

In the name of God

Description & Evaluation English Book One

(High school)

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Description

Introduction:

I want to describe English book One in this article. Iranian students are learning it, and it's useful to prepare them to be familiar with this book and English language and culture.

A. Bibliographic information:

English book one was written for Iranian Pre- University students has by a group of authors who are completely well- known and proficient. The authors of the book are Dr. Parvize Birjandi, Dr. Abolghassem Soheili, and Dr. Mehdi Noroozi and Gholam Hussein Mahmodi. This book was published in 1386 by the department of printed and education books and also it was published by Iranian publication center which was supervised by planning Office and compose of text book.

B. Objective:

This book is written for the first Iranian high school students who are passing three books in high school and to prepare themselves for going to university. It has designed for to learn English as a second Language and students who should pass this book in 120 hours during 3 years of high school.

C. Target:

This book was written for the students' first grade high school who studies in Iran and age between 15, 17 elementary levels.

D. Book structure:

There is what parts the book consists of:

1. Cover:

The cover of book was designed by some capital English letters which are L, R, S, and W which refer to four skills (listening, reading, speaking and writing). Their colors of are black, yellow and blue. In the right side there is an affiliation (republic Islamic Iran) and Department of Education, the system of the training which is running in the country. The price of the book is mentioned on the cover. It is worth 1800 Rails. The cover also includes the date of publication 1386 and the level of the book (1) prospective the user of the book and educational code 204.3.

2. Front cover page:

First, at the top first page was written In the name of God, the beneficent and the merciful. Under it there is the name of the book which is English 1 and written the level of the student and in a box it was written that this book is not going to change until the year of (1387-88). Under them it was written Ministry of education, the author's name, painter, cover designer, publisher, fax and telephone number, publication center, date of published 1386 and designer ISBN 964-05-0119-0

3. Preface:

In the preface page, there is an Imam Khomeini's picture and some his sentences which refers to rules of foreign languages to propaganda Khomeini in this book Said: in the past, we didn't any need to know English language, but today we need .we can be in Iran and in all over the world publicizes another language.

4. Prologue:

Up the third page of the book where is a box that to invite teachers, students, parents and experts to contact and communicate with the Authors by an e- mail “talif@talif.Sch.ir” and a postal box “15855/363”.

5. Table of contents:

The table of contents includes R exercises One , Nine lessons , Review exercises Two, Key to phonetic symbols, Irregular verbs and Word list and their numbers of pages which are stated in front of them .It is mentioned the title of Reading, Passage and the title of structural or grammatical of points which is stated in each lesson.. There are the page numbers of Review exercise 1, 2, key to phonetics symbols Irregular verb, word list.

6. Note to teacher:

After table of content we face some notes which are mentioned for teachers which include objective and suggested Methodology for teaching different parts of each lesson in the book and the end of them there is a list of sources to be consulted have we have 5 sources books with the name of their authors. At the end of a page has mentioned the name of publication office.

7. Review Exercises 1:

In this section students what have been taught during their 3 years of English education in Guidance school which was consisted of five different parts including:

1: Questions that related to their pictures are referred "WH questions", "How much", " How many" and some questions about simple and past continue and simple and past tens which students should look at the picture and answer the question.

2: in this part, there are 10 sentences which students should put these words in the correct order.

3: There are questions that in each question it was asked some question about two sentences and students must complete those.

4: In this part there are personal questions about student.

5: There is a cloze passage which student should complete it by gives some words and at the end of the passage there are some questions related to the passage (comprehension question).

8. Nine lessons:

Each lesson we face ... parts which include "New Words" which have some pictures and related sentences, "Reading" which is a passage, "Comprehension" that is include some question about passage, "Speak out", " Write It Down" , " Language Functions", " Pronunciation Practice", " Vocabulary Review" and " Vocabulary"

9. Review Exercises 2:

This part consists of some exercises which have been taught during a first year of high school after review exercises one and includes some grammatical practice and exercises with pictures.

10. Appendix:

1. Key to phonetic symbols:

There are vowels and diphthongs and consonants sounds (phonetic) in this part. At the end of this page there are some explanation on primary and secondary stress.

2. Irregular verbs:

In this part there are three kinds of verbs (simple, past and past participle). In book one there are irregular verbs.

3. Word list:

Word list part two sentences:

- 1) The numbers inside brackets refer to the lessons.
- 2) The asterisks mark words used in the reading text. Meanwhile, the words have listed alphabetically.

