

# TALİM VE TERBİYE KURULU BAŞKANLIĞI'NDAN

Karar Sayısı : DK- 7

Tarih: 15 Eylül 2004

**Konu:** Genel Ortaöğretim Dairesine bağlı okullarımızdan pilot okul olarak belirlenen ortaokullarımızda Orta I. Sınıflarda okutulması için seçilen İngilizce ders kitapları hk.

## KURUL KARARI

2004-2005 öğretim yılında pilot uygulama için belirlenen ortaokullarda uygulanmak maksadıyla hazırlanan yeni öğretim programına uygun olarak Orta I. Sınıflar için **Energy 1** ( Öğrenci kitabı + Çalışma kitabı ) isimli kitabın İngilizce dersleri için ders kitabı olarak okutulmasına karar verilmiştir.

  
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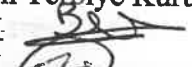
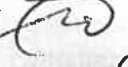
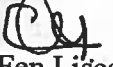
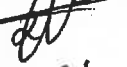


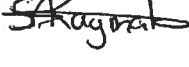

13 Eylül 2004

**Talim ve Terbiye Dairesi Müdürlüğü,  
Lefkoşa.**

Ortaokul İngilizce Müfredat Hazırlama ve Ders Kitabı Seçme Komitesi olarak "Energy" serisinin "Starter" kitabının pilot ortaokulların 1. sınıflarında okutulmasını uygun gördük.

Komisyunun adı geçen kitabı uygun bulma sebepleri ilişikteki raporda sunulmuştur.

Saygılarımızla arz ederiz.

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## ENGLISH LANGUAGE TEXTBOOK PACKAGE EVALUATION REPORT

Textbook Title: Energy 1  
Publisher: Pearson Longman  
Date of Publication: 2004  
The level examined: False-beginner  
Intended for: Orta 1 students  
Date: September x, 2004

This report aims to present the results of the examination of the English language textbook package - *Energy 1* - and the overall decision taken by the ELT Curriculum Committee for the purpose to implement the book while piloting the English language curriculum in five Orta 1 classes.

As a result of a detailed examination of the content of *Energy 1* Teacher's Book, Student's Book, Workbook and the other components provided, the ELT Curriculum Committee has made the following comments about certain qualitative elements of the materials.

The primary advantages of the Teacher's Book can be summarized as follows: it not only provides in-depth methodological guidance, practical suggestions, background information but also helps the teacher understand the rationale of the textbook clearly. In addition, the photocopyable resources at the very end of the book and the posters placed within the book help the teacher bring variety for teaching and learning processes. On the other hand, the major shortcoming of the Teacher's Book is that since it is not interleaved, it might debilitate teaching and learning processes. An interleaved teacher's book would provide on the spot in-depth guidance without creating much troubles for the teacher. It would also be better if it were colorful.

The Student's Book has been considered effective since it provides a very good range of varied tasks from controlled to free activities, which can be suitable for different learner levels, learning styles and interests. What is more, its content is quite up-to-date and incorporates not only interesting and motivating photo stories but also colorful and attractive pictures and figures. It also provides multi-level materials for continuous evaluation. In addition, since it is correlated to the Common European framework, it encompasses a very good variety of assessment tools, aiming to prepare students both for UCLES exams and for real-life situations. Therefore, with the materials provided it aims to promote students' grammatical and communicative competence. However, the committee has certain reservations as regards the content of the student book. First, although the book integrates a very good range of tasks aiming to enhance all four skills, there is the likelihood of implementing the tasks deductively without putting much emphasis on the communicative aspects of the tasks. Not having an interleaved teacher's book might increase this possibility as well and, as a result, the teaching processes could be teacher-centered. Next, the placement of writing tasks at the very end of the book might prevent the effective implementation of the tasks.

Taking into account the aims, goals and objectives of the English language curriculum, the overall appraisal of the book demonstrates that this textbook is suitable for Orta 1 students due to the following reasons: first, it places special attention to encompass tasks and activities which encourage student's autonomy, self-evaluation, continuous assessment, and research

skills through projects. What is more, it provides the students with a wide variety of exam task types to prepare them for international exams. It also supports students' language development with a broad range of graded Readers, the teacher's materials of which can be downloaded form the internet. Besides, the sections of each unit are clearly labeled and modularly placed and provide adequate practice and activities in all skills, language structures and vocabulary. Therefore, since the strengths of the textbook *Energy* outweigh its shortcomings and it, in general, matches the aims, goals and objectives of the English language program, it is deemed satisfactory for our purposes.

NB. Please find the attached textbook package evaluation results


ELT Curriculum Committee (Reviewers):


  
Hüseyin Demirel

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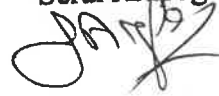
  
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