

Evaluating the Primary EFL Iraq Opportunities (Book 4)

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1. Introduction:

Evaluation and selection of a textbook is a complex process that is carried out in many different ways. In a few settings, teachers decide on the books that they want to use in their classes. Teachers of English as a foreign language (henceforth EFL) can often make individual decisions about the textbooks that they will use. With information from publishers and colleagues they select textbooks, have the books ordered through the campus bookstore, and then use them in their classes (Celce-Murcia, 2001: 415). To learn a foreign language is not a very easy task on the part of the learner. It requires careful monitoring and constant measurement of learners' achievement on the part of the teacher in order to remedy any lack of progress. Therefore, we expect to see foreign language teachers engaged in some evaluation work of the results they get out of any test they give to their learners (Darwesh and AL-Jarah, 1988: 13).

Evaluation plays an important role in the school. It is an integral part of the instructional program, and it provides basic information for a variety of educational decisions. The main emphasis in education evaluation, however, is the pupil and his/her learning progress. The evaluation process includes both measurement and non-measurement techniques for describing changes in pupils' performance as well as value judgments concerning the desirability of the changes (Gronlund, 1981: 25).

2. Why the Need for Evaluating English Textbook at the Primary Stage:

The decisions made in selection and evaluation of textbooks are different from the decisions made in the implementation of these textbooks. Thus, textbook evaluation plays a vital role in the process of teaching and learning. It can serve as an object data to determine the criteria for selecting textbooks as teaching materials. Therefore, users' judgments and experimental research are important in textbook evaluation (Els, 1984: 307).

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Iraq opportunities (Book 4) for the sixth grade is one of the most important variables that affect teaching (EFL) in Iraq. This is a new course and is a new considered curriculum which is taught in all governorates in the Republic of Iraq and yet has not been subject to any experimental or scientific study. Therefore, the efficiency of this course is questionable and much of what is suggested in this course is still speculative and needs to be subject to a scientific study. Iraq opportunities textbooks are those educational courses which are designed specially for foreign language learners in Iraq. This research aim to evaluate this new course in particular (Book 4) according to its structure, contents and aids to indicate its efficiency in achieving its objectives.

3. Importance of the Research:

Teaching materials are very important in most language programmes. Whether the teacher uses a textbook, institutionally prepared material, or makes use of his/her own materials, instructional materials generally serve as the basis for much of the language input which the learners receive and the language practice that occurs in the classroom (Richards and Renandya, 2002: 65).

Textbooks are regarded as devices for teaching. They also provide language resources in the form of readings, audio clips or grammar charts. But we always turn to the textbook for a bank of activities (core or supplemental) that will keep our pupils in the “doing”, because we believe that this is how language is acquired. Therefore, evaluating the efficiency of textbooks is a necessary step, i.e. evaluation is to determine whether or not the curriculum goals have been met (ibid: 77).

Iraq opportunities textbooks are modern communicative English courses which have been specially designed to be taught in the schools of Iraq. They aim at developing the four language-skills and encourage pupils to become confident users of English (Rasheed, 2009: 12).

In terms of its objectives, the sixth primary grade represents the final grade in the primary stage. This stage is considered an important stage because it prepares the pupils to enter the intermediate stage.

Hence, the value of this research could be outlined as follows:

1. Evaluating the efficiency of the prescribed textbooks is essential in the instructional process for teaching EFL in Iraq.
2. It is valuable for EFL teachers of the primary stage to know the structure of the new course (Book 4) so as to keep pace with the intended objectives during the period of teaching these books.

3. It is valuable for the researchers in the field of textbook evaluation in general and applied linguistics in particular to be aware of this evaluating research about a new EFL communicative course.

4. The sixth stage is an essential and crucial grade. Its importance stems from its role in preparing the pupils for the intermediate stage.

5. The results of this research will be a source of help for educationalists, syllabus designers and decision makers.

4. The Aim of the Research:

This research aims at evaluating the new English course (Book 4) in terms of its organization, contents, teaching aids and suggested method of teaching.

5.1. Definition of Evaluation :

According to McDonough (2002: 158), "Evaluation is a very broad concept that serves more than one purpose".

For Darwesh and Jarah (1988: 13), it is "the process of interpreting test results and passing judgments on learners".