E. Lesson Structure:

1. NEW WORDS

New words are introduced before reading part. They are pre-reading but related to reading. They are introduced by simple sentences and following some WH questions and support by some pictures at the end of new words. There are underlined new words. New words want to prepare students for reading passage. At the end of new words there are some sentences for to practice students' new words.

2. READING

In this section. There is a passage which mainly and usually involves short times or anecdotes or descriptive stories and factual and scientific texts. Sometimes we can see a text is fiction like jokes or history and auto-biography, too. But sometimes they are nonfiction. Nonfiction text like biography, personal letters and report. A reading actually has a title and usually it should include 250 words.

3. COMPREHENSION:

The Comprehension section which asks some questions which are based on the text. It helps students to understand material better. Comprehension section in book one has 4 parts:

1. Answer the question orally.
2. True /false.
3. Multiple choice items (complete the sentences use a, b, c)
4. Write complete answer. It wants to evaluate students who how much they have got the text.

4. SPEAK OUT:

We can find grammatical points were explained and practiced by students in different form such as " substitution ", " repetition " and "transformation drill " .

5. Write It Down:

It is like to speak out very much .They make sentences using the following structure. Some lessons have 1,2,3,4 wittings and some of them have 1, 2 or 3 writings and other lessons just have 2 wittings.

In write it down students learn grammar more and they practice the grammar that has taught during the section, so there are different drills.

1. Question and answer drill: it tells students to answer questions.
2. Completion exercises: students must complete sentences follow the model like.
3. Unscrambling sentence: students must write the correct sentences.
4. Sentence making: sometimes the words are given and sometimes the students write sentences of their own (using personal information).

6. LANGUAGE FUNCTION

There are some language functions which are stated in some rules.

It starts with conversations. We have one or more conversations (2 or 3) in this section.

Perhaps helps students to learn better and it comes after write it down so it helps student to practice grammar during daily conversation and daily life.

7. PRONUNCIATION:

The purpose of this section is that students be familiar with correct pronunciation of sounds. We have a set of vowel vocabulary and continent and students read the words after teacher. In this book pronunciation practiced comes in two forms:

1. In first part there are some words with specific sounds and teacher asked students to listen and then repeat each word after her.
2. In second part some words are given and teacher reads words and so students should circle or underline words which were learned on that day or session.

8. VOCABULARY REVIEW

We have some sentences in this section which students must complete them with suitable words that have taught during the lesson.

9. VOCABULARY

This section related to lessons words and words have arranged according to alphabetically and the asterisks mark the words used in reading text

F. Contents:

This book only considers and emphasize on points of grammar and reading. I can not find any proverbs but a few conversational expressions and idioms. There is nothing about culture in this book. The mentioned all names are Farsi. In this book there aren't any new things about the world that we live in it. Such as no attractive issues like music, sport; fashion and topics are not up to date.

It didn't mention that how students can learn English better. There is no strategies training that students can speak and writing better. For example in write it down students can write composition in 2 or 3 paragraphs by grammar point.

G. Methodology:

There are some different exercises such as WH- questions, matching, Fill in the blank, cloze test and Substitution.

H. Physical considerations:

There are just three colors like white, blue and black .The colors of the pictures are white and black. The book consists of 130 pages and the amount of the material to be covered is appropriate for the number of the hours available for teaching it. Quality of papers is binding is good.

I. Supplementary materials:

The book has not any material development for example teacher's guide, cassette, work book, tapes, audio and video CD, tests and CD-Ram attractive pictures to help students learn better.

J. Availability:

The price is 1800 Rials and available in all over the Iran.

Conclusion:

Book which is for first high school has three skills writing, reading and speaking but they are not complete. They have some shortcomings. This book prepares students for going to university and continues their studies in high level. Learning English is good for learning computer and internet. In all over the world learning English has commended and our need to it has increased, too. But in book one has not mentioned the purpose of learning English. The purpose of book didn't mention. This is a reading book and it must improve students reading but we have a little amount of reading so this can not help them because it focuses on grammar more.

Evaluation

Introduction

First I go through some of the criticisms about the book, and then, I mention some of the positive points regarding this book.

Many teachers who teach English in high school believe that amount of relationship and proportion of content of English book one.

Weak points:

This book which is thought in first grade high school have **weak points** whit influence factors in learning, principles of putting in order of content and for subsequent teaching, learning activities on four skills (listening, speaking, reading and writing) and no have enough time. Concepts which refers to "Meaning of the words ", " Grammar ", " Answering the questions sentences", " Making question for sentences ", " Vocabulary " and " using of tense " are difficult concepts for the students' first grade.

