (in any educated/informative/scientific texts), to persuade the reader the writer's idea (this type is found in the newspaper) or to please a reader (entertain) (this style is almost found in stories or novels).

- ✓ The writer wants to inform us about a problem and suggested solutions.

Activity (2)

What is the meaning you could detect out of the text?

Do you remember

In constructing the meaning of a given text you are required to answer:

What did you get out of the text? Or what is the meaning you could detect out of the text?

The Post-reading stage

→ Was the title suitable?

Time for Discussion

- Do you think air pollution will get better or worse in the future? Why?
- Do you think it is important to spend time trying to solve the problem of exhausted pollution? Why?
- What other things could people use for fuel in the future?
- Read the sentence and answer:

Modern countries need industry. Industry leads to pollution.

- What does this statement say about the modern world?
 - What is the blame for this situation?
 - What can we do about the problem?
 - What ,do you think, will happen when there is no oil left?
- Give students the personal reflective feedback (the regular instrument).**
- Do not forget to write your notes in your teacher journal today.**

Home Assignment:

- What is the purpose of the text?
- What can you do to avoid pollution?
- What is your opinion about the text? (Use the forum)

How to Avoid Illness

Objectives of the lesson

By the end of the lesson, you will be able to:

- determine cause-effect relationship.
- agree/disagree with the author.
- find alternatives

Educational Aids

Colored chalks or whiteboard markers.

The personal reflective feedback (the regular inventory).

Five minutes paper inventory.

The formative teacher assessment survey

Cards for activities.

Blended learning.

Papers with questions of the discussion written on them.

The teacher's journal

Handouts

Mp3 for recording the lesson

The lesson (The reading process)

- Pre- reading stage

Ask questions about the title, such as out of the title, what do you expect to learn from the lesson? what do you know about this title?

- While- reading stage

1. State the main ideas of the lesson
2. Explain the critical reading skills you want them to know.
3. Go back for the 2nd time to the title to see if it is suitable for the subject or not

- Post – reading stage

Pre-reading stage (give students all papers of the lesson including the personal feedback inventories):-

What do you expect to learn from the lesson?

The while-reading stage

Ask students to read the text silently and to underline difficult words.

Write the questions on the board.

Read the text in order to answer the following questions (in groups):

- Why is cleanliness important?

- Why did the child get infected?

Activity (1)

Divide yourselves into pairs.
With your colleague read the two sentences.
Combine the two sentences into one that shows both cause and effect.(in the classroom)

Remember that

Do you know that

- ➡ "Why" questions indicates the reason of an event.
- ➡ These are called "cause-effect "relationships.
- ➡ They explain why something has happened." Clues of that pattern include [because, the reasons, causes, reasons, why, is due to, is caused by] for the word cause .For the word effect ,they include [therefore, consequently, thus, as a consequence ,the result, the effect was resulted in, affects, because, brings out, cause, consequences, contributed, create, effect, lead to ,reaction, reason, result, therefore].
- ➡ "Why" is used in the question about this skill.

✓ Why is cleanliness important?

✓ Out of your understanding of the 1st line in the text you will understand that cleanliness is important because it protects us from infection.

✓ Why did the 2nd child get infected?

✓ Do you notice the word "because" in the paragraph? we can predict that the answer will come following "because". Actually the answer will be: the child got infected because he ate the other child's germs.

Activity (2)



From: <http://www.google.com.eg/imgres?imgurl=http://www.universetoday.com/wp-content/uploads/2010/12/Air-Pollution.jpg> and [imgrefurl=http://www.universetoday.com/81977/causes-of-air-pollution/](http://www.universetoday.com/81977/causes-of-air-pollution/) and h=339 and w=392 and sz=12 and tbnid=pc4Vodnnzh2mIM: and tbnh=106 and tbnw=122 and [prev=/search%3Fq%3Da%2Bpicture%2Bof%2Bpollution%26tm%3Disch%26to%3Du](#) and zoom=1 and q=a+picture+of+pollution and usq= - [Qqh9OQTN4f6Hp3avhO_ew-A-Q=](#) and docid=wEiamNixYm_hDM and hl=ar and sa=X and ei=Y31xUN_MEtHitQbsoIHwDA and ved=0CB8Q9QEwAA and dur=789

Do you dis/agree with this scene? Why?

Write your answer

Activity (3)

(A scene about bad behavior inside the classroom)

Watch the following video:

<http://www.youtube.com/watch?v=QfllGpG30Lc>

Do you dis/agree with that behavior? Why?

Giving alternatives

Here you are required to

1. write why whether you agree or disagree
2. show your opinion

(The answer is according to the student)

Receive answers from students

Let's go back to the questions

- ➔ **Was the title suitable?**

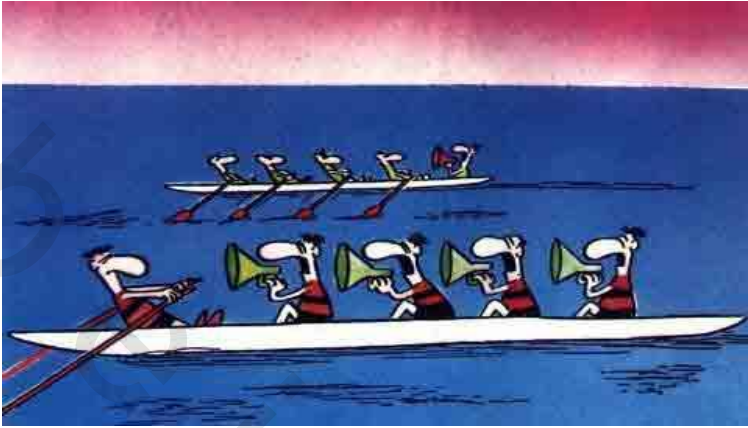
Post reading stage:

Time for Discussion

- What public places should always be very clean and hygienic?
Why is this important?
- ➔ **Give students the personal reflective feedback (the regular inventory).**
- ➔ **Give them five minutes paper inventory.**
- ➔ **Give them formative teacher assessment survey.**
- ➔ **Do not forget to write your notes in your teacher journal today.**

Home Assignment:

- Why is cleanliness important?
- Do you agree/disagree with the following pictures? Why? show your opinion



King Lear

Objectives of the lesson

By the end of the lesson, you will be able to:

- compare characters.
- construct the meaning of a given text.

Educational Aids

Colored chalks or whiteboard markers.

Printed papers for the personal reflective feedback.

Cards for activities.

Blended learning.

Papers with questions of the discussion written on them.

The teacher's journal

Mp3 for recording the lesson

The lesson (The reading process)

- Pre- reading stage

Ask questions about the title, such as out of the title, what do you expect to learn from the lesson? what do you know about this title?

- While- reading stage:

1. State the main ideas of the lesson
2. Define the writer
3. Explain the critical reading skills you want them to know.
4. Go back for the 2nd time to the title to see if it is suitable for the subject or not

- Post – reading stage

Pre-reading stage (give students all papers of the lesson including the personal feedback instruments)

Ask questions about the title, such as out of the title, what do you expect to learn from the lesson? what do you know about this title?

What do you know about the writer?

William Shakespeare was born in 1564, in Stratford in Midlands of England. His father was a glove maker. He went to school when he was 7, but had to leave at the age of 14 because his family had financial problems. When he was 18, Shakespeare married a farmer's daughter called Anne Hathaway. Shakespeare and Anne had three children. He wrote many

plays. His five most famous plays are Romeo and Juliet, A Mid-summer Night's Dream, Hamlet, King Lear and Macbeth. He died in 1616.

The while reading stage

The teacher will ask students to read the lesson silently while preparing the board and preparing for activities. They read for 5 minutes.

Ask students to underline difficult words and phrases while identifying the main idea of the text.

Read the text in order to answer the following questions:

- Compare between the characters of the three daughters. (each leader of your group should answer)(Cooperative learning).
- What did you get out of the text (each one should give the teacher an answer) (brainstorming activity).

Activity (1)

Compare the following scenes:



From:

http://www.google.com/eg/imgres?imgurl=http://image.shutterstock.com/display_pic_with_logo/300721/300721_1302928407,1/stock-photo-different-way-of-greeting-because-cultural-difference-75337114.jpg and [imgrefurl=http://www.shutterstock.com/pic-75337114/stock-photo-different-way-of-greeting-because-cultural-difference.html](http://www.shutterstock.com/pic-75337114/stock-photo-different-way-of-greeting-because-cultural-difference.html) and h=470 and w=450 and sz=20 and tbnid=V-KxIPW85db3HM: and tbnh=90 and tbnw=86 and prev=/search%3Fq%3Dpictures%2Bof%2Bdifferent%2Bways%2Bofgreeting%26tbm%3Disch%26tbo%3Du and zoom=1 and q=pictures+of+different+ways+ofgreeting and usg=__HIRIM9wTEd7kdEPfdQR0C26m-l= and docid=XDLs_CZBGwiMhM and hl=ar and sa=X and ei=Q4FxUPqyLlqTswawmlCoBw and ved=0CCgQ9QEwAg and dur=2111

<http://www.google.com/eg/imgres?imgurl=http://img.ehowcdn.com/article-new/ehow/images/a07/p2/ca/different-ways-greeting-people-800x800.jpg> and [imgrefurl=http://www.ehow.com/info_8161674_different-ways-greeting-people.html](http://www.ehow.com/info_8161674_different-ways-greeting-people.html) and h=300 and w=200 and sz=10 and tbnid=UuRi0hrleX9SgM: and tbnh=90 and tbnw=60 and prev=/search%3Fq%3Dpictures%2Bof%2Bdifferent%2Bways%2Bofgreeting%26tbm%3Disch%26tbo%3Du and zoom=1 and q=pictures+of+different+ways+ofgreeting and usg=__BZWYmLuNHxxxCS5PjPnhQq0ELxc= and docid=JjVHHecPsUmW9M and hl=ar and sa=X and ei=Q4FxUPqyLlqTswawmlCoBw and ved=0CCIQ9QEwAA and dur=414

Activity (2)

Choose the most appropriate answer:

Think of all the ways in which human beings differ. Some of us are extrovert, others are shy and introverted. Some are ambitious; others are content with the ways things are. Where do all those differences come from?

(As cited in Cortina, Janet, 2002, 67).

The author in this passage deals with

- How human beings are similar.
- How human beings are different. (✓✓).
- Things that are different in people. (✓✓).

Comparing Skill

- ➡ To compare between things you will identify similarities and differences between things or characters.
- ➡ Clues (words) of this pattern are (adjectives such as safer than, faster, more comfortable than....).
- ➡ Other words of this pattern include
 - a) Similarity clues: [similarly, likewise, both, same, also, resembles, parallels, in the same manner, in the same way, likeness, common, between, alike]
 - b) Dissimilarity clues : [on the other hand, unlike, in contrast, however, whereas, while, although, nevertheless, instead of, different, unlike, conversely, rather than, as opposed to, difference, disagree, distinguish, distinction ...others...].

Activity (3)

What is the meaning you could detect out of the text?