For Wolf (1982: 494), it is a judgment about the worth of a programme; it generally refers to the degree to which an educational programme meets its intended outcomes.

The Operational Definition:

Concerning the current research, evaluation is defined as the process of collecting information in order to find out how close the Iraq Opportunities (Book 4) is to achieve the aims for which it is designed.

6. Description of Iraq Opportunities:

Grade six refers to the last level of the primary school which includes grades 3-

6. The sixth grade is an intergraded grade with other grades, because "Iraq Opportunities" start integration series. It begins with (Book 1) to end with (Book 10) which is considered the final grade in the preparatory stage.

7. Evaluation:

Evaluation is seen to be an integral part of language curriculum development, at whatever stage, and no one making proposals for any aspect of the language curriculum – be its aims, content or methods – can do so without carefully evaluating and justifying such proposals. In short, evaluation occurs at all stages. The importance of evaluation as a means of course improvement has been stressed by Cronbak (1963: 403), who believes that "evaluation" is used to improve the course while it is still fluid, contributes more to improvement of education than evaluation used to appraise a product already placed on the market: such evaluation should be concerned with "observing effects in

context” rather than with making predicative generalizations. Instead, evaluation focuses on the way in which retrospective generalizations relate findings to subsequent action and decision making (White, 1988: 148). In other words, evaluation is concerned not only with assessing individual achievement but also with making judgments about the curriculum. Evaluation, then demands the development of tests and means if measurement is based on the objectives (aims) of the course and interpreting the results according to a standard set by those who are responsible for the course. Also in an evaluation scheme, a norm of standard, is necessary. For example, in Iraqi schools the mark (50) is the norm for passing. Below (50) is failing. On the other hand, (80) and above is a very good while (90) or above is excellent. Those responsible for Iraqi schools can set different norms if they think it is better to do so (Al-Hamash, 1982: 13).

Evaluation may be defined as a systematic process of determining the extent to which instructional objectives are achieved by pupils. This definition indicates that evaluation is a much more comprehensive and inclusive term than measurement which is limited to quantitative descriptions of pupils (Gronlund, 1981: 6). There is some confusion concerning the meaning of the term evaluation as it applies to classroom instruction. In some instances it is used as a synonym for the term measurement. Thus, when teachers administer achievement tests, they might say either that they are “measuring” achievement or that they are “evaluating” achievement, with little regard for the specific meaning of the two terms. In other cases, evaluation is used as a collective term for those appraisal methods that do not depend on measurement. Thus the use of the two terms distinguishes “evaluations as qualitative descriptions of pupil behavior” (e.g. anecdotal records of behavior) from “measurements”, which are quantitative descriptions (e.g. test scores). When the meaning of the term evaluation is analyzed, it is easy to understand how these misconceptions came about (Gronlund, 1981: 5). The relationship between measurement and evaluation is illustrated below:

**Evaluation = Quantitative descriptions (measurement)
and/or**

**Evaluation = Qualitative descriptions (non-measurement)
plus
value judgments**

The “value” or “worth” has become the center on which some definitions have been based. An example of that is Good’s definition of evaluation which states

it as “the process of ascertaining or judging the value or amount of something use of a standard of appraisal, which includes judgments in terms of internal and external criteria” (Good, 1993: 220).

8. Elements of Evaluation:

There are certain elements of evaluation as follows :

1. Statement of the objectives of the course as clearly as possible.
2. Development of tests or means of measurement based on the objectives.
3. Interpretation of the results obtained from the administration of the tests.
4. Passing judgment on the learners, e.g. succeeding or failing; stronger weak; good or very good; etc. based on a standard or norm set in advance (Al-Hamash, 1982: 13)

9. The Purposes of Evaluation:

Evaluation has the following purposes :

1. Measuring the program’s outcomes and impact,
2. Informing future program planning and design,
3. Providing important internal lessons for those conducting programs,
4. Ensuring transparency and accountability, and
5. Providing broader lessons about good practice.

(Internet, 2013: 5)

10. Types of Evaluation:

1. **Summative Evaluation:** is a method of judging the worth of a program at the end of the program activities.
2. **Formative Evaluation:** is a method of judging the worth of a program while the program activities are forming or happening.

