Running head: THE WHOLE LANGUAGE APPROACH

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TESOL
By
Tania Tafesh

Project Advisor: Dr. Bahous

Department of Arts and Sciences
Lebanese American University
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NOT TO CIRCULATE
Lebanese American University
Graduate Studies

We hereby approve the project of Tania Tafesh
Candidate for the Master of Education Degree*

Name: Dr. Rima Bahous, (Advisor)
(Signed) [Signature]

Name: Dr. Mona Nabahani, (Second Reader)
(Signed) Mona Nabahani
Date April 17, 2005

* We also certify that a written approval has been obtained for any proprietary therein
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Introduction

The purpose of this paper is to provide a theoretical base on an ESL reading and writing textbook that targets ninth grade Saudi students. The textbook is based on the philosophy of the whole language approach, and it emphasizes both reading and writing skills. The researcher chose to emphasize both reading and writing skills as writing should be preceded by reading to provide input (Goodman, 1982a). In addition, the researcher's textbook stresses the analysis of the subtle conventions of plot, narrative, characterisation, mood, and style, as according to Smith (1986), these are essential to produce critical readers. The theories of Smith and Goodman are compatible with the latest studies that revealed that writing positively correlates with reading (Fearn & Farnan, Halliday & Hasan & Langer, as cited in Fisher, 2003).

Rationale

Saudi Arabia does not have similar studies on the whole language approach that the researcher is aware of, thus she was interested in developing her kit, as she believes that the students lack reading and writing textbooks that focus on the students' interests and their somewhat conservative culture. Through my personal experience as a middle school teacher in Saudi Arabia, I noticed that the English books that the Ministry of Education advocates are not efficient for teaching English language, because the books concentrate on the mechanics of language, and they are mostly based on drill and practice. On the other hand, the American books that are used in the private schools in Saudi Arabia show a different culture than the Arab culture; also, the texts are highly controlled and modified to fit the skills of speakers of other languages. The texts that are found in American books are mostly stories while the researcher is convinced that controlled texts that rely on one genre of literature are highly artificial and inefficient for functional literacy and authentic learning.

Furthermore, the researcher studied the English textbook employed by the government for grade nine and noticed that it is inevitably superficial and reductionist in its coverage of language and in its provision of the language experience. The English Saudi government textbook imposes a uniformity of approach, for it aims at the explicit learning of grammar rules through trial and error, while the material that the researcher developed is based on facilitating informal acquisition of communicative competence through activities such as discussions, projects,
simulations, and drama. These activities were greatly motivating for the ninth grade Saudi students that the researcher taught for this reason the researcher's kit emphasizes the development of higher thinking skills, language awareness activities, new knowledge, all in the frame of authenticity of language use and the sense of motivation that is bred through communicative tasks. Furthermore, the material in the textbook is based on the curriculum objectives of the Saudi Ministry of Education for grade nine.

The researcher was interested in materials development because it is both a field of study and a practical undertaking. As a field, it studies the procedures of designing materials and evaluating them by teachers for their own classrooms or for material writers for sale or production. Studies of materials development is a recent phenomenon because as Carter & Nunan, (2001) explained, it was treated as a subsection of methodology; the materials were given as examples of methods in action rather than a way to explore the procedures of its development.

The kit that was developed tries to teach different genres of text that are authentic and related to life outside the classroom; however, two unauthentic texts were included, a fairy tale and a poem. The researcher presented ways in which the teacher can manipulate unauthentic texts like a fairy tale to extend the learning activities into studying nonfiction texts, like writing a petition. The researcher is convinced that there are precious pieces of literature that were written by leading writers that should not be disregarded just because they are unauthentic or not related to functional literacy.

The issue of censorship is very sensitive in Saudi Arabia; there is a list of taboo topics, which include sex, drugs, friendships between males and females, alcohol, pork, violence and politics. The issue of male and female relationships is very critical in Saudi Arabia. In fact, there are two different books for each gender; the book that is studied in girls’ schools has mostly women and girls illustrated. The researcher asserts that some form of censorship is desirable; however, the books are in a juvenile frame of their own that is detached from the outside world, in contrast to the developed kit which includes controversial issues about children’s rights and politics. The students are motivated to discuss their own opinions, think about their own values, and study the different options and points of view. Affect is an important factor in learning (Jacobs, Schuman 1992 & Arnold, 1999) and it is arguable that proactive texts, which stimulate affective responses, are more likely to facilitate learning than neutral texts.
The researcher is convinced that her writing textbook should meet the needs of the cultural and social context in Saudi Arabia, and she hypothesizes that her textbook will have a positive effect on the writing skills of students. The researcher prepared a checklist upon which the writing skills of the ninth grade students will be assessed during and after the implementation of the writing program (see Appendix A for assessment of writing skills). Furthermore, since the whole language approach focuses also on the attitudes and interests of the students, the researcher prepared a checklist for assessing the attitudes of the students towards the writing program (see Appendix B).
Literature Review

History of the Whole Language Approach

Goodman (1992), who is the main founder of the whole language approach, explains that the approach stemmed from the developmentalist notion of John Dewey. The approach is based on discovery learning, in the sense that learners construct knowledge while interacting with texts. Discovery learning opposes the behaviourist theory, in which students have a passive role as recipients of knowledge from texts; for according to the behaviourist theory, students learn through drill and practice and through positive and negative reinforcement (Goodman, 1992).

Developmentalist Theories of Personality and Cognition

Since the whole language approach relies on developmental theories, the researcher chose to consider Piaget’s stages of cognitive development as a basis for the textbook. The ninth grade students usually should be at the formal operational stage, which covers approximately ages eleven and above. Students at this age are capable of abstract thinking. They can draw conclusions and deductions, think logically and metacognitively, synthesize ideas, and engage in self-reflective thinking. Self-reflective thinking is the concern for one’s identity, morality and personal relationships (Gage & Berliner, 1998).

It is important to understand that these characteristics of thought do not automatically develop for students at thirteen to fifteen years. The highest level of formal operational thought may be beyond the abilities of many students, it may occur when they are older adolescents or even adults or it may never occur. The teachers should help students nourish their thinking through building in the curriculum hypothetical questions, and modelling formal operational thinking, or else it is not likely that students reach that level (Gage & Berliner, 1998).

However, the teaching methods that are recommended at the concrete operational level can be helpful at every level, that is students learn especially well when working with concrete objects, materials, and phenomena. Allowing children to manipulate, act, touch, see, hear, and feel things helps them acquire a better understanding of concepts and relationships in more abstract forms of learning (Gage & Berliner, 1998).
Arguments Against the Whole Language Approach and the Counterarguments
Presented

Detractors of the whole language approach claim that it is not validated by solid research (Stahl, Mckenna, & Pagnucco, 1994, as cited in Gunderson, 1997); however, Goodman (1992) maintains that the approach is based on theories of sociolinguistics, cognitive development, linguistic development, and learner characteristics.

In addition to Dewey, the whole language approach builds on Chomsky’s (1975) theory of emergent literacy. Chomsky (1975) produced theories about the nature of language and language acquisition; he showed that language is developed through hypothesis-testing, therefore the learner should be actively involved in acquiring language, not just passively receiving and imitating speech as the behaviourists claim.

Chomsky (1975) rejected the validity of the behaviourist expectations for language learning that marked the beginning of the era in cognitive psychology. Basal instruction was based on the behaviourist theories; proponents of the basal instruction viewed language skills separately. Reading was considered a process composed of isolated subskills; instruction mainly consisted of drill and practice worksheets (Stahl & Hayes, 1997).

Goodman (1982a) believed in the “natural theory”, it stated that learning a second language is like learning literacy. It should be natural because functional need and continual exposure are more important than the quality of instruction. According to Goodman (1982a), reading is the direct counterpart of listening and is learned in the same natural and uncontrolled way. Writing also parallels the learning of speech; therefore, it should be allowed to develop in the same “natural way”. The teacher’s role is a facilitator of learning by providing contexts in which learners read, write, as well as speak and listen; as a conclusion, there should be integration of the four language skills because these skills are interrelated and interdependent. However, too much intervention on the part of the teacher can cause harm (Goodman, 1982a).

Jeynes and Littell (2000) questioned the effectiveness of the whole language instruction because of the declining reading achievement on test scores. They asserted that few researchers have tackled its effects on the achievement of low SES children. They further explained that although Goodman (as cited in Jeynes & Littell, 2000) claimed that whole language was reaching many disadvantaged groups, he offered no supporting evidence. Therefore, they conducted a meta-analysis of fourteen studies to examine whether whole language instruction increases the reading skills of low SES
students in grades KG till grade three. The results of their research indicated that for low SES primary grade students, the basal approach is superior to the whole language approach in terms of student performance on standardized tests; however, this was not proven for nonstandardized tests. This could be explained by pointing out to three limitations that could be generalised to many researches aimed at comparing the whole language and the basal instruction.

<table>
<thead>
<tr>
<th>Phonemic Approach</th>
<th>Whole Language Approach</th>
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<tbody>
<tr>
<td>1. teach phonemic awareness directly at an early age</td>
<td>1. learning is a natural process related to the developmental stages (reading readiness)</td>
</tr>
<tr>
<td>2. teach sound-spelling correspondence explicitly</td>
<td>2. mistakes in pronunciation are natural</td>
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<tr>
<td>3. drill repetition for reading</td>
<td>3. literature based reading</td>
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<td>4. controlled basal texts</td>
<td>4. authentic texts</td>
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<tr>
<td>5. learning words and sentences in isolation</td>
<td>5. learning in context</td>
</tr>
<tr>
<td>6. language decoding leads to comprehension</td>
<td>6. language learning from whole to part</td>
</tr>
<tr>
<td>7. correction is important for learning</td>
<td>7. affective learning is essential</td>
</tr>
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First, McKenna, Robinson, and Miller (as cited in Gunderson, 1997), noted that the whole language is not well defined for mainstream researchers who advocate the quantitative research. Mainstream researchers are often frustrated by the lack of coherent and universally applicable definitions; the underlying assumption is that mainstream researchers cannot be whole language advocates. Mainstream researchers claim that the whole language approach is explained by incoherent definitions that do not represent the absolute truth and that makes it difficult to draw generalisable conclusions (Gunderson, 1997). Therefore, Jeynes and Littell (2000) categorised the classes that they observed into four levels that ranged from pure whole language to an eclectic approach of whole language. The results showed that the teachers, who applied the whole language approach in its purest form, yielded some positive
effects on the low SES students (Jeynes & Littell, 2000). This could be explained with Watson’s (1994) claim that many teachers did not study or understand the philosophy of the whole language, so they borrowed some practices and activities into their classrooms thinking that they did a good job. Many teachers, publishers and curriculum designers are grounded in the theories of the whole language but they never activate the theories by inquiring how they could apply them practically in class (Watson, 1994). According to Watson (1994), consistency between practice and theory is crucial; therefore, teachers are encouraged to re-examine their belief-system by self-evaluating and thinking about their values, because the philosophy has to be deeply rooted in their values.

Authentic Literacy

The impressive grades of students undergoing basal instruction in standardised tests, could be due to the fact that basal instruction emphasises the role of tests and mechanical skills of writing, that is why it is text-based (Watson, 1994). Watson (1994) interviewed teachers who devised the whole language approach, after going through the experience of basal instruction; they stated that they regretted the long hours that they spent preparing their students for end-of-level basal reader tests, and for their district’s favoured standardized test. Finally they awakened to the fact that tests had nothing to do with learning how to read and write. Teachers felt “that they were walking in someone else’s shoes- a test maker’s, a publisher’s, an administrator’s, a curriculum designer’s and the boots pinched” (Watson, 1994).

Whole language advocates rejected the test and textbook technology because it was dehumanising, in the sense that it did not cater for the students’ interests. Furthermore, it is geared towards maintaining the status quo and it did not accommodate students who are not mainstreamed or creative learners. Smith (1986), who is a main advocate of the whole language approach, drew on Dewey’s philosophy, that learning is both personal and social and that optimum learning occurs when learners are engaged in functional, relevant, and meaningful experience; therefore learning should prepare students for outside life.

Hall (1998) conducted many studies on writing and was influenced by the philosophy of the whole language, which asserted that written language should include genres of writing that are different from those modified and controlled to fit the skills of speakers of second languages in the traditional reading texts. This is coherent with Smith’s assertion that writing activities should be for authentic
purposes and should include: publishing books, circulating newspapers, and writing diaries (Smith, 1986). Hall (1998) argued that many teachers treat literacy as an autonomous subject; they do not connect it to the everyday lives of the students and that resulted in a great deficiency in functional language. According to Hall (1998), the academic objectives that are text-based and focused on mechanics, push literacy to be distanced from the students. He added that literacy is not an end in itself, it should be a means to communicate in the world (Hall, 1998).

Most schools care primarily about the students spelling correctly and learning grammar rules, and they justify these practices by referring to the “basies” and the “standards”. In writing and reading literacy, the primary objective of many teachers is the “idealised” form of literacy; for example, reading essays is a more beneficial activity than filling applications. Hall (1998) criticised the fact that some people are able to perform in schools’ reading and writing tasks, but may experience difficulty when confronted with texts that differ from those normally met in schools, such as: reading medicine labels.

The “specialised” and “idealised” nature of school literacy (Hall, 1998) led the advocates of the whole language approach to claim that one of the reasons why children receiving basal instruction achieved higher on standardized reading tests, was because standardized tests favour the basal instruction, that is why they prefer to use nonstandardized tests. In their view, whole language constitutes a more natural way of learning language, and that will make students enjoy learning more and hence learn more (Jeynes & Littell, 2000).

The idea of planning standardised tests developed in the 1920’s to create a technology of tests and textbooks to make education more uniform, because in that period teachers were minimally educated. Behavioural psychology had the view of passive learners and skill hierarchies, and it provided test items and scope and sequence charts for textbooks. Ironically, the technology became an obstacle to introducing new knowledge into the narrow curriculum, and the national tests restricted the curriculum alternatives. Standardized tests and basal texts should be banned, for their major justification in teacher incompetence ceased to be valid as teachers these days are required to have more education (Goodman, 1992).
The Roles of Attitude, Motivation, and Creative Thinking in Learning

The third limitation for the research comparing basal and whole language approach is that advocates of the whole language approach claim that tests are not significant in the assessment of language learning, because grades do not reflect attitude and interest (Goodman, 1982b). Research conducted on the issue of motivation (Cockley, Bernard, Cunningham & Motoike, 2001), revealed that GPA was not significantly correlated with intrinsic motivation. Regardless of the studies that claimed that whole language learners had lower grades in standardized exams, like Jeynes and Littell’s study (2000), that does not mean that they had low interest or negative attitudes towards reading.

Intrinsically motivated behaviours are driven by the satisfaction and pleasure that one receives from engaging in those activities (Vallerand, Pelletier, Blais, Briere, Senecal, & Vallieres, as cited in Cockley et. al., 2001). Therefore, stressing the role of exams or performance as a way for assessing the child’s linguistic performance encourages extrinsically motivated behaviours that are not performed because of an intense interest, but because of an external consequence. These behaviours are regulated by rewards and constraints (Deci & Ryan, Deci, Vallerand, Pelletier, & Ryan as cited in Cockley et al., 2001).

Since the whole language approach is student-centered (Goodman, 1992) the teacher’s behaviour should motivate students by showing care for them, trust in their abilities, and allowing free self-expression. Goodman’s view supported the research conducted by Cockley et al. (2001), which revealed that students who aspire to higher degrees (e.g. doctorates degree) have more positive academic self-concepts or perceptions of their abilities. Having a positive academic self-concept influences students’ confidence in their skills, and therefore they are more likely to engage in a variety of challenging activities (Ames, Bandura & Schunk, as cited in McCoach & Siegle, 2001). On the other hand, underachievers often exhibit low self concept (Bruns, Dowall, Colangelo, Ford, Supplee, & Whitmore, as cited in McCoach, Siegle, 2001).

Whole language approach focuses primarily on students’ attitudes (Smith, 1986), so students will be intrinsically motivated, and teachers would not be overemphasizing the role of grades in measuring achievement. Teachers should accommodate for the affiliative and social needs so that students develop a positive
self-concept. Having a positive self-concept makes students believe that they can achieve and this will actually improve their performance.

The whole language approach encourages also creative thinking (Smith, 1986). The teacher's role is crucial in developing creative thinking in learners, because creative thinking can be taught through enhancing caring, respecting environments (Gage & Berliner, 1998). Studies on creativity among adolescents concluded that the greatest inhibitor to creative thinking is fear of being wrong. By time, classroom environments that reward creative attempts will encounter more creative thinking (Dacey, as cited in Gage & Berliner, 1998). Teachers should spend more time on questioning their students than instructing them. Teachers, who encourage creativity, often turn down students' questions and encourage them to answer themselves by asking “What do you think?”. Their questions are divergent “What would happen if...” They often ask students “What made you think that?” They encourage critical and reflective thinking (Gage & Berliner, 1998).

Attitude could hold the key for student achievement. According to research conducted by McCoach and Siegle (2001), underachievers exhibit more negative attitudes toward school and their teachers than average and high achievers. In addition, self-regulation was considered a significant predictor of academic achievement and the use of internalised, self-regulatory strategies helped students' achievements in schools. According to Zimmerman (1994), self-regulation refers to students' self-generated thoughts, feelings and actions, which are systematically oriented towards the attainment of goals. People who are metacognitively, motivationally, and behaviourally active participants in their own learning could attain self-regulation.

Active learning and Writing Motivation

Active learning is a commonly shared view of Goodman and Vygotsky; they have a common belief that cognitive processes are developed through social interaction; therefore students should be actively involved in their own learning (Stahl & Hayes 1997). Vygotsky's (1997) social constructivist theory encourages discovery learning, which includes cognitively active learners, Vygotsky also stresses collaborative activities to improve the effectiveness of learning. The whole language approach is based on the notion of discovery (Vygotsky, 1997) of linguistic patterns, as opposed to the phonics approach, whole language approach pushes students into formulating hypothesis and testing, rather than accept blindly the teacher's statements. However,
teachers should arrange for the learning environment and build the students' background knowledge (Vygotsky, 1997) to assist them in acquiring what has been chosen for them to discover. Guided discovery and scaffolding instruction are recommended over “pure” discovery learning (Gage & Berliner, 1998).

