

Effectiveness of Teaching English Subject using Concept Maps on the Development of Students' Achievement

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Abstract

The present study investigates the effectiveness of teaching English using concept maps on the development of intermediate students' academic achievement. The sample population of the study comprises two randomly selected female first year intermediate classes of Tabuk intermediate school. Each class comprises 22 students. Based on the review of related literature and previous studies, concept maps for each lesson on unit 11 (shopping) of first year intermediate English textbook were prepared and an academic achievement test for smch a unit was used. Validity and reliability of the tools have been measured. After applying the experiment to the study sample the control group was taught using the negular way of teaching wherease the experimental group was taught using concept maps. The achievement test was applied again by the end of teaching the assigned unit. Data was statistically analysed. Results have been discussed. Based on the results recommendations and suggestions were provided.

ملخص البحث

تناقش الدراسة الحالية مدى فاعلية تدريس مادة اللغة الانجليزية باستخدام الخرائط على تطور التحصيل الأكاديمي للطلاب مستوى متوسط وتشمل عينة البحث فصلين من الفرقة الأولى للطلاب الأناث تم اختيار العينة عشوائياً فى المدرسة المتوسطة بتبوك حيث يشمل كل فصل (٢٢ طالب) بعد إعداد مسح شامل للدراسات السابقة ثم تم إعداد خريطة لكل درس على الوحدة رقم ١١ (التسوق) لطلاب الفرقة الأولى المتوسطة وكذلك اختبار التحصيل الأكاديمي للوحدة رقم ١١ (التسوق) تم حساب الصدق والسبات للدراسة العينة . وبعد تطبيق التجربة على عينة الدراسة باستخدام المجموعة الضابطة التى تم التدريس لها بطريقة تقليدية باستخدام الخرائط وتم تطبيق اختبار تحصيلي للوحدة رقم ١١(التسوق) فى نهاية مدة التدريس المخصص لتلك الوحدة وقد تم معالجة البيانات احصائياً وتم مناقشة النتائج وعمل المقترحات اللازمة لهذه الدراسة.

Introduction and Back ground

Teaching methods and techniques varied in focusing on either verbal or visual messages. In fact, students tend to remember ideas longer when teachers use visual and verbal messages together. (Holliday, 1980). Concept maps is a teaching tool in which teachers use both visual and verbal messages.

In defining a concept map, Freeman (2000: vi) states "Concept maps are graphical representations of conceptual and relationship knowledge of a particular domain." while Eppler (2006:203) points out "a concept map is a top-down diagram showing the relationships between concepts, including cross connections among concepts, and their manifestations."

For Daley (2010:31) "Concept maps can be considered both a cognitive and constructivist learning strategy. Based on Ausubel, Novak and Hanesian's (1986) view of cognitive learning, when learners create concept maps they are focusing on determining relationships between and among concepts within their cognitive structures."

Van, etal. (2014) define Concept mapping as a method for developing a conceptual framework of a complex topic for use as a guide to evaluation or planning. They believe that in concept mapping, thoughts and ideas are represented in the form of a picture or map, the content of which is determined by a group of stakeholders. In the present study, concept maps are defined as a cognitive and constructivist tool showing the relationships between concepts. Thoughts and ideas are represented in the form of a circle or map, the content of which is determined by the instructor or a group of students.

Eppler (2006:203) differentiate between concept map, mind map, conceptual diagram and visual metaphor. "A mind map is a multicoloured and imagecentred, radial diagram that represents semantic or other connections between portions of learned material hierarchically. It is used for preanalytic idea jostles or rapid notetaking, or to structure the main contents of a course or topic hierarchically. A conceptual diagram is a systematic depiction of an abstract concept in predefined category boxes with specified relationships,

typically based on a theory or model. It is used to structure a complex topic with the help of predefined categories. A visual metaphor is a graphic structure that uses the shape and elements of a familiar natural or manmade artefact or of an easily recognizable activity or story to organize content meaningfully and use the associations with the metaphor to convey additional meaning about Application guidelines. It is also used to memorize the key elements of a method or concept by placing them meaningfully within a fitting graphic metaphor that shares one or more properties with the topic the content.

There are certain steps to construct concept maps. Schau and Mattern (1997: 172) constructed each concept map using the following step process: identify the purpose that the map was to serve, identify the major concepts to include in the map, identify the important concepts that are related to the central and second-level concepts, identify how these concepts are related, draw concept maps, revise concept maps by eliminating or elaborating on concepts, connections, propositions as necessary."

As mentioned by Anderson-Inman, et al. (1998) "relationships included on a concept map are usually of two kinds: propositions (or sentence-like statements about the relationship of one concept to another) and examples (a specific type of relationship in which one of the linked concepts is an example of the other)."

Novak and Cañas (2006:2) believe that it is best to construct concept maps with reference to some particular question we seek to answer, which we have called a focus question. The concept map may pertain to some situation or event that we are trying to understand through the organization of knowledge in the form of a concept map, thus providing the context for the concept map. Another important characteristic of concept maps is the inclusion of cross-links. These are relationships or links between concepts in different segments or domains of the concept map. A final feature that may be added to concept maps is specific examples of events or objects that help to clarify the meaning of a given concept. Normally these are not included in ovals or boxes, since they are specific events or objects and do not represent concepts.

To create a concept map the learner engages in an active process that uses these three ideas. First, the learner identifies the most general concepts and places them at the top of the map. Second, the learner identifies more specific concepts that relate to the general concepts in some way. Third, the learner ties together the general and specific concepts with linking words that make sense to them. Finally, the learner actively looks for cross-linkages that tie concepts from one side of the map to the other. (Daley, 2010:33)

The effectiveness of concept maps is emphasized by many researchers. Concept maps can be considered a good assessment technique. Schau & Mattern (1997:173) point out "mapping techniques have been used to assess students' connected understanding in several ways. At first students create their own maps, in the second students complete incomplete maps. In the third maps created by instructors from students' essay responses or from students' interview responses". In the present study, the three ways are adopted as the instructor constructs the maps for the first lesson from negotiation with students, after that students are encouraged to complete incomplete maps and finally students are able to create their own maps.

Concept maps are useful improvement techniques not only for individuals but also for organizations. For Mento, et al. (1999). "mind mapping is a creativity- and productivity-enhancing technique that can improve the learning and efficiency of individuals and organizations."

They (1999) stressed that "a mind map is a revolutionary system for capturing ideas and insights horizontally on paper. A mind map allows the user to record a great deal of information on one page, and to show relationships among various concepts and ideas. Visual presentation of ideas helps one to think about a subject in a global, holistic sense and increases mental flexibility. Mind mapping brings a renewed sense of enthusiasm to the classroom because it tends to increase one's sense of competence in mastering the assigned materials. In effect, mind mapping serves the purpose of enhancing one's intrinsic motivation."