(Bahola, 1990: 1-2; Internet)

11. Aims of Evaluation:

Evaluation usually aims at :

1. Enabling pupils to understand their own problems and realize their progress,
2. Measuring the effectiveness of instruction in the school program,
3. Enabling teachers to evaluate the instruction of the programs adopted and to assess and criticize his teaching techniques, and
4. Enabling teachers to discover pupils difficulties and to evaluate their progress and discover areas of difficulties that pupils encounter (Dunhill, 1961: 93).]

12. The Model of Analysis:

This research follows Tyler's model (1949). This model concentrates on four main points: identifying or stating the general objectives; selecting learning experiences; organizing contents and finally evaluation, i.e. whether the evaluated experience is suitable or not.

13. Evaluation of Educational Courses:

ELT materials including (textbooks) play an important role in many language classrooms. But in recent years there has been a lot of debate throughout the ELT profession on the actual role of materials in teaching EFL. Arguments have included both the potential and limitations of materials for guiding students through the learning process and curriculum as well as the needs and preferences of teachers who are using textbooks. Other issues that have arisen in recent years include textbook design and practicality, methodological validity, the role of textbooks in innovation, the authenticity of materials in terms of their representation of language, the appropriateness of gender representation, subject matter, and cultural components (website, www.evaluation.come.http, 2009). English language instruction has many important components but the essential constituents for many EFL classrooms and programs are the textbooks and instructional materials that are often used by language instructors.

As Hutchinson and Torres (1994: 315) believe, "the textbook is an almost universal element of (English language) teaching". Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries. No teaching-learning situation, it seems, is complete until it has its relevant textbook.

Since Iraq Opportunities (Book 4) is completely based on Communicative Language Teaching (henceforth CLT) in its contents, objectives, and principles, it is very important to go through CLT, its characteristics and principles, as well.

14. Aims of the Course:

Iraq Opportunities, in particular sixth primary, has been developed for sixth primary children and teachers in Iraq in accordance with the latest developments in language teaching methodology. Iraq Opportunities tries to teach pupils to communicate effectively and to set the ground work for successful language learning in the future. It aims to stimulate the pupil's interest in learning English and develop confidence through a range of activities which promote an active use of the language. Pupils learn to speak a foreign language most effectively when they are encouraged to use the

language for themselves. Iraq Opportunities enables pupils to apply their newly acquired language through their active participation in games and other enjoyable activities. The syllabus is carefully graded, presenting language items through listening and reading exercises and offering consolidation and further practice through games, songs and other activities. The focus in Iraq Opportunities is on all four skills – listening, speaking, reading and writing (Hancock, 2011: 10).

Iraq Opportunities sixth primary further builds upon the vocabulary and structures taught in the earlier foundation levels. Activities throughout the book also constantly recycle and revise all new language items (ibid, 2011: 11).

15. Components of the Course:

15.1 Pupils Book:

The Pupil's Book consists of Twenty-Five units. It provides material for the full academic year. There are twenty aim units and further five revision units, with every fifth unit being a revision one. The material is written according to a carefully graded structural and communicative syllabus, and covers topics which are of interest to pupils of this age. The presentation and recycling of vocabulary is carefully controlled. Each teaching unit consists of three pages while the revision units are shorter, with two pages. Each page in the Pupils Book, in addition to the corresponding page in the Activity Book, contains enough material for one lesson. This format has been designed for ease of use. By looking at the corresponding pages in the Pupil's and Activity Book, along with the Teacher's Book, the teacher can view exactly how much material is to be covered in a lesson.

15.2 Activity Book:

The Activity Book contains a range of graded activities which reinforce the language introduced in the Pupil's Book. It provides opportunities for writing practice in the new language. There is also a handwriting practice section which reinforces precise handwriting skills. Each page in the aim part of the Activity Book corresponds to the same page in the Pupil's Book and together they form one lesson. The most common and frequent activities presented in (Book 4) of the course are:

A. Listen and Read:

All of the Pupil's Book units start with a picture story which revolves around the main characters: Miss Hiba, the teacher: Hussam and Huda, who are 12 years old Twins; and Hani and Maya, 12 years old classmates of Hussam and Huda. All the character's dialogues appear in the speech bubbles that

accompany the pictures. All dialogues from the “Listen and Read” exercises are recorded on the class cassette. If the cassette is not available, the teacher can read the story out aloud for the pupils so that they are able to complete the exercise. Before listening, it is advisable to introduce the pupils to the topic by means of a lead-in exercise. Suggestions for such exercises are detailed in the lesson plans. After the presentation of the new vocabulary and structures introduced in the story, teachers can then look at the pictures with the class and can ask questions about the characters they can see and what they think is happening in each frame. Teachers can also encourage pupils to predict what they think is going to happen in the story and to ask questions about what they can see. Pupils listen to the cassette while following the pictures and the text in speech bubbles. After listening to the cassette twice, pupils can then repeat some of the sentences after the teacher. This exercise is beneficial for the improvement of pupil’s pronunciation and intonation. At this stage, teachers can ask pupils questions about the story and what they heard in order to test comprehension. Pupils can also tell the teacher about particular events or characters that they like in the story.

B. Study Box:

The study boxes enable the teacher to focus on a particular language point or lexical set which has been presented in the “listen and read” activity. They are either presented as pictures, dialogues or words divided into categories. Using the study Box, teachers can also help pupils with pronunciation, rhythm, word stress and intonation.

C. Ask and Answer:

The “Ask and Answer” exercises enable pupils to practice the target language in a controlled manner. Each exercise contains a model of the question and answer which is spoken by two of the main characters in speech bubbles. These exercises are designed for small groups or pair work. They allow pupils to practice the language in a meaningful interaction with each other, which will help them to build their confidence. While pupils are working in pairs the teacher can go around the class listening to pupils and offering help and guidance where necessary. When pupils have completed the exercise, the teacher can ask one or two pairs to demonstrate their dialogues in front of the class. This is also an opportunity to help the whole class with any common errors.

D. Read and Match:

These exercises present the target language within a short text. Pupils read the text with the help of the teacher and then match the information to one of a selection of pictures. Such exercises consolidate new vocabulary and structures and help to improve pupils reading skills. The teacher should be certain about the fact that all pupils are able to comprehend the text before they begin checking any word or structures that you suspect may be difficult for the class while pupils are reading. You can help any individual pupil who may be having difficulties. When pupils have completed the exercises, it could be useful to ask one or two pupils to read the text aloud as this aids pronunciation.

E. Listen and Match:

The “Listen and Match” exercises further reinforce the target vocabulary and structures within a particular unit. Pupils listen to a number of short dialogues or descriptions and match each one to a picture on the page. These exercises also provide extra listening practice. Before listening, it is a good idea to ask pupils what they can see in the pictures, as this helps to anticipate what they are likely to hear. It is advisable to allow the class to listen to the material at least twice. And pupils can also compare their answers in pairs after they listen before you correct the class as a whole.

F. Look and Say:

The “Look and Say” exercises enable pupils to use the foreign language based on a variety of visual prompts, which can be either pictures or words. They can entail asking pupils to spot the differences between pictures, describe pictures in order to move in a board game or complete sentences from prompts so that they are true for them. These activities are designed for small groups or pair work. Again, when pupils are working, the teacher can go around the class offering help where necessary.

G. Talk About:

These activities allow teachers to personalise the material for the pupils. Pupils use their newly acquired vocabulary and structures in order to relate the topic to their own personal experience. They may be given opportunities to talk about their family, their school or their likes and dislikes. It is advisable for pupils to work in pairs for this activity while the teacher monitors and gives help where necessary.

H. Sing:

There are nine songs presented in the Pupil’s Book during the course of the year. These songs give pupils an excellent opportunity to have fun while

learning, and provide an enjoyable way of consolidating the foreign language. The teacher should always encourage pupils to sing along. Showing willingness to sing along yourself may help to encourage quieter pupils to participate. The teacher can also play songs again in various classes to recycle vocabulary and structure.

J. Project:

There are eight projects presented in the Pupil's Book during the course of the year and these vary in nature. The projects in Iraq opportunities sixth primary include completing questionnaires, making posters and writing postcards. They enable pupils to use the target language in a meaningful and constructive way in order to complete a task in pairs, small groups or occasionally as a class. The teacher should always take time to explain to pupils exactly what they have to do and to give an example of the finished piece of work, if possible. Projects are immensely beneficial in the foreign language classroom as they allow pupils to work autonomously, although the teacher should always be available to offer help and guidance where necessary, pupils also learn to work well with others. It is always motivating for pupils if they can subsequently see their finished piece of work displayed in the classroom.