Vygotsky’s notion of scaffolds, which are interactional mechanisms for learning and development, has played a critical role in the development of theory and research on language and literacy learning. Through dialogue and nonverbal interaction, teachers should provide graduated assistance to learners in order to attain higher levels of cognitive and communicative competence. Scaffolding allows the students to experiment with new concepts and strategies. An effective scaffold should reveal the learners’ zones of proximal development or their potential for new learning.

“Proximal development” are the skills that the child can acquire and are partially developed but can grow with the help of the teacher. The wider the zone, the more the children are capable to perform tasks; the zone is activated through dynamic connections to scaffolding. The interpretations of Vygotsky’s ideas is that there is a strong interrelationship between oral and written language. Furthermore, learning requires student interaction and engagement in classroom activities, because engaged students are motivated to learn and have the best chance of achieving full communicative competence across the broad spectrum of language and literacy skills (Vygotsky, 1997).

Discovery learning is a teaching technique compatible with the constructivist beliefs; constructivism was derived from the works of Vygotsky and Piaget (as cited in Mathews, 2003). Constructivism is based on the assumption that knowledge is a process that is actively constructed by learners and developed through experience, as they interact with the physical and social environment (Gage & Berliner, 1998).

The goals of constructivist teachers are that learning should take place in meaningful contexts to promote reflection, critical thinking and to incorporate authentic activities and assessments into instruction (Cognition and Technology Group, as cited in Gage & Berliner, 1998).

Potter, McCormick & Busching (2001) conducted research to analyse the factors that interact to influence positively or negatively the students’ writing motivation. Their study supported Goodman’s (1992) view that learning is personal and social, because it showed that most students saw writing as related to their developmental goals, school goals, and to their identity. The students believed that they would be
more productive if the teachers showed concern and respect for their writings as individuals expressing their thoughts. The low achieving and alienated students who experienced a decline in their grades over the years believed that their teachers did not respect their ideas, instead they cared for the structure of their texts. (Potter, McCormick & Busching, 2001). Similarly, studies on assessment stated that teachers need to support, encourage, and praise the strength of the writing of even the lowest achieving students more frequently than get their attention to errors and weaknesses (Allen , Ball, Krater, Zeni, & Cason, as cited in Potter, McCormick & Busching, 2001).

**Developing a Whole Language Writing Program**

The teachers who want to base their writing instruction on the **whole language approach**, are likely to fall into a dichotomy of focusing on specific mechanics or relying on the constructivist process-based philosophy of the **whole language approach**. The study that was conducted by Porcaro and Johnson (2003) illustrates this dichotomy. Porcaro and Johnson (2003) developed a writing program that was based on the **whole language approach**, and their program focused on the writing process. The students who were observed were third graders, the authors were participant observers because they taught the students for a whole year. The researchers found difficulty in producing instructional content that enriches students’ writing processes, and at the same time meets the requirements of state-mandated writing tests. However, they asserted that knowledge of the writing process is essential for the growth of students as writers, whether used in situations of state achievement tests, or in an open and free writing environment.

Downing (as cited in Porcaro & Johnson, 2003) highlighted the need for process writing by stating that students perceive the process as authentic and valid, therefore meaningful. The researchers designed the writing program, so that students produced different genres of writing with topics of their choice. The writing process began with prewriting, in which students were required to design a web that helped them organize their thoughts. The next steps were writing drafts, peer and teacher editing sessions that were based on checklists, and finally publishing. The peer editing sessions were especially helpful in pushing the students towards critical analysis of each other’s work (Porcaro &Johnson, 2003).

The authors stated that they had to balance between focusing on the writing process and developing specific writing skills to meet the state requirements, therefore their
checklists had to examine mechanics and content. However, they concluded that the program was a success because the students improved their writing and their critical thinking skills, while at the same time kept the writing tasks interesting because of their authenticity (Porcaro & Johnson, 2003).

**Authentic Writing**

Similarly, the adolescent students that Potter et al. (2001) observed perceived writing assignments as more interesting when they were “real” and when they had an idea they wanted to communicate to an audience, especially about their career aspirations and their emerging beliefs about the world. These students were experiencing tension between the need for autonomy and the need for support from adults, so their writings helped them explore and develop their views and goals as autonomous adults. Potter et al. (2001) further asserted that it is important to demonstrate the authentic value of writing by providing real-world texts such as newspapers and magazines. In addition, Garner and Gillingham (as cited in Potter, McCormick and Busching, 2001) supported the need for authentic writing and maintained that struggling students need to have frequent opportunities to reach a variety of audiences through letters, analogies and on-line exchanges.

Hillocks’ (as cited in Potter, McCormick, & Busching, 2001) meta-review of classroom research in writing instruction for adolescents built on Goodman’s (1992) belief that standards of writing should be conveyed in authentic contexts, not just isolated drill and practice of grammatical skills. Hillocks (as cited in Potter, McCormick, & Busching, 2001) found out that students revealed better writing skills when teachers merged frequent writing opportunities with frequent examination in writing samples, than when teachers gave assignments with rule-based prescriptions or just writing opportunities alone. Therefore, learning should be in context, in pieces of writing where students and teachers analyse and exchange views.

**Relating Knowledge to the Students’ Background Knowledge**

Another aspect that the whole language approach advocates is to make learning meaningful by relating new knowledge to the students' background knowledge. Unless teachers understand and respect students' background knowledge, they cannot help them in this process, so learning will not be authentic (Smith, 1986). A study that was conducted by Cole and Burner (as cited in Gage & Berliner, 1998) with the help of Vygotsky (as cited in Gage & Berliner, 1998) supports this point. The study was made with non-literate rice farmers from central Africa and sophomores from Yale.
University. These were given tasks to estimate volume and distance. The Yale students were better in judging distance, while the rice farmers were better in judging how much rice was contained in different-sized bowls. Both groups did well in estimation, but what was different was how their abilities were shaped according to their communities. This research adds weight to the message that we must understand our students' background knowledge in order to understand them and help them learn and relate new knowledge to their everyday lives.

**Critical Literacy**

Goodman's views of education are based on his social constructivist philosophy that could be traced to the French philosophers Jacques Derrida and Michel Foucault (Gross & Leveitt, as cited in Mathews, 2003). Foucault contended that social authority is created through language and that human thought is trapped by the language in which it is encased (Foucault, as cited in Mathews, 2003).

The fact that learning takes place in social communities is the focus of social constructivists; cognitive processes and the way of thinking are the achievement of the social system or community that the person is part of. Therefore, thinking is constrained, enhanced, and controlled by a context (Gage & Berliner, 1998).

Social constructivism contends that children should be encouraged to think for themselves and to question the authority of teachers, books, and scientific knowledge (Gage & Berliner, 1998). Friere (as cited in Cervetti, Pardales & Damineo, 2001) translated the concerns of social constructivism into education, his influence is evident in the goals of critical teaching in the **whole language approach**. Friere emphasised the importance of analysing the social and ideological implications of print, in order to develop critical literacy. Critical literacy should entail developmental strategies to analyse the different ways that ethnicity, race, class, language and gender are used. It is strongly suggested that students' literacy goes beyond the functional capacity of reading and writing. Students are encouraged to examine the social order, it is crucial that they look at the world around them and know that their action and reaction make a difference (Friere, as cited in Cervetti, Pardales & Damineo, 2001).

As a conclusion, the literature review tried to reveal a brief analysis of the **whole language approach** for the approach has a profound philosophical base and set of theories. The following section describes the researcher's kit that is based on the **whole language literacy program**, it tries to present a holistic perspective to literacy, learning and teaching.
Kit

The researcher's textbook is based on the whole language approach, and it is designed for ESL upper intermediate Saudi students. The kit focuses mainly on the process of writing, but at the same time there is integration of the four language skills. In both reading and writing, meaning is emphasised rather than discrete skills. However, the structure of the text is given weight because students will be asked critical questions to deduce the structures of the texts and identify the genres and purposes.

There are different themes for the readings that reflect the students' interests and developmental needs that are usual for their age level; at the same time the topics must take into consideration the conservative culture of Saudi pupils. The themes will also integrate content areas in science by referring to the latest environmental issues. The book includes various authentic texts that serve functional literacy, for example, editorials, recipes, obituaries, and advertisements.

Pre-reading questions are presented to stir students' background knowledge for them to relate the topic to their own lives. Scaffolding is encouraged through a continuum of questions to encourage communication and to assist learners through oral discourse. All the themes and topics are discussed and analysed critically, so that students get ample input before they are asked to write their own text by following certain stages. Controversial topics are included; students are encouraged to discuss such issues, to improve their communicative competence and social skills, and learn to listen and respect each other's views.

The students have to prepare oral presentations through guided checklists and then they have to evaluate each other's presentations according to the criteria in the checklist. This activity encourages communication and helps transfer the responsibility of evaluation to the students. Self-evaluation and evaluation of other students pave the way for reflective self-regulation and this will likely increase the students' motivation.

Collaborative activities are devised through discussions and outside projects that extend and build on the topics and through peer editing. The writing process begins when students write their first draft, in which they are asked to write freely without paying attention to the mechanics of language. Students then write their second formal draft, and they are guided through the process by following certain steps. Peer editing sessions come next, where students are required to sit in pairs and correct each
other’s drafts and critique them by following a checklist. Finally students use the computer to type their final draft, and they will be assisted to make use of the word processor to correct spelling and grammar. The teacher corrects the final draft and reflects on it by writing comments on the content rather than focus on grammar; students then read their writings to each other or to a different selected audience. The teacher assessment of the writings will be through the portfolio approach to ensure the students’ motivation as they will be graded by calculating the average scores on successive papers so that improvement could be traced.
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Watson, D. J. (1994). Whole Language: Why Bother? In N. D Padak, et al. (Eds.), *Distinguished educators on reading: contributions that have shaped effective literacy instruction* (pp.135-143). Newark, Del.: International Reading Association.
Criteria for evaluating writing skills

**Very Good**

I. Content and ideas
- The writer has thought about the topic and has a clear thesis statement.
- The student supports his/her statement with enough examples to give the reader a reason to believe it.
- There are no logical fallacies used to support the writer’s thesis.
- The student’s voice is clear because he or she writes in a sincere way with the audience in mind.

II. Organization and form
- The paper has a clear beginning, middle, and end, with a separate introduction, body and conclusion. It moves logically in a straight line.
- The reader is excited to continue reading the paper and can understand the thesis and other main points fully after one reading.
- It is completely clear which are the main points and which are secondary points.

III. Writing mechanics
- The student used vivid vocabulary to communicate his/her idea clearly.
- The student used cohesive devices to link his/her ideas and paragraphs.
- The student generally did not have problems in sentence structure like fragments, commas, run-together sentences, and lack of parallel structure.
- There are no illogical shifts in tense and tone is consistently formal.
- The student followed rules of spelling, capitalization and grammar.

**Average**

I. Content and ideas
- The student needs to think more about his/her topic to make his/her ideas more convincing.
- The points need more support to become clear and meaningful.
- The writer’s logic is not clear.
- The writer’s voice is not very strong.
- The writer’s logic is not very clear.
II. Organization and form

- The paper has all right parts but does not have balance. The introduction may be too long or the conclusion may be too short.
- The student needs to make sure that important details get more attention than less important ones. The student may need to omit irrelevant information.
- There is lack of coherence between the paragraphs.

III. Writing mechanics

- Some vocabulary is inaccurate, causing the reader to stop and wonder.
- The relation between ideas is sometimes unclear.
- There are some sentence-structure problems that can cause confusion.
- There are confusing shifts in tense or person.
- Grammar mistakes interfere with the meaning.
- There are errors in capitalization, punctuation, and spelling that slows the reader down.

Weak

I. Content and ideas

- The student needs to think more about his/her topic because it is not clear the point that he/she wants to communicate.
- The students needs to support the thesis with examples, he/she repeated the same ideas.
- The student's argument is weakened by faulty logic.
- The student's voice will be stronger if his/her own beliefs are included.

II. Organization and form

- The paper does not have a clear beginning, middle and conclusion.
- The writer needs to organize the paper so that the main points are separated from each other.
- The writer needs to add more coherence to his/her paper.

III. Writing mechanics

- There is a weak choice of vocabulary that makes the reader confused many times.
- The writing lacks cohesive devices.
- Sentence structure is poor.
- Illogical shifts in tense, person make the writing confusing.
- The writer uses an informal tone that is inappropriate for formal writing.
- Grammar mistakes make the paper hard to read.
- There are errors in spelling, capitalization, punctuation that distract the reader from the writer's message.
- The reader has trouble focusing and must reread to understand the paper.

Appendix B
1. Circle the most suitable answer.

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The English teacher encourages me to tell my opinion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>2. The English classes encourage discussion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>3. The classes require memorization of grammar rules.</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>4. The class activities are based on the textbook.</td>
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<td>3</td>
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<td>5. The teacher encourages cooperative work.</td>
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<td>6. The teacher presents lectures in which students rarely interfere.</td>
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<tr>
<td>7. The classes required that I conduct projects.</td>
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<tr>
<td>8. We read newspapers in class.</td>
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<td>3</td>
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<tr>
<td>9. We filled out applications in class.</td>
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<td>10. We wrote letters and sent them to people in the community.</td>
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<tr>
<td>11. We talked about our hobbies in class.</td>
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<tr>
<td>12. We discussed subjects that are interesting to us students in class.</td>
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<tr>
<td>13. The classes gave me the opportunity to present orally my projects and writings.</td>
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<td>2</td>
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</tbody>
</table>
14. When I write my first draft in composition I mainly think about the grammar not about my ideas.  

15. When I read aloud in class I feel afraid that I might misspell a word.  

16. The English teacher encourages me to “read between the lines”.  

II. Circle the most suitable answer

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<thead>
<tr>
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<th>Strongly agree</th>
<th>Agree</th>
<th>Strongly disagree</th>
<th>Disagree</th>
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<td>18. The teacher makes me think critically.</td>
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<td>19. The teacher makes me question my values.</td>
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<td>20. The classes have a friendly atmosphere.</td>
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<td>21. I feel that the teacher cares about me as a person.</td>
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<td>22. The classes gave me the opportunity to express myself.</td>
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<td>23. Mechanics is important when writing a formal paper.</td>
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<td>24. When I write I should think about my audience.</td>
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General Objectives of the Kit
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<th>Reading Skills</th>
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<tr>
<td><strong>Main Readings</strong></td>
<td><em>reading postcards</em></td>
<td>writing a descriptive paragraph about their vacation (government requirement)</td>
</tr>
<tr>
<td><em>“Summer Vacation”</em></td>
<td>(government requirement)</td>
<td><em>using the senses to write description</em></td>
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<tr>
<td>a newspaper article</td>
<td><em>reading travel brochures</em></td>
<td><em>using the simple past tense</em></td>
</tr>
<tr>
<td>by Ziad Ibn Kami</td>
<td>(government requirement)</td>
<td>(government requirement)</td>
</tr>
<tr>
<td>* A newspaper article</td>
<td><em>scanning for information</em></td>
<td><em>writing postcards</em></td>
</tr>
<tr>
<td>titled “Kingdom to open up*</td>
<td><em>reading newspaper articles</em></td>
<td><em>writing brochures</em></td>
</tr>
<tr>
<td>for cultural tourism” by</td>
<td><em>interpreting maps</em></td>
<td><em>using adjectives to describe (government requirement)</em></td>
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<tr>
<td>Javid Hassan</td>
<td><em>understanding paragraph organization</em></td>
<td><em>writing a topic sentence</em></td>
</tr>
<tr>
<td>* A newspaper report</td>
<td><em>using headlines and illustrations to understand text</em></td>
<td><em>integrating their writing with geography to describe the country they visited</em></td>
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<td>titled “Massive Rise in</td>
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<td>Saudi Holiday Spending”</td>
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<td>by Ram Kumar</td>
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<th>Theme 2: Health Care</th>
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<td><strong>Main Readings</strong></td>
<td><em>underlining present tense verbs</em></td>
<td>writing a paragraph about their habits (government requirement)</td>
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<tr>
<td>*“Ways to Stay Healthy”</td>
<td><em>scanning for information</em></td>
<td><em>using adverbs of frequency</em></td>
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<td>a newspaper article by</td>
<td><em>interpreting the food pyramid</em></td>
<td><em>using the simple present tense (government requirement)</em></td>
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<td>Mariam Alireza</td>
<td><em>interpreting graphs</em></td>
<td><em>designing a grid</em></td>
</tr>
<tr>
<td>*“Avoid these please”</td>
<td><em>identifying the main idea</em></td>
<td><em>editing for proper use of modals (government requirement)</em></td>
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<tr>
<td>a newspaper article by</td>
<td><em>guessing meaning from context</em></td>
<td><em>writing a letter of advice using modals</em></td>
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<tr>
<td>Mariam Alireza</td>
<td><em>finding details</em></td>
<td><em>writing a recipe</em></td>
</tr>
<tr>
<td></td>
<td><em>identifying supporting details</em></td>
<td><em>using cooking terms</em></td>
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<td><em>scanning for modals</em></td>
<td><em>writing questionnaires</em></td>
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<td><em>making comparisons using “much” “many”</em></td>
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<td><em>DRTA, reading for adverbs of frequency</em></td>
<td><em>writing vocabulary words in sentences</em></td>
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<td></td>
<td><em>reading health advice columns in magazines</em></td>
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<td></td>
<td><em>scanning for organization in advice columns</em></td>
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<td></td>
<td><em>identifying countables and uncountables</em></td>
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<tr>
<td>Theme 3: Friends and Family</td>
<td>Reading Skills</td>
<td>General Theme</td>
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<tr>
<td>Main Readings</td>
<td>*identifying the main idea</td>
<td>a personal essay about their family</td>
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<tr>
<td>*A story titled “Best Friends” by a student writer named Domenica</td>
<td>*classifying friendships (the classifying skill is a skill that is required by the government)</td>
<td>*paraphrasing main ideas</td>
</tr>
<tr>
<td>*An essay titled “An Indispensable Friendship” by Elizabeth Ontiveros</td>
<td>*guessing meaning from context</td>
<td>*putting new words in sentences</td>
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<tr>
<td>*A poem titled “On Friendship” by Gibran Khalil Gibran</td>
<td>*identifying thesis statement</td>
<td>*comparing the present and past experiences</td>
</tr>
<tr>
<td>*A psychological article titled “How Your Birth Order Influences Your Life Adjustment” by Lucille K. Forer</td>
<td>*identifying supporting details</td>
<td>*comparing characters</td>
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<tr>
<td>*Understanding possessive adjectives (government requirement)</td>
<td>*understanding possessive adjectives</td>
<td>*using “as, like, both” for comparisons (government requirement)</td>
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<tr>
<td>*reading an essay</td>
<td>*reading a fairy tale</td>
<td>*writing a thesis statement</td>
</tr>
<tr>
<td>*reading poetry for meaning</td>
<td>*identifying elements of a fairy tale</td>
<td>*using connectors</td>
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<td>*scanning for connectors</td>
<td>*reading poetry for meaning</td>
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<td>*scanning for organization in an essay</td>
<td>*scanning for details</td>
<td>*writing a comparison/contrast paragraph about the different types of friendships</td>
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<td><strong>Theme 4: Manners</strong></td>
<td><strong>Reading Skills</strong></td>
<td><strong>General Theme</strong></td>
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<tr>
<td><strong>Main Readings</strong></td>
<td>*making inferences</td>
<td>writing dialogues (government requirement)</td>
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<td>*An essay titled “Courtesies: A Key to a Happier World” by Dr. Norman Vincent Peale</td>
<td>*scanning for connectors</td>
<td>*paraphrasing main ideas</td>
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<tr>
<td>*A fairy tale titled “The Emperor’s New Clothes”</td>
<td>*scanning for organization in an essay</td>
<td>*using the present continuous tense (government requirement)</td>
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<tr>
<td>*An essay titled “Lies, Deception, and Truth” by Ann E. Weiss</td>
<td>*understanding proverbs</td>
<td>*writing an outline</td>
</tr>
<tr>
<td><strong>Reading Skills</strong></td>
<td>*reading an essay</td>
<td>*using adjectives (government requirement)</td>
</tr>
<tr>
<td>*reading a fairy tale</td>
<td>*reading poetry for meaning</td>
<td>*writing about cultural differences (government requirement)</td>
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<tr>
<td>*understanding the present continuous tense (government requirement)</td>
<td>*understanding the present continuous tense (government requirement)</td>
<td>*using modals (government requirement)</td>
</tr>
</tbody>
</table>
Theme 5: The Media
Main Reading
*A newspaper article titled “TV Turnoff Week” by Jean Young