Concept maps are useful to summarize, reconstruct knowledge through relating it to their previous knowledge. Gregoriades, etal (2009) state that "educators agree that students do not learn by memorizing facts, but instead, they learn by summarizing, relating, and organizing concepts into their minds (Ausubel, 1963). Successful learners have well developed and interconnected knowledge structures. The concept mapping technique is highly related to the way students structure their knowledge in terms of concepts and relationships. This makes it an invaluable tool for representing students' knowledge and subsequently their level of learning.

Concept maps can be used for summarizing and clarifying ideas. Eppler (2007:9) Used it as a learning support tool for students, that is, to summarize key course topics or clarify the elements and examples of an abstract concept. Anyway, "mind maps are an excellent way to help learners organize knowledge, to empower themselves to better comprehend the key concepts, and principles in lectures, readings, or other instructional materials". (McGriff, 2007: 9)

Zanibbi (2011:56) emphasizes that "Concept maps are graphical tools for organizing and representing knowledge. A concept map is a tool that aids in the design task by organizing our knowledge (about management control systems) and facilitating creative leaps from one aspect of management control to another. Reitano & Green (2012:162) also point out that "Concept mapping is a schematic device that provides an external representation of structural knowledge and so can be used as a tool to examine and reflect on how individuals represent and structure their knowledge rather than reproduce facts".

Stressing the role of concept maps in helping students to understand the relationships between concepts, Davies (2010:280) mentioned "While the overriding objectives of mapping tools are similar, there are differences in their application. Mind mapping allows students to imagine and explore associations between concepts; concept mapping allows students to understand the relationships between concepts and hence understand those concepts themselves and the domain to which they belong; argument

mapping allows students to display inferential connections between propositions and contentions, and to evaluate them in terms of validity of argument structure and the soundness of argument premises".

Moreover, Villalon & Calvo (2011: 16) point out "Cognitive visualizations, such as concept maps, can also be used as part of learning activities including as a form of scaffolding, or to trigger reflection by making conceptual understanding visible at different stages of the learning process." Novak & Cañas (2006:5) state "One of the powerful uses of concept maps is not only as a learning tool but also as an evaluation tool, thus encouraging students to use meaningful-mode learning patterns."

In the present study concept maps are used as part of classroom activities to enhance meaningful Using learning. concept maps as a successful classroom activity and exercise was proved by the study of Budd (2004).He uses mind mapping as an example of an active and collaborative learning tool that instructors can use to move beyond the "chalk and talk", to encourage responsiveness to a diversity of learning styles, and to reenergise a course midsemester.

Concept maps are effective in helping students to learn. As mentioned by Eppler (2006:202) "Concept maps have demonstrated their positive effects on student learning for various topics and in various teaching situations." Fisher, etal (2000: 9) also stress that "mapping is a tool for personal and social knowledge construction and a tool that supports meaningful learning."

Furthermore, Concept Maps provide an effective method for promoting better learning. It can be used when teaching many subjects as its effectiveness was proved by many researchers in science, computing, Math, languages and medicine. previous studies are to confirm the effectiveness of concept maps in teaching different subjects. Littrell(1999) study evaluated the concept mapping learning strategy as an aid to the learning of economics and explored the changing knowledge schemata of learners during a two-week course of instruction in economics. Although students using the concept mapping learning strategy did not show significantly greater scores on the economics

post-test than those using guided reflective journaling, the pre- to post-test gain was significant for both the experimental and comparison groups, suggesting that all students learned economics during the class. It is suggested that concept mapping is a useful tool for discovering students' prior knowledge of economics, observing developing understandings, and identifying misconceptions. Concept mapping has potential as an evaluation tool. The concept map provides a wealth of valuable information about the learning process and students' understandings.

The problem of Hayward (2002) study was to develop a competency model based qualification program for maintenance managers at a Department of Energy facility using an Internet based concept mapping methodology. To accomplish this, 23 maintenance professionals from the project facility and industry viewed as being excellent in the maintenance field participated in this concept mapping exercise via the Internet. Due to workloads and time commitments, 14 maintenance professionals completed this study. Participants were prompted to list those behaviors that they have observed in maintenance managers that they saw as being excellent. A total of 140 statements were generated and edited down to 109 (taking into account redundant statements). From these statements cluster maps were developed and ranked according to importance and similarity. Eleven cluster maps were developed and grouped into five areas of competence; action management competencies, relationship competencies, future-building competencies, business competencies, and professional competencies. From these groups a qualification program plan was developed.

Holland, et al.(2004) study proved the effect of Mind Mapping technique on improving the study and planning skills of second year Digital Media students and first year students on the History of Computing. There is clearly a scope for Mind Mapping to improve academic performance, both in written and practical work, by providing students with the ability to plan and structure their projects more effectively.

Hellstrom & Husted (2004: 166) argues that knowledge mapping may provide a fruitful solution to the problem of how to manage and coordinate the

increasingly complex environments of academic department, institutions and national laboratories. They reviewed functions and applications of knowledge mapping. Their study shows that knowledge of mapping has the potential to be of considerable value in academic environments, by providing useful representations of substantial scientific, disciplinary knowledge, as well as of "support knowledge". Knowledge mapping increases cooperation and contacts in the organization.

Oztas, et.al (2006) examined the effects of concept mapping as an assessment tool for learning about the ecosystem and their findings indicated that this assessment strategy had promoted meaningful learning while Hanuscin & Lee (2007:4) have found an effective means for teaching preservice teachers about learning cycle through applying the Learning Cycle model in instruction. In essence, they were "practicing what they preach" by modeling the same kind of instruction they expect from preservice teachers. The activities they developed for Learning Cycle function as a conceptual storyline that helps students develop a deep understanding of powerful ways to select and sequence learning activities for their own instruction. Students were able to develop their own Learning Cycles as a result of this instruction."

As a tool of representing knowledge, assessing students learning, developing learning objectives and outcomes, Gregoriades, et al (2009:421) found that "concept mapping is a technique used for representing knowledge in the form of graphs which are composed of nodes and arcs/links. Nodes represent concepts and arcs represent relations between these concepts. In education, concept maps have been used as a way to represent the knowledge of a learner and as a method of assessing learner progress and understanding (Hay, 2007; Novak, 1991, 1993). Concept maps have also been used as a way to visually represent course structure and content, and to develop and organize program objectives and outcomes (Novak, 1998). Concept mapping can contribute in both learning and teaching. However, its greatest advantage is its power to assess students' learning." They (2009:427) also add " The concept mapping technique is highly related to the way students structure their knowledge in terms of concepts and relationships. This makes it an

invaluable tool for representing students' knowledge and subsequently their level of learning."

In the study of Martin and Rice (2009:154) it has been concluded that "the concept maps were seen as a vehicle for assuring competency delivery, handling and organising complex materials, and communicating the course content. The logical extension of this work is the use of a concept map and analytical grid for course development and feedback, which forms the basis for this study."

Davies (2010:279) states in his study that " Variants tools are available under different names: "concept mapping", "mind mapping" and "argument mapping" are sometimes used synonymously. His paper offers an outline of the various types of tool available and their advantages and disadvantages. It argues that the choice of a mapping tool largely depends on the purpose or aim for which the tool is used." The paper claims that the choice of a given mapping tool largely depends of the purpose or aim to which the tool is used. The paper suggests that these tools may well be converging to offer educators as yet unrealised and potentially complementary functions."