The answer of the 2nd question

Comparing

- ➡ **Similarities:** All of the girls are King Lear's daughters' .
- ➡ **Differences:** The differences between them are: both Goneril and Regan do not love their father.
- ✓ They have bad characters.
- ✓ They are not honest.
- ✓ They are greedy.
- ✓ **However(on the other hand)**, Cordelia truly loves her father.
- ✓ She has a good character.
- ✓ She is honest but she does not know how to express her love in words.
- ✓ She is not greedy.

➡ Was the title suitable?

The Post-reading stage

Time for Discussion

Discuss the following:

- -One of your biggest mistakes
- -A job you would like

- -A recent decision
- Think about the following:
- How do you think the story will end? Think of a happy and unhappy ending
- Which ending do you prefer? Why?

■ Give students the personal reflective feedback (the regular instrument).

Home Assignment

- What did you get out of the story?

The Adventure of Robinson Crusoe

Objectives of the lesson

By the end of the lesson, you will be able to:

- identify the main idea and the sub-ideas of the text.
- evaluate the Text according to some criteria (clarity, precision, relevance, significance, depth, consistency, and fairness).

Educational Aids

Colored chalks or whiteboard markers.

Printed papers for the personal reflective feedback and the five minutes paper inventory.

Cards for activities.

Blended learning.

Papers with questions of the discussion written on them.

The teacher's journal

Handouts

Mp3 for recording the lesson

The lesson (The reading process)

- Pre- reading stage

Ask questions about the title, such as from the title, what do you expect to learn from the lesson? what do you know about this title?

- While- reading stage:

1. State the main ideas of the lesson
2. Define the writer
3. Explain the critical reading skills you want them to know.
4. Go back for the 2nd time to the title to see if it is suitable for the subject or not

- Post – reading stage

Pre-reading stage (give students all papers of the lesson including the personal feedback instruments)

Ask questions about the title, such as from the title, what do you expect to learn from the lesson? what do you know about this title?

What do you already know about the author?

Give students a brief idea about the writer

Defoe was born in London in 1660. His father was a butcher. Defoe married Mary Tuffley. They had two sons and five daughters. He wrote his own newspaper, the Review and his most famous book, Robinson Crusoe. In 1731, Defoe died.

Strategies for the while-reading stage

Ask students to read the text silently while you are writing the questions on the board.

Ask them to underline difficult words or phrases.

Give them an idea about the whole lesson.

Read the text in order to answer the following questions:

- Give the main idea and the sub-ideas of the lesson (brainstorming activity)
- What is your opinion of the text; use the seven criteria to clarify your opinion concerning the text?

Activity (1)

Watch the following video and tell what did you benefit?

<https://www.teachingchannel.org/videos/3rd-grade-ela-lesson>

Do you remember that

- You can find the main idea either in the 1st sentence or it can be the last sentence but often you can formulate it from your understanding.

Activity (2)

Divide yourselves into groups; the leader of each group should give a written explanation of:

Running is good for your health. If you want to be healthy, you should run
(Marlys, 1997, 305).

- The reason for running is clear
- There is no reason at all (✓✓)

➡ In the previous example, there is no reason at all.

Receive answers from students

Let's go back to answer the questions:

Evaluating the text

- ➡ Here, you are required to apply the following criteria to the text: clarity, precision, relevance, significance, depth, consistency, and fairness.

➡ You can apply these criteria by asking the following questions:

📌 **Does the author clearly state his or her meaning?**

-Is the text vague?

📌 **Is the author precise in providing details?**

📌 **Does the author introduce irrelevant material?**

-Is the author wandering from his or her purpose?

📌 **Does the author take the reader into the important complexities inherent in the subject?**

-Is the writing superficial?

📌 **Is the text internally consistent?**

-Does the text contain unexplained contradictions?

📌 **Is the text significant for you?**

-Does the subject deal with a trivial matter?

📌 **Does the author display fairness?**

-Does the author take a one sided narrow approach?

✓ **The sub-ideas**

✓ The idea of the 1st paragraph is:

The traveling of Robinson Crusoe to a new island.

✓ The idea of the 2nd paragraph is:

From the 1st line: Crusoe found footprints on the island.

✓ The idea of the 3rd paragraph is :

The sailing back to the island and the success of the business of Robinson Crusoe

To evaluate the text, you have to apply some criteria

- 1) The author clearly stated his meaning (clarity).
- 2) The author was precise in providing details (precision).
- 3) He provided the reader with sufficient details (depth).
- 4) The author concentrated on the subject and did not tackle any other subjects (relevance).
- 5) The information of the text was consistent. There were not any contradictions in the text.
- 6) The text was significant as it dealt with an important subject (significance).
- 7) The author displayed fairness as he takes a neutral approach when dealing with a scientific subject (fairness).

➡ **Was the title suitable?**

Time for Discussion

Discuss:

- Would any of your used things cause pollution? How?
 - Would any of your things affect any animals or birds on the island? How?
 - Discuss 12 things you would need to take if a group of ten people were going to the island.
 - a-Would you take the same ten things, or change some of them?
 - b-which two extra things would you take? How would they be especially useful?
- ➡ **Give students the personal reflective feedback (the regular inventory).**
- ➡ **Give them five minutes paper inventory and do not forget to write your notes in your teacher journal today.**

Home Assignment

Choose the most appropriate answer:

Drinking water is good for your health. If you want to be healthy, you should drink water

- The reason for drinking water is clear
- There is no reason at all.
- I do not know
- The reason is not clear

The Lion and the Mouse

Objectives of the lesson

By the end of the lesson, you will be able to:

- Identify the purpose of the author of the story.
- construct the meaning of a given text

Educational Aids

Colored chalks or whiteboard markers.

Printed papers for the personal reflective feedback and the formative teacher assessment survey

Cards for activities.

Blended learning.

Papers with questions of the discussion written on them.

The teacher's journal

Handouts

Mp3 for recording the lesson

The lesson (The reading process)

- Pre- reading stage

Ask questions about the title, such as from the title, what do you expect to learn from the lesson? what do you know about this title?

- While- reading stage

1. State the main ideas of the lesson
2. Explain the critical reading skills you want them to know.
3. Go back for the 2nd time to the title to see if it is suitable for the subject or not

- Post – reading stage

The Pre-reading stage (give students all papers of the lesson including the personal feedback instrument)

Ask questions about the title, such as from the title, what do you expect to learn from the lesson? what do you know about this title?

The while-reading stage

Ask students to read the text silently. While they are reading the text, write the questions on the board.

Ask them: what do you expect to learn from the lesson?

Write the following questions on the board:

Read the text in order to answer the following questions:

- What does the author want to tell out of the story? (In groups).
- What is the meaning you could detect in the text? (Brainstorming activity)

Activity (1)

Do you remember the song, listen:

<http://www.youtube.com/watch?v=skX6RnnIkuM> and feature=related

Choose the most appropriate answer:

Everyone should have a pet. Pets are very loving and affectionate. They help children learn responsibility. Pets give you unconditional love. Having a pet is a wonderful experience.



The author writes this to:

- inform/give the reader some information about pets.
- please the reader
- tell the reader that they should have a pet(✓✓)

Receive answers from students

Let's begin to answer the questions

➡ Here it is a story about a lion and a mouse, so the author wants to please us but there is a lesson behind this story. Of course, you will learn something at the end. You will learn little friends can be great friends. So here, the writer mixes between two purposes. They are to teach the reader that little friends can be great friends and to please the reader. Thus, the purpose of the author will be both to teach the reader and to entertain him.

Do you remember

In constructing the meaning of a given text you are required to answer

What did you get out of the text? or what is the meaning you could detect out of the text?

Activity (3)

Give an example of a promise you made? Did you keep this promise?

➡ Was the title suitable?

The post-reading stage

Time for Discussion

- Tell your story
- Does the story have a moral? If so, what is it?

- ▶ Give students the personal reflective feedback (the regular inventory).
- ▶ Give them formative teacher assessment survey.
- ▶ Do not forget to write your notes in your teacher journal today.

Home Assignment

- Do you think the mouse did the right thing? Why?
- What is your opinion about the text (Use the forum)

Inventions Bring Problems As Well As Happiness

Objectives of the lesson

By the end of the lesson, you will be able to:

- compare advantages and disadvantages of things.
- evaluate the text according to these seven criteria (clarity, precision, relevance, significance, depth, consistency, and fairness).

Educational Aids:

Colored chalks or whiteboard markers.

Printed papers for the personal reflective feedback and the five minutes paper inventory.

Cards for activities.

Blended learning.

Papers with questions of the discussion written on them.

The teacher's journal

Handouts

Mp3 for recording the lesson

The lesson (The reading process)

- Pre- reading stage

Ask questions about the title, such as from the title ,what do you expect to learn from the lesson? what do you know about this title?

- While- reading stage

1. State the main idea of the lesson
2. Explain the critical reading skills you want them to know.
3. Go back for the 2nd time to the title to see if it is suitable for the subject or not

- Post – reading stage.

The Pre-reading stage (give students all papers of the lesson including the personal feedback instruments)

Ask questions about the title, such as from the title, what do you expect to learn from the lesson? what do you know about this title?

What do you expect to learn from the lesson?

The while-reading stage

Ask students to read the text silently while you are writing the questions on the board

Read the text in order to answer the following questions:

Divide yourselves into groups to answer:

- Compare the advantages and the disadvantages of (television, the telephone)
- What is your opinion of the text ,use the seven criteria to clarify your opinion according to the text

Activity (2)

Compare between the advantages and disadvantages of technology as a double-edged weapon



Activity (3)

In two teams, write at least five short sentences containing an adjective ,e.g. Liverpool is a good football team. Take turns to read out one of your sentences .Some one in the other team has to respond immediately with a comparative, beginning 'Yes ,but....'
e.g. Yes ,but Barcelona is better..

(Seymour and Popova, 2005, 69)

The Comparing Skill

- By comparing between things ,you will identify similarities and differences between things or characters.
- Clues (words) of this pattern are (adjectives such as safer than, faster, more comfortable than....).
- Other words of this pattern include
 - a) Similarity clues: [similarly, likewise, both, same, also, resembles, parallels, in the same manner, in the same way, likeness, common, between, alike]
 - b) Dissimilarity clues : [on the other hand, unlike, in contrast, however, whereas, while, although, nevertheless, instead of, different, unlike, conversely, rather than, as opposed to, difference, disagree, distinguish, distinction ...others...].

The answer of the 1st question

- ✓ **The advantages of the telephone**
- ✓ With the telephone people can communicate with each other when they are not in the same place.

- ✓ **After the word "however", you can see the disadvantages**
- ✓ The telephone can make people lazy as they may telephone friends instead of visiting them.

- ✓ **television: the advantages**
- ✓ You can see in the 1st part of the paragraph: Television was invented to bring people news and interesting information.

- ✓ **After the word "however" you will find the disadvantages**
- ✓ Television can make people lazy, for example, more people now watch sports on television rather than go out and do sports themselves.

Activity (4)

In groups write your notes on the following:

He: Do you love me?

She: "If I don't, would I be with you now?"

He": but will you marry me?

"She": I will marry you when-everything is considered-marriage is a commitment that needs careful consideration and responsibility".

(Marlys, 1997, 293).

These sentences imply that

- She will marry him.
- She will not marry him.
- The meaning is unclear.
- The answer is indirect. (✓✓)

She did not answer the direct question. She was indirect so the meaning is still unclear.