16. The Evaluation Process and Discussion:

*** The Structure of Book (4):**

Book (4) is designed for the last grade (6) in the primary school. Book (4) is well organized or structured both horizontally and vertically. The horizontal structure makes the teacher aware of the units which the Book contains. It is organized into units. It contains (24) units. The units are built on each other by revision where each four units are reviewed by the fifth unit which follows them. The horizontal structure also helps the teacher to distribute time equally on each unit where each unit is taught in (5) lessons. So, the whole Book is taught in (120) hours. It also helps the teacher to design the yearly plan for the Book. Vertical structure, on the other hand, makes the teacher familiar with the activities which the Book contains (functions and structures). The most common functions presented in the Book are: "introduction", "greeting", "expressing likes and dislikes", "describing location", "talking about places", etc. While grammatical structures include simple patterns like (This is a book), Today is Sunday, What time is it? etc. for activities of Book (4).

The vertical structure is very important because it presents the teaching materials to the teacher. It also helps the teacher to make or prepare his daily lesson plans carefully. Closely related to the vertical structure of Book (4) is

the Teacher's Book which elaborates further on lesson planning. For further details on the structure of Book (4), see Appendix (I). The activities of Book (4) supply pupils with sufficient practice in the different language areas. They give pupils information and knowledge about English society. They are arranged according to difficulty and they include useful and suitable pictures and colours. The vocabulary items of the new course are repeated to reinforce their meanings. The exercises of the Activity Book reinforce the exercises of the Pupil's Book. They also enhance pupils learning and supply them with enough practice in the skills of language. Teacher's Book contains clear and easy instructions to be applied in teaching. It also includes answers for all the exercises included in the Activity Book.

All in all, the new course allows group, pair and individual work. It helps pupils to use English communicatively. It is also appropriate for pupils level and it is better than the previous course.

17. Teaching Aids:

17.1 Flash Cards:

There are (120) flash cards for use throughout the course. Each card has a picture on one side and the corresponding word on the other. There are flash cards for the majority of new vocabulary taught in Iraq Opportunities (sixth primary) which can be used in many different ways in the class. Firstly, as it is suggested in the lesson plans, flash cards are very useful in the teaching of new words. When the teacher wants to introduce a new word, he should show the class the corresponding picture and ask them to identify it, present the word in the usual way and point to the flash card when, he does so. The teacher shows pupils the word at this point as well. Flash cards can also be used in games to consolidate vocabulary. The teacher can say a word and ask pupils to touch or point to the corresponding picture. As well as being used in the presentation and consolidation of new vocabulary, flash cards are very useful when the teacher wants to recycle or revise previously taught words at a later stage of the course. It is also very easy to make his/her own flash cards if necessary with a piece of white card and pens/or pictures from magazines, etc. (Hancock, 2011: 14).

17.2 Wall Charts:

There are eight wall charts for use in Iraq Opportunities, sixth primary. They cover the topics of school, sports and activities. These wall charts also cover holidays, seasons, weather, Adjectives and Animals. As the wall charts cover particular lexical sets, they are very useful not only in the presentation of new vocabulary but also, like the flash cards, in the consolidation and revision of

new words at a later stage of the course. It is beneficial if the wall charts can be seen by the pupils at all times to refer to if necessary, so the teacher could affix them on the classroom walls. The teacher can point to a particular item both to elicit and recycle words and pupils can also be asked to point to or touch pictures according to the teacher's instruction. The teacher can also ask the class personal questions based on the wall charts. Also, more specific uses of the wall charts within particular lesson can be found in the lesson plans (Hancock, 2011: 14).

18. Teacher's Book:

The Teacher's Book contains:

- A scope and sequence chart with a summary of the new vocabulary and structures in every unit.
- A general introduction to the course materials.
- Detailed, step-by-step notes for every lesson.
- Detailed guidance on how to teach each activity.

18.1 Lesson Plans:

Each lesson begins with an outline of the aims/objectives for that particular lesson. This section informs the teacher about the new vocabulary and structures which will be introduced in that lesson, along with the language which is to be revised. Each aim is followed by an example of the language that the pupil should be able to produce at the end of the lesson. For example, the aims of lesson 1 in unit 1 are as follows:

18.2 Aims:

To revise vocabulary concerning the members of the family,

To teach new vocabulary: new, primary school, pupils

To revise the verb "have got": I've got (a brother)

To revise introducing others: This is (Hani)

structures The verb "have got": I've got (brother)

The verb "to be": He's (a new pupil);

I'm Huda.