*An article titled “Al-Aqsa, the Propaganda Machine and the International Community” by Khalid Baig

*A persuasive speech about the negative effects of propaganda by Tania Tafesh

Reading Skills
* scanning the headlines
* understanding speech organization
* reading newspapers and magazines
* understanding the persuasive techniques used in adds
* detecting propaganda
* skimming for organization
* distinguishing fact from opinion
* scanning for relative clauses (government requirement)
* using information to disprove false opinions
* forming a line of argument
* reading letters to the editor
* scanning for the organization of a persuasive speech
* reading a newspaper report

General Theme: Writing a speech (topic is optional)
* answering “wh” questions (government requirement)
* writing a newspaper report
* using direct and indirect speech
* scanning for relative clauses (government requirement)
* designing newspaper ads
* writing an outline
* using transitions

Theme 6: Our Planet
Main Readings
*An article titled “The Green Generation”

*A newspaper report titled “Global Warming Makes Polar Bears Sweat” by Guy Clavel

*A poem titled “Fire and Ice” by Robert Frost

Reading Skills
* scanning for details
* skimming for gist
* identifying main idea and supporting details
* guessing meaning from context
* underlining the “if” conditionals (government requirement)
* scanning for connector words
* understanding poetry
* understanding rhyme and rhythm
* understanding essay organization

General Theme: Writing an argumentative paragraph to answer the question: “Do you think that the ecology of earth is improving or getting worse?”
* writing topic sentence
* supporting topic sentence with details
* using the “if” conditionals (government requirement)
* putting new words in sentences
* using transitions
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<th>Theme 7: Work</th>
<th>Reading Skills</th>
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<th>Theme 8: Lifestyles</th>
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<td><strong>Main Readings</strong></td>
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<tr>
<td>* A newspaper report titled “English Versus Arabic” by Bushra Al-Subaie</td>
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<tr>
<td>* An article titled “The Role of Language” by Debbie Longman, Rhonda Atkinson, Julilee Bredden</td>
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<tr>
<td>* An informative speech titled “The Nature of Language” by Tania Tafesh</td>
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<tr>
<td>* A newspaper report titled “English Vs. Arabic” by Bushra Al-Subaie</td>
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<table>
<thead>
<tr>
<th>Reading Skills</th>
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<tbody>
<tr>
<td>* understanding organization in an informative speech</td>
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<tr>
<td>* scanning for details</td>
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<tr>
<td>* understanding the organization of an informative speech</td>
</tr>
<tr>
<td>* identifying thesis statement and supporting details</td>
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<tr>
<td>* outlining</td>
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<tr>
<td>* understanding synonyms, antonyms</td>
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<tr>
<td>* understanding onomatopoeia</td>
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<tr>
<td>* understanding graphs</td>
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<tr>
<td>* underlining adjectives and adverbs (government requirement)</td>
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<thead>
<tr>
<th>Theme 10: Medicine</th>
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<tbody>
<tr>
<td><strong>Main Readings:</strong></td>
</tr>
<tr>
<td>* A newspaper report titled “Cancer Cases on the Rise” by Abdul Ghafour</td>
</tr>
<tr>
<td>* A newspaper article titled “Experts Discuss the Pros and Cons of Alternative Medicine Treatment” by Maha Akeel</td>
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<thead>
<tr>
<th>General Theme:</th>
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<tbody>
<tr>
<td>writing an informative speech</td>
</tr>
<tr>
<td>* writing an outline</td>
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<tr>
<td>* using connectors</td>
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<tr>
<td>* writing a thesis statement</td>
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<tr>
<td>* writing a topic sentence</td>
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<tr>
<td>* supporting thesis statement with examples and descriptions</td>
</tr>
<tr>
<td>* writing a letter to the teacher explaining the language skills that the students feel they cannot master</td>
</tr>
<tr>
<td>* using adjectives, adverbs (government requirement)</td>
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<thead>
<tr>
<th>General Theme:</th>
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<tr>
<td>writing an advice column</td>
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<tr>
<td>* writing an argumentative essay</td>
</tr>
<tr>
<td>* writing a thesis statement and supporting it with examples</td>
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<tr>
<td>* writing a conclusion</td>
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<tr>
<td>* writing an outline</td>
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<tr>
<td>* editing for connector words</td>
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<tr>
<td>* writing dialogues (government requirement)</td>
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<td>Theme 11: Transportation</td>
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<td>Main Readings</td>
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<td>*A newspaper report</td>
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<tr>
<td>titled “Highway Patrol</td>
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<tr>
<td>Alleged to be Writing</td>
</tr>
<tr>
<td>Unwarranted Tickets”</td>
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<tr>
<td>by Mahmoud Ahmad</td>
</tr>
<tr>
<td>*A newspaper report</td>
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<tr>
<td>titled “Pubic Transport</td>
</tr>
<tr>
<td>System Under Review”</td>
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<tr>
<td>by Said Press Agency</td>
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<tr>
<td>* A magazine article</td>
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<tr>
<td>from the Business Wire</td>
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<tr>
<td>titled “Vehicles of the</td>
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<tr>
<td>Future”</td>
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<tr>
<td>Reading Skills</td>
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</tr>
<tr>
<td>*analyzing argument</td>
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<tr>
<td>*finding support with or against hypotheses</td>
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<tr>
<td>*guessing word meaning from context</td>
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<tr>
<td>*skimming a newspaper article</td>
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<tr>
<td>*skimming an essay</td>
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<tr>
<td>*outlining (idea mapping) and drawing a semantic map</td>
</tr>
<tr>
<td>*scanning the newspaper</td>
</tr>
<tr>
<td>*DRTA (reading to find 19th century words)</td>
</tr>
<tr>
<td>*reading to infer the characteristics of Edgar Allan Poe</td>
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<tr>
<td>*scanning to find adjectives that describe a criminal</td>
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<tr>
<td>*finding support for character description</td>
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<tr>
<td>*finding a basis for inference</td>
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<tr>
<td>*guessing word meaning from context</td>
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<tr>
<td>*learning about word origins</td>
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<tr>
<td>*inferring point of view</td>
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<tr>
<td>*predicting action</td>
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<tr>
<td>*reading biographical information</td>
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<tr>
<td>*anticipating and predicting action</td>
</tr>
<tr>
<td>*identifying elements of a horror story</td>
</tr>
<tr>
<td>*summarizing from a different point of view</td>
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<tr>
<td>*summarizing the story</td>
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<tr>
<td>General Theme</td>
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<tr>
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<tr>
<td>writing a persuasive essay</td>
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<tr>
<td>*writing a thesis statement and supporting it with examples and facts</td>
</tr>
<tr>
<td>*writing a letter to the editor</td>
</tr>
<tr>
<td>*using modals (government requirement)</td>
</tr>
<tr>
<td>*writing sentences using the comparative and superlative forms (government requirement)</td>
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</table>
*A fairy tale titled
"Hansel and Gretel"
by the Grimm Brothers

*making inferences
*reading a fairy tale
*scanning for adjectives
*scanning for adverbs
*interpreting map scales and legends
*following directions
*giving directions
*guessing meaning from context

* scanning for specific information
* distinguishing patterns of organization (genre)
giving each section a title (functional chunking)
* skimming for organization
* of information in an obituary
* guessing the meaning of words from context
* reading for gist
* finding support for character inference

General Theme:
writing a fairy tale
* writing map legends and scales
* writing directions
* writing from a different point of view
* writing adjectives and adverbs (government requirement)

* writing an obituary
* writing a brief biography
* writing adjective and adverb clauses and phrases (government requirement)
* writing summaries

* Obituary titled
"Princess Margaret, 71; Sister of the Queen"
by Majorie Miller
| *A newspaper report titled “School Hit Again by Food Poisoning”    | *guessing meaning from context  
|                                                                 | *making inferences  
|                                                                 | *reading an emergency chart  
|                                                                 | *reading a newspaper article  
|                                                                 | *reading a letter to the editor  
|                                                                 | *reading medicine labels  
| *The Brief biography of Gandi by Brian Clifford                 | *reading a brief biography  
|                                                                 | *skimming for organization in a biography  
|                                                                 | *making inferences about character  
|                                                                 | *guessing meaning from context  
|                                                                 | *scanning for details  
|                                                                 | *examining point of view  
|                                                                    | *DRTA  
|                                                                    | *summarizing  
| General Theme: writing prescriptions  
|                                                                 | *writing dialogues between doctors and patients (writing dialogues is a government requirement)  
|                                                                 | *writing a letter to the editor  
|                                                                 | *writing a petition  
|                                                                 | *writing an advice column  
|                                                                 | *using modals (government requirement)  
| General Theme: writing a newspaper report  
|                                                                 | *describing an event (government requirement)  
|                                                                 | *writing ideas in chronological order (government requirement)  
| | |
**Interview with Ingrid Jarradat Gassner titled “Ingrid Jaradat Gassner: An Austrian Media Activist in Palestine”**

*inferring the intended image in an interview*
*reading an interview*
*guessing the meaning of new words from context*
*making character inferences*
*supporting inferences with evidence*

**General Theme:**
writing a brochure
*paraphrasing main ideas (government requirement)*
*answering “wh” questions (government requirement)*

**General Theme:**
writing a cause-effect essay
*writing several causes for an effect*
*writing a journal entry*
*writing a thesis statement*
*supporting the thesis statement with examples, descriptions, statistics and quotations*
*writing a conclusion*
*editing for cohesive devices*

**General readings about the Middle East conflict**

*scanning for gist (government requirement)*
*skimming for details*
*reading a semantic map*
*identifying the thesis statement*
*identifying supporting details*
*making inferences*
OFFICIAL SAUDI OBJECTIVES
Official Saudi Objectives

General objectives for grade nine:

- To enable the students to survive in the real world using the English language.
- To give the students foundations for the secondary school English courses.
- To make students learn as much new English words as they possibly can.
- To give students a clear understanding of what they have learned on a variety of different subjects.
- To provide students with a clear understanding of English past, present and future basics.
- To enable students to speak and have the courage to ask and answer questions, not just in class but at any location they might use English in.
- To enable students to read by themselves.
- To enable students to write paragraphs under the guidance of a caring tutor.
- To give students awareness of the cultural differences and their effects in English.
- To develop the skill of depending on oneself outside the classroom.

Specific Objectives:

- Talk about habits, tools, and make definitions.
- Request things, make suggestions, and report what others have told them.
- Greet, inform, be informed, and request what you need in an easy and clear way.
- Use the tenses (past, present, and future).
- Develop new grammar and vocabulary.
- Listen to conversations, descriptions, etc…
• Continue practicing the alphabetical spelling until they can spell long words.
THEME 12 PEACE & CONFLICT
Lesson Plan for the Essay “Born Bad, Nature or Nurture?” By Glenn Garclik

Time: 4 school hours

I. Objectives:

Students will be able to:

A. Cognitive:

1. read a newspaper article and discuss it
2. scan to identify thesis statement and supporting topic sentences (DRTA)
3. debate the “nature-nurture” argument
4. find support for or against hypotheses
5. support their argument with examples
6. write a letter to the editor through e-mail to letters@arabnews.com, in which they react to the newspaper article
7. edit their paragraph for the use of modals (modals are required in the government behavioral objectives)
8. evaluate the lesson and teaching techniques by posting their likes, dislikes and what they further want to know about the subject on www.nicenet.com
9. write in the future tense (this is required in the governmental objectives)

B. Psychomotor

1. Students are required to catch a ball that the teacher throws to the student whom she wants to respond to her question; in this way students will be more alert.

II. Material

1. pictures related to the theme
2. chalkboard
3. football
4. the newspapers containing the article
5. overhead projector
6. the main reading on paper

III. Sequence

A. Before reading (through the procedure the teacher will throw a ball to the student whom she wants to answer her question)
   1. The teacher shows the students pictures related to the theme and makes them guess what the lesson is going to be about
   2. The teacher asks the students about the earliest crime in history.
   3. The students discuss and brainstorm what might be the possible reasons for criminality.

B. During reading
   1. Students discuss their reaction and opinion of the article.

C. After reading
   1. Students answer the comprehension questions.
   2. Students read to infer the meaning of new words.

D. Closure
   1. Students scan the newspaper and read the article on school fire, then they discuss what might have pushed the girl to commit her offence and what must be done with her.
   2. Students write a letter to the editor.

IV. Evaluation

A. Formal
   1. Students follow the steps provided to write a letter to the editor in response to the article.
   2. Students should evaluate the lesson and teaching techniques by posting their likes, dislikes and what they further want to know about the subject on www.nicenet.com

B. Informal: oral participation
Before You Read:
What is the earliest crime in history?
Comment on the following quotation:
“Society...prepares crimes; criminals are only the instruments necessary for executing them.”
*Lambert Adolphe Jacques Quételet* (1796-1874), Belgian astronomer and statistician. *On Man.*

**Born Bad? Nature or Nurture?**

The tattoo on the prisoner's arm reads: BORN TO RAISE HELL. Much as it may defy the science of the past, which blamed crime on social factors like the upbringing and the environment, scientists have come to believe that there are biological reasons for criminality.

Many prominent criminologists of the 19th century attributed crime mainly to the influence of poverty. They pointed out that those who are unable to provide adequately for themselves and their families through normal legal channels are frequently driven to theft, burglary and other offences. The incidence of crime tends to rise especially in times of widespread unemployment. The living conditions of the poor, particularly of those in slums, are characterized by overcrowding, lack of privacy, recreational facilities, and poor sanitation. So such conditions instill feelings of deprivation and hopelessness and are conducive to crime as a means of escape. The feeling is encouraged by the example set by those who have managed to escape through criminal means to what appears to be a better way of life.

However, current thinking stresses a range of genetic influences. The first proof for the biological basis of criminality was shown in the field of genetics. The traditional genetic approach has been to study families of criminals, adopted criminals and twins reared apart. The largest twin study of criminality ever conducted showed that when a male identical twin committed a crime, his twin was five times as likelier than the average man to commit a crime as well.

Second, studies have shown that in all societies about 90% of violent criminals are men. In addition, the male among animals is almost always aggressive. Therefore, these
facts made scientists believe that there are certain hormones in males tend to make them aggressive.

Third, some research suggests a link between criminal behavior and premature birth or low birth weight. Also, a woman's use of alcohol, cocaine, tobacco or other drugs during pregnancy may damage the development of the baby, in a way that he/she will have the tendency to be violent.

Finally, it is important to understand that there is no single explanation for criminality; therefore no single approach will end crime. However, the huge number of murders, muggings, and robberies taking place in the world ensure that scientists will expand their research on criminality and violence.

Exercise one: Answer the following questions.

1. What is the nurture argument in explaining the reasons for criminality? In your opinion, what are some of the factors in society that can cause a person to be a criminal?

2. How does the nature argument explain the reasons for criminality?

3. Do you think that at times of war almost anyone can become a criminal?
4. a. Draw your family tree. b. Explain what physical and psychological genes are inherited through the generations. c. Imagine that you got engaged and found out that your fiancé had a criminal grandfather, what would you do? Write in the future tense.
a.
5. What are the various types of punishments for the different crimes in your country? Write a report like the "Born Bad Nature or Nurture" report and present to class. (The teacher explains what a report is, see Appendix A)
Exercise Two: Read the following words as they are underlined in context, then answer by (true) or (false).

1. Genes is a subject that is not related to biology.

2. People's behaviors are influenced by their surroundings.

3. An operation room should be a non-smoking environment.

Exercise Three: Write a letter to the editor of www.arabnews.com in reaction to the newspaper article on school fire and discuss what might have pushed the girl to commit her offence and what must be done with her. Skim through the newspaper to reach letters to the editor, scan them. Follow these guidelines for your letter:

- Start with a phrase telling which article you are responding to: Regarding the article “Sixth Grade Girl Student Responsible for School Fire (May 15)”, I... Then tell your opinion. In response to the article “Sixth Grade Girl Student Responsible for School Fire (May 15)”, I...

- In the body of your letter give at least 2 or 3 reasons and examples that support your opinion.

  - you may want to use the following expressions: (I disagree with...) (is immoral) (My opinion is that...) (is the most logical solution) (In my opinion...) (I believe...)