Activity (5)

In groups, write your notes on the following:

Student to instructor." Why are you getting after me for being late to class? You never say anything to that pretty woman who comes late to class every day"

(Marlys, 1997, 303).

- The reason is clear.
- The reason is unclear.
- The student pointed to another reason so the reason is irrelevant. (✓✓)

➡ You can apply these criteria by asking the following questions:

📌 **Does the author clearly state his or her meaning?**

-Is the text vague?

📌 **Is the author precise in providing details?**

📌 **Does the author introduce irrelevant material?**

-Is the author wandering from his or her purpose?

📌 **Does the author take the reader into the important complexities inherent in the subject?**

-Is the writing superficial?

📌 **Is the text internally consistent?**

-Does the text contain unexplained contradictions?

📌 **Is the text significant for you?**

-Does the subject deal with a trivial matter?

📌 **Does the author display fairness?**

-Does the author take a one sided narrow approach?

➡ **Was the title suitable?**

The answer of the second question:

✓ We note: the author was clear and sufficient to state up the problem in a clear way.

➡ You can conclude that by applying the previous criteria

Time for Discussion:

Discuss:

- tell other students your own opinion:
- Describe the happiness and problems that your invention has brought and give us alternatives to the problems
- For each invention, decide whether it has brought more happiness or more problems
 - **Give students the personal reflective feedback (the regular inventory).**
 - **Give them five minutes paper inventory and do not forget to write your notes in your teacher journal today.**

Home Assignment

- What is your opinion of the text?
- Do you agree/disagree that "technology is a double -edged weapon"? Why?

The Hound of the Baskervilles

Objectives of the lesson

By the end of the lesson, you will be able to:

- determine cause-effect relationship.
- construct the meaning of a given text.

Educational Aids

Colored chalks or whiteboard markers.

Printed papers for the personal reflective feedback

Cards for activities.

Blended learning

Papers with questions of the discussion written on them.

Handouts

Mp3 for recording the lesson

The teacher's journal

The lesson (The reading process)

- Pre- reading stage

Ask questions about the title, such as from the title ,what do you expect to learn from the lesson? what do you know about this title?

- While- reading stage

1. State the main ideas of the lesson
2. Define the writer
3. Explain the critical reading skills you want them to know.
4. Go back for the 2nd time to the title to see if it is suitable for the subject or not

- Post – reading stage

The Pre-reading stage (give students all papers of the lesson including the personal feedback instruments)

What do you expect to learn from the lesson?

What do you already know about the author?

Ask questions about the title, such as from the title, what do you expect to learn from the lesson? what do you know about this title?

Canon Doyle was born in Edinburgh in 1859. He went to Edinburgh University to train to be a doctor. He wrote his first story about Sherlock Holmes," A Study in Scarlet ".He died at the age of 71.

Strategy for the while-reading stage

Ask students to read the text silently and underline difficult words.
While they are reading the text, write the questions on the board.

Read the text in order to answer the following questions:

- Divide yourselves into groups to answer :
- Why did Stapleton not feed the dog?
- Why did Stapleton kill the family?
- What is the meaning you could detect out of the context?
(Brainstorming activity).

Activity (1)

Divide yourselves into groups,
In your group read each sentence.
Write the effect (what happened) and the cause (why it happened).

Activity (2)

What is the meaning you could detect out
of the text?

Do you remember

**In constructing the meaning of a given text,
you are required to answer:**

What did you get out of the text? or what is
the meaning you could detect out of the
text?

➡ **Remember that**

- ➡ Cause-effect relationship shows why something has happened.
- ➡ There are many words showing this relationship, especially the word "because" and the question will be by the word "why".

- ✓ The answer of the 2nd question: the two leaders of the two groups should give the answer written in papers).
- ✓ Stapleton did not feed the dog:
- ✓ {Do you see the word "because" ?It is the key word to answer this type of question asked by why?}
- ✓ Stapleton did not feed the dog because he wanted to make it very hungry.

- ✓ Stapleton killed the family {now there is no "because "but where is your understanding}
- ✓ Because he wanted to inherit the family's home.

The post-reading stage:

➡ **Was the title suitable?**

Time for Discussion:

Discuss:

- Do you think Stapleton's plan was a good one? Why / why not?
 - Do people still believe in legends like the Hound of Baskervilles?
 - Are there any Egyptian legends like this?
 - Why do people like these stories?
- Give students the personal reflective feedback (the regular instrument).**

Home Assignment:

- What would you do if you were in the place of Stapleton? Why?
- Why did Stapleton kill the family?

Sara and the Thieves

Objectives of the lesson

By the end of the lesson, you will be able to:

- identify the purpose of the author of the story.
- identify the main idea and sub-ideas of a text.

Educational Aids

Colored chalks or whiteboard markers.

Printed papers for the personal reflective feedback, the final survey of the personal reflective feedback inventory and the five minutes paper inventory.

Cards for activities.

Blended learning.

Papers with questions of the discussion written on them.

Mp3 for recording the lesson

The teacher's journal

The lesson (The reading process)

-Pre- reading stage

Ask questions about the title, such as from the title, what do you expect to learn from the lesson? what do you know about this title?

- While- reading stage:

1. State the main ideas of the lesson
2. Explain the critical reading skills you want them to know.
3. Go back for the 2nd time to the title to see if it is suitable for the subject or not

- Post – reading stage

The Pre-reading stage (give students all papers of the lesson including the personal feedback inventories)

Ask questions about the title, such as from the title, what do you expect to learn from the lesson? what do you know about this title?

What do you expect to learn from the lesson?

The while-reading stage:

Ask students to read the text silently while you are writing the questions on the board

- **Read the text in order to answer the following questions:** (Each group leader should give the answers)
- What does the author want to inform the reader from the story?
- What is the main idea of the text?

Activity (1)

Do you remember this song, listen:

<http://www.youtube.com/watch?v=skX6RnnlkuM> and [feature=related](#)

Choose the most appropriate answer:

Having good manners means being polite and thoughtful to others. Saying a simple please and thank you are examples of good manners. Holding a door open for someone is very polite. Practicing good table manners is being thoughtful. Some good table manners would include placing your napkin on your lap, asking someone to please pass something you would like, and eating neatly. Giving someone a sincere compliment and graciously accepting a compliment by saying thank you are more ways to show good manners. Using good manners is a way to show respect for others and an example of The Golden Rule!



The author wrote this to:

- inform/teach us about some good manners (✓✓)
- Encourage the reader to have good manners
- persuade the reader of the importance of having good manners
- Please the reader only
- Give us some information (✓✓)

Activity (2)

Do you remember the following video:

(a video about identifying the main idea and sub-ideas)

Watch the following video and tell what you benefited from it

<https://www.teachingchannel.org/videos/3rd-grade-ela-lesson>

Activity (3)

Choose the most appropriate answer:

The main idea of the text is:

- a) A story about Sara, a blind person (✓✓)
- b) A story about Louise
- c) A story about a girl (✓✓)

What is the purpose of the author?

- The author's purpose is the author's reason for writing.
- The author's purpose may be to inform (or to instruct), to entertain, or to persuade;
- The author may want to inform the reader about some pieces of information to get benefit of it, for example, the purpose of your Science book is to inform you about scientific facts.

Sometimes you learn from a story to be active or some stories teach us not to tell lies .For example, the story of the liar boy and the wolf.

- The author may want to please the reader by a funny story or s/he may want the reader to answer a puzzle .
- The writer may want to persuade the reader of something. This purpose is existed in the newspaper or in the argumentative texts.
- It is important to remember that:
- There is an exception (i.e. in some stories, the reader get pleased and learn to be active)

➡ **Do you remember that**

- ➡ You can find the main idea either in the first sentence or it can be the last sentence but almost you can formulate it from your understanding.

Let's answer the questions

Receive answers from students

✓ The writer wants to please the reader only.

✓ The main idea of the lesson is that the lesson is a story about Sara, a blind person.

The post-reading stage:

➡ **Was the title suitable?**

Time for discussion:

Discuss:

- **Talk about any other mysteries you know**
- ➡ **the personal reflective feedback (the regular inventory).**
- ➡ **Give them five minutes paper inventory and do not forget to write your notes in your teacher journal today.**
- ➡ **Give them the final survey of the personal reflective feedback inventory.**

Home Assignment

What is the purpose of the story?

What is your opinion about this story?(Use the forum)

Appendix (G)

**A Critical Reading Skills Pre/Posttest for
the 1st Year Secondary Stage Students**

(Jury's Modified Version)



Ain Shams University
Faculty of Education
Curriculum and Instruction Department.

**The Effect of a Program Based on Using Blended
Learning on Developing Critical Reading
Skills of EFL Secondary
Stage Students**

By
Mona Allam Sadek Allam

Supervised by

Dr. Asmaa Ghanem Gheith

Dr. Ramadan Farid Mostafa Nassar

Professor, Curriculum and Instruction
(TEFL)

Faculty of Education
Ain Shams University

Lecturer, Curriculum and Instruction
(TEFL)

Faculty of Education
Ain Shams University

Dear Jury member:

The researcher is conducting an M.A thesis under the title "The Effect of a Program Based on Using Blended Learning on Developing Critical Reading Skills of EFL Secondary Stage Students". The thesis is under the supervision of Prof. Asmaa Ghanem Gheith and Dr. Rmadan Farid Nassar .The main aim of the study is to design and evaluate a program based on blended learning for developing first secondary stage students' critical reading skills.

One step to make this study is to design a critical reading pre-/posttest as a measure of the study that you are kindly required to review.

The aims of this review are to:

- determine the suitability of each skill for first year of the secondary stage students.
- determine the suitability of each question for measuring each skill.
- write any other comments or suggestions.

Thanks a lot for your valuable cooperation.

Mona Allam Sadek Allam
An M.A candidate,
Faculty of Education,
Ain Shams University.

List of skills:

1. Identifying the main ideas .
2. Identifying the sub-ideas of the text.
3. Identifying the author's purpose of a text.
4. Constructing the meaning based on context.
5. Determining cause-effect relationships.
6. Comparing and contrasting things /characters and ideas.
7. Evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency and fairness).
8. Agreeing/disagreeing with the author.
9. Finding alternatives.

Text (A),

There are different views about the future of the world, one group of people believes that the world will be more crowded and more polluted. They believe that human population growing will be more than food supplies and there will be less food.

The 2nd group believes that the economic growth and the technological advances will produce a less crowded, less polluted world, in which most people will be healthier and will live longer.

(as cited in Test bank, The Reader's hand book Reading Strategies for College and Everyday Life, 2004,20)

1. What is the main idea of the text?
 - a. Pollution will eventually cause starvation and war.
 - b. There are different views on how serious the world's present and future environment problems are.
 - c. Technology will help people in the future to be healthier.
 - d. There are different views about the future.

Does this question measure (the skill of identifying the main idea of the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

2. What is the idea of the 2nd paragraph ?
- a. The first opinion about what will happen to the people in the future.
 - b. The existence of technological advances in the future.
 - c. Two opinions about the role of the people in the future.
 - d. The existence of technological advances and economic growth in the future.