Results of Villalon & Calvo (2011) study show that complete (concept map) CM, with concepts and labeled relationships, are possible and its precision depends on the level of summarization (number of concepts) chosen. One cognitive visualization technique is Concept Mapping. Concept Maps (CM) represent a person's understanding of a topic by mapping concepts and their relationships in a hierarchical way, where more general concepts are placed higher in the map and concepts at the same level of generalization are grouped together. There is extensive evidence that drawing a CM requires students to engage in higher cognitive functions (Novak & Gowin, 1984). CMs have typically been used in reading activities to aid students' comprehension of texts. For instance, ready made CMs may be presented as semantic summaries of texts that students need to comprehend (Hauser, Nuckles, & Renkl, 2006), or students may be asked to construct their own CMs to address specific questions (Chang, Sung, & Chen, 2002).

Reitano & Green (2012) study reports on an exploratory case study of six preservice teachers who studied a 10-week unit of secondary geography in their 4th (and final) year of education studies. The focus of the study was to track participants' conceptions of effective geography teaching, over a period of time; that is, to provide an example of conceptual change. Participants constructed concept maps at the beginning and at the conclusion of their geography curriculum methods course. The purpose of this paper is to present concept mapping as a research tool for inquiring into the conceptual understandings and growth of early career teachers. In this study, concept mapping proved to be an appropriate tool to develop curriculum literacy for intending teachers, but it also indicates that they are developing a literacy specific to teaching school students.

Recently, Wang, et al. (2014) investigated the scientific imagination model by concept mapping framework. Four elements of scientific imagination model were proposed: personality, developmental process, picture in mind, and surroundings. Personality refers to characteristics identified as potentially helpful on the process of scientific imagination. Picture in mind refers to the functions of mental images in the process of scientific invention. Surroundings refer to those environments that facilitate the development of imagination.

Context of the problem:

Since constructivist learning theory has been adopted in Saudi Arabia for teaching general education curriculum, the investigation of different methods and techniques related to constructivism has become the main concern of educators. Concept maps are considered one of the techniques that proves effective in teaching different subjects. Emphasizing that concept maps are related to constructivism, Wandersee (1987:518) states that "the concept circle technique has its roots in Ausubelian learning theory, Leonhard Euler's logic diagram, visual perception research, and modern constructivist epistemology." Thus, the researcher found that concept maps are appropriate to be used in teaching Saudi intermediate English subject in order to investigate its effectiveness on the development of students' academic achievement.

Statement of the problem:

" what is the effectiveness of teaching English subject using concept maps on the development of intermediate students' academic achievement?" .

Purposes of the study:

The present study aims at:

- 1- Investigating the effectiveness of teaching English subject using concept maps on the development of intermediate students' academic achievement.
- 2- Investigating the relationship between students' achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using concept maps) according to the achievement test.

Questions of the study:

The present research :

" The effectiveness of teaching English subject using concept maps on the development of intermediate students' academic achievement" .

The following sub-questions are derived from the main question:

- 1-what is the effectiveness of teaching English subject using concept maps on the development of first year intermediate students' academic achievement?.
- 2-Is there any statistically significant difference between the achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using concept maps) according to the achievement test?.

Hypotheses:

- 1-Teaching English subject using concept maps is effective in developing first year intermediate students' academic achievement.

2- There is a statistically significant difference at the level ($0,05 >$) between the achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using concept maps) according to the achievement test.

Significance of the study:

The importance of the present study may lie in the following :

- 1- It draws the attention toward the effectiveness of using concept maps in developing students' academic achievement.
- 2- It may provide teachers with applicable teaching situations using concept maps.
- 3- It may provide results which may be applicable in other subjects.
- 4- It may provide researchers with a theoretical basis for constructing good concept maps.

Participants of the study:

The Participants of the study comprised two randomly selected female first year intermediate classes of one of the intermediate schools in Tabuk. Each class comprised 22 students.

Delimitations of the study:

The present study is delimited to:

- Academic delimitation: Investigating the effectiveness of teaching unit 11 (shopping) using concept maps on first year intermediate students' academic achievement
- Place : Female first year intermediate students of the school in Tabuk.
- Time : First term of the academic year 2014.

Design of the study

The present study adopted the quazi- experimental method to investigate the effectiveness of teaching desing English subject for first year

intermediate students using concept maps on their academic achievement.

Tools of the study

For the purpose of the study, the following tool is used:

- Academic achievement test for unit 11 (shopping) of first year intermediate English subject.

procedures of the study:

The study adopted the following procedures:

1. Reviewing of related literature and previous studies.
2. Preparing Concept maps for each lesson on unit 11 (shopping) of first year intermediate English subject.
3. Preparing Academic achievement test for unit 11 (shopping) of first year intermediate English subject is adopted upon review of literature and related studies.
4. Measuring Validity and reliability of the tools.
5. Assigning sample of the study and apply the experiment: the control group was taught using the traditional way of teaching whereas the experimental group was taught using concept maps.
6. Administering the achievement test of unit 11 (shopping) by the end of teaching the assigned unit.
7. Analysing Data statistically.
8. Discussing Results.
9. Based on results, recommendations and suggestions have been occurred.

Definition of terms:

- **Concept Maps:**

For the purpose of the present study, concept maps are defined as a cognitive and constructive tool showing the relationships between concepts. Thoughts and ideas are

represented in the form of a circle or map, the content of which is determined by the instructor or a group of students.

- **Academic achievement:** total score of each group due to the application of achievement test of unit 11 (shopping) by the end of teaching the assigned unit using concept circle diagram.

Data Analysis:

The first question:

To answer the first question , " What is the effectiveness of teaching English subject using concept maps on the achievement of first intermediate students?" After treating data statistically using "SPSS", we used t-test was used as in the following table:

Table(1)

Significance differences between means of the experimental group in post and pre test on the achievement test

Sample size	mean	Standard deviation	t	Degrees of freedom (df)	Mean difference	Sig. p-value
22	37.02	3.04	26.29	21	17.02	0.00

Table (1) indicated that there are statistically significant differences in the experimental groups students' scores because of the p-value is less than 0.05.

The second question:

To answer the Second question " Is there any statistically significant difference between the achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group

(those who study using concept maps) according to the achievement test?
Treating data statistically revealed the following:

Table(2)

Descriptive statistics of the experiment and the control group on the achievement test

	N	Mean	Std. Deviation
experimental group	22	37.02	3.04
control group	21	11.81	1.17

Table (2) indicated that the mean scores of experimental group (those who study using concepts maps) is more than the mean score of control group (those who study using the traditional method of teaching).

To test the statistically significant difference between the achievement of control group and that of experimental, independent samples T test was used as in the following table:

Table(3)

Significance differences between means of the experimental and the control group in post and pre test on the achievement test

	T	df	Mean Difference	Sig. p-value
experimental × control	19.12	41	25.21	0.00

Table (3) indicates that there are a statistically significant differences between the achievement of control group (those who study using the traditional method of teaching) and that of experimental group (those who study using concept

maps) according to the achievement test results toward experimental group because the p-value is less than 0.05.