  - try to develop cohesion by using the transition words you learned

  - use the modals “must”, “have to”, “should”, and “ought to” to state obligation and opinion. “Must” and “have to” express a stronger obligation than “should” and “ought to”
Sixth Grade Girl Student Guilty of School Fire

Madinah- The administration of the girl's primary school No. 47 located in the western region has finally come put with the causes of the fire that engulfed the school for the second successive time during the last two weeks, said Al-Watan Arabic newspaper.

A female student in the sixth class has admitted that she was responsible for the fire, when the school master managed to foil another attempt last Wednesday.

In the two previous cases, investigations had proved that the case involved criminal suspects, though in both cases, the details were different regarding the manner, timing and the magnitude of the fire. (RD Staff)
References


Lesson Plan for the Story "The Tell-Tale Heart"  

I. Objectives

A. Cognitive:

Students will be able to

1. summarize basic story elements
2. infer the characteristics of the author through his writings
3. deduce the personality of the main character in the story
4. describe the characteristics of an insane person
5. role play that they are reporters
6. write a report about how the murder took place and what are the motives
7. write in the past tense (this is required in the government behavioral objectives)
8. answer "wh" questions (this is required in the government behavioral objectives)
9. identify adjectives (this is required in the governmental objectives)
10. writing in direct speech (this is required in the governmental objectives)

B. Psychomotor

1. role play that they are police detectives reporting the crime

II. Material

1. blackboard
2. the story
3. biographical material about Edgar Allan Poe
III. Sequence

A. Before reading

1. The teacher asks the students what do they think are the characteristics of an insane person.

2. The teacher reads biographical information about Edgar Allan Poe.

B. During reading

1. Students read to find out about the setting of the story.

2. Students constantly predict what will happen next in the story.

3. Students are asked to underline the adjectives that describe a criminal.

4. Students underline words that are archaic.

5. The teacher asks the students the questions from number one till seven in the first exercise.

C. After reading

1. Students discuss questions 8 and 9.

2. Students write down the comprehension questions in exercise one.

3. Students skim the story to match vocabulary with their meaning.

4. The teacher explains objective reporting.

5. The students write a report about the murder.

6. The students role play that they are police reporters explaining how the murder happened.

7. Students discuss what they think should be the punishment of the narrator.
8. Students create a physical appearance for the character in the story.

9. Students write a report about the murder.

D. Closure: Students role play that you are television reporters talking about the murder.

IV. Evaluation

A. Formal

1. the objective report should follow the steps provided

B. Informal

1. oral participation
Before You Read:

1. Read the following information about Edgar Allan Poe

**Poe, Edgar Allan** (1809-1849), American writer, known as a poet and critic but most famous as the first master of the short story form, especially tales of the mysterious and macabre.

Poe was born in Boston on January 19, 1809. His parents, touring actors, both died in Poe's early childhood, and the boy was raised by John Allan, a successful businessman of Richmond, Virginia who was presumably his godfather. Taken by the Allan family to England at the age of six, he was placed in a private school. Upon returning to the United States in 1820 he continued to study in private schools and attended the University of Virginia for a year, but in 1827 his foster father, displeased by the young man's drinking and gambling, refused to pay his debts and forced him to work as a clerk.

Poe, disliking his new duties intensely, left the job, thus estranging Allan, and went to Boston. There his first book, *Tamerlane and Other Poems* (1827), was published anonymously. Shortly afterwards Poe enlisted in the US Army and served a 2-year term. In 1829 his second volume of verse, *Al Aaraaf*, was published, and he effected a reconciliation with Allan, who secured him an appointment to the US Military Academy. After only a few months at the academy Poe was dismissed for neglect of duty, and his foster father disowned him permanently.

Poe's third book, *Poems*, appeared in 1831, and the following year he moved to Baltimore, where he lived with his aunt and her 11-year-old daughter, Virginia Clemm.
The following year his tale “A MS. Found in a Bottle” won a contest sponsored by the Baltimore Saturday Visitor. From 1835 to 1837 Poe was an editor of the Southern Literary Messenger. In 1836 he married his young cousin. Through the next decade, much of which was marred by his wife's long illness, Poe worked as an editor for various periodicals in Philadelphia and New York. In 1847 Virginia died and Poe himself became ill; his disastrous alcohol addiction and his alleged use of drugs, recorded by contemporaries, may have contributed to his early death in Baltimore, on October 7, 1849.

2. Can you think of some mental and physical characteristics of an insane person?

3. While you are reading write down words that are archaic (ancient and out of date) and underline adjectives that describe a criminal and add your own.

The Tell Tale Heart
By Edgar Allan Poe

True! --nervous --very, very dreadfully nervous I had been and am; but why will you say that I am mad? The disease had sharpened my senses --not destroyed --not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and in the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily --how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! He had the eye of a vulture --a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees --very gradually --I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

Now this is the point. You fancy me mad. Madmen know nothing. But you should have seen me. You should have seen how wisely I proceeded --with what caution --with what foreboding. I went to work! I was never kinder to the old man than during the whole week before I killed him. And every night, about midnight, I turned the latch of his door and opened it --oh so gently! And then, when I had made an opening sufficient for my head, I put in a dark lantern, all closed, closed, that no light shone out, and then I thrust in my head. Oh, you would have laughed to see how cunningly I thrust it in! I moved it slowly --very, very slowly, so that I might not disturb the old man's sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay upon his bed. Ha! would a madman have been so wise as this! And then, when my head was well in the room, I undid the lantern cautiously--oh, so cautiously --cautiously (for the hinges creaked) --I undid it just so much that a single thin ray fell upon the vulture eye. And this I did for seven long nights --every night just at midnight --but I found the eye always closed; and so it was impossible to do the work;
for it was not the old man who vexed me, but his Evil Eye. And every morning, when
the day broke, I went boldly into the chamber, and spoke courageously to him, calling
him by name in a hearty tone, and inquiring how he has passed the night. So you see he
would have been a very profound old man, indeed, to suspect that every night, just at
twelve, I looked in upon him while he slept.
Upon the eighth night I was more than usually cautious in opening the door. A watch's
minute hand moves more quickly than did mine. Never before that night had I felt the
extent of my own powers — of my sagacity. I could scarcely contain my feelings of
triumph. To think that there I was, opening the door, little by little, and he not even to
dream of my secret deeds or thoughts. I fairly chuckled at the idea; and perhaps he heard
me; for he moved on the bed suddenly, as if startled. Now you may think that I drew
back — but no. His room was as black as pitch with the thick darkness, (for the shutters
were close fastened, through fear of robbers,) and so I knew that he could not see the
opening of the door, and I kept pushing it on steadily, steadily. I had my head in, and
was about to open the lantern, when my thumb slipped upon the tin fastening, and the
old man sprang up in bed, crying out -- "Who's there?" I kept quite still and said nothing.
For a whole hour I did not move a muscle, and in the meantime I did not hear him lie
down. He was still sitting up in the bed listening; --just as I have done, night after night,
hearkening to the death watches in the wall.
Presently I heard a slight groan, and I knew it was the groan of mortal terror. It was not a
groan of pain or of grief -- oh, no! -- it was the low stifled sound that arises from the
bottom of the soul when overcharged with awe. I knew the sound well. Many a night,
just at midnight, when all the world slept, it has welled up from my own bosom,
deepening, with its dreadful echo, the terrors that distracted me. I say I knew it well. I
knew what the old man felt, and pitied him, although I chuckled at heart. I knew that he
had been lying awake ever since the first slight noise, when he had turned in the bed. His
fears had been ever since growing upon him. He had been trying to fancy them
causeless, but could not. He had been saying to himself -- "It is nothing but the wind in
the chimney -- it is only a mouse crossing the floor," or "It is merely a cricket which has
made a single chirp." Yes, he had been trying to comfort himself with these
suppositions: but he had found all in vain. All in vain; because Death, in approaching
him had stalked with his black shadow before him, and enveloped the victim. And it was
the mournful influence of the unperceived shadow that caused him to feel -- although he
never saw nor heard -- to feel the presence of my head within the room.
When I had waited a long time, very patiently, without hearing him lie down, I resolved
to open a little -- a very, very little crevice in the lantern. So I opened it -- you cannot
imagine how stealthily, stealthily -- until, at length a simple dim ray, like the thread of
the spider, shot from out the crevice and fell full upon the vulture eye. It was open --
wide, wide open -- and I grew furious as I gazed upon it. I saw it with perfect distinctness
-- all a dull blue, with a hideous veil over it that chilled the very marrow in my bones; but
I could see nothing else of the old man's face or person: for I had directed the ray as if by
instinct, precisely upon the damned spot. And have I not told you that what you mistake
for madness is but over-acuteness of the sense? -- now, I say, there came to my ears a
low, dull, quick sound, such as a watch makes when enveloped in cotton. I knew that
sound well, too. It was the beating of the old man's heart. It increased my fury, as the
beating of a drum stimulates the soldier into courage.
But even yet I refrained and kept still. I scarcely breathed. I held the lantern motionless. I tried how steadily I could maintain the ray upon the eye. Meantime the hellish tattoo of the heart increased. It grew quicker and quicker, and louder and louder every instant. The old man’s terror must have been extreme! It grew louder, I say, louder every moment! —do you mark me well I have told you that I am nervous: so I am. And now at the dead hour of the night, amid the dreadful silence of that old house, so strange a noise as this excited me to uncontrollable terror. Yet, for some minutes longer I refrained and stood still. But the beating grew louder, louder! I thought the heart must burst. And now a new anxiety seized me—the sound would be heard by a neighbour! The old man’s hour had come! With a loud yell, I threw open the lantern and leaped into the room. He shrieked once—once only. In an instant I dragged him to the floor, and pulled the heavy bed over him. I then smiled gaily, to find the deed so far done. But, for many minutes, the heart beat on with a muffled sound. This, however, did not vex me; it would not be heard through the wall. At length it ceased. The old man was dead. I removed the bed and examined the corpse. Yes, he was stone, stone dead. I placed my hand upon the heart and held it there many minutes. There was no pulsation. He was stone dead. His eye would trouble me no more.

If still you think me mad, you will think no longer when I describe the wise precautions I took for the concealment of the body. The night waned, and I worked hastily, but in silence. First of all I dismembered the corpse. I cut off the head and the arms and the legs. I then took up three planks from the flooring of the chamber, and deposited all between the scantlings. I then replaced the boards so cleverly, so cunningly, that no human eye—not even his—could have detected any thing wrong. There was nothing to wash out—no stain of any kind—no blood-spot whatever. I had been too wary for that. A tub had caught all—ha! ha! When I had made an end of these labors, it was four o’clock—still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart,—for what had I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbour during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises. I smiled,—for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search—search well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigue, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.

The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears; but still they sat and still chatted. The ringing became more distinct:—It continued and became more distinct: I talked more freely to get rid of the feeling; but it continued and gained definiteness—until, at length, I found that the noise was not within my ears. No doubt I now grew very pale;—but I talked more fluently, and with a heightened voice. Yet the sound increased—and what could I do? It was a low, dull,
quick sound—much such a sound as a watch makes when enveloped in cotton. I gasped for breath—and yet the officers heard it not. I talked more quickly—more vehemently; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not go? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men—but the noise steadily increased. Oh God! what could I do? I foamed—I raved—I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder—louder—louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God!—no, no! They heard!—they suspected!—they knew!—they were making a mockery of my horror!—this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die! and now—again!—hark! louder! louder! louder! louder! louder! "Villains!" I shrieked, "dissemble no more! I admit the deed!—tear up the planks! here, here!—It is the beating of his hideous heart!"

After You Read:

Exercise One: Answer the following questions:

1. In the opening paragraphs how does the author engage your interest?

2. What is the setting of the story?

3. What did the narrator say that the motive of the murder was?
4. What behavior showed that the character is insane?

5. Describe the narrator’s relation to the victim.

6. What did the narrator hear on the 8th night that made him furious?

7. What do you think was the loud beating that the narrator heard during the police visit?

8. Tell the story from the point of view of the old man. Explain his relation to the narrator and how the murder took place.

9. After reading the story, how can you describe Edgar Allan Poe as a person and as a writer?
Exercise Two: Read these words in the story as they are underlined then match them with their meanings.

1. dissimulation  a. wisdom
2. sagacity  b. crack
3. crevice  c. concealment
4. distinctness  d. vividness
5. planks  e. boldness
6. wary  f. location
7. audacity  g. intensely
8. premises  h. trivialities
9. vehemently  i. wood
10. trifles  j. watchful
      k. tired

Exercise Three: Creating a Character

a. Think about the character of the murderer in the story, create ten physical traits and characteristics, choose from the following and you can add your own.

Physical Traits: tall-dark complexion- fair complexion-dark eyes- straight hair- curly hair- pointed nose- flat nose- pointed chin- wide forehead- wide shoulders- short neck- athletic- crooked teeth

<table>
<thead>
<tr>
<th>Ten Physical Traits</th>
<th>Ten Characteristics</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>10.</td>
<td>10.</td>
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</tbody>
</table>

b. Imagine the character and plan his appearance, speech, others reactions to him, and his surroundings.

**APPEARANCE**

- Hair (color, texture, style):

- Face (nose, mouth, ears, skin, eyes):

- Body:

- Smells:

- Typical Clothing:
SPEECH

Typical Sayings (accent, volume):

ACTION

Typical Actions:

REACTIONS BY OTHERS

Which person reacts how?
1. 
2. 
3. 
4. 
5.
SURROUNDINGS

What is the typical context of the character, his environment, surroundings?

d. Write a descriptive paragraph about the murderer.

_________________________
_________________________
_________________________
_________________________
_________________________
_________________________

Exercise Four:

Imagine that you are reporters investigating the murder. Write a report about how the murder took place and what was the motive, examine the Arab News reports displayed in the following pages. This is an outline for objective reporting:

1. Follow chronological order by using these transitions: First,...(Second, Third, and so on) Next,...Then... Finally,... Lastly,...

2. Be objective and keep your opinion out of the report.

3. Start by writing the main idea sentence that should tell the reader (write in the past
tense)

a. the time and place of the murder, for example: (Yesterday after midnight, in a small village in...)

b. tell what event is being reported

c. who or what was involved.

d. what happened

4. The rest of the report should explain more what happened (write in the past tense)

5. Write eyewitness accounts.

6. Write expert psychological account explaining the reason for the murder.

7. Write the reactions of the family and friends of the victim and the killer, use direct speech; for example: When talking to the mother of the murderer, she was surprised and said, "..."
Doctor Fined SR 15,000 for Diagnosis Delay

RIYADH- A doctor at the Riyadh Armed Forces Hospital was fined SR 15,000 and received a warning letter by the medical legal committee for delay in the diagnosis of a critically ill patient. The patient later died, reported the Abha-based Al-Watan Arabic newspaper.

But the sons of the deceased rejected the committee’s ruling and demanded that the doctor has to pay blood money. The sons, in their lawsuit against the doctor, pointed out that their father, Mohammed Ibn Salhan Al-Diwaihi, 67, who had been an officer in the armed forces, was brought to the Armed Forces Hospital four times with vomiting and stomach pain.

They added that the doctor did not admit their father to the hospital immediately and only did so after the deterioration of his health. They said that their father remained for five days without a proper diagnosis and was later referred to the surgery section where a surgical operation was performed on him.

They noted that following the surgery, his condition remained unstable and as a result, he was admitted to the ICU where he remained for one month until he died.

The committee in its ruling explained that the doctor had to refer the patient to surgery within 48 hours of the administration. (RD Staff)

Cat killer stalks English neighborhood

LONDON- Local authorities in the English midlands are on the prowl for a serial cat killer suspected of poisoning at least 10 unsuspecting felines, the Daily Mail reported yesterday. Cat owners in the Bordesley green neighborhood near Birmingham were being told to try to keep their pets indoors, while authorities posted notices to warn cat poisoners that they will be prosecuted, the tabloid said. Tests on some of the dead cats showed that they had eaten chicken laced with a banned weed killer. “It looks as though we are faced with a feline serial killer who takes delight in poisoning our cats,” John King, who has lost three cats, was quoted as saying. The report enforces British animal protection laws-by surprise. “We’ve had no official complaint,” a spokesman said. (AFP).
References


Lesson Plan

Title: Boycotting Israeli and American Products

Time: 4 school hours

I. Objectives

A. Cognitive: Students will be able to

1. argue with or against boycotting American and Israeli products
2. deduce the presuppositions that underlie the text
3. read and analyze a contract
4. distinguish fact from opinion
5. write sentences using the comparative and superlative forms (government requirement)
6. write a letter to the editor in response to the newspaper article "Boycott Alive and Well"

II. Material

1. chalkboard
2. papers and pens
3. the newspaper article
4. letters to the editor

III. Sequence

A. Set Induction

1. The teacher asks the students if they are with or against boycotting American products.
2. The teacher asks if they are using American products.

B. Procedure
1. Students read the letters to the editor.

2. Students answer exercises one till four.

3. Students read the newspaper article "Boycott Alive and Well" and answer exercise five.

4. Students write a letter to the editor in which they respond to the newspaper article "Boycott Alive and Well".

5. Students read the table and answer exercise six.

6. Students write a persuasive essay.

C. Closure: Students read their letters and vote for the most convincing one to send it for publication.

IV. Evaluation

A. Informal: oral participation

B. Formal: Students follow a guideline presented in the following pages for the evaluation of the persuasive essay.
Read the following letters to the editor presented in Arab News:

Letters to the editor

Zionist Dream

Richard Melson* United States

The US media and Washington policy-making have become so tangled up with Israeli themes, pressures, personalities and demands that the whole world finds itself in a kind of a bad Zionist dread, where rational political economy is becoming impossible. The situation has come to such a pass that Washington literally can’t function.

Jules Michelet, the famous 19th century French historian who co- coined the world Renaissance, had a dictum: “Chaque époque reve la suivante” (Every era has the dreams of the subsequent one). The mess that the world is living in now is the “subsequent era” of the Zionist dreams of the mid-nineties. If we are to emerge out of it, we need to enter a post-Zionist era. As for the United States, there needs to be a regime change. Sharon, Kristol, and Feith should not be in charge of the US foreign policy.