Does this question measure (the skill of identifying the sub-idea of the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

3. What have you learnt from the passage?
- a. To be active
 - b. To read more
 - c. To get to know two opinions about the future
 - d. To get to know technological advances will make the people healthier.

Does this question measure (the skill of constructing the meaning based on context)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

4. What have you learnt from the passage?
- Technological advances will make people healthier.
 - The world will be more crowded.
 - There is one opinion about what will happen in the future.
 - One should be active.

5

Does this question measure (the skill of constructing the meaning based on context)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

5. What does the passage try to tell?
- It tries to inform the reader about two opinions about the future.
 - It tries to persuade the reader to have an opinion about the future.
 - It tells a funny story.
 - There are two opinions about the future.

4

Does this question measure (the skill of identifying the purpose of the author in writing the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

6. What does this text want to tell?

- a. It tells information about the future.
- b. It tries to make the reader think about the future.
- c. It tells two views about what will happen in the future.
- d. It tells a story.

4

Does this question measure (the skill of identifying the purpose of the author in writing the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

7. Why will the world be less crowded?

- a. Because there will be pollution.
- b. Because most people will be healthier
- c. Because there will be technological advances.
- d. Because of the technological advances and the economic growth.

3

Does this question measure (the skill of determining cause-effect relationship)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

8. Why will the world be more crowded and more polluted?

- a. Because of the human population growing.
- b. Because of the economic growth.
- c. Because of the few number of people.
- d. Because of the human population growth and the pollution of the environment.

3

Does this question measure (the skill of determining the cause-effect relationship)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

9. What is the reason for living longer ?

- a. The technological advances.
- b. Lack of money.
- c. The economic growth and the technological advances
- d. The human population growth.

3

Does this question measure (the skill of determining the cause-effect relationship)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

10. One group believes that over population will make food less, what does the 2nd group say?

- a. There will be less population
- b. There will be pollution
- c. There will be less food.
- d. There will be less population and technological advances.

3

Does this question measure (the skill of comparing and contrasting things or characters)?

a. Yes b. No.

Is this item suitable for the first secondary stage student?

a. Yes b. No.

Is this skill suitable for the first secondary stage student?

Other comments:

11. What do you think of the information given in the text?

- a. It was irrelevant to the subject.
- b. It was clear.
- c. It was vague.
- d. I have understood all of it.

3

Does this question measure (the skill of evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency and fairness)?

a. Yes b. No.

Is this item suitable for the first secondary stage student?

a. Yes b. No.

Is this skill suitable for the first secondary stage student?

Other comments:

12. What do you think of the information given in the text?

- a. It was irrelevant to the subject of the text.
- b. It was precise.
- c. It was not precise.
- d. It was somewhat precise.

3

Does this question measure (the skill of evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency and fairness)?

a. Yes b. No.

Is this item suitable for the first secondary stage student?

a. Yes b. No.

Is this skill suitable for the first secondary stage student?

Other comments:

13. Do you agree/disagree that technological advances will make the people healthier, why or how?

6

Does this question measure the skill of

- a. assessing the skill of (agree/disagreement with the author).
- b. "mentioning the reason/s" for measuring (the skill of finding alternatives).

a. Yes b. No.

Is this item suitable for the first secondary stage student?

a. Yes b. No.

Is this skill suitable for the first secondary stage student?

Text (B),

You should buy a car. Having a car has many advantages for many reasons. It is comfortable to drive. By your car, you can go any where at any time. You can go with your family. It is faster than any other transportation. It is suitable for old and sick people because it is more comfortable than any other public transportation.

For example, using your own car is more comfortable than using buses. In your car, you can listen to the radio according to your wish. You can make your telephone calls, and you do not have to wait or catch the buses.

Retrieved From(

http://wiki.answers.com/Q/What_are_the_advantages_and_disadvantages_of_cars

In the 8th of Feb. 2013

at 6:9P.M)

at 7:40 A.M 1st of Feb 2013)

the 2nd paragraph from(<http://yasemin08.wordpress.com/2011/04/03/comparison-and-contrast-essay-drive-a-car-or-take-a-bus/>

retrieved in the 8th of Feb.2013 at 6:45 p.M)

14. What is the main idea of the text ?

- The writer is speaking about the advantages of having a car.
- The importance of the public transportation.
- The importance of reading.
- The writer is speaking about cars.

3

Does this question measure (the skill of identifying the main idea of the text)?

- a. Yes b. No.

Is this item suitable for the first secondary stage student?

- a. Yes b. No.

Is this skill suitable for the first secondary stage student?

Other comments:

15. What is the idea of the first paragraph ?

- Some advantages of having a car.
- The importance of having a car.
- A comparison between having a car and using buses.
- Some information about technology.

3

Does this question measure (the skill of identifying the sub-idea of the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

16. What is the idea of the 2nd paragraph ?

- a. Some advantages of having a car.
- b. The importance of using public transportation.
- c. A comparison between having a car and using buses.
- d. An example of the advantages of having cars.

3

Does this question measure (the skill of identifying the sub-idea of the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

17. What does the text tries to encourage the reader to do?

- a. To buy a car.
- b. To use public transportation.
- c. To know the advantages of having a car.
- d. To use buses.

4

Does this question measure (the skill of identifying the purpose of the writer in writing the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

18. Why has this text been written?

- a. To encourage the reader to have a car.
- b. To inform the reader about some information about using cars.
- c. To tell a funny story.
- d. to encourage people to use buses.

4

Does this question measure (the skill of identifying the purpose of the author in writing the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

19. What have you learnt from the text ?

- a. There are many advantages of having a car.
- b. There are many disadvantages of driving cars.
- c. We should use public transportation.
- d. I should use my own car.

5

Does this question measure (the skill of constructing the meaning based on context)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

20. Why are cars more suitable for old and sick people ?

- a. Because they are expensive.
- b. Because they can listen to a radio in their cars.
- c. Because old people will feel more relaxed in cars.
- d. Because they are comfortable.

3

Does this question measure (the skill of determining the cause-effect relationship)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

21. Why should people buy cars?

- a. Because there are many accidents out of using cars.
- b. Because there are many advantages of having a car.
- c. Because cars are more comfortable than buses.

3

d. Because buses are not comfortable.

Does this question measure (the skill of determining the cause-effect relationship)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

22. Compare cars with buses

- a. Cars are more comfortable than buses.
- b. Cars are less comfortable than buses.
- c. Cars are as comfortable as buses.
- d. I feel more relaxed in cars.

3

Does this question measure (the skill of comparing and contrasting things or characters)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

23. In cars, people can listen to the radio, make their telephone calls but

- a. they are less comfortable.
- b. In buses we cannot do these things.

3

- c. Cars are more comfortable than public transportation.
- d. They are more expensive than buses.

Does this question measure (the skill of comparing and contrasting things or characters)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

24. Compare cars with buses?

- a. Cars are faster than buses.
- b. Cars are more comfortable than buses.
- c. Cars are less beautiful than buses.
- d. Cars are less comfortable than buses.

3

Does this question measure (the skill of comparing and contrasting things or characters)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

25. What do you think of the information given in the passage?

- a. It is not clear.

3

- b. It is irrelevant to the text.
- c. The writer did not tell the disadvantages of cars.
- d. There is some missing information.

Does this question measure (the skill of evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency and fairness)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

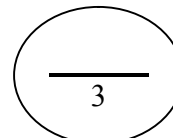
a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

26. What do you think of the information given in the text ?

- a. It is precise.
- b. It is vague.
- c. It is not precise.
- d. It is precise but not complete.



Does this question measure (the skill of evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency, and fairness)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

27. Will you buy a car in the future? Why/why not?

6

Does this question measure the skill of

- a. **assessing the skill of (agree/disagreement with the author).**
- b. **“mentioning the reasons” for measuring (the skill of finding alternatives).**

a. Yes b. No.

Is this item suitable for the first secondary stage student?

a. Yes b. No.

Is this skill suitable for the first secondary stage student?

Other comments:

Text (C),

Today, as in times past, the most important and difficult task in growing a child is helping him to find meaning in life. Many experiences are needed to achieve this. The child should learn step by step to understand himself better because this will help him to be better to understand others.

To find a deeper meaning, one should believe that he will make a significant achievement in life now or in the future. This feeling is necessary for a person to be satisfied with himself and with what he is doing. Our positive feelings give us the strength to develop our selves.

In a child's life, parents and others can help the child to find meaning in his life- second in importance is our cultural heritage, when transmitted to the child in the right way. When children are young, fairy tales can help them.

(as cited in Test bank, The Reader's hand book Reading Strategies for College and Everyday Life,2004,55).

28. What is the main idea of the text?

- a. The importance of fairy tales.

3

- b. Finding meaning for life.
- c. The role of parents in a child's life.
- d. The importance of finding meaning for life.

Does this question measure (the skill of identifying the main idea of the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

29. What is the idea of the 3rd paragraph?

- a. How to understand others.
- b. How to help a child find meaning in the life when he is a child and when he is young.
- c. The importance of finding meaning for life.
- d. The role of parents and fairy tales in a child's life.

3

Does this question measure (the skill of identifying the sub-idea of the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

30. What does this passage try to tell the reader?

- a. It tries to persuade them to help a child finding meaning for life.
- b. It gives some information about the importance of finding meaning to life.
- c. It informs the reader about something.
- d. It gives some information about growing a child.

4

Does this question measure (the skill of identifying the purpose of the author in writing the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

31. What have you learnt from the passage?

- a. To tell the truth.
- b. To find meaning in life.
- c. To be self-confident.
- d. to believe that one will make a significant achievement in life.

5

Does this question measure (the skill of constructing the meaning based on context)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

32. What did you get out of the passage?

- a. To have positive feelings toward myself and think that I will achieve more.
- b. To be active.
- c. To read more.
- d. To find meaning for life.

5

Does this question measure (the skill of constructing the meaning based on context)?

a. Yes b. No.

Is this item suitable for the first secondary stage student?

a. Yes b. No.

Is this skill suitable for the first secondary stage student?

Other comments:

33. Why should the child learn to understand himself better?

- a. Because this will help him in his education.
- b. Because this will make him more able to understand others.
- c. Because this will help him in his practical life.
- d. Because this will encourage him to be better.

5

Does this question measure (the skill of determining the cause-effect relationship)?

a. Yes b. No.

Is this item suitable for the first secondary stage student?

a. Yes b. No.

Is this skill suitable for the first secondary stage student?

Other comments:

34. Why should a person believe that he will make a significant achievement in the life?

- a. Because this will help him find meaning in his life.
- b. Because this will help him understand others.
- c. Because these feelings will give him the strength to develop him self.
- d. Because this will help him in his education.

3

Does this question measure (the skill of determining the cause-effect relationship)?

a. Yes b. No.

Is this item suitable for the first secondary stage student?

a. Yes b. No.

Is this skill suitable for the first secondary stage student?

Other comments:

35. The person who has positive feelings toward himself isthan the person who does not in facing the life problems.

- a. stronger
- b. weaker
- c. better
- d. lazier

3

Does this question measure (the skill of comparing and contrasting things or characters)?

a. Yes b. No.

Is this item suitable for the first secondary stage student?

a. Yes b. No.

Is this skill suitable for the first secondary stage student?