Function

Introducing yourself

Talking about your family

Topic

The family

Vocabulary

new, primary school, pupil

Resources Pupil's Book, page5, Exercise 1, Listen and read cassette, unit1,

Exercise 1, Listen and read

Activity Book, page 5,

Exercise 1, Read and match

Exercise 2, Spell

Flash cards: Hussam, Huda, Hani, Miss Hiba, primary school, pupil

There are then step-by-step instructions for the teaching of the lesson. The lesson will usually begin with one or two revision exercise. They recycle the vocabulary or structures from preceding lessons and are usually done in the form of a game or another such enjoyable activity. These exercises are usually designed to revise language that pupils will be required to use in the lesson. New language is then introduced in the presentation sections. A variety of activities are suggested in the presentation of new vocabulary and structure which may be used along with visual aids. The instructions for the exercises in the Pupil's Book and Activity Book are intended to be straightforward and easy to apply in the classroom. Guidance as to how to organize the class is also given, occasionally, follow-up exercises give further practice in using the target language. These are often in the form of games or other activities to be done in pairs or small groups (Hancock, 2011: 13).

19. Previous Works:

Much has been written on evaluating methods of teaching EFL, the English programme and EFL teaching curriculum.

One of the previous studies is that done by Al-Azzawi (2005) which aims at evaluating Al-Rafidain English Course for Iraq (RECI), for teaching English in Iraqi primary schools for the academic year (2002-2003). Al-Azzawi assesses (Book I) designed for the fifth primary year from the viewpoints of both supervisors and teachers.

The results of the study indicate that Book I has a good utility for language teaching in the sense that it satisfies the needs and the motivation of the supervisors and teachers. The analysis also shows that there is an integration among the various language skills.

Another study is done by Biaravee (2009) which aims at evaluating the suitability of EFL Sunrise Course (Book 7) to the Kurdish pupils as seen by its teachers and pupils. The researcher has found that the majority of the teachers and pupils are satisfied with and interested in studying EFL Sunrise Course (Book 7) in the sense that it gives them opportunities to communicate in English.

As has been indicated above, Al-Azzawi (2005) aimed to assess Al-Rafidain English Course for Iraq, according to the supervisors and teachers viewpoints.

However, this course is no longer applied in Iraqi primary schools because it has been recently replaced by Iraq Opportunities.

Biaravee (2009) aims at assessing the suitability of EFL Sunrise Course (Book 7) from the points of view of teachers and pupils. This Book is studied in the North of Iraq only. The aim of this research is completely different from the aims of the reviewed works and the results are different too.

20. Conclusions:

1. The content of the new course (Book 4) is communicative in nature. It aims at enabling pupils to use the language in different contexts or situations.
2. The materials or the content of the Book deal with various aspects of life and society like family, school, sports, places, seasons, etc.
3. The Book presents functions first, and then the structures through which functions are expressed.
4. The functions and structures are handled within various language activities like “dialogue”, “play”, “commands”, “match”, etc.
5. The Book is well-organized both horizontally and vertically.
6. The Book is very effective and interesting because it stimulates participation on the part of the pupils.
7. It also arouses interest because it contains many coloured teaching aids, which pupils enjoy to look at and take part in preparing them.

21. Recommendations:

On the basis of the conclusions, a number of recommendations are listed below:

1. Teachers of English should provide opportunities for pupils to practise all language forms and functions in the class.
2. Teachers should also encourage group work, pair work and individual work.
3. Training courses should be held for teachers of English at the primary stage. Since they need more information about the new course.