Discussion of the Results.

Results of the study indicate that there are statistically significant differences in experimental group students, scores because of the p-value is less than 0.05. This proved the effectiveness of teaching English subject using concept maps on the development of first year intermediate students' academic achievement. This is consistent with some research findings Littrell (1999), Hayward (2002), Budd (2004), Hellstrom & Husted (2004), Holland, et al. (2004), Oztas, et al. (2006), Gregoriades, et al (2009), Martin and Rice (2009), Davies (2010), Villalon and Calvo (2011), Reitano and Green (2012) and Wang, et al. (2014).

The difference between the achievement of control group (those who received regular teaching) and the achievement of experimental group (those who used concept maps) according to the achievement test as results of the study indicated that the mean of degrees of experimental group, mean score is more than the mean of degrees of control group (those who study using the traditional method of teaching). Results also indicated that there are statistically significant differences between the achievement of control group (those who study using the traditional method of teaching) and the achievement of experimental group (those who study using concept maps) according to the achievement test results. because the p-value is less than 0.05 (i.e) teaching English subject using concept maps is effective in developing students' academic achievement. Mento, et al. (1999) emphasized this pointing out that mind mapping is a creativity- and productivity-enhancing technique that can improve the learning and efficiency of individuals and organizations.

Thus, it can be concluded that mind maps are an excellent way to help learners organize knowledge, to empower themselves to better comprehend the key concepts, and principles in lectures, readings, or other instructional materials". (McGriff, 2007). Eppler (2006) and Fisher, et al (2000) also stressed that concept maps have demonstrated their positive effects on student meaningful learning. In fact good results of students' achievement post-test

after being taught using concept maps proved the positive effect of concept maps on meaningful learning .

Recommendations and suggestions:

Based on the findings of the study, the following recommendations and suggestions are made:

1. Teachers should be trained on teaching using concept maps as they can affect their success in foreign language teaching.
2. Students should be trained on constructing and using concept maps as they can affect their success in foreign language learning.
3. Concept maps can be used in teaching students' other classes.
4. Further research is needed to investigate the influence of teaching subjects other than English using concept maps on the development of students' achievement.
5. Further research is needed to investigate the influence of teaching English subject using concept maps on the development of teachers' performance.
6. Further research is needed to investigate the influence of teaching English subject using concept maps on the development of students' thinking skills.

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Appendeces

Appendix (a)

Concept circle diagrams of unit 11 (shopping) - first year
intermediate English subject – second term
-it has been attached in another word file.

Appendix (b)

The achievement test of unit 11 (shopping) - first year
intermediate English
subject – second term

المملكة العربية السعودية

المادة : اللغة الإنجليزية
الزمن : ساعة

وزارة التربية والتعليم
إدارة التربية والتعليم الصف : الأول متوسط

اختبار تحصيلي في الفصل الدراسي الثاني للعام الدراسي

١٤٣٤/١٤٣٥ للصف الأول متوسط لمادة اللغة الإنجليزية للوحدة ١١

اسم الطالبة:
رقم الجلوس:

الدرجة النهائية رقما:

٤٠

الدرجة النهائية كتابة:

المعلمة المصححة:

التوقيع:

المعلمة المراجعة:

التوقيع:

السؤال	الدرجة	الدرجة المستحقة
الأول	٦	
الثاني	٦	
الثالث	٩	
الرابع	٤	
الخامس	٦	
السادس	٤	
السابع	٥	

English language
Kingdom of Saudi Arabia

Ministry of Education First Intermediate grade

Time : one hour

Name:.....

In The Name of Allah

I) Comprehension:

Read the following passage and answer the questions below:

In olden times, one of the most famous places to meet with friends and listen to poetry was "SouqOkaz". Today, a traditional marketplace is called "Souq" in Saudi Arabia. In the sesouqs, there are many small shops in an open area where you can go from one shop to another on foot. The shopkeepers are very talkative and make shopping fun. Bargaining over the price is a must at the souq. If you do not bargain, you will buy things for a higher price.

A- Match :

B- - Why do people go to the Souq ?

.....

4



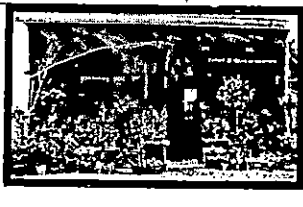



a- SouqOkaz was	1- one of the famous places to meet with friends and listen to poetry
b- A traditional marketplace is called	2- very talkative and make shopping fun.
c- At the shops in the 'Souq'	3- prices change .
d- The shopkeepers are	4- Souq .
	5- (Add another sentence)

Continued 2

2

II) Orthography:

Complete the names of the shops (Fill in the missing spaces with correct letters):

		
D..e..s shop	B..o..store	Fl..w..r shop
		
P..ar..mac..	F..rnit..re shop	Su..er..arket

III) Choose the correct answer :

Continued 3

9

1. is your bag? Brown.
a) What size b) What colour c) How much d) Whose
2. You can buy medicine from the
a) shoe shop b) furniture shop c) pharmacy d) toy shop
3. Hind must go to the to buy her new shoes
a) shoe shop b) coffee shop c) pharmacy d) toy shop
4. A..... is a place where you can buy books
a) shoe shop b) Bookstore c) pharmacy d) toy shop
5. I am going to theto buy some roses and plants
a) furniture shop b) bookstore c) flower shop d) dress shop
6. Where do you buy chairs and sofas? at the
a) shoe shop b) furniture shop c) pharmacy d) stationary
7. Go to theto buy some pens and pencils.
a) flower shop b) pharmacy c) dress shop d) stationary
8. I am hungry, Let's go to the
a) pharmacy b) bank c) restaurant d) boutique
9. How pens do you have? Two pens
a) many b) much c) tall d) long
10. Howsugar do you want? Two kilos
a) many b) tall c) old d) much
11. Howdoes this aspirin cost? Three riyals.
a) many b) much c) tall d) old
12. It is 99 Riyals. It is (.....)
a) expensive b)cheep c)not cheep d) (a+c)

13. is your watch? 100 riyals.
a) Whose b) What c) How much d) What's
14. is this scarf? It is 50 riyals.
a) How much b) Whose c) What colour d) What size
15. Howis that dress? 159 riyals
a) many b) much c) high d) old
16. Howdoes it cost?
a) many b) much c) high d) old
17. How manydo you have?
a) books b) tea c) money d) milk
18. How muchthe pen?
a) is b) are c) money d)flowers

IV)Rearrange these sentences:

1- two. /are / escalators / There / in / mall / the
.....

2 - does. / shirt / your / much / cost / How / ? /
.....

4

V) Match the sentences in A with the sentences in B.

A.

B.

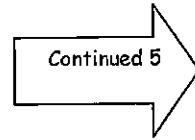
1. Are you going to the pharmacy?
bookstore to get some new books.
2. We don't have any milk.
dress shop next to our house.
3. I like to read a lot.