Other comments:

36. What do you think of the information given in the passage?

3

- a. It was irrelevant to the text.
- b. It had all the information the reader needs to understand the text.
- c. It was not deep.
- d. It was enough.

Does this question measure (the skill of evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency and fairness))?

a. Yes b. No.

Is this item suitable for the first secondary stage student?

a. Yes b. No.

Is this skill suitable for the first secondary stage student?

Other comments:

37. What do you think of the information given in the text?

3

- a. It was precise.
- b. It was vague.
- c. It was not precise.
- d. It was good.

Does this question measure (the skill of evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency and fairness))?

a. Yes b. No.

Is this item suitable for the first secondary stage student?

a. Yes b. No.

Is this skill suitable for the first secondary stage student?

Other comments:

38. Do you agree/disagree “anyone should find meaning in life? why?”

6

Does this question measure the skill of

- a. **assessing the skill of (agree/disagreement with the author).**
- b. **“mentioning the reasons” for measuring (the skill of finding alternatives).**

a. Yes b. No.

Is this item suitable for the first secondary stage student?

a. Yes b. No.

Is this skill suitable for the first secondary stage student?

Other comments:

Text(D),

If you want to finish a specific goal or meet a specific deadline, this will depend on how much time you need to get the job done. What should you do when the job needs too much time. The best way is to divide the project into small pieces. Different goals will have to be divided in different ways, but an unrealistic goal can be done by working on several smaller parts.

(From <http://www.education.com/study-help/article/short-passages/>)

retrieved in the 31st of Jan. 2013

At 7:39 P.M

39. What is the main idea of the passage ?

- a. Jobs often are not completed because there is not enough time.
- b. The best way to complete a big project is to divide it into smaller parts.
- c. The passage is a story about a clever girl.
- d. The passage is about how to finish big jobs.

3

Does this question measure (the skill of identifying the main idea of the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

40. What have you learnt from the text

- a. To delay things.
- b. To tell the truth.
- c. To divide projects into smaller parts.
- d. To learn how to finish big jobs.

5

Does this question measure (the skill of constructing the meaning based on context)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

41. What can you do to do your homework quicker than before?

- a. Be active.
- b. Divide it into small parts.
- c. Make exercises.
- d. Begin with a small part.

5

Does this question measure (the skill of constructing the meaning based on context)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

42. What does this text try to explain?

- a. It teaches the reader how to achieve a big goal.
- b. It encourages one to have goals in their life.
- c. It tells a funny story.
- d. It informs about some information for achieving something.

4

Does this question measure (the skill of identifying the purpose of the author in writing the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

43. Why has the text been written?

- a. To teach students how to do their homework if it is big.
- b. To speak about lazy students.
- c. To inform about something.
- d. To tell a funny story.

4

Does this question measure (the skill of identifying the purpose of the author in writing the text)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

44. What have you learnt from the text?

- a. To be active
- b. To get to know how to make projects easier.
- c. To read more
- d. To get to know how to do a big job.

5

Does this question measure (the skill of constructing the meaning based on context)?

a.Yes b.No.

Is this item suitable for the first secondary student?

a.Yes b.No.

Is this skill suitable for the first secondary student?

Other comments:

45. Why should you divide the big goal into smaller parts?

- a. Because this will make the goal more difficult.
- b. Because this will make me more able to finish it.
- c. Because this will make me cleverer.
- d. Because this will make the goal easier.

3

Does this question measure (the skill of determining the cause-effect relationship)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

46. What should you do if the job will take too much time ?

- a. tell another one to help me.
- b. do it in the morning.
- c. divide it into small parts.
- d. work harder.

3

Does this question measure (the skill of determining the cause-effect relationship)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

47. What do you think of the information given in the passage?

- a. It was irrelevant to the subject.
- b. I do not need any other information.
- c. It was not deep enough.
- d. It was enough.

3

Does this question measure (the skill of evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency and fairness)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

48. What do you think of the subject of the text ?

- a. It is important.
- b. It is not clear.
- c. It is good as I benefited from it.
- d. It is difficult.

3

Does this question measure (the skill of evaluating the text by using some criteria (clarity, precision, relevance, significance, depth, consistency, and fairness)?

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

49. Do you agree/disagree with the proverb saying " Do not delay today's things until tomorrow"? Why?

6

Does this question measure the skill of

- a. assessing the skill of (agree/disagreement with the author).**
- b. “mentioning the reasons” for measuring (the skill of finding alternatives).**

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Other comments:

50. Which is better, to do your jobs early or at night, why?

6

Does this question measure the skill of

- c. assessing the skill of (agree/disagreement with the author).**
- d. “mentioning the reasons” for measuring (the skill of finding alternatives).**

a.Yes b.No.

Is this item suitable for the first secondary stage student?

a.Yes b.No.

Is this skill suitable for the first secondary stage student?

Appendix (H)

**A Critical Reading Skills Pre/Posttest for the 1st
Secondary Stage Students
(Students' Version)
(The Electronic Test)**

Dear Students,

Simply ,you are required to respond to the following test. Notice that you will have more than one response, so, please select the most appropriate one.

Obaidi.kanad.com

Text (A),

There are different views about the future of the world. One group of people believes that the world will be more crowded and more polluted. They believe that human population growing will be more than food supplies and there will be less food.

The 2nd group believes that the economic growth and the technological advances will produce a less crowded, less polluted world, in which most people will be healthier, will live longer.

(as cited in Test bank, The Reader's hand book Reading Strategies for College and Everyday Life, 2004, 20).

1. What is the main idea of the text?
 - a. Pollution will eventually cause starvation and war.
 - b. There are different views on how serious the world's present and future environment problems are.
 - c. Technology will help people in the future to be healthier.
 - d. There are different views about the future.

3

2. What is the idea of the 2nd paragraph ?
 - a. The first opinion about what will happen to people in the future.
 - b. The existing of technological advances in the future.
 - c. Two opinions about the role of people in the future.
 - d. The existing of technological advances and economic growth in the future.

3

3. What have you learnt from the passage?
 - a. To be active
 - b. To read more
 - c. To get to know two opinions about the future
 - d. To get to know that technological advances will make people healthier.

5

4. What have you learnt from the passage?
 - a. Technological advances will make people healthier.
 - b. The world will be more crowded.
 - c. There is one opinion about what will happen in the future.
 - d. One should be active.

5

5. What does the passage try to tell?

- a. It tries to inform the reader about two opinions about the future.
- b. It tries to persuade the reader to have an opinion about the future.
- c. It tells a funny story.
- d. There are two opinions about the future.

4

6. What does this text tell?

- a. It tells information about the future.
- b. It tries to make the reader think about the future.
- c. It tells two views about what will happen in the future.
- d. It tells a story.

4

7. Why will the world be less crowded?

- a. Because there will be pollution.
- b. Because most people will be healthier
- c. Because there will be technological advances.
- d. Because of the technological advances and the economic growth.

3

8. Why will the world be more crowded and more polluted?

- a. Because of the growing human population.
- b. Because of the economic growth.
- c. Because of the few number of people.
- d. Because of the human population growth and the pollution of the environment.

3

9. What is the reason for living longer ?

- a. The technological advances.
- b. lack of money.
- c. The economic growth and the technological advances
- d. The human population growth.

3

10. One group believes that over population will make food less, what does the 2nd group say?

- a. There will be less population
- b. There will be pollution
- c. There will be less food.

3

d. There will be less population and technological advances.

11. What do you think of the information given in the text?

- a. It was irrelevant to the subject.
- b. It was clear.
- c. It was vague.
- d. I have understood all of it

3

12. What do you think of the information given in the text?

- a. It was irrelevant to the subject of the text.
- b. It was precise.
- c. It was not precise.
- d. It was somewhat precise.

3

13. Do you agree/disagree that technological advances will make people healthier, why or how?

6

Text (B),

You should buy a car. Having a car has many advantages for many reasons. It is comfortable to drive. By your car, you can go anywhere at any time. You can go with your family. It is faster than any other transportation. It is suitable for old and sick people because it is more comfortable than any other public transportation.

For example, using your own car is more comfortable than using buses. In your car, you can listen to the radio according to your wish. You can make your telephone calls, and you do not have to wait or catch the bus.

Retrieved From(

http://wiki.answers.com/Q/What_are_the_advantages_and_disadvantages_of_cars

at 8th of Feb. 2013

at 6:9P.M)

at 7:40 A.M 1st of Feb 2013)

the 2nd paragraph from(<http://yasemin08.wordpress.com/2011/04/03/comparison-and-contrast-essay-drive-a-car-or-take-a-bus/>

retrieved in the 8th of Feb .2013 at 6:45 p.M)

14. What is the main idea of the text ?

- a. The writer is speaking about the advantages of having a car.
- b. The importance of public transportation.
- c. The importance of reading.
- d. The writer is speaking about cars.

3

15. What is the idea of the first paragraph ?

- a. Some advantages of having a car.
- b. The importance of having a car.
- c. A comparison between having a car and using buses.
- d. Some information about technology.

3

16. What is the idea of the 2nd paragraph ?

- a. Some advantages of having a car.
- b. The importance of using public transportation.
- c. A comparison between having a car and using buses.
- d. An example of the advantages of having cars.

3

17. What does the text try to encourage the reader to do?

- a. To buy a car.
- b. To use public transportation.
- c. To know the advantages of having a car.
- d. To use buses.

4

18. Why has this text been written?

- a. To encourage the reader to have a car.

4

- b. To inform the reader about some information about using cars.
- c. To tell a funny story.
- d. to encourage people to use buses.

19. What have you learnt from the text?

- a. There are many advantages of having a car.
- b. There are many disadvantages of driving cars.
- c. We should use public transportation.
- d. I should use my own car.

5

20. Why are cars more suitable for old and sick people?

- a. Because they are expensive.
- b. Because they can listen to the radio in their cars.
- c. Because old people will feel more relaxed in cars.
- d. Because they are comfortable.

3

21. Why should people buy cars?

- a. Because there are many accidents out of using cars.
- b. Because there are many advantages of having a car.
- c. Because cars are more comfortable.
- d. Because buses are not comfortable.

3

22. Compare cars with buses

- a. Cars are more comfortable than buses.
- b. Cars are less comfortable than buses.
- c. Cars are as comfortable as buses.
- d. I feel more relaxed in cars.

3

23. In cars people can listen to the radio, make their telephone calls but

- a. They are less comfortable.
- b. In buses we cannot do these things.
- c. Cars are more comfortable than public transportation.
- d. They are more expensive than buses.

3

24. Compare cars with buses?

- a. Cars are faster than buses.
- b. Cars are more comfortable than buses.
- c. Cars are less beautiful than buses.
- d. Cars are less comfortable than buses.

3

25. What do you think of the information given in the passage?

- a. It is not clear.
- b. It is irrelevant to the text.
- c. The writer did not tell the disadvantages of cars.
- d. There is some missing information.

3

26. What do you think of the information given in the text ?

- a. It is precise.
- b. It is vague.
- c. It is not precise.
- d. It is precise but not complete.

3

27. Will you buy a car in the future? Why/why not

6

Text (C),

Today, as in times past, the most important and difficult task in growing a child is helping him to find meaning in life. Many experiences are needed to achieve this. The child should learn step by step to understand himself better because this will help him to be better to understand others.