Strong Points:

According many teachers some concepts such as "Dictation", "Comprehension", " Syntactic exercise" and " Synonym word" are suitable concepts for them. Also proportion of content of English book one has middle level on inheritances of social culture and learners' mental abilities.

Objectives:

The objectives are almost in line with course objectives and needs of the students. The objectives of each lesson are not clearly stated out.

Design:

The design is not user-friendly and user can not uses table of contents giving snapshot of what the book includes, vocabulary list, section heading. Students can not found certain information easily in the textbook by referencing or snapshot fast. The table of contents which gives only a snapshot of the title of each lesson and grammatical points and I couldn't see the content is organized well. The typesetting is clear but it is better that the new words have color font. The students can find lessons whit looking at the page number so in this state the instructions are clear and easy to follow. The book des not relate to the other volumes in the series in a logical way. The Word list at the end of the book is not useful because I only find the number of the lessons that words are in. It's better that in Word list at the end of the book are used phonetic symbols in front of each word. The "Vocabulary Review" section doesn't help students for learning the vocabulary because there are a few exercises in this part. If we had some various exercises such as matching practice we would teach well. Also in page 88, the picture six is not clear so it is better that instead a more clear picture than it. The list of Vocabulary at the end of each lesson can be very important and useful if there are phonetic symbols and what it is kind of part of speech.

Organization:

Selection of item has been done satisfactorily and on clear grounds. The topics and language items are presented in a logical order and link together a little well. The textbook progresses and moves gradually and smoothly from easy to difficult. All the various components of a lesson relate a little to each other or fit together well and can be brought under one general theme and finally the book relates to the other volumes in the series in a logical way.

Content:

The syllabus of the book is based on grammar structure and we can see the textbook focuses are on the reading skill that the students should master. There isn't integration of language skills specially listening. The topics dealt with in the textbook aren't interesting and related to gather it was better that to present a defined topic and then separate and scatter into eight lessons. The most of teacher in high school believe that they don't enough time for teaching all of the lessons in spite of they have three hours time in a week, so they must teach all of the book with low quality and fast .There is a variety of topics introduction in the book. The topics are not useful, related and real to the students' daily lives and don't provide useful information about the culture of native speakers of English. Stereotyping is not avoided in the book. The cultural values presented in the book are not in contrast with those of the learners. The textbook provides information on how to learn because we always see some story which do not relate to how we can learn some things. The language Functions introduced and practiced in the textbook are useful for daily conversation. In page 43 in part Language Function with due to attention to mother and father's job, it seems that the population of the family is not well set, also on page 114, in third line, we see an old price, and this price of the clothes is funny for students and no reality. The grammatical points didn't introduce and practiced in the textbook aren't really useful. The grammar point of lesson seven is very easy and it's better that is added some other grammar and practices and exercises. The book has included useful conversational expressions and idioms. The vocabulary introduced and/or practiced is really useful and within the students' expected vocabulary range. The number of vocabulary introduced or practiced is not adequate. Two columns are more excess column. The vocabulary is introduced and practiced well. The pronunciation exercises don't help students improve their pronunciation because. There are not enough exercises. We can not see distinction between active and passive vocabulary. The book provides not all of the information and practice on English phonology or the sound system. The book does not help students improve their four skills (writing, speaking, reading and listening).In lesson eight in page 96 and in exercise of Speaking 3 should define that the students answer questions passive or active or answer them passive and active. In page 82, reading of lesson seven, content of this reading is old scientific matter. It is better that a Reading is written new discoveries on birds. The reading texts in the book aren't interesting and attractive for the students. But the reading of the lesson six is very strong and good. Up the third page of the book which is not paginated there is a table of 'contents' a note to teachers, students, parents and experts. Sometimes the pictures not related to sentences. It's important and effective. There is nothing about culture in this book even the pictures doesn't show or culture and the pictures artificial. The mentioned all names are Persian only but also they should be English name. In this book there aren't any new things about the world that we live in it. For example there are not attractive issues like music, sport; fashion and topics are not up to date. This book focuses on grammar and students follow the model of grammar and they do not have any real communication which students can speak with each other in the class and imagine themselves in real-life and there is no role play or other games and work book, story book, tapes, pictures and dictionary and computer that help students to learn better.