Bush’s Gift

S.H. Moulana* Riyadh

It is reported that George Bush has promised the Iraqi people a brand new prison with all the modern facilities – maybe with high-tech torture devices operated on a photocell, with no direct involvement of the American soldiers. We propose that the new prison be named after the great liberator of the Iraqi people, Abu Bush.

Abu Ghraib will be demolished, Bush has told us. What with Cheney’s Halliburton and the other US multinational all eager to “rebuild” Iraq, Bush will have no problem finding cronies to build a new prison.

As for demolishing the old one, who in the world is better qualified than Bush’s own “man of peace”, Ariel Sharon? Hasn’t he been showing his talent in demolition in Palestine?
Exercise One: Answer the following questions

1. Do the authors assume an informed or a general audience? Explain.

2. Explain their points of view.

Exercise Two: Underline the sentences in the texts, identify them as fact (f) or opinion (o).

Exercise Three: Here is a contract that must be signed in order to register a child at a daycare center. Read the sentences and find out the presuppositions that underlie them.

a. The fee of the registration is nonrefundable.

b. The children who owe the center money will not be registered for the next year.

c. A fine will be charged if you forget to sign your child in or out of the center.

d. Parents may increase their child’s hours whenever they want but they can’t decrease them.
c. Parents must volunteer for ten hours of work each year in the center.

f. Parents must give a thirty days notice if they are going to withdraw their child from the center.

Exercise Four: What are the presuppositions that underlie the letter of S.H Moulana?

---

Read the following newspaper article.

**Boycott Alive and Well**

Mohammed Alkhareiji, Arab News Staff —

**JEDDAH, 11 March 2003 — A boycott of Israeli products in Europe has forced the New York-based Freeman Center to start an e-mail campaign to help Israeli-made beauty and skin products Ahava.**

According to the e-mail, “Ahava has lost its entire European market due to their boycott of Israel.”

The e-mail also urges consumers to bypass stores and to buy directly from the manufactures. And interestingly enough it also urges consumers to stop buying European products and instead purchase Israeli-made alternatives. “If you wish to help against the boycott, when you go to the drug store, grocery or department store, take a break from your usual store brands (many of which are European-made products) and purchase Israeli products."

“When you go to the supermarket, go to the international foods aisle and purchase Israeli
Exercise Five: Answer the following questions.

1. Do you think that we have to boycott American and Israeli products?

2. Do you think that the boycott will be an effective solution to the Middle East conflict?

Exercise Six: Write a letter to the editor in which you respond to the article "Boycott Alive and Well". Follow the guidelines for writing a letter to the editor that you studied in lesson number one.

Exercise Seven: Read the table in the next page then answer the following questions.

1. Do you use the products of these companies?

2. Which company has higher sales Exxon or General Motors?

3. Which company has more profits, GTE or Du Pont?

4. Which company has less profits Mobil or Procter & Gamble?
Exercise Eight: Answer by true or false.

1. Exxon has the highest sales, while BellSouth has the lowest sales.
2. General Electric improved in rank since 1991, in contrast to Wal-Mart stores that did not.
3. Both Abbot Laboratories and Merck are health care industries.
4. Compared to PepsiCo, Mobil has more sales.
5. Neither GTE, nor American Home Products have their headquarters in Detroit.
<table>
<thead>
<tr>
<th>rank</th>
<th>1992</th>
<th>company</th>
<th>headquarters</th>
<th>industry</th>
<th>sales  ($ millions)</th>
<th>profits ($ millions)</th>
</tr>
</thead>
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<td>2</td>
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<td>Conglomerates</td>
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<td>5</td>
<td>Wal-Mart Stores</td>
<td>Bentonville, AR</td>
<td>Retailing</td>
<td>43,887</td>
<td>1,608.5</td>
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<td>5</td>
<td>6</td>
<td>Merck</td>
<td>Rahway, NJ</td>
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<td>8,603</td>
<td>2,121.7</td>
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<td>9</td>
<td>Coca-Cola</td>
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<td>Consumer</td>
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<td>8</td>
<td>American Telephone &amp; Telegraph</td>
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<td>Chemicals</td>
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<td>18</td>
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<td>17</td>
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<td>Atlanta, GA</td>
<td>Telecommunications</td>
<td>14,446</td>
<td>1,566.9</td>
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</table>

*Data from The 1992 Business Week 1000.

Source:
Exercise Nine: Write a brief persuasive essay in which you argue for or against boycotting American and Israeli products, use the guideline in the next page.
Essay Assessment and Guidelines

**Audience (20%)**
1. The author writes keeping the audience in mind.
2. I (the evaluator) was convinced about the writer’s argument after reading the letter.
3. **Organization (25%)**
   1. There is a clear thesis statement
   2. The paper has a clear introduction, body, and concluding paragraphs.

**Content (40%)**
1. The author supports her/his arguments with at least one of the following persuasive forms of support: expert opinion, facts, examples, statistics, personal anecdotes, and description.
2. The writer has a voice because he/she writes in a sincere way.

**Writing Conventions (15%)**
1. The author uses rich vocabulary to persuade his/her audience.
2. The relation between the ideas is clear because the author used cohesive devices.
3. The spelling, punctuation, and capitalization mistakes are minimal.

References


Lesson Plan “Child Abuse”
Time: 4 school hours

I. Objectives

A. Cognitive: Students will be able to
1. discuss the theme of child abuse
2. induce the different kinds of abuse
3. discuss family relations
4. analyze generalizations and stereotyping
5. compare/contrast Eastern and Western cultures concerning family relations including child abuse
6. draw a grid for comparison and contrast
7. write a comparison/contrast paragraph (government requirement)
8. write a petition to the Ministry of Social Affairs claiming for firm laws concerning child abuse

B. Affective: Students will hopefully develop compassion for abused children around the world.

II. Material

1. chalkboard
2. papers and pens
3. computers
4. the newspaper article
5. the newspaper report
6. wordwalls

III. Sequence

A. Set Induction
1. The teacher and students display their pictures on the wordwalls, give each a title and discuss it.
2. The students think about the different kinds of child abuse.
3. The students discuss the rights of children.
4. The teacher asks the students whether they think that neglect is one form of abuse, so that she introduces the newspaper report.

B. Procedure

1. Students read the newspaper report “Father to pay daughter for not loving her”.
2. Students answer exercises one, two, and three.
3. Students read the newspaper article “Who can protect the rights of the Kingdom’s abused children?”
4. Students answer exercise four.
5. Work in groups to write a petition directed to the Ministry of Social Affairs. (See Appendix B for the explanation of the petition)
6. The students type their petitions on the computers.

C. Closure: Students read their petitions, and they vote for the best form of petition so that it will be sent to the Ministry of Social Affairs.

IV. Evaluation

A. Informal: oral participation

B. Formal:

- The students should follow the checklist in the following pages for evaluation of the petition.
- The students should follow a checklist in the following pages for evaluation of the paragraph.
Before you read:

1. Do you think that the Arab and Islamic culture is different from the Western culture when it comes to family issues including child abuse?

Sidelights

Father to pay Daughter for not loving her

Barcelona- A Spanish court ordered a father to pay his daughter 12,000 euros ($11,670) in damages for failing to give her parental love, a newspaper report said yesterday. Paula, who is now aged 18 was born of a short relationship between her mother and father, according to the daily La Vanguardia. A court order had forced the man to help support her financially, but he never showed any interest in her and did not even greet her on the street in their southeastern home city of Elche. The total emotional absence of the father had forced the girl's mother to take her to a psychiatrist at the tender age of three. The obligation of the fatherhood covers more than just the financial concerns, the court said in the ruling. (DPA)

Exercise One: Answer the following questions.

1. Does this report reflect all of the western culture and its norms?

2. Discuss some of the generalizations and stereotyping about Arabs and Westerners.
Exercise Two:
Draw a two-column grid to compare/contrast the Eastern and Western cultures when it comes to family relations.

Exercise Three:
Write the ideas that are in the grid in the form of a brief paragraph. Follow the guidelines of page 54. Use the following transitions for comparison: while, however, on the other hand, compared to, nevertheless.
- Students should follow these paragraph assessment guidelines:

  **Content and Ideas (50%)**
  - The writer has thought about the topic and has a clear main idea.
  - The paragraph is convincing because there are enough logical points to support the main idea.
  - No important point is left out, no irrelevant point is included.

  **Organization and Form (35%)**
  - The reader wants to continue reading and can understand the main idea and supporting points easily after one reading. Each sentence is where it belongs.
  - The main idea is clearly expressed in the topic sentence.
  - The supporting points are clear.
  - The writer used the appropriate transitions

  **Writing conventions (15%)**
  - The paper is readable, there are few errors in word choice, sentence structure, grammar, mechanics.

Before you read:
Have you ever heard about child abuse incidents in Saudi Arabia, do you know about laws that protect children?

Who Can Protect the Rights of the Kingdom’s Abused Children?
Maha Akeel, Arab News —

JEDDAH, 30 June 2004 — A father was recently executed in Abha for killing his daughter.
A.R. Al-Muri had been physically abusing his daughter and inflicting burns on her body until she succumbed to her injuries. The father tried to hide his crime by putting the body in a bag and dumping it in the desert.
The dead girl’s sister, who suffered the same treatment, survives with a disfigured face and body. She now lives in a social care facility.
Another father in Jeddah, the subject of earlier Arab News reports whose abuse of his three-year-old son left the child quadriplegic, has now abandoned the child. He was summoned by police six months ago but remains at large.
In another reported incident of child abuse, a father in Makkah burned his nine-year-old son with an iron rod for messing up his car. Administrators at the child’s school noticed burns on the boy’s hands and feet. After providing the boy with the necessary treatment at a hospital, the school alerted the Makkah Education Department, which formed a committee to investigate the incident.
The committee questioned the father on “the reasons and motives for this severe punishment of his son and tried to inform him of the proper way to treat his son with kindness,” a newspaper report said. When the child showed up with bruises on several occasions, the school repeatedly contacted the father and asked him to sign an undertaking to stop abusing the child, the school principal said.
This is only a small sample of the abuse children suffer in Saudi society. In a recent study, it was found that 74.6 percent of the children brought to hospitals for treatment suffered physical abuse. These children are abused not only by their parents but also by domestic workers, relatives and neighbors. Another study found that 45 percent of Saudi children are subjected to some form of abuse on a daily basis, 21 percent are constantly abused and 24 percent sometimes.

Of the abuse, 33.6 percent is psychological, 25.3 percent physical and 23.9 percent neglect. Although some efforts have been made to address the issue at a social level, the critical instruments for pursuing and punishing the abusers remain out of reach.

In a recent seminar on child abuse, Dr. Talat Wazna, medical services director at the Ministry of Social Affairs, said one of the main problems is the uncertain future of the child once a judge rules to keep the child in a shelter while the parents undergo rehabilitation.

While some 75 percent of children in the care facilities of the Social Affairs Ministry are referred by municipalities, the ministry cannot accept cases referred by hospitals or police stations without the permission of the child's guardian, who is often the abuser, or of the regional governor.

Too often people are unaware that they can file complaints with the Public Prosecution and Investigation Committee and instead go to the police, according to Hussein Qahtani, the director of the committee in Yanbu. "Most people are ignorant of their rights when they file an abuse complaint and this discourages them from coming forward," said Qahtani.

However, even if people go through the proper channel and an investigation is carried out, there are no mechanisms that protect the child, according to lawyer Dr. Basim Alim. "The problem is that there are no clearly defined system and procedures to protect abused children," Dr. Alim told Arab News. Child abuse is widespread and requires a careful study of the types of abuse — be it mistreatment or exploitation — and the need for clear regulations defining the role of the different authorities, he said. Unfortunately, even when hospital reports indicate suspicion of child abuse, further investigations into who, how and why are usually stalled because family members will not cooperate.

"In cases of physical abuse, there is evidence, and investigations can proceed to some extent, but where there is no obvious physical evidence or in case of sexual abuse, it is very difficult to prove anything," he said.
The Makkah municipality recently formed a committee for child protection, but it has done little so far except outline ways of detecting child abuse. The only concrete action is taken if and when a case comes to court and a judge grants custody to one parent. But matters rarely proceed that far, and abused children can have no confidence that there is an effective system in place to protect them.

Exercise Four: Answer the following questions:

1. How are child abuse issues in the Western countries different from the Eastern countries?

2. What procedures should be taken to protect abused children?

3. Do you think that the abuser should be punished even if it was the mother or father or do you prefer rehabilitation homes?

Exercise Five

Work in groups to write a petition directed to the Ministry of Social Affairs, in which you object on child abuse, talk about children’s rights and call for firm laws for child protection against abuse. Surf the following site to read petitions on different subjects: www.petitions.com the petition below is an example that you can follow.

Title: Stop Rampant Child Support Injustices and Policies
Body of Petition:

In signing this petition you are supporting the rights of the non-custodial parent to be privy to any and all information pertaining to their case, children, and finances. Noncustodial parents should be aided in hardship. NOT JAILED. Non-custodial parents should not be demoralized. I want fairer treatment of non-custodial parents. I want reform of child support policies that would seek to alienate a parent from his or her child by way of jail, license revocation, etc. Cases should be individually, independently reviewed. Independent audits of fund coming into and out of child support should be performed. You should support this petition to aid in buildings bridges in families that have to learn to live together separately, never, never should a wedge be implemented in the affairs of families and finances.


Guideline for the evaluation of the petition:

**Audience (40%)**

1. The author addresses the audience well in terms of issues and interests.

**Content (40%)**

2. The author researched child abuse issues in Saudi Arabia well.
3. The author seems to be well informed on the rights of children in the developed countries.

**Writing conventions (20%)**

4. The author uses rich vocabulary to influence his audience.
5. The relation between the ideas is clear because the author used cohesive devices.
6. The spelling, punctuation, and capitalization mistakes are minimal.
7. The author followed the conventions of the genre
References


Lesson Plan for the Story “Hansel and Gretel”  By the Grimm Brothers

Time: 5 school hours

I. Objectives

A. Cognitive: Students will be able to

1. analyze the moral behind the story
2. discuss the literary elements of a fairy tale
3. create their own fairy tale
4. write a new version of the story from the point of view of one of the characters and role play it
5. underline the adjectives in the story that are related to good and evil and they could add their own synonyms and antonyms
6. underline at least 6 adverbs in the story
7. integrate the lesson they learned in geography about maps in order to draw a map
8. follow directions (this is required in the government behavioral objectives)
9. write directions (this is required in the government behavioral objectives)

C. Affective: Students hopefully will develop compassion for abused children around the world.

D. Psychomotor:

1. Students will role play the point of view of one of the characters.
2. Students will draw a map to guide Hansel and Gretel.

II. Material

1. wordwall
2. papers and pens
3. overhead projector

III. Sequence

A. Set Induction

1. The teacher asks if the students if they ever read a fairy tale.
2. The teacher asks the students about the elements of fairy tales (See
Appendix C)

B. Procedure

1. The students read the story (teacher is constantly asking them to predict).
2. The students answer exercise one.
3. The students scan the fairy tale to answer exercise two.
4. Students match the vocabulary words with their meanings, students are asked to read the words in context as they are underlined.
5. Students role play the story from the point of view of one of the characters.
6. Students draw a map and write directions so that Hansel and Gretel reach their home (the English teacher should coordinate with the geography teacher to introduce maps before this lesson is given).
7. Students show each other their maps.
8. Students create their own fairy tale.

D. Closure

1. Students read their fairy tales to the class

IV. Evaluation

A. Formal:

1. The teacher will evaluate the map skills through the students’ drawings.

B. Informal: oral participation
Before you Read
Have you ever read a fairy tale? What are the elements of a fairy tale? (See Appendix C)

Hansel and Gretel By the Grimm Brothers

Hard by a great forest dwelt a poor wood-cutter with his wife and his two children. The boy was called Hansel and the girl Gretel. He had little to bite and to break, and once when great dearth fell on the land, he could no longer procure even daily bread. Now when he thought over this by night in his bed, and tossed about in his anxiety, he groaned and said to his wife, what is to become of us. How are we to feed our poor children, when we no longer have anything even for ourselves. I'll tell you what, husband, answered the woman, early to-morrow morning we will take the children out into the forest to where it is the thickest. There we will light a fire for them, and give each of them one more piece of bread, and then we will go to our work and leave them alone. They will not find the way home again, and we shall be rid of them. No, wife, said the man, I will not do that. How can I bear to leave my children alone in the forest. The wild animals would soon come and tear them to pieces. O' you fool, said she, then we must all four die of hunger, you may as well plane the planks for our coffins, and she left him no peace until he consented. But I feel very sorry for the poor children, all the same, said the man.

The two children had also not been able to sleep for hunger, and had heard what their stepmother had said to their father. Gretel wept bitter tears, and said to Hansel, now all is over with us. Be quiet, Gretel, said Hansel, do not distress yourself, I will soon find a way to help us. And when the old folks had fallen asleep, he got up, put on his little coat, opened the door below, and crept outside. The moon shone brightly, and the white pebbles which lay in front of the house glittered like real silver pennies. Hansel stooped and stuffed the little pocket of his coat with as many as he could get in. Then he went back and said to Gretel, be comforted, dear little sister, and sleep in peace, God will not forsake us, and he lay down again in his bed. When day dawned, but before the sun had risen, the woman came and awoke the two children, saying get up, you sluggards. We are going into the forest to fetch wood. She gave each a little piece of bread, and said, there is something for your dinner, but do not eat it up before then, for you will get nothing else. Gretel took the bread under her apron, as Hansel had the pebbles in his pocket. Then they all set out together on the way to the forest. When they had walked a short time, Hansel stood still and peeped back at the house, and did so again and again. His father said, Hansel, what are you looking at there and staying behind for. Pay attention, and do not forget how to use your legs. Ali, father, said Hansel, I am looking at my little white cat, which is sitting up on the roof, and wants to say good-bye to me. The wife said, fool, that is not your little cat, that is the
morning sun which is shining on the chimneys. Hansel, however, had not been looking back at the cat, but had been constantly throwing one of the white pebble-stones out of his pocket on the road.

When they had reached the middle of the forest, the father said, now, children, pile up some wood, and I will light a fire that you may not be cold. Hansel and Gretel gathered brushwood together, as high as a little hill. The brushwood was lighted, and when the flames were burning very high, the woman said, now, children, lay yourselves down by the fire and rest, we will go into the forest and cut some wood. When we have done, we will come back and fetch you away.