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Appendix I Scope and Sequence

Unit	Topic	Language Focus	Functions and	Page
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Evaluating the Primary EFL Iraq Opportunities (Book 4) Lect. Wasan Adnan Rasheed

			Learning Activities	PB	TB
1	The family	New, primary school, pupil grandfather, photograph. The verb have got: I've got(a brother). The verb to be: He's (a new pupil). Wh-question: where does (your grandfather) live? Present simple: I live (in Baghdad). I live with (my mother and father)	Introducing yourself Talking about your family Talking about where you live Completing a letter and a word puzzle Song: We have a new pupil	5	17
2	School	Lessons, favourite, Math's, English, Science, Religion, Arabic, Art, Music. The verb have got (What lessons) have we got today? We've got (Math's). (What lessons) has she got (on Wednesday)? She's got (English). Possessive adjectives (my/ your/ his/ her): What's your favourite lesson? My/His/Her favourite lesson is (English)	Talking about school subject and timetable Talking about preferences Asking for and giving information Reading and writing about a school timetable.	8	22
3	School	Laboratory, library, playground, show (V), use (V), sports, finger, thirty, forty, fifty This is (the library). Where's the (classroom)? It's (on the left). This/That is where we (play sports). Repositions of place (on the left/next to/ on the right) How many (desks) are there? There are (ten).	Talking about room is a school Describing location Counting Writing about the room in your school Writing expressions of quantity	1	27

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TB
4	Leisure activities	Football match, computer game, guitar, numbers 21-25. What do you like doing? What does he/she like doing? I like/don't like (playing football). He/She likes doesn't like (listening to music). I don't mind (playing tennis). He/She doesn't mind (playing football). Do you like (playing tennis)? Yes, I do./ No, I don't	Expressing likes and dislikes Making suggestions Asking and answering questions Counting Writing about likes and dislikes Writing about hobbies Project: Questionnaire	14	31
5 Revision 1	School; Leisure Activities	Revision of previous vocabulary and structures	Describing location Asking for and giving information Expressing likes and dislikes Writing about likes and dislikes Song: My favourite lesson is Math's	17	36
6	Sports	Competition, basketball, swimming, run fast, uncle, volleyball, people. Modal verb can for ability: Can he (play tennis)? No, he can't (run fast)? (Twenty) people can run fast. I can (play football). I can't (fly a kite).	Expressing ability Asking for and giving information Counting Talking about sport Matching numbers and words Project: Questionnaire.	19	40
7	Sports	Young, strong, slow, tired, thirsty, winner, race, well done, hungry, sad, bedtime, lunchtime. The verbs to be and can: He can (run very fast). He is (thirsty). The verb to be plus adjective I like (playing football). When are you (tired)? I'm (tired) when it's bedtime.	Expressing ability Describing people Describing feeling Asking and answering questions Finding adjectives in a word puzzle Song: Hungry, hungry, I am hungry	22	45

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Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TB
8	Places	Restaurant, mountains, take photographs, swimming pool home. I'd like to go to (the beach). I prefer (the mountains). Do you prefer the (mountains) or the (beach)?	Expressing likes and preferences asking questions practicing spelling participating a game	25	50
9	Holidays	Plane, train, map, camera, sunglasses, CD. Adverbs of frequency with the present simple: We always/sometimes/often/usually/never (go by car).	Expressing frequency Expressing preferences Talking about holidays Writing about what you take on holiday Song: What do you do every day?	28	54
10 Revision 2	Holidays; Sport places	Revision of previous vocabulary and structures	Asking for and giving information Expressing likes and preferences Expressing ability Expressing frequency Writing about daily activities	31	58
11	Holidays	Suitcase, sun cream, bathroom shorts, wardrobe, bring. The modal verb can to make polite requests: Can you (put it in the wardrobe), please/ Yes, of course. This is (your book). These are (your pencils). Object pronouns (it/them).	Making polite request Finding words in a word puzzle Song: Let's go to the beach!	33	61
12	Holidays	Help (V), prepare (V), come (V), run (V), lake. Present continuous: What's she doing? She's (cooking). Is he (swimming)? Yes, he is. No, he isn't.	Describing actions Asking questions Describing pictures Practicing spelling Song: I'm swimming in the lake.	26	66