Audience:

The age range for which the book is designed matches the students and is well. The proficiency level of the prospective user is not clearly stated. The proficiency level of the prospective user does not match students. The difficulty level of the book does not match students' mastery level of English. The book does not consider the interests of my book. The

textbook is not at the right level of maturity as my students. The textbook is not student-centered (leaving room for students to express themselves, to have a choice ...)

Varieties:

The textbook provides variety in content, language and design, but no put in good order.

Language form:

The book does not contain international varieties of English. The book does not use up to date, correct and standard language, avoiding vernacular varieties. There is not practice in both formal and informal English only formal English.

Publication:

The author is competent and well-recognized among ELT scholars. The publication center is an authoritative one among ELT publisher. But that is not famous. The publication center is not an authoritative one among ELT publishers. The date of publication is recent.

Physical features:

The book has a nice appearance (colorful and beautiful pictures, format and cover design) and the students do not interest because this book is not beautiful and do not have colorful pages unlike the books of the institute. The most of the picture of this book are funny and unsuitable, so it's better that they change whit real picture. The size of the book (the number of pages) is suitable. The amount of material to be covered is suitable for number of hours available for teaching it. The cover and binding of the book doesn't stand wear and so the cover design of the book never attracts the students and is almost appropriate and can be handled easily by the students. The book uses middle quality paper. The print quality is adequate. The color of cover is good and the number of pages suit with the time of teaching in the book.

Methodology:

The teacher points are not introduced well. The teaching material is not practiced well. The teaching points are not contextualized well. The exercises are a little interactive.

In Lesson 2 the question number 2 has some ambiguities.

Where did the cat climb to the top of the tree?

The exercises of the lesson should be variety for final exam proportionality. The exercises are at the right level of difficulty, neither too easy, nor too difficult. The exercises are neither interesting nor motivating. The exercises move from controlled to freer ones. The exercises in the book are varied and meaningful not mechanical. The exercises do not require students to provide personal information making the course more personalized. There are matching exercises in the book at the end reading parts. The exercises in the book are interactive, i.e. requiring students to do something such as respond to a question or fill in a table, check true/false, etc. There are fill-in-the-blank exercises. Pre-reading/listening actives do not prepare students for the upcoming texts. There are not opportunities for role-play. There is not sufficient recycling of the language items which helps their consolidation. The textbook involves pair work, group work, individual work (allowing students to work at their own pace), and whole class activities and allows different ways of grouping the students. The book uses illustrations which help clarify meaning and make the book interesting. The book can not be used for self-study (by providing clear guidance, answer keys, ect.)The Review exercises 1&2 adequately review previously covered material. The New Words section prepares students to read the passage more successfully.

In lesson five in number 2 the question number two or three omits. The vocabulary is introduced and practiced well. The grammar points are introduced and practiced well.

In lessons 3 and 4 should be some explanation and exercises about two-syllable adjectives which ever finish each letter except "Y ". The "Comprehension" section in each lesson provides adequate post-reading activities which are aimed at checking comprehension, consolidation of newly learned material and encouraging better reading and communication, and are not limited to referential/demonstrative questions.

There is sufficient recycling of the language items their consolidation. The book does not use or give practice with authentic materials.

Supplements:

The book is not accompanied with a quality workbook. The accompanying cassettes are not qualified. In fact there is never found cassettes or CDs or Videos for to help the material in the book to be substantiated and any computer programs. It is possible to contact the author, publisher or their representatives for help.

Teacher:

The teacher guide is useful (providing clear explanations and extra information and materials). Actually, it prepares the teacher for teaching the book successfully. The teacher guide does not provide the cultural information needed successful teaching of the lessons. The guide has not the answer key to the exercises and questions in the book. The textbook is not challenging but not too demanding for the teacher of the institute. The section "Dear colleague" (in Book one) does not provide useful guidance for the teacher. The part "To the Teacher" in the grammar section of each lesson provides teachers with useful explanations of grammar points.

Authors:

The authors are competent and well-recognized among ELT scholars. It is possible to contact or reach the author for further help regarding the teaching.

Additional services:

It is possible to contact the publisher or their representatives for help.

Technology:

The technology used along with the textbook is available at the institute and easy to use.

Availability:

The book is available to students (It is on the market).The price is worth the volume and the textbook is cost-effective in all over the Iran. Work book, tapes and teacher book are not available.

Assessment:

There is not room for assessment at the end each unit, after a few units, and at the end of the book.