Hansel and Gretel sat by the fire, and when noon came, each ate a little piece of bread, and as they heard the strokes of the wood-axe they believed that their father was near. It was not the axe, however, but a branch which he had fastened to a withered tree which the wind was blowing backwards and forwards. And as they had been sitting such a long time, their eyes closed with fatigue, and they fell fast asleep. When at last they awoke, it was already dark night. Gretel began to cry and said, how are we to get out of the forest now. But Hansel comforted her and said, just wait a little, until the moon has risen, and then we will soon find the way. And when the full moon had risen, Hansel took his little sister by the hand, and followed the pebbles which shone like newly-coined silver pieces, and showed them the way.

They walked the whole night long, and by break of day came once more to their father's house. They knocked at the door, and when the woman opened it and saw that it was Hansel and Gretel, she said, you naughty children, why have you slept so long in the forest. We thought you were never coming back at all. The father, however, rejoiced, for it had cut him to the heart to leave them behind alone.

Not long afterwards, there was once more great dearth throughout the land, and the children heard their mother saying at night to their father, everything is eaten again, we have one half loaf left, and that is the end. The children must go, we will take them farther into the wood, so that they will not find their way out again. There is no other means of saving ourselves. The man's heart was heavy, and he thought, it would be better for you to share the last mouthful with your children. The woman, however, would listen to nothing that he had to say, but scolded and reproached him. He who says a must say b, likewise, and as he had yielded the first time, he had to do so a second time also.

The children, however, were still awake and had heard the conversation. When the old folks were asleep, Hansel again got up, and wanted to go out and pick up pebbles as he had done before, but the woman had locked the door, and Hansel could not get out. Nevertheless he comforted his little sister, and said, do not cry, Gretel, go to sleep quietly, the good God will help
us. Early in the morning came the woman, and took the children out of their beds. Their piece of bread was given to them, but it was still smaller than the time before. On the way into the forest Hansel crumbled his in his pocket, and often stood still and threw a morsel on the ground. Hansel, why do you stop and look round. Said the father, go on. I am looking back at my little pigeon which is sitting on the roof, and wants to say good-bye to me, answered Hansel. Fool. Said the woman, that is not your little pigeon, that is the morning sun that is shining on the chimney.

Hansel, however, little by little, threw all the crumbs on the path. The woman led the children still deeper into the forest, where they had never in their lives been before. Then a great fire was again made, and the mother said, just sit there, you children, and when you are tired you may sleep a little. We are going into the forest to cut wood, and in the evening when we are done, we will come and fetch you away. When it was noon, Gretel shared her piece of bread with Hansel, who had scattered his by the way. Then they fell asleep and evening passed, but no one came to the poor children. They did not awake until it was dark night, and Hansel comforted his little sister and said, just wait, Gretel, until the moon rises, and then we shall see the crumbs of bread which I have strewn about, they will show us our way home again. When the moon came they set out, but they found no crumbs, for the many thousands of birds which fly about in the woods and fields had picked them all up. Hansel said to Gretel, we shall soon find the way, but they did not find it. They walked the whole night and all the next day too from morning till evening, but they did not get out of the forest, and were very hungry, for they had nothing to eat but two or three berries, which grew on the ground. And as they were so weary that their legs would carry them no longer, they lay down beneath a tree and fell asleep.

It was now three mornings since they had left their father's house. They began to walk again, but they always came deeper into the forest, and if help did not come soon, they must die of hunger and weariness. When it was mid-day, they saw a beautiful snow-white bird sitting on a bough, which sang so delightfully that they stood still and listened to it. And when its song was over, it spread its wings and flew away before them, and they followed it until they reached a little house, on the roof of which it alighted. And when they approached the little house they saw that it was built of bread and covered with cakes, but that the windows were of clear sugar. We will set to work on that, said Hansel, and have a good meal. I will eat a bit of the roof, and you Gretel, can eat some of the window, it will taste sweet. Hansel reached up above, and broke off a little of the roof to try how it tasted, and Gretel leaned against the window and nibbled at the panes. Then a soft voice cried from the parlor—
nibble, nibble, gnaw who is nibbling at my little house.
The children answered -
the wind, the wind,
the heaven-born wind, and went on eating without disturbing themselves. Hansel, who liked the
taste of the roof, tore down a great piece of it, and Gretel pushed out the whole of one round
window-pane, sat down, and enjoyed herself with it. Suddenly the door opened, and a woman as
old as the hills, who supported herself on crutches, came creeping out. Hansel and Gretel were so
terribly frightened that they let fall what they had in their hands. The old woman, however,
nodded her head, and said, oh, you dear children, who has brought you here. Do come in, and
stay with me. No harm shall happen to you. She took them both by the hand, and led them into
her little house. Then good food was set before them, milk and pancakes, with sugar, apples, and
nuts. Afterwards two pretty little beds were covered with clean white linen, and Hansel and
Gretel lay down in them, and thought they were in heaven.

The old woman had only pretended to be so kind. She was in reality a wicked witch, who lay in
wait for children, and had only built the little house of bread in order to entice them there. When
a child fell into her power, she killed it, cooked and ate it, and that was a feast day with her.
Witches have red eyes, and cannot see far, but they have a keen scent like the beasts, and are
aware when human beings draw near. When Hansel and Gretel came into her neighborhood, she
laughed with malice, and said mockingly, I have them, they shall not escape me again. Early in
the morning before the children were awake, she was already up, and when she saw both of them
sleeping and looking so pretty, with their plump and rosy cheeks, she muttered to herself, that
will be a dainty mouthful.

Then she seized Hansel with her shrivelled hand, carried him into a little stable, and locked him
in behind a grated door. Scream as he might, it would not help him. Then she shook her till
she awoke, and cried, get up, lazy thing, fetch some water, and cook something good for your
brother, he is in the stable outside, and is to be made fat. When he is fat, I will eat him. Gretel
began to weep bitterly, but it was all in vain, for she was forced to do what the wicked witch
commanded. And now the best food was cooked for poor Hansel, but Gretel got nothing but crab-
shells. Every morning the woman crept to the little stable, and cried, Hansel, stretch out your
finger that I may feel if you will soon be fat. Hansel, however, stretched out a little bone to her,
and the old woman, who had dim eyes, could not see it, and thought it was Hansel's finger, and
was astonished that there was no way of fattening him. When four weeks had gone by,
and Hansel still remained thin, she was seized with impatience and would not wait any longer.
Now, then, Gretel, she cried to the girl, stir yourself, and bring some water. Let Hansel be fat or
lean, to-morrow I will kill him, and cook him. Ah, how the poor little sister did lament when she
had to fetch the water, and how her tears did flow down her cheeks. Dear God, do help us, she cried. If the wild beasts in the forest had but devoured us, we should at any rate have died together. Just keep your noise to yourself, said the old woman, it won't help you at all.

Early in the morning, Gretel had to go out and hang up the cauldron with the water, and light the fire. We will bake first, said the old woman, I have already heated the oven, and kneaded the dough. She pushed poor Gretel out to the oven, from which flames of fire were already darting. Creep in, said the witch, and see if it properly heated, so that we can put the bread in. And once Gretel was inside, she intended to shut the oven and let her bake in it, and then she would eat her, too. But Gretel saw what she had in mind, and said, I do not know how I am to do it. How do I get in. Silly goose, said the old woman, the door is big enough. Just look, I can get in myself, and she crept up and thrust her head into the oven. Then Gretel gave her a push that drove her far into it, and shut the iron door, and fastened the bolt. Oh. Then she began to howl quite horribly, but Gretel ran away, and the godless witch was miserably burnt to death.

Gretel, however, ran like lightning to Hansel, opened his little stable, and cried, Hansel, we are saved. The old witch is dead. Then Hansel sprang like a bird from its cage when the door is opened. How they did rejoice and embrace each other, and dance about and kiss each other. And as they had no longer any need to fear her, they went into the witch's house, and in every corner there stood chests full of pearls and jewels. These are far better than pebbles. Said Hansel, and thrust into his pockets whatever could be got in, and Gretel said, I, too, will take something home with me, and filled her pinafore full. But now we must be off, said Hansel, that we may get out of the witch's forest.

When they had walked for two hours, they came to a great stretch of water. We cannot cross, said Hansel, I see no foot-plank, and no bridge. And there is also no ferry, answered Gretel, but a white duck is swimming there. If I ask her, she will help us over. Then she cried - little duck, little duck, dost thou see,

Hansel and Gretel are waiting for thee. There's never a plank, or bridge in sight, take us across on thy back so white.

The duck came to them, and Hansel seated himself on its back, and told his sister to sit by him. No, replied Gretel, that will be too heavy for the little duck. She shall take us across, one after the other. The good little duck did so, and when they were once safely across and had walked for a short time, the forest seemed to be more and more familiar to them, and at length they saw from afar their father's house. Then they began to run, rushed into the parlor, and threw themselves round their father's neck. The man had not known one happy hour since he had left the children in the forest. The woman, however, was dead. Gretel emptied her pinafore until pearls and
precious stones ran about the room, and Hansel threw one handful after another out of his pocket to add to them. Then all anxiety was at an end, and they lived together in perfect happiness. My tale is done, there runs a mouse, whosoever catches it, may make himself a big fur cap out of it.

Exercise One: Answer the following questions.
1. What is the setting of the fairy tale?

2. Who are the characters?

3. What is the plot?

Exercise Two:
a. Work in groups to underline at least five adjectives that are related to good and evil, then add your own adjectives.
b. underline at least six adverbs.

Exercise three: Read the following vocabulary words as they are underlined in context then match them with their meanings.

- a. glittered 1. sparkled
- b. thickest 2. sunrise
- c. dawned 3. broke into bits
- d. crumbled 4. tremendously
- e. terribly 5. densest
- f. dearth 6. food scarcity
- 7. fell down

Exercise Four: Study the role of one of the characters in the tale, role play the story from his/her point of view. Write the script.
Exercise Five: Create your own fairy tale, think about the following questions.

1. Who will be my characters?
2. What will be the problem or conflict?
3. How will it end?
4. When will the story take place?
5. How will I describe my characters (personality traits, physical description)?
Exercise Six: Hansel and Gretel are lost and they need your help to get back home, work in groups to draw a map and give directions so that you can save them.

The teacher gives the students the following directions:

a. Get an A5 paper and a pencil.

b. Draw an outline map of an imaginary continent, include one peninsula and one bay.

c. Show a scale of kilometers in your legend for the map.

d. Draw east-west and north-south lines on your map.

e. Draw a mountain range running east and west across the continent, but include at least one mountain pass. Place the symbol you use for the mountain range in your legend.

f. Show a city in the northern half of your continent and one in the southern half. Make each one a seaport.

g. Show a railway joining the two cities.

h. Show three rivers on your continent, show a lake and a swamp. Place all the symbols you use for cities, rivers lakes and swamps on the legend.

i. Show boundary lines that divide your continent into three large countries and one small country.
References


Lesson Plan “Princess Margaret, 71; Sister of the Queen”  Time: 5 school hrs

I. Objectives

A. Cognitive: Students will be able to

1. scan for specific information
2. infer the genre of the text
3. skim for the organization in an obituary
4. guess meaning of words from context
5. read for gist
6. find support for character inference
7. separate the obituary into chunks
8. conduct research on Ariel Sharon
9. write a brief biography on Ariel Sharon
10. underline adjective and adverb clauses and phrases (this is required in the government behavioral objectives)

B. Affective: Students will hopefully develop compassion towards the Palestinian people.

II. Material

1. paper and pens
2. the obituary of princess Margaret
3. computer with Internet access
4. chalkboard
5. pictures of famous actors/actresses

III. Sequence

A. Set Induction

1. Students preview the text to find out what is the purpose of the text.
2. Students guess the genre of the text.
4. Students talk about the format of the obituary in their country.

B. Procedure

1. Students infer what are the main points that are discussed in the
first five paragraphs.

2. Students discuss how did the princess’s health deteriorate.
3. Students discuss what were the responses to her death.
4. Students give each section in the obituary a title.
5. Students underline the adjective clauses and the adverb clauses.
6. Students use their word attack skills to guess the meaning of the underlined words.
7. Students conduct research in groups to show how do obituaries vary according to culture.
8. Students work in groups to research for the biography of Ariel Sharon.
9. Students work in groups to write an obituary for Ariel Sharon.
10. Students are asked to follow the format of the princess Margaret obituary and to be creative when talking about his death and reactions to his death.

C. Closure

1. Students read their obituaries.

III. Evaluation

A. Formal

1. Students should follow the format of the princess Margaret obituary when writing the obituary.

B. Informal

1. Oral participation
Before you Read:
1. Scan the text, what is its purpose?
2. What is the genre of the text?
3. What is the format of the obituary in your country?

Princess Margaret, 71; Sister of the Queen

By Majorie Miller
Times Staff Writer

LONDON- Queen Elizabeth the second’s sister, Princess Margaret-whose life was marked by glamour, thwarted love and sadness-has died at age 71, Buckingham Palace announced Saturday morning. The queen’s sole sibling, four years Elizabeth’s junior, had been frail after a series of strokes and was in a wheelchair for her last public appearances, including Queen Mother Elizabeth’s 101st birthday in August.

The princess suffered another stroke Friday, developed cardiac problems during the night and was rushed from the Kensington Palace to the hospital before dawn. She died “peacefully in her sleep about 6:30 a.m.,” the royal bulletin said. Her children, Lord David Linley, 40, and lady Sarah Chatto, 37, were with her. Recalling her “darling aunt,” her nephew, Prince Charles, told reporters: “The last few years with her awful illness were hard for her to deal with, particularly as she was such a wonderfully vibrant woman with such a free spirit.”

The queen, who had been with her ailing mother at Sandringham, the royal residence in Norfolk, returned to Buckingham Palace. The death casts a shadow over Elizabeth’s
Golden Jubilee celebrations, which began last week. The nation went into mourning as flags flew from Buckingham Palace, the primary royal residence in London, to city halls in Scotland and North Ireland. Crowds of mourners milled outside the palace as well as the royal palace of Kensington, where the princess's body was taken so friends and family could pay respects privately. Early this week, it is to be moved to St. James's Palace and will remain there until the funeral on Friday. The funeral at St. George's Chapel in Windsor Castle, is expected to be attended only by members of the royal family and friends, while a memorial service will be held at a later date. Tributes poured in Saturday from the prime minister, other politicians, heads of state, working people, and pensioners.

"The whole country will be deeply saddened by princess Margaret's death," Prime Minister Tony Blair said during a trip to Africa. "She will be remembered with a lot of affection... She gave a great deal of service to the country." Her former husband, who was Lord Snowdown, said that he and the children were "extremely saddened." A blue-eyed beauty in her youth, she was the Diana of her day. She was gorgeous in a wardrobe judged second only to that of Grace Kelly-the Hollywood actress who became princess of Monaco-and was often in photographers' lenses. As the queen's sister, Margaret had the wealth and privileges of the royalty without the responsibility. She partied in West End theaters and Mayfair clubs, smoked in public when women of her social standing rarely did, and was romantically linked to leading actors and eligible aristocrats of her day. Although she had no constitutional role, she soon learned that there were no limits on what she could do. Her life became a public tragedy of renounced love.

The Church of England, the British government and the Times of London joined the royal family in opposing her plan to marry a divorced commoner 16 years her senior who had won her heart. Group Capt. Peter Townsend, a World War II Battle of Britain pilot was by all accounts the love of Margaret's life. But under the threat of exile and financial ruin, she put her duty first and announced that she would not marry him. Henceforth, she never spoke publicly about him or anything else in her personal life. Like her sister and mother, she did not give interviews. Townsend, however, reflected on the ill-fated romance in his 1978 autobiography. "I simply hadn't the weight, I knew it to
Margaret Rose was born to the duke and duchess of York in 1930 at Glamis Castle in Scotland. Six years later, her uncle, King Edward the eighth, abdicated to marry divorced American Wallis Simpson and Margaret’s father assumed the throne as King George the sixth. Margaret reportedly said to her sister at the time: “Does that mean you’re going to be the queen? Poor you.” The family moved to Buckingham Palace, where the girls grew up and were educated privately. As an adult, Margaret insisted that she did not suffer from “second daughteritis” and that, although they had very different personalities, she and her sister rarely argued. “In our family, we don’t have rifts, we have a jolly good row, and then it’s all over. And I’ve only twice ever had a row with my sister,” she said. She never revealed the source of the two arguments.

During World War II, the family lived in Windsor Castle, about 40 miles West of London, to escape continual German bombing, hiding in dungeons, along with crown jewels. Margaret once described the war years “as black and gloomy.” After the war, she embarked on the life of the socialite, as well as one of the royal duties. After the renunciation of Townsend, she married socialite Anthony Armstrong-Jones. They had two children, and Armstrong-Jones was made Lord of Snowdown. The couple led a public life among celebrities and front page figures rather than slavishly following royal protocol. Nonetheless, royal life proved to be a burden for Snowdown, and the pair had a highly publicized divorce in 1978.

Snowdown married again, while Margaret embarked on a life of parties, she was a chain smoker and a heavy drinker and later paid dearly for it. She suffered respiratory illnesses and had part of a lung removed in 1985. She had a mild stroke in February 1998 and scalded her feet in hot bathwater a year later- an injury that hobbled her for weeks. Another stroke followed last March. The princess was last seen in public before Christmas at the 100th birthday party of Princess Alice, the duchess of Gloucester. Sitting in a wheelchair, Margaret wore dark glasses, and her face appeared swollen by medication. She lost some eye-sight and mobility after the strokes.

During her life, she was an assiduous patron of the arts, particularly the Royal Ballet, as well as children’s organizations such as the National Society for the Prevention of Cruelty to Children, the orphanage charity Barnardo’s and the Girl Guides.
Exercise One: Answer the following questions.

1. What are the main points that are discussed in the first five paragraphs?

2. How did the prince's health deteriorate?

3. What were the responses to her death?

Exercise Two: Divide the obituary into sections then give each section a title.