To find deeper meaning, one should believe that he will make a significant achievement in life now or in the future. This feeling is necessary for a person to be satisfied with himself and with what he is doing. Our positive feelings give us the strength to develop our selves.

In a child's life parents and others can help the child to find meaning in his life- second in importance is our cultural heritage, when transmitted to the child in the right way. When children are young, fairy tales can help them.

(as cited in Test bank, The Reader's hand book Reading Strategies for College and Everyday Life, 2004, 55).

28. What is the main idea of the text?

- a. The importance of fairy tales.
- b. Finding meaning for life.
- c. The role of parents in a child's life.
- d. The importance of finding meaning for life.

3

29. What is the idea of the 3rd paragraph?

- a. How to understand others.
- b. How to help a child find meaning in life when he is a child and when he is young.
- c. The importance of finding meaning for life.
- d. The role of parents and fairy tales in a child's life.

3

30. What does this passage try to tell the reader?

- a. It tries to persuade them of helping a child find meaning for life.
- b. It gives some information about the importance of finding meaning to life.
- c. It informs the reader about something.
- d. It gives some information about upbringing a child.

4

31. What have you learnt from the passage?

- a. To tell the truth.
- b. To find meaning in life.
- c. To be self-confident.
- d. to believe that one will make a significant achievement in life.

5

32. What did you get out of the passage?

- a. To have positive feelings toward myself and think that I will achieve more.
- b. To be active.
- c. To read more.
- d. To find meaning for life.

5

33. Why should the child learn to understand himself better?

- a. Because this will help him in his education.
- b. Because this will make him more able to understand others.
- c. Because this will help him in his practical life.
- d. Because this will encourage him to be better.

3

34. Why should a person believe that he will make a significant achievement in life?

- a. Because this will help him find meaning in his life.
- b. Because this will help him understand others.
- c. Because these feelings will give him the strength to develop him self.

3

d. Because this will help him in his education.

35. The person who has positive feelings toward himself isthan the person who does not in facing life problems.

- a. stronger
- b. weaker
- c. better
- d. lazier

3

36. What do you think of the information given in the passage?

- a. It was irrelevant to the text.
- b. It has all the information the reader needs to understand the text.
- c. It was not deep.
- d. It was enough.

3

37. What do you think of the information given in the text?

- a. It was precise.
- b. It was vague.
- c. It was not precise.
- d. It was good.

3

38. Do you agree/disagree with the author in that “any one should find meaning in life? why?

6

Text(D),

If you want to finish a specific goal or meet a specific deadline, this will depend on how much time you need to get the job done. What should you do when the job needs too much time. The best way is to divide the project into small pieces. Different goals will have to be divided in different ways, but an unrealistic goal can be done by working on several smaller parts.

(From <http://www.education.com/study-help/article/short-passages/>)

retrieved in the 31st of Jan.2013

At 7:39 P.M

3

39. What is the main idea of the passage ?

- a. Jobs are often not completed because there is not enough time.
- b. The best way to complete a big project is to divide it into small parts.
- c. The passage is a story about a clever girl.

d. The passage is about how to finish big jobs.

e.

40. What have you learnt from the text?

- a. To put off things.
- b. To tell the truth.
- c. To divide projects into small parts.
- d. To learn how to finish big jobs.

5

41. What can you do to do your homework quicker than before ?

- a. Be active.
- b. Divide it into small parts.
- c. Make exercises.
- d. Begin with a small part.

5

42. What does this text try to explain?

- 1. It teaches the reader how to achieve a big goal.
- 2. It encourages one to put goals in their life.
- 3. It tells a funny story.

4

4. It informs about some information for achieving something.

43. Why has the text been written?

- a. To teach students how to do their homework if it is big.
- b. To speak about lazy students.
- c. To inform about something.
- d. To tell a funny story.

4

44. What have you learnt from the text?

- a. to be active
- b. to get to know how to make projects easier.
- c. To read more
- d. To get to know how to do a big job.

5

45. Why should you divide the big goal into small parts?

- e. Because this will make the goal more difficult.
- f. Because this will make me more able to finish it.
- g. Because this will make me cleverer.
- h. Because this will make the goal easier.

3

46. What should you do if the job will take too much time?

- a. tell another one to help me.

3

- b. do it in the morning.
- c. divide it into small parts.
- d. work harder.

47. What do you think of the information given in the passage?

- a. It was irrelevant to the subject.
- b. I do not need any other information.
- c. It was not deep enough.
- d. It was enough.

3

48. What do you think of the subject of the text ?

- a. It is an important subject.
- b. It is not clear.
- c. It is a good subject as I benefited from it.
- d. It is difficult.

3

49. Do you agree/disagree with the proverb saying "Never put off till tomorrow what you can do today"? why?

6

50. Which is better, to do your jobs early or at night, why?

6

188

The answer sheet:

1. b,d
2. b,d
3. c,d
4. a, b
5. a,d
6. a,c
7. c,d
8. a,d
9. a,c
10. a,d
11. b,d
12. b,d
13. The answer is according to the student.
14. a,d
15. a,b
16. c,d
17. a,c
18. a,b
19. a,d
20. c,d
21. b,d
22. a,d
23. b,d
24. a, b
25. c,d
26. a,d
27. The answer is according to the student.
28. b,d
29. b,d
30. b,c
31. b,d
32. a,d
33. b,d

- 34. a,c
- 35. a,c
- 36. b,d
- 37. a,d
- 38. The answer is according to the student.
- 39. b,d
- 40. c,d
- 41. b,d
- 42. a,d
- 43. a,c
- 44. b,d
- 45. b,d
- 46. c,d
- 47. b,d
- 48. a,c
- 49. The answer is according to the student.
- 50. The answer is according to the student.

Criteria of correction:

- Generally, the student will choose one answer only. If the answer is the most suitable answer, the student will take the full mark according to the grade of each question.
- If he chooses the second appropriate answer, the grades will be as follows:
- For the questions which are out of 3, the alternative answers will take 1 out of three for each,
- For the questions which are out of 4 or out of 5 the alternative answers will take 2 marks only for each.

Exception

- The following answers will take the full marks for both two right answers because the researcher sees that both can be considered right answers at the same level:
 - Question number 1,
 - Question number 4,
 - Question number 24,
 - Question number 30,
 - Question number 31.

- For Wh questions the grade will be considered as follows:
 - If the student understands the question and gives the right answer, he will take the full mark (3 out of 3).

 - If he understands the question but the answer is wrong, the student will take half of the mark.

Appendix (I)

**The Effect of a Program Based on Using Blended
Learning on Developing Critical Reading
Skills of EFL Secondary
Stage Students**

Reflective Inventories

إستبانة للتغذية الراجعة (أداة منتظمة)

م العبارة موافق لا لا أدري
أوافق

١. أرى أن موضوع الدرس مفيد
٢. استفدت من درس اليوم في حياتي اليومية
٣. كانت إستراتيجية التدريس مناسبة
٤. كانت الأنشطة جميلة وجذبت اهتمامي
٥. كان تنظيم الفصل ممتع ومناسب
٦. كان نظام التقويم جيد
٧. لقد شاركت في درس اليوم
٨. ساعدتني مشاركتي في تحسين استيعابي
٩. كانت الوسائل التدريسية مناسبة للدرس

✚ ما النقاط التي وجدت صعوبة في فهمها في درس اليوم؟

✚ ما الموضوع الذي ورد بدرس اليوم، وتريد معرفة المزيد عنه؟

✚ ما الأشياء التي كان من الممكن للمعلم فعلها لتحسين فهمك أنت وزملائك في درس اليوم؟

Five Minutes paper
(Used once after two lessons)

➤ Answer in English or in Arabic

1) Is there anything you would like to know about?

2) Is there any point you think the teacher should do differently?

Formative Teacher Assessment Survey (Inventory)

Used three times during the entire course

Put:

Yes, I agree

I agree somehow

No, I do not agree

- In general, the textbooks, materials, and assignments in this course
 - ♥ are interesting and useful
 - ♥ are at the highest level
 - ♥ help me to practice and improve my language skills
 - ♥ require the right amount of homework
- In general, the teacher of this course
 - ♥ presents well-organized lessons
 - ♥ speaks in a way that is clear and easy to understand
 - ♥ is knowledgeable about the subjects we cover
 - ♥ answers my questions well
 - ♥ grades assignments and tests fairly
 - ♥ makes good use of class time
 - ♥ returns work(that I hand in)on time
 - ♥ gives me individual help when I need it (or when I ask for it)
 - ♥ encourages me to do my best
 - ♥ relates well to students
 - ♥ provides appropriate opportunities for me to participate in class

Directions

Please do not sign your name. This is a time for formative feedback from you as a course participant. Thanks

The final survey

- If you were in a conversation with a friend, would you recommend taking a course by this teacher? Why? Why not?
- If you were in a conversation with a friend, would you recommend taking such a course? Why? Why not?

Appendix (J)

**The Effect of a Program Based on Using Blended
Learning on Developing Critical Reading
Skills of EFL Secondary
Stage Students**

Samples of the Students' Works in the Classroom

د. عبد الله محمد عبد الله
٥٠١ ش.ع

إستبانة للتغذية الراجعة (أداة منتظمة)

م	العبارة	موافق	لا موافق	لا أدري
1.	أرى أن موضوع الدرس مفيد	✓		
2.	استفدت من درس اليوم في حياتي اليومية	✓		
3.	كانت إستراتيجية التدريس مناسبة	✓		
4.	كانت الأنشطة جميلة وجذبت إهتمامي	✓		
5.	كان تنظيم الفصل ممتع ومناسب	✓		
6.	كان نظام التقويم جيد	✓		
7.	لقد شاركت في درس اليوم	✓		
8.	ساعدتني مشاركتي في تحسين إستيعابي	✓		
9.	كانت الوسائل التدريسية مناسبة للدرس	✓		

ما النقاط التي وجدت صعوبة في فهمها في درس اليوم؟

لا توجد

ما الموضوع الذي ورد بدرس اليوم، وتريد معرفة المزيد عنه؟

ما الذي دفعك لتأجيله أنه سهل
وهو هذه الفترة تسمى بـ

ما الأشياء التي كان من الممكن للمعلم فعلها لتحسين فهمك أنت وزملائك في درس اليوم؟

لا توجد

obeyikandi.com

دنيا كمال The Award of Basketball

(استبانة للتنفيذ الرجعة (أداة منتظمة)

م	العبارة	موافق	لا موافق	لا أدري
1.	أرى أن موضوع الدرس مفيد	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	استفدت من درس اليوم في حياتي اليومية	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	كانت إستراتيجية التدريس مناسبة	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	كانت الأنشطة جميلة وجذبت إهتمامي	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	كان تنظيم الفصل ممتع ومناسب	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	كان نظام التقويم جيد	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	لقد شاركت في درس اليوم	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	ساعدتني مشاركتي في تحسين استيعابي	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	كانت الوسائل التدريسية مناسبة للدرس	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ما النقاط التي وجدت صعوبة في فهمها في درس اليوم؟

أرى أنه ليس صعباً
I don't find it difficult.