1. I always go to the
2. I'll buy one from the
3. I need some aspirin

6

4. I love flowers

4. I'm going to work in a flower shop



5. Our sofa is old.

5. We're going to work in a flower shop to buy a new one.

6. I need a new dress for the party

6. I'll buy some from the supermarket.

VI) Make questions :

1- a - ?
b - *I want three shirts.*

4

2- a - ?
b - *They are sixty four riyals.*

3- a ?
b - *There are two windows in the class.*

4- a- ?
b - *The jacket is 100 riyals.*

VII) Put the words in the box below under the correct column

shirts - books - water - pens - juice

5

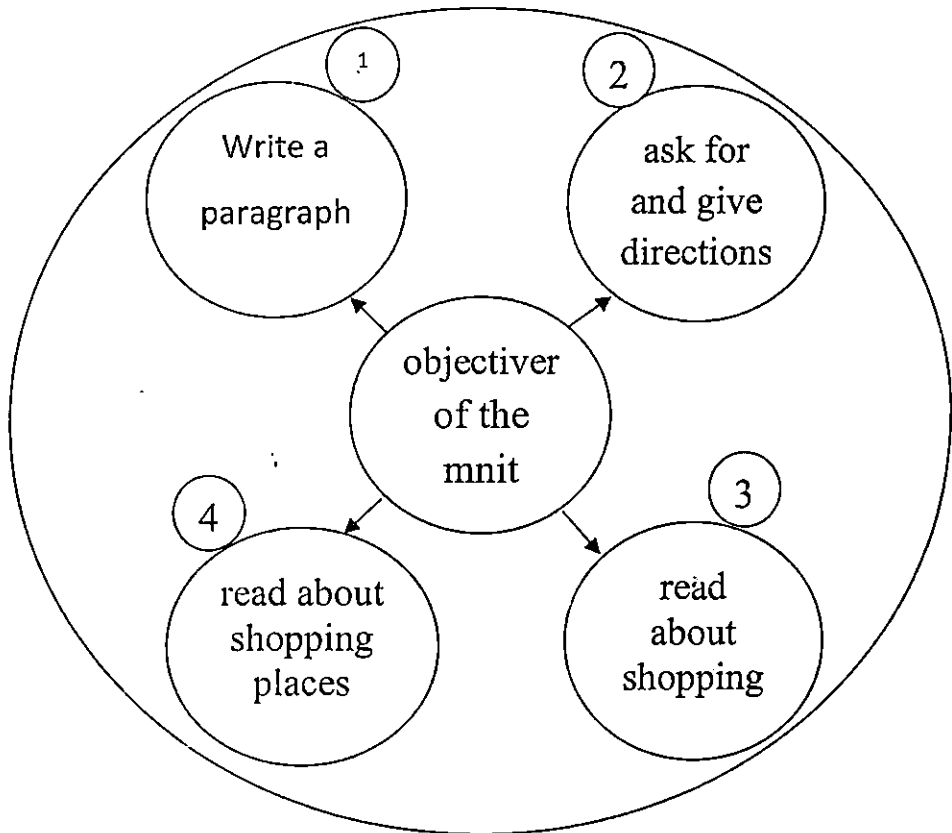
How much	How many

End
of
the

questions

Appendix A: Concept maps of unit 11: shopping

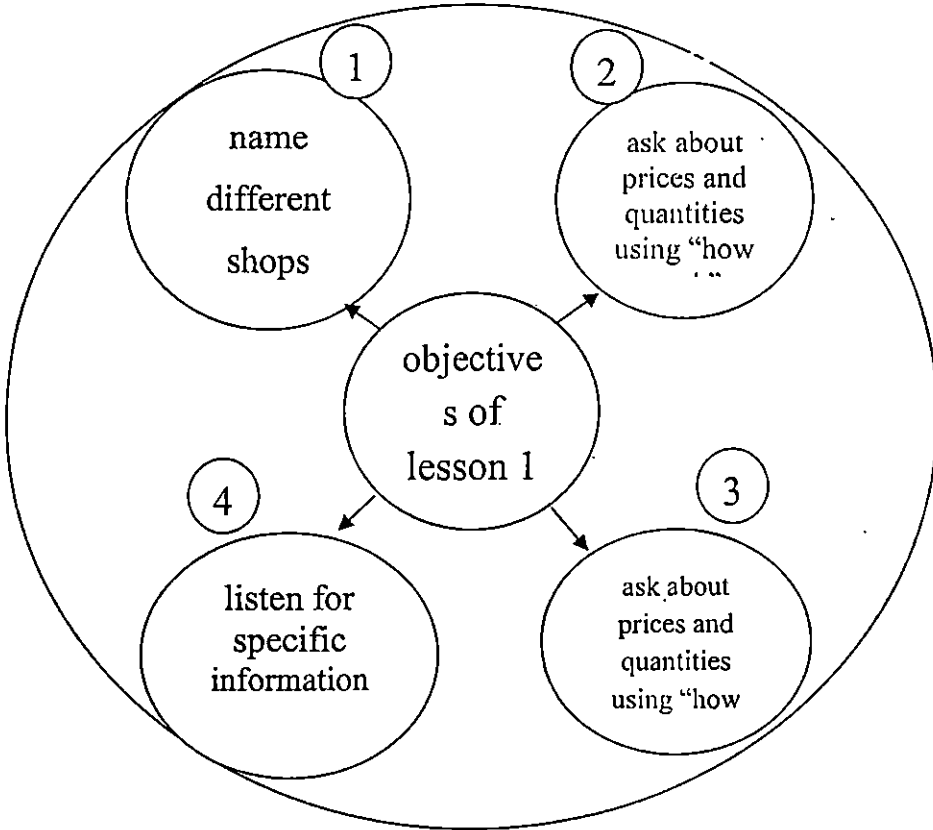
Objectives of the unit



By the end of this unit you will be able to:

- name different shops.
- ask for and give directions.
- read about shopping places.
- write a paragraph.