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TB
13	Seasons and Weather	Weather, season, spring, summer, autumn, winter, sunny, rainy, snowy, cloudy, windy, cold, hot. Wh-questions: What's the weather like (its summer)? It's (sunny). What's your favourite season? I like (summer) because it's (hot).	Describing the seasons and weather Talking about seasons Expressing likes and dislikes Project: Make a poster	39	70
14	Months of the year	Before, scared, awake; the months of the year. I think/perhaps (it's a bird). I don't think (it can fly). Present continuous: It's snowing.	Expressing opinion Expressing possibility Writing the months of the year Listening and matching to pictures	42	75
15 Revision 3	Seasons and weather; Months of the year	Revision of previous vocabulary and structures	Describing the weather Describing actions Describing pictures Writing about your family Project: Write a postcard.	45	79
16	Jobs	Doctor, work (V), hospital), pilot, market, teach (V), cook (n), journalist, footballer, buy. Present Simple with adverbs of frequency: He usually (flies planes). Present continuous: Today she's (buying food in the market). I'd like to be a (pilot).	Talking about jobs Describing actions Describing daily activities Describing pictures Finding words in a word puzzle Writing about jobs Song: I'd like to be a pilot	47	83

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Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TB
17	Animals	Great white shark, donkey, camel, rhino, tortoise, warm, Africa, Asia, America, metre, grass leaves, plants, tall; numbers 60, 70, 80, 90, 100, 200. Present simple: they live in warm water. Present continuous: The shark is swimming in the sea. How long are they? They are (four) metres long.	Talking about animals Describing pictures Counting Project: Write about an animal	50	88
18	Shops and shopping	Bakers, bookshop, chemists, bank, post office, each, kilo. Prepositions of place (opposite/between). I'd like (four cakes), please. How much is/are...? They're (ten) pounds each/ a kilo.	Going shopping Describing location Expressing prices Participating in a role play activity Ordering and writing a shopping Dialogue	53	92
19	Food and restaurant	Vegetables, meat, dessert, nice. What would you like? I'd like (fish and vegetables), please. Can I have (meat and rice), please?	Making requests Ordering a meal in a restaurant dialogue Rearranging a restaurant dialogue Participating in a role play activity Finding words in a crossword puzzle Song: What would you like?	56	97
20 Revision 4	Jobs; Food and restaurant; Shops and shopping	Revision of previous vocabulary and structures	Describing daily activities Describing actions Describing pictures Writing about jobs Project: Write a letter	59	101
21	Past times	Museum, interesting, old, statue, quiet, busy, national. Past form of the verb to be with adjectives: The museum was (interesting). The statutes were (old).	Talking about the past, Describing objects Describing people Completing a letter	61	105

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TB
22	Past times	Past, history, building, important, theater, hotel. There is/was (a market). There are/were (important buildings).	Talking about the past Describing a town/city Writing a description of town	64	110
23	Past times	Send on e-mail, drive (to). The modal verb could for ability in the past: When I was six, I could (swim). When you were six, could you (run fast)? Yes, I could. No couldn't.	Expressing ability in the past Asking for and giving information Describing pictures Completing and writing about a graph Project: Questionnaire	67	115
24	Past times	Yesterday, aunt, park, cousins. Regular past simple verbs: We visited (the park). I played (a computer game).	Talking about the past Describing activities in the past Writing about activities in the past Song: When I was one.	70	120
25 Revision 5	Past times	Revision of previous vocabulary and structures	Talking and writing about the past Asking and answering questions Completing an e-mail Participating in a role play activity Project: Can you ...	73	125

تقييم منهج فرص العراقيين لتعليم اللغة الإنكليزية

(الكتاب الرابع) لتلاميذ الصف السادس الابتدائي

م. وسن عدنان رشيد

المستخلص

يهدف البحث إلى تقييم منهج فرص العراقيين لتعليم اللغة الإنكليزية (Iraq Opportunities) (الكتاب الرابع) في ضوء محتوياته، وتنظيمه، واستعماله للوسائل التعليمية. ويفترض البحث بأن الكتاب المشار إليه أعلاه متجانس ومترايط.

وتوصل البحث إلى جملة نتائج أهمها: إنَّ الكتاب منظم عمودياً، وأفقياً؛ لأنَّه مبني على مبدأ المراجعة، والوحدة بين الفعاليات اللغوية. وظهر بأن البحث يشجع الدارسين على المشاركة في النشاطات الصفية، والفعاليات اللغوية. وأخيراً تم التوصل إلى أن البحث يركز على الوظائف اللغوية أكثر من تركيزه على الخصائص البنوية للغة، والتي كانت سائدة في الكتاب القديم والمسمى بـ (سلسلة الرافدين لتدريس اللغة الإنكليزية).