ما الموضوع الذي ورد بدرس اليوم، وتريد معرفة المزيد عنه؟

ما الأشياء التي كان من الممكن للمعلم فعلها لتحسين فهمك أنت وزملائك في درس اليوم؟

تقديم أمثلة أكثر لهم / تقديم أسئلة أكثر

obeykandi.com

والد عبد طيب السيد

Five Minutes paper
(Used once after two lessons)

➤ Answer in English or in Arabic

1) Is there any thing you would like to know about?

Now, it isn't any thing I would like
to know.

2) Is there any point you think the teacher should do it
differently?

No, I think the teacher make any thing we
draw it ~~at~~ without saying.

Skill — Cause and Effect

Name: group 1

Cause and Effect



Directions: Read each sentence.

Write the Effect (what happens) and the Cause (why it happened).

1. Joe went to the store because he needed food.

Effect: (What happened?) Joe went to the store

Cause: (Why did it happen?) be Cause he needed food

2. Kay ate a bowl of soup because she was feeling sick.

Effect: Kay ate a bowl of soup

Cause: be Cause she was feeling sick

3. Rick was very quiet because the baby was sleeping.

Effect: Rick was very quiet

Cause: be Cause the baby was sleeping

Evaluate the text according to the seven criteria (clarity, depth, precision, relevancy, consistency, significance, and fairness)

- What does the author want to tell out of the story?
- What is the meaning you could detect out of the text?

Do you dis/agree with "the brain is more powerful than the most powerful computer?"

Evaluate the text according to the seven criteria (clarity, depth, precision, relevancy, consistency, significance, and fairness)

- what does the author want to tell out of the story?
- What is the meaning you could detect out of the text?

Do you dis/agree with "the brain is more powerful than the most powerful computer?"

The Hound of the Baskervilles

Activity 2

What is the meaning you could detect out of the text?

Bad people must will be punished and goodness will beat Evil

What would you do if you were in the place of Stapleton? Why?

I would not do like the Hound because I don't want to be killed and I would not wish to see a man killed.

Why did Stapleton kill the family because he wanted to inherit the family home

Invention Bring problem

Ans.

Activity 1:-
In both of them there Indians people but in the first there is family form consist of many people, & the second picture there is only women

Activity 2:-
Advantages: It make people can communicate with other people from all over the world, It make our life more modern, It make people happy
Disadvantages: It make people lazy and some use technology in the war or to impose control over poor country

Have you ever used it?
yes, because I have advantage and disadvantage some but It depend on the use of people, some people use it in the peace and others use it in the war

Appendix (K)

**The Effect of a Program Based on Using Blended
Learning on Developing Critical Reading
Skills of EFL Secondary
Stage Students**

Samples of the Teacher's Journal

23

December 2011

Friday

ديسمبر

الجمعة

١٢ كانون الثاني ١٤٣٣ هـ

٢٣

A - TAY

357 - 8

3V31/2013

Cars without Oil

→ Yesterday, it was a good class. I divided the students into 3 groups.

One of them consisted of the students who have not a net connection at homes. Then, I handed out the papers with the activities written on them and the papers with the questions of the discussion written on them.

In addition to that, these papers

22

December 2011

Thursday

ديسمبر

الخميس

١١ كانون الثاني ١٤٣٣ هـ

٢٢

A - TAY

356 - 8

included the reflective sheets.

(inventories). I asked them to read the passage silently and think

to answer the activities while I

was preparing the blackboard.

When they finished, I explained

the skills of today. After that,

I received the answers of the

activities from the students.

I noticed that some students

21

December 2011

Wednesday

١١ ديسمبر ١٤٣٢ هـ

٢١

December 2011

الاربعاء

١١ ديسمبر ١٤٣٢ هـ

365-10

were confusing between both of
determining the main idea skill and
the skill of determining the secondary
ideas of the text.

→ In the following time, I will demand
from Alaa to gather the
handouts and the papers with the
questions of the discussion written
on them in order to save time.

364-11

20

December 2011

Tuesday

١٠ ديسمبر ١٤٣٢ هـ

٢٠

December 2011

الاثنين

١٠ ديسمبر ١٤٣٢ هـ

364-11

I asked them to collect/gather
homework.

→ I asked the students who have
problems in finding the main idea
and the secondary ideas of the text
to come to me in the breakfast
to illustrate any thing to them.

→ In the following time, I will
show them how to answer the

19

December 2011
Mondayديسمبر
الاثنين
٩ محرم ١٤٣٢ هـ

19

١٢-٢٥٢

393-12

interactive activities as they demand.

→ I noticed / observed that some of the students were confusing between the skill of evaluating the text based on some criteria and the skill of constructing the meaning based on the text.

→ I observed that bringing the laptop with a net connection inside the classroom attracted

18

December 2011
Sundayديسمبر
الاحد
١٨ محرم ١٤٣٢ هـ

18

١٢-٢٥٢

392-13

the students. It helped in the classroom management.

→ Students were happy in almost all of the classes. They loved dealing with them friendly.

Appendix (L)

Official Documents



جامعة عين شمس
كلية التربية
مناهج وطرق تدريس

تأثير برنامج يعتمد على التعلم المدمج في تدريس
اللغة الإنجليزية على تنمية مهارات القراءة
الناقذة لدى طلاب المرحلة الثانوية

رسالة مقدمة للحصول على درجة الماجستير في التربية
تخصص مناهج وطرق تدريس اللغة الإنجليزية

إعداد

منى علام صادق علام
طالبة دراسات عليا

إشراف

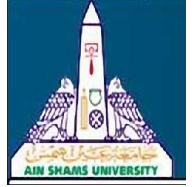
د. رمضان فريد مصطفى نصار

مدرس المناهج وطرق التدريس
كلية التربية/جامعة عين شمس

أ.د. أسماء غانم غيث

أستاذ المناهج وطرق التدريس
كلية التربية/جامعة عين شمس

٢٠١٤/٥١٤٣٥ م



جامعة عين شمس
كلية التربية
قسم المناهج وطرق التدريس

صفحة العنوان

إسم الطالب: منى علام صادق علام
الدرجة العلمية: ماجستير في التربية.
القسم التابع له: المناهج وطرق تدريس.

إسم الكلية: التربية.

إسم الجامعة: عين شمس

سنة التخرج: ٢٠٠٦

سنة المنح: ٢٠١٤



جامعة عين شمس
كلية التربية
قسم المناهج وطرق التدريس

رسالة ماجستير

إسم الطالبة: منى علام صادق علام

عنوان الدراسة: تأثير برنامج يعتمد على التعلم المدمج في تدريس اللغة الإنجليزية على تنمية مهارات القراءة الناقدة لدى طلاب المرحلة الثانوية.

إسم الدرجة العلمية: الماجستير

لجنة الإشراف على الرسالة:

١- أ.د. أسماء غانم غيث

أستاذ المناهج وطرق التدريس كلية التربية جامعة عين شمس

٢- د. رمضان فريد مصطفى نصار

مدرس المناهج وطرق التدريس كلية التربية جامعة عين شمس

الدراسات العليا:

ختم الإجازة:

٢٠١٤/ /

أجيزت الرسالة بتاريخ: / / ٢٠١٤

موافقة مجلس الجامعة

موافقة مجلس الكلية

يشهد العصر الحالي عديدا من التغيرات المعرفية والسياسية والاجتماعية.. إلخ؛ من هذه التغيرات أن التكنولوجيا سوف تصبح المصدر الرئيسي للحصول على المعرفة لذلك فمن المهم أن يكون الطالب قادرا على قراءة النصوص والمواقف قراءة ناقدة وأن يكون قادرا على قراءة ما بين الأسطر . أن يكون الطالب قادرا على إتقان القراءة الناقدة هي قضية مهمة لعدة أسباب : من هذه الأسباب أنه من المهم أن يكون الإنسان قادرا على التمييز بين الأزمنة المختلفة المدونة في الوثائق أو مصادر المعلومات ، إضافة إلى أنه من المهم أن يفرق بين الحقائق والآراء ، وبين الغث والثمين.

وبجانب الاهتمام بالتكنولوجيا يستوجب الأمر الاهتمام بأمور عدة ، وعلى رأسها : تعليم القراءة الناقدة، فبدون القراءة الناقد لن يستطيع الفرد أن يفرق بين الغث والثمين. خصوصا في النصوص التي تُستخرج من شبكات الإنترنت.

تؤكد العديد من الدراسات ضرورة استخدام التكنولوجيا في التعليم منها دراسة

Anonsh, Betty and Andy (2004), Doo and Micheal (2009), Randy and,Heather (2004), Norman (2007),
Universidade (2008)

وتقوم فلسفة البرنامج على استخدام التعلم المدمج، وهو مدخل جديد للعمل الجماعي، يجمع بين مميزات التعليم الإلكتروني والتعليم وجها لوجه؛ حيث إنه يزود الموقف التعليمي بالمرونة والإمكانية وعمق التعلم القائم على الإنترنت من ناحية، ومميزات التعليم التقليدي أو التعليم وجها لوجه من ناحية أخرى (جيسكا، ٢٠٠٩، ٢٨٢).

وللقراءة عدة مستويات تبدأ بالقراءة الحرفية، وتتلخص في حل الأسئلة التي تتطلب إجابات مباشرة من النص، تليها القراءة بالفهم، التي تختبر مدى فهم الطالب، تليها القراءة الناقدية التي تتمثل في الأسئلة التي تسأل ب (لماذا)، وفيها يكشف الطالب للمعلم عن إجابات رائعة بلغته الخاصة استنادا إلى خبراته الحياتية، ومواقفه اليومية، والمستوى الأخير هو القراءة الإبداعية، وفيها مثلا يسأل المعلم التلميذ عن إيجاد عناوين جديدة للنص أو حلول أخرى للمشكلة.

إن التعلم المدمج يعزز التفاعل المحلي، والدولي بين الأفراد، ويعزز الحوارات التدريسية، والإطار العام، ويعمل على تعزيز التفاعل الاجتماعي. كما أنه ينمي الاستقلالية، ويعمل على تنمية المهارات، والاتجاهات، يراعي الذكاءات المتعددة، والأساليب المعرفية، ويستطيع الطالب التحكم فيه، وإعادة الدرس مرات أخرى، يعمل على تعزيز التعلم الذاتي، وتعزيز التفاعل المبني على التكنولوجيا، ويمكن استخدامه بسهولة، محبوب، يعتمد على الحرية، يمكن استخدام

الصوت، والصورة ويمكن للطالب استخدام الماسنجر، الهاتف الإلكتروني، البريد الإلكتروني، والمناقشات (فاينهوك، سكاغولي، ٢٠١٠).

وفي مؤتمر مركز تطوير تدريس اللغة الإنجليزية لعام ٢٠٠٩، والذي كان بعنوان التعلم الإلكتروني واللغة – روح العصر: E-learning and Language – The Spirit of the Age أوضحت غيث، Gheith العلاقة القوية بين التعلم الإلكتروني، واللغة؛ فالتعلم الإلكتروني يعمل على تعزيز الاستقلالية في التعليم، والتعلم مدى الحياة، وأوضحت ذلك من عدة دراسات (غيث، ٢٠٠٩، ٨-١١).