Exercise Three: Underline the adjective clauses once and the adverb clauses twice (See Appendix D)
References

Lesson Plan “Medical Issues”
Time: 6 school hours

I. Objectives

A. Cognitive: Students will be able to
   1. read and interpret medicine labels
   2. interpret a chart about household poisoning emergencies
   3. reflect on a newspaper report
   4. create dialogues between patients and doctors (government requirement)
   5. diagnose the illnesses of patients in case studies
   6. infer the use of some medicines
   7. integrate the lesson they learned in chemistry and physical science to the topic of “poisoning” in the English session
   8. deduce the responsibilities of a school principal
   9. read and discuss a newspaper report and a letter to the editor in response to it
   10. writing a petition directed towards the school principal

B. Psychomotor: Students will be able to role play conversations between doctors and patients.

C. Affective: Students will hopefully develop compassion towards sick people.

II. Material

1. household emergency chart
2. books and pens
3. chalkboard
4. medicine labels
5. newspaper article “School Hit Again by Food Poisoning” on transparency
6. overhead projector
7. computers
with white paper that is supposed to be pasted on it.

5. All medicine labels are piled on the teacher’s table.

6. Every pair of student picks up one medicine label.

7. After studying their medicine label that they have, students work in pairs to role play a dialogue between a patient describing his symptoms (according to the medicine label she has) and a doctor diagnosing and prescribing medicine.

8. Students role play the dialogues.

9. The teacher displays the newspaper article “School Hit Again By Food Poisoning” and the letter sent to the editor in response to it and she asks the students to read it.

10. The teacher asks the students the following questions: -What do you think should be the punishment of the cafeteria owner and the principal? In your opinion, what are the responsibilities of the principal towards the students? Are you with or against Iqbal’s view? Do you think that the fathers that objected are fanatics? Do you know other accounts that showed a radical ideology of Islam?

11. Students write a petition from the point of view of a mother directed towards the principal, in which they object on the school poisoning incident. They should follow the evaluation format below.

12. Students peer edit each others petitions.

13. Students type their petitions.

IV. Closure: Students read their petitions.

V. Evaluation:

A. Formal: The students should follow the following format when writing their petition:

   Audience (40%)

   1. The author addresses the principal and the parents well in terms of issues and interests.
Content (40%)

1. The author knows her rights well as a mother of a student and as a citizen.
2. The author seems to know the responsibilities that a principal has towards his students and their parents.

Writing Conventions (20%)

1. The author uses rich vocabulary to influence his audience.
2. The relation between the ideas is clear because
3. The petition follows the conventions of the genre.
4. The register is appropriate.
5. The spelling, punctuation, and capitalization mistakes are minimal.


B. Informal: Oral participation
Figure 3.12. Accidental Poisoning Responses

Listed here are more than 35 substances that often are the cause of accidental poisoning. After each one is a letter of the alphabet, keyed to the chart below the list.

In any poisoning emergency, try to identify the offending substance. (For example, 'Isidra.') Then check the list for it and note what the key letter is for it. (For example, the key letter for bromine would be 'C'). Look under that letter in the section below, and you'll quickly see what to do for that particular kind of poisoning.

<table>
<thead>
<tr>
<th>A GET THE PATIENT TO VOMIT with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) One tablespoon of mustard in a glass of warm water</td>
</tr>
<tr>
<td>b) One tablespoon of salt, distilled</td>
</tr>
<tr>
<td>c) Insert spoon handle or finger in throat; press down back of tongue</td>
</tr>
<tr>
<td>Place victim face down, with head lower than hips</td>
</tr>
<tr>
<td>Give plenty of strong tea or coffee</td>
</tr>
<tr>
<td>Don't give alcohol in any form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B Induce vomiting, as in &quot;A.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then give a mixture of the following:</td>
</tr>
<tr>
<td>2 tablespoons powdered charcoal</td>
</tr>
<tr>
<td>(or use powdered burnt toast)</td>
</tr>
<tr>
<td>1 tablespoon milk of magnesia</td>
</tr>
<tr>
<td>4 tablespoons very strong tea</td>
</tr>
<tr>
<td>Follow with 2 cups strong coffee or tea</td>
</tr>
</tbody>
</table>

| C Get patient to swallow large quantities of starch substances (such as flour or bread or cracker crumbs) with water. |
| Induce vomiting, as in "A." |
| Repeat until blue color has disappeared from vomit |

<table>
<thead>
<tr>
<th>D Get patient to vomit, as in &quot;A.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get patient to swallow liberal amounts of milk and egg whites, to help dilute poison in stomach</td>
</tr>
<tr>
<td>Give patient two cups of strong tea or coffee, mixed with egg whites</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E Induce vomiting as in &quot;A.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer epson salt solution</td>
</tr>
<tr>
<td>(1 tablespoon salt in a glass of warm water), and one-half cup of mineral oil (not animal fat or vegetable oil)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F Get patient to vomit, as in &quot;A.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer baking soda solution</td>
</tr>
<tr>
<td>(1 tablespoon soda in two glasses of water)</td>
</tr>
<tr>
<td>Repeat process until alcohol odor is no longer detectable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G DO NOT INDUCE VOMITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give patient a mixture of vinegar and water, or liberal quantities of citrus fruit juices. Follow with glasses of milk.</td>
</tr>
<tr>
<td>If yea has been swallowed, rush patient to hospital</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H Get patient to vomit, as in &quot;A.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give epson salt solution (two tablespoons salts in one pint of water). One pint = 2 glasses.</td>
</tr>
<tr>
<td>Have patient drink two cups strong tea or coffee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I DON'T INDUCE VOMITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instead, give milk of magnesia, milk, mixed with a liberal amount of water, or beaten egg whites.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>J DON'T INDUCE VOMITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have patient drink 4 ounces of mineral oil, plus several cups of coffee or tea</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K Get patient to vomit, as in &quot;A.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have patient drink two cups of strong tea or coffee. Give patient artificial respiration if required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L Get patient to vomit, as in &quot;A.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the plant which has been eaten and call your physician for instructions</td>
</tr>
</tbody>
</table>

| M Move patient away from source of fumes and into unencumbered air. Keep patient warm and encourage resting. If required, provide artificial respiration |

| N Give lots of strong coffee or tea. Immediately ask doctor for advice on treatment |

<table>
<thead>
<tr>
<th>O Induce vomiting, as in &quot;A.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have patient drink liberal amounts of milk</td>
</tr>
</tbody>
</table>

---

Exercise One: Answer the following questions.

1. What are the chemical substances that cause poisoning?

2. What physical changes does poisoning cause?

Exercise Two:

Form groups, develop case studies that utilize the chart. Groups then should exchange the case studies and use the chart to find out what to do for that particular kind of poisoning. The following case study is given as an example:

A family goes on a picnic in the country. There are a lot of wild mushrooms growing near them which look exactly like the ones they buy in the supermarket. They pick some and decide to eat them that evening. The 13-year-old daughter is the only member in the family who hates mushrooms, so she eats a hamburger instead. Some of the mushrooms were poisonous. What should the daughter do?

Case Study
Exercise Three: Every pair of students picks up one medicine label. After studying your medicine label, role play a dialogue between a patient describing her symptoms (according to the medicine label that you have) and a doctor diagnosing and prescribing medicine.
Read the following newspaper report and the letter to the editor written in response to it.

School Hit Again by Food Poisoning
Staff Writer

Riyadh- for the second time this week, girls from an elementary school were taken to hospital with food poisoning. Prince Salman Hospital received several cases from public school No. 309, reported Al-Madinah. On Monday, 20 students were given medical treatment after suffering severe stomach pains.

The cause of the poisoning is believed to be expired food sold at the school cafeteria as well as school neglect on the issue, the daily reported. The school driver attended to the poisoned students despite being warned by the school’s principal who said that he was not their legal chaperon.

Parents have submitted complains and are demanding an investigation. One parent said that this was the second time he had taken his daughter to the hospital due to food poisoning.

According to a medical source at the hospital, three students have underwent tests and their results will be submitted along with a detailed report to the authorities.

Legal Chaperones
Iqbal J. -Alriyadh

I was intrigued by the report “School Hit Again by Food Poisoning” (June 2). As I understand it, the situation was simple enough: Some kids had food poisoning and they were rushed to the hospital. Objection is raised because the school driver who took the children to the hospital was not their legal chaperone.

So far as I know, anywhere in the world, the normal thing to do when there is a case of food poisoning is to rush the victims to the nearest hospital and get immediate medical treatment. I can’t imagine what is wrong with that. When fathers think that the status of the man that took their children to the hospital is more important than saving their lives , I would say that silliness and paranoia can’t be any more dangerous.
This is another case of local culture and traditions working against what is correct and required in emergencies. Any Muslim knows that when life is under threat, Islam does not require female to die just because those who saved their lives are not their “legal chaperones”.

Exercise Four: Answer the following questions.

1. What do you think should be the punishment of the cafeteria owner and the principal?

2. In your opinion, what are the responsibilities of the principal towards the students?

3. Are you for or against Iqbal's view? Why?

4. Do you think that the fathers that objected are fanatics?

5. Do you know other accounts that showed a radical ideology of Islam?
Exercise Five: Write a petition from the point of view of a mother directed towards the principal, in which you object on the school poisoning incident. Follow the evaluation format in the next page.

Evaluation Format

**Audience (40%)**

1. The author addresses the principal and the parents well in terms of issues and interests.

**Content (40%)**

2. The author knows her rights well as a mother of a student and as a citizen.

3. The author seems to know the responsibilities that a principal has towards his students and their parents.

**Writing Conventions (20%)**

4. The author uses rich vocabulary to influence his audience.

5. The relation between the ideas is clear because

6. The petition follows the conventions of the genre.

7. The register is appropriate.

8. The spelling, punctuation, and capitalization mistakes are minimal.

References


Lesson plan for the autobiography of “Gandi” by Brian Clifford

Time 4 school hours

I. Objectives

A. Cognitive: students will be able to
   1. read and analyze the excerpt from the biography of Gandi
   2. read and interpret a table
   3. write a newspaper report
   4. infer what are the characteristics of a leader
   5. deduce how the characteristics of a leader change overtime
   6. integrate the social studies lesson with their English lesson
   7. discuss patriotism
   8. explore their values

B. Psychomotor: Students will be able to draw a timeline.

C. Affective: Students will hopefully develop more their feelings of patriotism.
   Students will hopefully be aware of religious fanatics.

I. Material: - chalkboard
   - paper and pens
   - biography of Gandi
   - the table of events
   - dictionaries

II. Sequence

A. Set Induction
   1. The teacher asks the students the following questions: -What are the characters of a leader? Who is Gandi?

B. Procedure

1. Students read the text having in mind the following question: What characteristics of a leader Gandi has?

2. After reading the teacher asks the following questions: - Did Gandi inherit a position of power or did he arise from an obscure background? What made him famous? What cause did he fight for? How many years was India under the British rule? Are you for or against Gandi’s cause? How did he influence events
during his lifetime? What have they left behind them after their death? How is the biography organized? Do you think that there are new abilities required for effective leadership in the present age? Why did the Hindu fanatic assassinate Gandhi? Who are some Islamic fanatics? What did they do? What are their beliefs?

3. Students look up the meanings of the underlined words.

4. The students are given the table below and are asked to work in groups to design a timeline for Gandhi and then they present it (the English teacher should coordinate with the history teacher so that the students study timelines beforehand).

5. The students are asked to imagine that they are living in the same period of Gandhi, using the information about the characteristics of Gandhi, major events in his life, and the age in which he was living, write an eyewitness description of an event in which he had a main role. The writing should be in the form of a newspaper report.

C. Closure: Students read their reports.

III. Evaluation

A. Formal:

- The newspaper report should not include any descriptions and details that could not have been true for the historic period. Creativity is appreciated the most.

- The timeline is evaluated for the correctness and richness of information, the clearness of the drawing, and for the fashion in which it is presented.

B. Informal: oral participation
Before you read:

1. What do you think are the characteristics of a good leader?

2. Who is Gandi?

Mahatma Gandhi: A Non-Violent Activist

Mohandas Karamchand Gandhi, leader of the Indian nationalist movement and known in his later life as Mahatama “Great Soul”, was one of the greatest national leaders of the 20th century. His methods and philosophy of non-violent confrontation, or civil disobedience, not only led to his own country to independence but also influences political activists of many persuasions throughout the world.

Gandi was born in Porbandar, India, on October 2, 1869. Although his father was the chief minister for the maharaja of Porbandar, the family came from the traditional caste of grocers and money-lenders (the name Gandi means grocer). His mother was a devout adherent of Jainism, a religion in which ideas of non-violent and vegetarianism are paramount. Gandi stated that he was most influenced by his mother, whose life was an endless vow of fasts and vows. When, in the company of boyhood and friends, he secretly smoked, ate meat, told lies, or wore Western clothing, he suffered intense feelings of guilt. These feelings forced him to make resolutions about his moral behavior that were to stay with him for the rest of his life.

Married by arrangement at 13, Gandhi went to London to study law when he was 18. He was admitted to the bar in 1891 and for a while practiced law in Bombay. From 1893 to 1914 he worked for an Indian firm in South Africa. During these years, Gandhi’s humiliating experiences of overt racial discrimination propelled him into agitation on the behalf of the Indian community of South Africa. He assumed leadership of protest campaigns and gradually developed his techniques and tenets of nonviolent resistance known as “satyagraha” (literally, “steadfastness in truth”).
Returning to India in January 1915, Gandhi soon became involved in labor organizing. The massacre of Amritsar (1919), in which troops fired on and killed hundreds of nationalist demonstrators, turned him direct to political protest. Within a year, he was the dominant figure in the Indian national Congress, which he launched a policy of non-cooperation with the British in 1920-22. Although total non-cooperation was abandoned, Gandhi continued his tactic of civil disobedience, organizing protest marches against non-popular British measures, such as salt tax (1930), and boycotts of British products.

Gandhi was repeatedly imprisoned by the British and resorted to hunger strikes as part of his civil disobedience. His final imprisonment came in 1942-44, after he had demanded total withdrawal of the British (“Quit India” movement) during the Second World War. Together with his struggle for political independence, Gandhi fought to improve the status of the lowest classes of the society, the casteless Untouchables, whom he called “harijans” (“children of God”). He was a believer in manual labor and simple living: he spun a thread and wove the cloth of his own garments and insisted that his followers do the same. He disagreed with those who wanted India to become an industrial country.

Gandhi was also tireless in his attempts to forge closer bonds between the Hindu majority and the numerous majorities of India, particularly the Muslims. His greatest failure was in fact his inability to dissuade Indian Muslims, led by Muhammad Ali Jinnah, from creating a separate state, Pakistan. When independence was finally achieved in 1947, after negotiations in which he was a principal participant, Gandhi opposed the partition of the subcontinent with such an intensity that he launched a massive movement against it. Ironically, he was assassinated in Delhi on January 30, 1948, by a Hindu fanatic who mistakenly thought that his anti-partition sentiment was both pro-Muslim and pro-Pakistan.

Exercise One: Answer the following question.

1. Did Gandhi inherit a position of power or did he arise from an obscure background?

2. What made him famous?
3. What cause did he fight for? Are you with or against his cause?

---

4. How many years was India under the British rule?

---

5. How did he influence events during his lifetime?

---

6. What has he left behind after his death?

---

7. Why did the Hindu fanatic assassinate Gandhi?

---

8. Who are some Islamic fanatics? What did they do? What are their beliefs?

---

9. Do you think that there are new abilities required for effective leadership in the present age?

---

10. How is the biography organized?

---
10. How is the biography organized?

Exercise Two: Scan for the underlined word in the text then match them with their meanings.

1. admitted to the bar a. pushed forward
2. propelled b. supporters or protestors
3. tenets c. make illegal copies
4. demonstrators d. got the post
5. forge e. extremist
6. dissuade f. to persuade
7. negotiations g. fundamental beliefs
8. fanatic h. resolving disagreements
i. materialism

Exercise Three: Read the table below and work in groups to design a timeline for Gandi.

<table>
<thead>
<tr>
<th>DATE</th>
<th>BRIEF DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1869</td>
<td>Born October 2 into a political Hindu family.</td>
</tr>
<tr>
<td>1888-1891</td>
<td>Trains as a lawyer in London and returns to India.</td>
</tr>
<tr>
<td>1893-1914</td>
<td>Serves as a legal adviser in South Africa, where he experiences racial injustice and becomes a political activist. Develops a new method of non-violent protest which he calls satyagraha.</td>
</tr>
<tr>
<td>1914</td>
<td>Returns to India and becomes leader of the Indian nationalist movement. Begins to transform the Indian National Congress into a powerful national organization.</td>
</tr>
<tr>
<td>1919</td>
<td>In protest at the Amritsar Massacre he leads a nationwide campaign of passive non-cooperation with the government of British India.</td>
</tr>
<tr>
<td>1922-1924</td>
<td>Imprisoned by the British.</td>
</tr>
<tr>
<td>1924-1928</td>
<td>After his release he launches a comprehensive programme of national regeneration, and fights simultaneously on the social, economic, religious, and political fronts. The poet Tagore calls him Mahatma (&quot;great soul&quot;).</td>
</tr>
<tr>
<td>1930-1934</td>
<td>Begins a series of campaigns of civil disobedience against the British.</td>
</tr>
</tbody>
</table>
Exercise Four: Imagine that you are living in the same period of Gandhi, using the information about the characteristics of Gandhi, major events in his life, and the age in which he was living, write an eyewitness description of an event in which he had a main role. The writing should be in the form of a newspaper report.
References
Lesson Plan “Interview with Ingrid Jaradat Gassner: An Austrian Media Activist in Palestine”

Time: 2 School Hours

I. Objectives

A. Cognitive: Students will be able to

1. read an interview
2. answer “wh” questions
3. paraphrase main ideas
4. create a brochure
5. analyze the character of the interviewee
6. evaluate her choices
7. surf the internet

B. Affective: Students will hopefully develop a compassionate attitude towards the Palestinian people.

C. Psychomotor: Students will design a brochure.

II. Material

1. pens, papers
2. computers
3. chalkboard

III. Sequence

A. Set Induction

1. Ask the students what they know about activist organizations in Palestine.
2. Ask the students if they ever heard of BADIL

B. Procedure

1. Students read the interview;
2. The teacher asks the following questions:
   - Who was Gassner? (personal data about her marriage, education).
How did she become an activist? -What is the nature of her work? -What kind of a person do you think Gassner is? Describe her personality.

3. The teacher then asks the students to describe in their own words the following ideas presented in the interview: - The relationship between Gassner and her husband’s family. Her feelings about the Palestinian-Israeli conflict.