Unit 11: Shopping lesson 1
Objectives of lesson 1

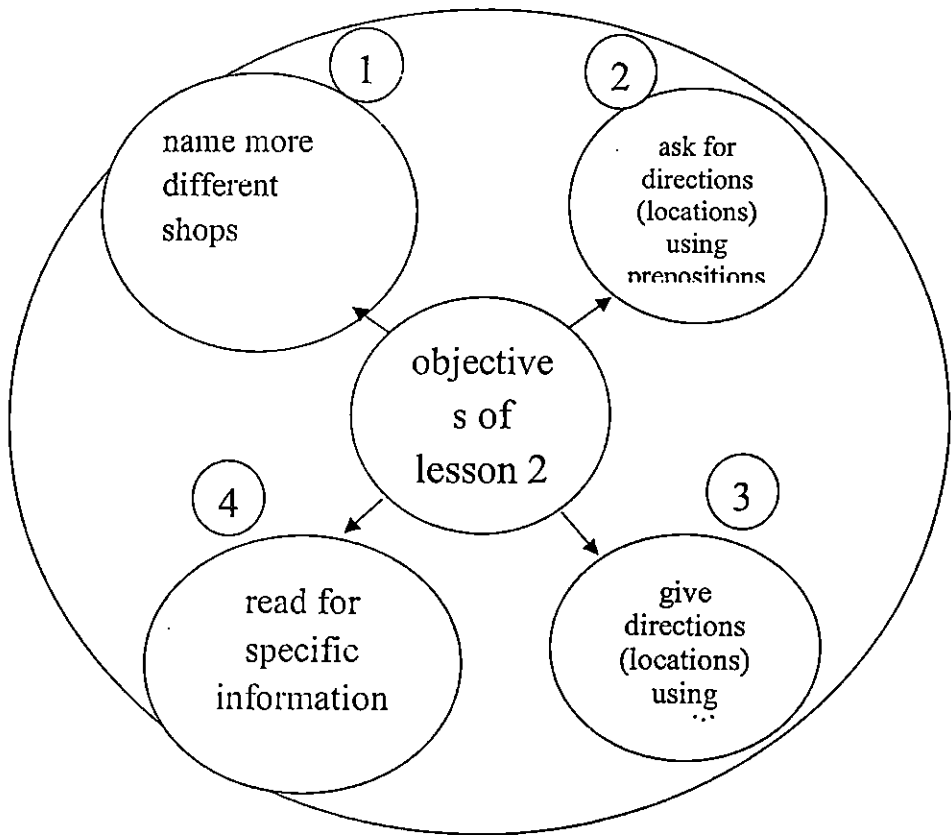


By the end of this lesson you will be able to:

- name different shops.
- ask about prices and quantities using “how much”.
- ask about prices and quantities using “how many”.
- listen for specific information.

Unit 11: Shopping lesson 2

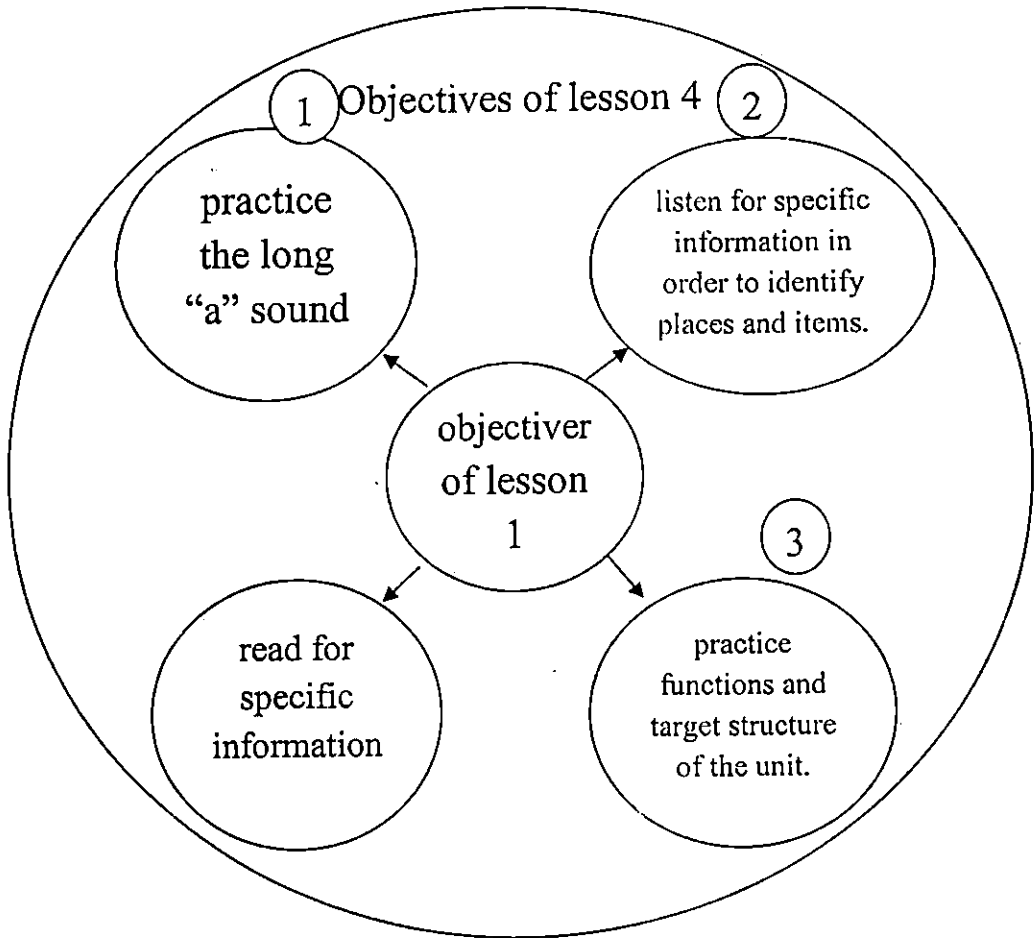
Objectives of the lesson



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

- name more different shops.
- ask for directions (locations) using prepositions of place.
- give directions (locations) using prepositions of place .
- read for specific information.

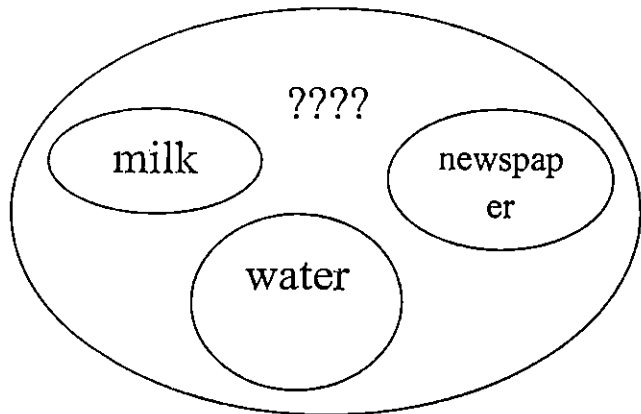
Unit 11: Shopping lesson 4
objectives of the lesson



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

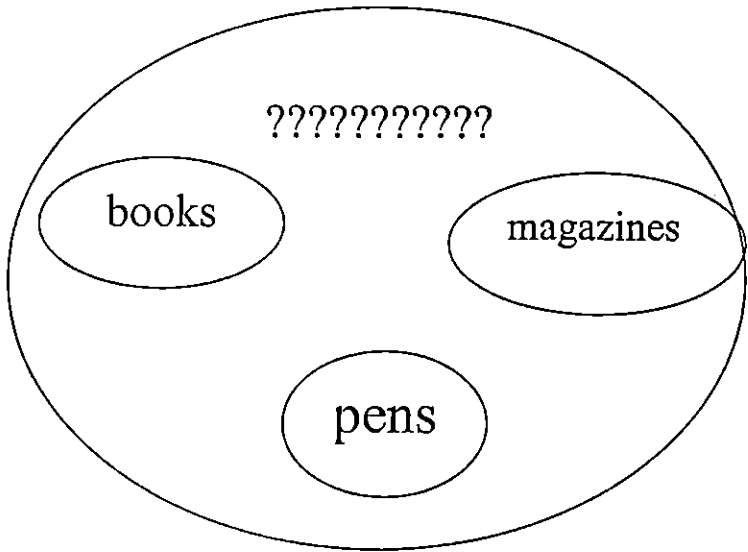
- practice the long “a” sound.
- listen for specific information in order to identify places and items.
- practice functions and target structure of the unit.
- read for specific information.