وتتبنى الباحثة رأي غيث (Gaith) (٢٠٠٩) أن الطفل لا يتعلم لكي يُؤهل ليعيش في عالم ثابت لا يتغير، وإنما يتعلم لكي يُؤهل ليعيش في بيئات عالم متغير، والتعليم لا يستطيع أن يعطيه الحلول جاهزة، وإنما يجب إعطاء الطفل ما يؤهله من قدرات، ومهارات ليكون هو سيد الموقف، وصانع للحلول، وبذلك يجب أن يتسلح الطالب بكل ما يمكنه من الوصول إليه من قدرات.

مشكلة البحث

ويوجد العديد من الدراسات التي أشارت إلى أهمية تدريس القراءة الناقدة منها دراسة أبو لبن (Abu Laban) (2012)، ودراسة بهلول (Bahlool) (2004)، يونس (Younis) (٢٠٠٠)، موسى (٢٠٠١).

(Mosa)، إبراهيم (٢٠٠٠) (Ebraheem)، رفاعي (٢٠١١) (Refaey)،

Joan and James (2006), Jennifer and Michelle (2009), . Marianne, Wim and Loak (2002) and Marianne, Wim and Loak and Richard (2003). Moreover, there are many studies that recommended teaching critical reading skills (2007), El Bohy(2003), Mosa (2001) and , such Mohammed (2010), Nassar)Refaey (2011 (2009).

ومن خلال مراجعة الدراسات السابقة لوحظ إشارة الدراسات، والدراسات المستقبلية إلى الحاجة الملحة لوجود القارئ الناقد، و اختلاف الباحثين في العلاقة بين القراءة الناقدة، والتعلم المدمج فمنهم من قال إنه يوجد علاقة بين التعلم المدمج، القراءة الناقد، وبعض الدراسات تقول إنه لا يوجد علاقة بين القراءة الناقدة، والتعلم المدمج.

وبالتالي يهدف البرنامج الحالي إلى تطوير بعض مهارات القراءة الناقدة لدى طلاب المرحلة الثانوية باستخدام التعلم المدمج.

الدراسة الإستطلاعية

تم عمل استبيان لمدرسي اللغة الإنجليزية لمعرفة مدى احتياج الطلاب لتعلم القراءة الناقدة، وكانت النتائج كالآتي أكد ٧٣% من المعلمين احتياج الطلاب لتعلم مهارات القراءة الناقدة، بينما أوضحت إجابات ٢٦,٥% من المعلمين أنهم لا يعرفون معنى القراءة الناقدة. وكان يبلغ عد العينة ٤٩ معلما من عدة محافظات شملت الدقي، الجيزة، الهرم، سوهاج، سراي القبة، وقام الباحث بعمل دراسة استطلاعية على (٢٣) طالبة من طالبات الصف الثاني الثانوي أوضحت الدراسة الآتي:

- ٤٩,٣% من الطلاب الذين خضعوا للدراسة كانوا غير قادرين على تحديد غرض الكاتب من كتابة النص.
- ٤٥% من الطلاب الذين خضعوا للدراسة كانوا غير قادرين على بناء معنى النص.
- ٥٠,٧% من الطلاب الذين خضعوا للدراسة كانوا غير قادرين على المقارنة بين الأشياء أو الأشخاص في النصوص التي قدمت إليهم.
- ٥٠,٧% من الطلاب الذين خضعوا للدراسة كانوا غير قادرين على تقويم النصوص بناء على بعض المعايير.
- ٧٧% من الطلاب الذين خضعوا للدراسة كانوا غير قادرين إبداء رأيهم تجاه الكاتب.
- ٧٧% من الطلاب الذين خضعوا للدراسة كانوا غير قادرين على إيجاد بدائل أو تعليل الموافقة أو الاختلاف مع رأي الكاتب.

- وبملاحظة الطالبات أثناء الدراسة الاستطلاعية لاحظت الباحثة أن الطالبات أجبن على مهارة تقويم النصوص بناء على المعايير، ومهارة إبداء رأيهن تجاه الكاتب ومهارة إيجاد بدائل بالتحمين لكثرة أسئلتهن عن معاني المفردات (ما معنى Precise, clear ,relevant, irrelevant)، ما المطلوب في السؤال (do you dis/agree) مما يدل على عدم تدريب الطالبات على مهارة إبداء رأيهن في القضايا التي تقابلهن مع تعليل الإجابة.

هدف البحث

هدفت الدراسة الحالية إلى تنمية بعض مهارات القراءة الناقدة باستخدام التعلم المدمج لدى طلاب المرحلة الثانوية:

- أن تسير العملية التعليمية وفقاً للتقدم الحضاري الجاري.
- أن يستنتج الباحث العلاقة بين مهارات القراءة الناقدة والتعلم المدمج
- أن يتعرف الطالب طرق أخرى للتفكير غير الطريقة العشوائية.
- أن يركب الباحث مهارات القراءة الناقدة ويصل إلى نتائج عنها.
- أن يطبق الباحث البرنامج في حياته اليومية.
- أن يركب الباحث برنامج لتدريس القراءة الناقدة، وبالتالي يسير المجتمع قدماً بطريقة صحيحة.

فروض البحث

لا توجد فروق ذات دلالة إحصائية بين متوسطي درجات المجموعة الضابطة والمجموعة التجريبية على الاختبار البعدي لمقياس مهارات القراءة الناقدة.

أسئلة البحث

تسعى الدراسة الحالية للإجابة على السؤال التالي:

ما تأثير برنامج يعتمد على التعلم المدمج في تدريس اللغة الإنجليزية على تنمية مهارات القراءة الناقدة لدى طلاب المرحلة الثانوية؟

ويمكن تقسيم هذا السؤال إلى السؤال الفرعي التالي:

- ما أثر البرنامج على تنمية مهارات القراءة الناقدة التالية (مهارة التعرف على غرض الكاتب من كتابة النص لدى طلاب المرحلة الثانوية، مهارة تحديد الفكرة العامة والأفكار الجزئية للموضوع ، مهارة بناء معنى النص، مهارة معرفة العلاقة بين السبب والنتيجة، مهارة المقارنة بين الأشياء والشخصيات، مهارة تقويم النص استنادا إلى بعض معايير تقويم النص (وضوح النص، دقة النص، صحة المعلومات، وثاقعة صلة المعلومات بالموضوع، ما إذا كان النص ذو مغزى أو أهمية، عمق المعلومات، شمول الموضوع على المعلومات

الكافية، عدم وجود تناقض بين معلومات النص، حيادية الكاتب من حيث ذكره لآراء أخرى لكتاب مختلفين)، مهارة إبداء الرأي بناء على توضيح مدى الاتفاق أو الاختلاف مع الكاتب، مهارة إيجاد بدائل) لدى طلاب المرحلة الثانوية ؟

حدود البحث

اقتصرت عينة الدراسة الحالية على عدد(٤٨) من طالبات لصف الأول الثانوي بمدرسة أحميم الثانوية بنات بمحافظة سوهاج .

واقترنت الدراسة على تنمية ٨ مهارات من مهارات القراءة الناقدة:

- مهارة تعرف غرض الكاتب من كتابة النص.
- مهارة تحديد الفكرة العامة والأفكار الجزئية للنص.
- مهارة بناء معنى النص.
- مهارة معرفة العلاقة بين السبب والنتيجة.
- مهارة المقارنة بين الأشياء والشخصيات.
- مهارة تقويم النص استنادا إلى بعض معايير تقويم النص (وضوح النص، دقة النص، صحة المعلومات، وثاقعة صلة المعلومات بالموضوع، ما إذا كان النص ذو مغزى أو أهمية، عمق المعلومات، شمول الموضوع على المعلومات الكافية، عدم وجود تناقض بين معلومات النص، حيادية الكاتب من حيث ذكره لآراء أخرى لكتاب مختلفين).
- مهارة مدى الاتفاق أو الاختلاف مع الكاتب.
- مهارة إيجاد بدائل.

المواد التعليمية للبحث

دليل المعلم (من إعداد الباحث)

البرنامج الإلكتروني (من إعداد الباحث).

أدوات البحث

اختبار لقياس مهارات القراءة الناقدة (من إعداد الباحث).

نتائج البحث

أشار التحليل الإحصائي للنتائج التي تمخض عنها البحث إلى أنه:

- توجد فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية والضابطة في الاختبار الإلكتروني لمهارات القراءة الناقدة بشكل عام لصالح المجموعة التجريبية عند مستوى دلالة ٠.١ .

- توجد فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية والضابطة في الاختبار الورقي لمهارات القراءة الناقدة بشكل عام لصالح المجموعة التجريبية عند مستوى دلالة ٠.١ .

● توجد فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية والضابطة في مهارة تحديد الفكرة العامة والأفكار الجزئية للنص لصالح المجموعة التجريبية عند مستوى دلالة ٠.٥.

● توجد فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية والضابطة في مهارة بناء المعنى بناء على النص لصالح المجموعة التجريبية عند مستوى دلالة ٠.١.

● لا توجد فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية والضابطة في مهارة التعرف على غرض الكاتب من كتابة النص.

● توجد فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية والضابطة في مهارة معرفة العلاقة بين السبب والنتيجة لصالح المجموعة التجريبية عند مستوى دلالة ٠.١.

● لا توجد فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية والضابطة في مهارة المقارنة بين الأشياء والشخصيات عند مستوى دلالة ٠.٥.

- توجد فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية والضابطة في مهارة تقويم النص استنادا إلى بعض معايير تقويم النص (وضوح النص، دقة النص، صحة المعلومات، وثيقة صلة المعلومات بالموضوع، ما إذا كان النص ذو مغزى أو أهمية، عمق المعلومات، شمول الموضوع على المعلومات الكافية، عدم وجود تناقض بين معلومات النص، حيادية الكاتب من حيث ذكره لأراء أخرى لكتاب مختلفين) لصالح المجموعة التجريبية عند مستوى دلالة .٠١

- توجد فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية والضابطة في مهارة مدى الاتفاق أو الاختلاف مع الكاتب لصالح المجموعة التجريبية عند مستوى دلالة .٠١

- توجد فروق ذات دلالة إحصائية بين متوسط درجات طلاب المجموعة التجريبية والضابطة في مهارة إيجاد بدائل لصالح المجموعة التجريبية عند مستوى دلالة .٠١
ومن ثم فإن البرنامج المقترح كان فعالا في تعزيز مهارات الطلاب في القراءة الناقدة عموما، وعلاوة على ذلك فلقد أعجب الطلاب بالبرنامج والمعلم، ومن المؤشرات الكيفية التي تدعم هذه النتائج:

- ٨٥% من الطلاب أعجبهم البرنامج فقد كان الثلاث طلاب الباقون غائبين.
- ٨٥% من الطلاب أعجبهم معلم البرنامج فقد كان الثلاث طلاب الباقون غائبين .
- أكد ٤٤% من الطلاب أن البرنامج عمل على تطوير لغتهم وإثراء مفرداتهم .
- أكد ٥٥.٦% من الطلاب أن البرنامج علمهم مهارة كيفية إبداء رأيهم في المجتمع.
- أكد معظم الطلاب أن البرنامج أفادهم كثيرا بتدريسهم مهارة تقويم النص بناء على بعض المعايير