4. The teacher then asks the students to work in pairs in order to design a brochure about BADIL, and they are given the following website: www.badil.org

C. Conclusion: Students present the brochures.

IV. Evaluation

A. Formal: The brochures are evaluated according to their format, organization, and information provided.

B. Informal: Oral participation
Ingrid Jaradat Gassner
An Austrian Media Activist in Palestine

This is an interview conducted via e-mail with Ingrid Jaradat Gassner, director of BADIL resource Center for Palestinian residency and Refugee Rights. Jaradat, who is of Austrian origin, recounts what it is like to be a foreigner living in an Arab world.

1. Background information about yourself and previous political and personal interest in the Middle East before moving to Palestine.

My name is Ingrid Jaradat Gassner. I was born and raised in Austria and am an Austrian citizen. Since I grew up in an environment without any personal relations to the Middle East-no Palestinian relatives, no Jewish relatives- I grew up knowing very little about the region and the Zionist-Palestinian conflict. I was too young to understand the events during the so called “high-times” of Austrian (Bruno Kreisky’s) involvement in the Middle East, and later on there was no longer any Austrian involvement. I did however, always have a lot of curiosity and a strong sense of doubt in the validity of the Austrian public opinion, including what was said and reported by the media about the Palestinian people, starting from the days of June 1967 war, when Austrians admired a strong and victorious Israel. My first trip to the Middle East was to an Israeli Kibbutz- b7y pure coincidence and not by choice. Simply because there was nobody to help me and my friends travel after high school and work and anywhere else, Latin America for example, would have been our first choice.

My political education began in Palestine: it was easy to understand the kibbutz had nothing to do with socialism and that the Israelis’ missed the major root causes when trying to explain the conflict with the Palestinian people. Later on, I finished my B.A degree at the Hebrew University in Jerusalem. At that time, I already was active with a small group of Anti-Zionist Israelis and Palestinians (Matzpen). I have remained a political activist since then. I was involved in socialist organizations in Austria, the solidarity movement with the anti-colonial struggle in Latin America, until I returned to Palestine at the first time of the first Intifada. For 12 years now, I have been married in Palestine. My husband and I have one son (Nadim). We live in Beit Jala, West bank and are both founding members of BADIL Resource Center, an organization working to promote Palestinian refugee rights, foremost their right to return, as well as to restitution.
2. Why do you decide to move to Palestine?

Although I did return to Austria for a period of time (1983-1988), I did not really feel at home there anymore. I graduated (M.A) from Salzburg University with a thesis on educational policies and the Palestinian minority. When I was asked to come to work at the Alternative Information Center in Jerusalem, an organization operated by anti-Zionist Israelis and Palestinians from Jerusalem, it seemed the natural thing to do. I was not planning an academic career for myself, and there were very limited perspectives for political activism in Austria. In addition, I had the experience and knowledge required for this type of work in Palestine. So it was mainly for reasons of political activism that I came here.

3. How did you manage to fit into the Palestinian society? Which factors facilitated and hindered your integration?

The major factor that facilitated my integration was the fact that I have shared political activism with the people here in Palestine. The fact that there are were organizational frameworks in which I could work and live with the people here very much helped me feel part of the society. I thus rapidly began to feel that the people here, and their society, were not so different from what I had been used to. In fact, I am convinced that much of what appears to be so different culturally and socially, are customs and habits that can be negotiated if understood and taken into consideration.

4. How is your relationship with your Palestinian relatives?

My Palestinian relatives, i.e. my husband’s mother, brothers and sisters live in Sa’ir, one of the large Palestinian villages (in the meantime declared towns) in the Hebron district. My husband’s mother, Um Hamdi, is a very tolerant and smart woman, although she never had any formal schooling. She has always loved me, because she is so happy that her son found the woman he wanted to marry- after years that she and the whole family thought that he will never get married. She, as well as his brothers and sisters accept the fact that I live differently from the way they do. It is enough for them that they feel that I respect them and they respect me. The fact that we do not share a household, and even live in a different town, has certainly helped to avoid all kinds of tensions that would have appeared if we lived next to each other. So- no problems on the family front.
5. Please describe your work at Info Badil?

I am the director of BADIL Resource Center for the Palestinian Residency and Refugee Rights. We are an organization with a General Assembly of some 50 veteran community activists in the West Bank refugee camps, a board of seven and a staff of nine. It is my job to draft overall institutional strategies, raise funds, write institutional reports— in addition to taking part in the advocacy and information work implemented as part of our program.

6. How would you describe your identity today, as a woman of Austrian origin having lived in the Arab world for an extended period of time?

I would describe myself as a woman with Austrian citizenship, familiar with central European culture and thinking, but feeling like a Palestinian I have very little tolerance for the Western ignorance regarding Arab history, culture and religions, Zionism and the Palestinian struggle— and even less tolerance for the Western arrogance and the perceived Western monopoly on democracy and civilization.

Exercise One: Answer the following questions.

1. Who was Gassner (personal data about her marriage, education).

2. How did she become an activist?

3. What is the nature of her work?
4. What kind of a person do you think Gassner is? Describe her personality.

Exercise Two: Describe in your own words the following ideas presented in the interview.
1. The relationship between Gassner and her husband's family.

2. Her feelings about the Palestinian-Israeli conflict.

Exercise Three: Work in pairs to design a brochure about BADIL. Search following website www.badil.org
References
Lesson Plan "Middle East Conflict"

I. Objectives

Students will be able to

A. Cognitive

1. conduct research on the Israeli-Palestinian conflict
2. write a diary entry from the point of view of an Israeli or a Palestinian student using the past or present tense (generating sentences in these tenses is required in the government behavioral objectives)
3. discuss the Israeli-Palestinian conflict
4. integrate the history lessons they took about the Middle East conflict in the English language sessions
5. write a cause-effect essay using the appropriate transitions
6. explore the points of view of Palestinians and of Israelis
7. create a strategy that might solve the Israeli-Palestinian conflict
8. critique each others' diaries
9. evaluate and edit each others' essays
10. surf the internet

B. Affective

- Students will hopefully develop compassion towards the Palestinians.
- Students will hopefully be aware of terrorist Islamists.

II. Material

- computers with Internet access
- the evaluation checklist
- the semantic map on transparency

III. Sequence

A. Set Induction

1. The teacher will start with asking the students what they know about the Israeli-Palestinian conflict and she discusses briefly the semantic map on page 109, that shows the problem, causes and possible solutions for the
Middle East war (the English teacher should coordinate with the history teacher so that the students are taught the lesson of Middle East conflict before this session).

2. Students brainstorm additional causes and solutions for the Middle East war.

B. Procedure

1. The teacher asks the students to conduct group research on the conflict and then write an essay.

2. Students use the semantic map on page 109 and the following questions to guide the writing of the essay:

   - Who is involved in this conflict?
   - What region is at the heart of the conflict? Describe the claim that both groups have on this region.
   - What is Israel? When was it founded and by whom?
   - What is the Zionist Movement?
   - Describe the role of the U.S. in the establishment of Israel, a Jewish state.
   - What is the PLO? Whom does it represent?
   - What effect did World War II have on the conflict?
   - What caused the rise of militant Islam? What is its link to modern terrorism?
   - Briefly research the following leaders' association with and role in the Israeli-Palestinian conflict: Yasser Arafat, Anwar Sadat, Jimmy Carter, Ariel Sharon.

3. The students are asked to support their argument with examples, quotations, accounts, and statistics. Students are further aided by providing the following information:
- Examples on the bias of Western Press are explained when analyzing the events of Al-Aqsa Intifadah at the following site:
  www.albalagh.net/current_affairs/aqsa.shtml
- Statistics: Fifteen of nineteen terrorists in the September eleventh crisis were Saudis.
- The account of Muhamad Al-Durrah demonstrates the lack of compassion of Israel.
- Quotations: Prophet Muhamed emphasized the peaceful nature of Islam:
  "Our religion is the religion of Peace".

4. Students write their first draft of the essay and they are given outlines for evaluation (see evaluation). The students are given the following transitions as they are appropriate for a composition that show the cause effect relation: lists several causes for an effect: First (of all),... Another reason is... Moreover,... In addition,... The major (most important) reason is ... Finally... Because of, so, consequently, as a result, therefore, thus, since.

5. The teacher explains that in their conclusion they must write a solution for the conflict and that it should be reasonable and they should describe how they would bring the Palestinian and Israeli authorities back to the negotiating table, the compromises they would expect from each side and strategies to prevent making the previous mistakes.

6. Students type their final draft on the computer using the word processor to correct the language and grammar.

7. Students present their essays.

8. Students evaluate each other's essays using the guidelines on pages 113 until 115.

9. After students have completed their research, they will write a personal account such as a letter or journal entry, from the point of view of an Israeli or Palestinian student. Their accounts can be written in the present day or in the past, but they must reflect a major event in the history of the conflict and should include several details based on research. Challenge students to consider how it must feel to live in the midst of such a conflict.
10. Students will work in pairs to critique each other's work based on the following questions: Are the events and the emotions revealed in the diary entry believable? Is the account based on research? Does it really reflect how a young person might feel living in the midst of conflict?

11. Students will read the accounts and discuss them.

C. Closure:

To conclude the lesson, the teacher discusses the following questions about the diary entries: How did students feel when they put themselves in the shoes of Palestinian or Israeli students witnessing war? What might be the differences between Palestinian and Israeli students? How might their experiences be similar?

IV. Evaluation
A. Informal Evaluation: oral participation

B. Formal Evaluation: the students should follow the guidelines on pages 113-114-115 to evaluate each other's essays
Semantic Map
Effect

Failure of Middle East Negotiations

Cause 1
bias of Western press

Solution 1
globalization of the Arab media

Cause 2
double-standards of Israel-America

Solution 2
America stops finding excuses for Israel

Cause 3
Zionist fanaticism

Solution 3
develop anti-Zionist movements

Cause 4
lack of compassion of America-Israel

Solution 4
call for the activation of human rights

Cause 5
unwillingness to negotiate

Solution 5
compromises from both sides

Cause 6
Arab terrorism

Solution 6

teach the tolerant version of Islam
Shake on it: US President Bill Clinton stands between Yasser Arafat and Israeli Prime Minister Yitzhak Rabin. The men signed an historic agreement outlining limited Palestinian self-rule in the West Bank and Gaza.

Signs of peace: Yasser Arafat, Israeli Prime Minister Yitzhak Rabin and his Foreign Minister Shimon Peres won the 1994 Nobel Peace Prize for their efforts to resolve the Israeli-Palestinian conflict. Mr Rabin was assassinated by an ultra-nationalist Jewish gunman in the next year.
Exercise One:

a. Use the semantic map on page 107, the following questions, and the information below to write a cause effect essay on the Middle East conflict.

- Who is involved in this conflict?
- What region is at the heart of the conflict? Describe the claim that both groups have on this region.
- What is Israel? When was it founded and by whom?
- What is the Zionist Movement?
- Describe the role of the U.S. in the establishment of Israel, a Jewish state.
- What is the PLO? Whom does it represent?
- What effect did World War II have on the conflict?
- What caused the rise of militant Islam? What is its link to modern terrorism?
- Briefly research the following leaders' association with and role in the Israeli-Palestinian conflict: Yasser Arafat, Anwar Sadat, and Jimmy Carter.

Ariel Sharon.

b. You have to support your argument with examples, quotations, accounts, and statistics. You can use the following information:

- Examples on the bias of Western Press are explained when analyzing the events of Al-Aqsa Intifadah at the following site:
  www.albalagh.net/current_affairs/aqsa.shtml
- Statistics: Fifteen of nineteen terrorists in the September eleventh crisis were Saudis.
- The account of Muhamad Al-Durrah demonstrates the lack of compassion of Israel.
- Quotations: Prophet Muhamed emphasized the peaceful nature of Islam: “Our religion is the religion of Peace”.

c. Use the following transitions as they are appropriate for a composition that show the cause effect relation: lists several causes for an effect: First (of all),... Another reason is... Moreover,... In addition,... The major (most important) reason is ... Finally... Because of, so, consequently, as a result, therefore, thus, since.

d. In your conclusion, you must write a reasonable solution for the conflict and you should describe how to bring the Palestinian and Israeli authorities back to the negotiating table, the compromises that are expected from each side and strategies to prevent making the previous mistakes.

c. Use the guidelines on pages 113-114-115 to evaluate your writing.

Write your essay here, do not forget to write a title.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Evaluation Guidelines

(A Very Good Paper)

1. Content and Ideas
   - The writer has a clear thesis statement that tells what the situation is and mentions that there are causes and reasons for the situation.
   - The student supports his/her thesis statement with enough examples, quotations, or statistics to give the reader a reason to believe it.
   - There are no logical fallacies used to support the writer's thesis.
   - The writer's voice is clear because he/she writes in a sincere way with the audience in mind.

2. Organization and Form
   - The paper has a clear beginning, middle, and end, with a separate introduction, body, and conclusion. It moves logically in a straight line.
   - The reader is excited to continue reading the paper and can understand the thesis and other main points fully after one reading.
   - It is completely clear which are the main points and which are the secondary points.

3. Writing Mechanics
   - The student used vivid vocabulary to communicate his/her ideas clearly.
   - The student used cohesive devices to link his/her ideas and paragraphs.
The student generally did not have problems in sentence structure like fragments, comma-splices, run-together sentences, and lack of parallel structure.

- There are no illogical shifts in tense and tone is consistently formal.
- The student followed rules of spelling, capitalization, and grammar.

(Average Paper)

1. Content and Ideas
   - The student’s points need more support to become clean and meaningful.
   - The writer’s logic is not clear.
   - The writer’s voice is not very strong.
   - The writer’s logic is not very clear.

2. Organization and Form
   - The paper has all right parts but does not have balance. The introduction may be too long or the conclusion may be too short.
   - The student needs to make sure that the important details get more attention than less important ones. The student may need to omit irrelevant information.
   - There is lack of coherence between the paragraphs.

3. Writing Conventions
   - Some vocabulary is inaccurate, causing the reader to stop and wonder.
   - The relation between ideas is sometimes unclear.
   - There are some sentence-structure problems that can cause confusion.
   - There are confusing shifts in tense or person.
   - Grammar mistakes interfere with meaning.
   - There are errors in capitalization, punctuation, and spelling that slows the reader down.

(Weak Paper)

1. Content and Ideas
   - The student needs to support the thesis with more examples, he/she repeated the same ideas.
   - The student’s argument is weakened by faulty logic.
The student’s voice will be stronger if his/her own beliefs are included.

2. Organization and Form
   - The paper does not have a clear beginning, middle, and end.
   - The writer needs to organize the paper so that the main points are separated from each other.
   - The writer needs to add more coherence to his/her paper.

3. Writing Conventions
   - There is a weak choice of vocabulary that makes the reader confused many times.
   - The writing lacks cohesive devices.
   - Sentence structure is poor.
   - The writer uses an informal tone that is inappropriate for formal writing.
   - Grammar mistakes make the paper hard to read.
   - There are errors in spelling, capitalization, punctuation that distract the reader from the writer’s message.
   - The reader has trouble focusing and must reread to understand the paper.


Exercise Two:

a. Write a personal account such as a letter or journal entry, from the point of view of an Israeli or Palestinian student. The accounts can be written in the present day or in the past, but they must reflect a major event in the history of the conflict and should include several details based on research. Try to imagine as much as you can how it must feel to live in the midst of such a conflict.

b. You will then work in pairs to critique each other’s work based on the following questions: Are the events and the emotions revealed in the diary entry believable? Is the account based on research? Does it really reflect how a young person might feel living in the midst of conflict?

a.
How to write a report?

A report is an essay that either tries to prove some sort of argument or gives information about a subject. The introduction has to include a statement, which is a sentence that has the main idea of the essay so that it informs the reader what the essay is going to be about. Scan the introduction of the research report "Born Bad, Nature or Nurture?" what is the thesis statement? If you are trying to prove a thesis indicate that in the introduction, if you are writing a purely informative paper, set forth the subject of the paper in the introduction along with the aspects of the subject you wish to discuss.

The body of the paper consists of the information you have gathered through your research, your information has to be presented in organized paragraphs, each paragraph must have a main idea sentence called the topic sentence. Scan the report "Born Bad, Nature or Nurture?", what are the topic sentences?

The ideas in the body should be linked together by transition words like: however, nevertheless, furthermore, first, second, third..., in addition. Scan the report for transition words. Research reports also allow for other media such as photographs and illustrations, so the body of the paper often includes both text and visual material.

The conclusion of the report restates the main point and indicates how the paper has accomplished it.
APPENDIX B
The teacher explains these tips for writing an affective petition:

a. Start with a descriptive title describing your petition and exactly who would want to sign in and to whom it is addressed.

b. In the “body” of the petition state the problem that you want to solve and the action that should be taken, make arguments, give evidence.

c. The “sponsor” of the petition is the author of the petition. Use your name or the name of the school.

d. The petition’s recipients are the specific person(s) or group(s) who will eventually receive the petition and signatures.
APPENDIX C
What are the elements of a fairy tale?

The introduction of the fairy tale introduces the reader to the leading characters, the time and place of the tale, and the problem to be solved, or the conflict which is the essence of the story.

Time is effectively accounted for by a conventional phrase such as "Once upon a time" "Long, long ago and far away". The scene is briefly sketched. It is usually a forest, a road, a palace, or a poor man's hut. The introduction launches the conflict and the development carries forward the note of trouble sounded in the introduction. The quest begins, the action mounts until it reaches a climax, when the problem or conflict will be resolved one way or another. The plots of the fairy tales are full of suspension as it usually includes magic, villains, heroes and heroines.

The conclusion usually comes as swiftly and as brief as the introduction, ending with heroes and heroines achieving a happy solution for their problems and the villains satisfyingly punished.
The teacher explains adjective clauses indirectly by showing them in context also she makes the students put the new form in use, so that she gets pictures of famous actors and actresses, she gives each student a picture and asks the students to explain who are the actors using "who, whose, that, whom". The other students have to guess the name of the actor/actress. The students write their sentences on the board and the teacher asks: "What are the clauses that are modifying the noun?" Then the teacher briefly explains that adjective clauses modify a noun and they start with who, whose, that, whom. She further explains that "that" is used for objects, animals and people and "which" is used for objects.

The teacher asks the students to underline the clauses in the text that contain "because, before, after, as soon as, when". The teacher asks: "What do these clauses modify?" The students have to come up with the answers then she briefly explains that these are adverb clauses that modify verbs.