1- Where you can find these items ?



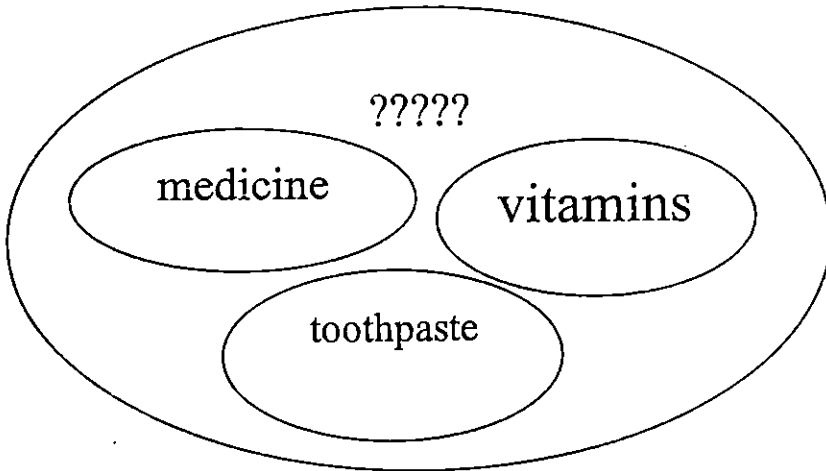
- We can find milk, newspaper, water in

2) Where you can find these items ?



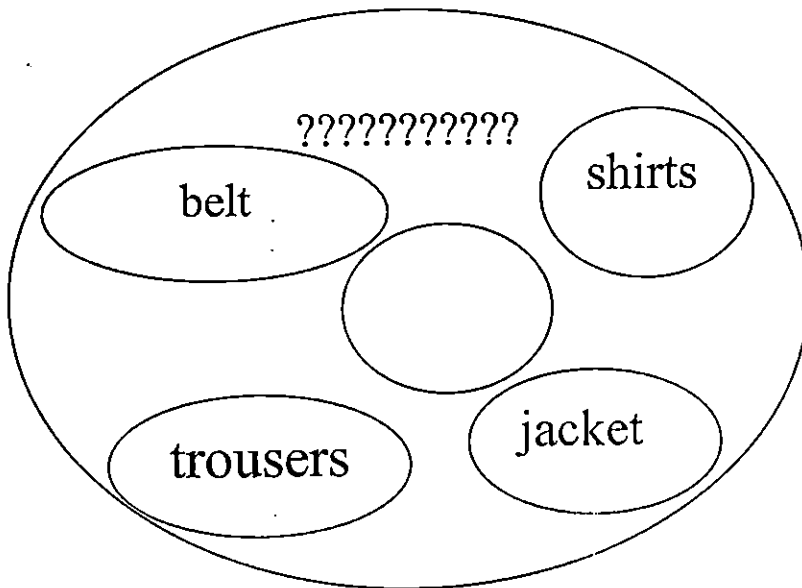
We can find books, magazines, pens in

3) Where you can find these items ?



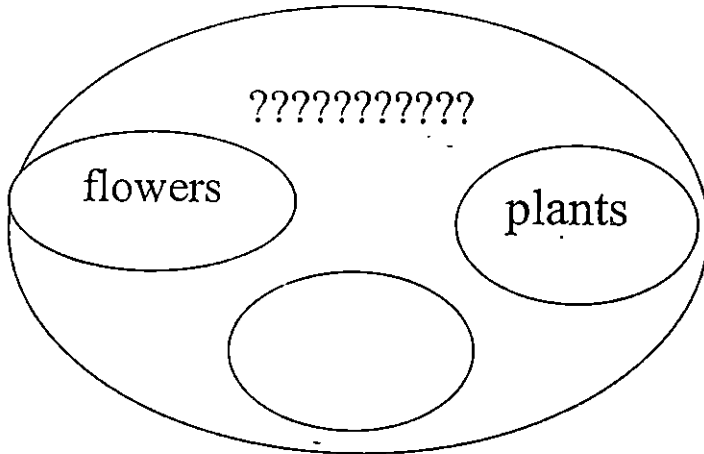
We can find medicine, vitamins, toothpaste in

4) Where you can find these items ?



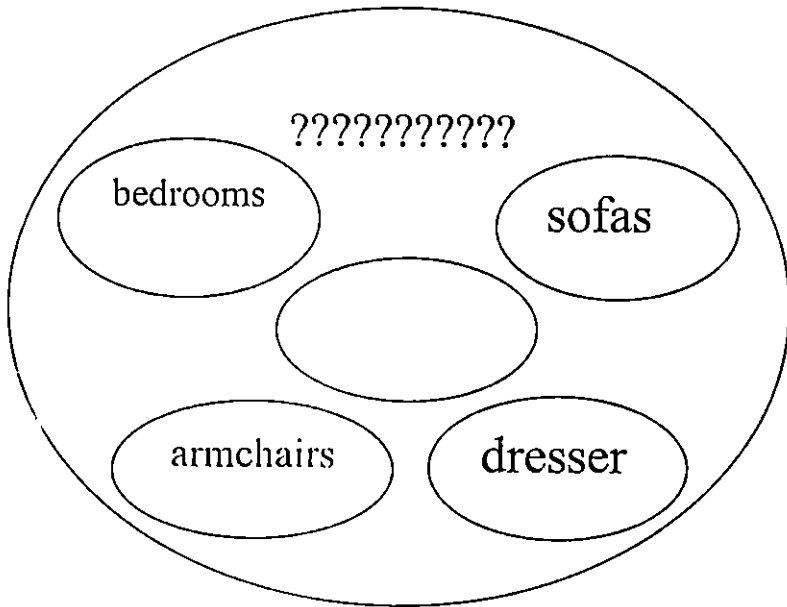
We can find belt, shirts, trousers, jacket in

5) Where you can find these items



We can find flowers, plants in

6) Where you can find these items?



We can find bedrooms, sofas,.....,in
.....

Shopping Mallr and Souqs

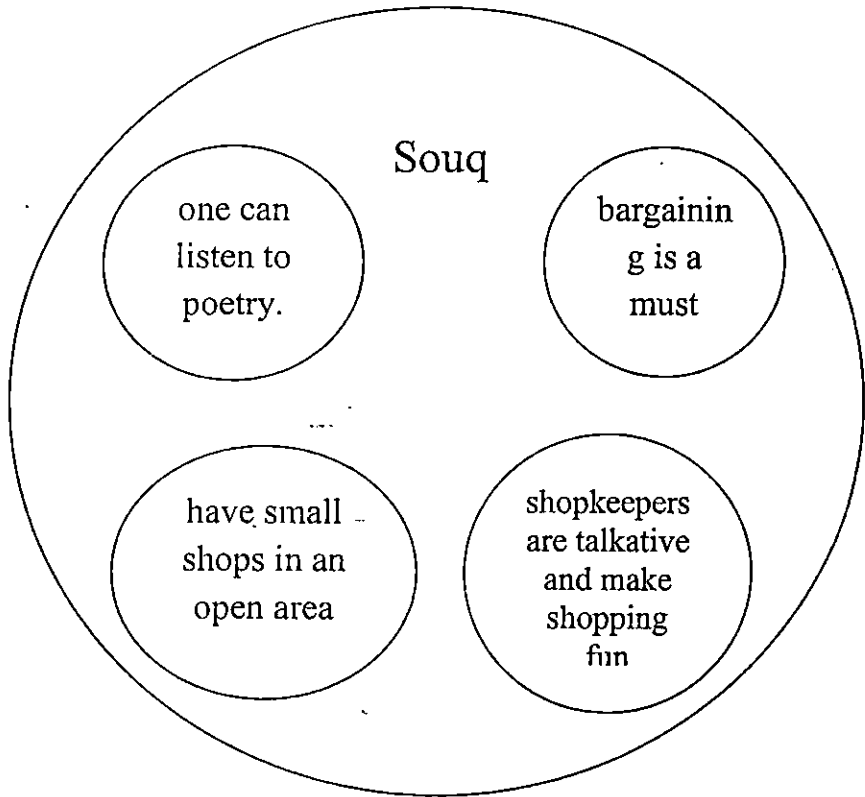
A Shopping mall



A) In shopping malls:

- one can spend a lot of time.
- prices do not change.
- have banks, restaurants and other services.
- have different kinds of stores.

B) Souq

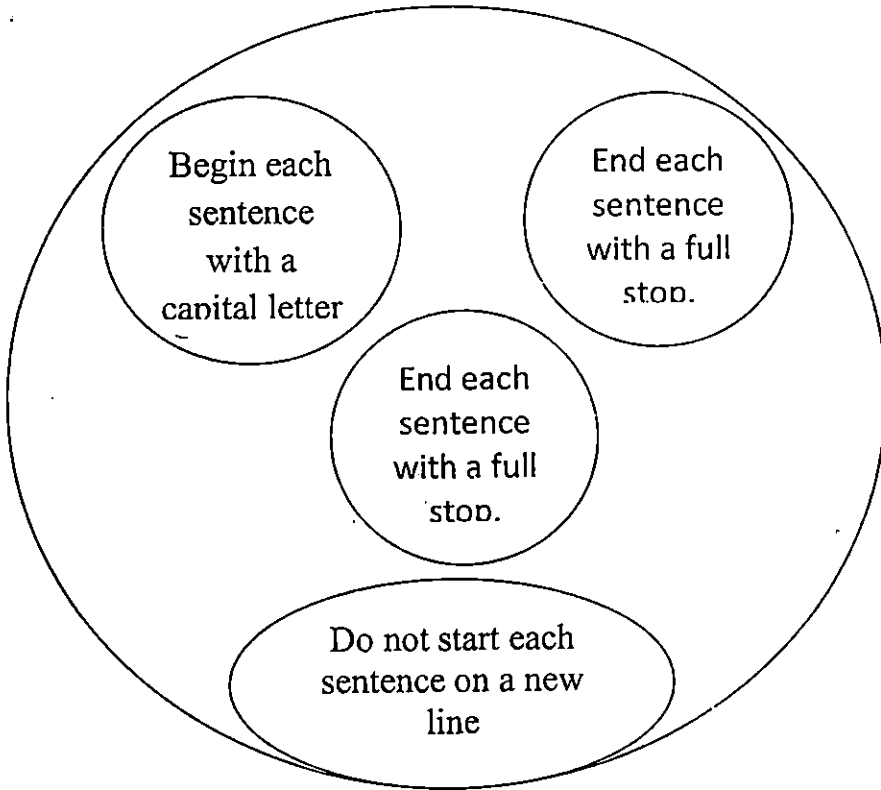


In the Souq:

- one can listen to poetry.
- bargaining is a must.
- shopkeepers are talkative and make shopping fun.
- have small shops in an open area.

Writing

Rules of forming a paragraph



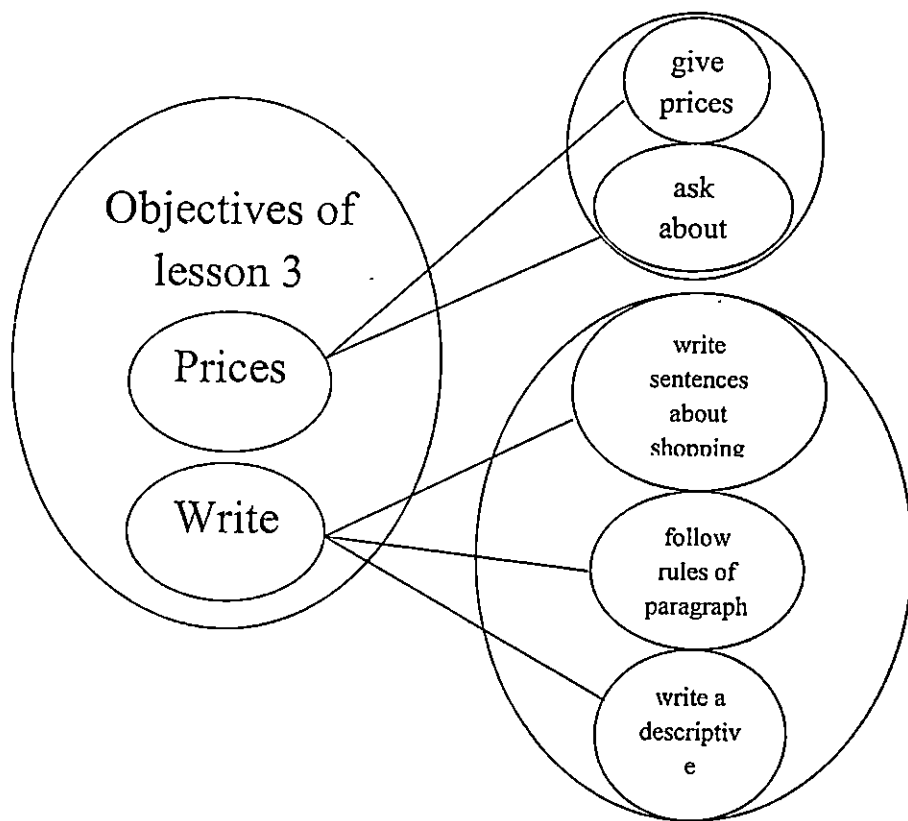
Rules of forming a paragraph

- Begin each sentence with a capital letter
- End each sentence with a full stop.
- Do not start each sentence on a new line

Appendix A: Concept maps of unit 11: shopping

lesson 3

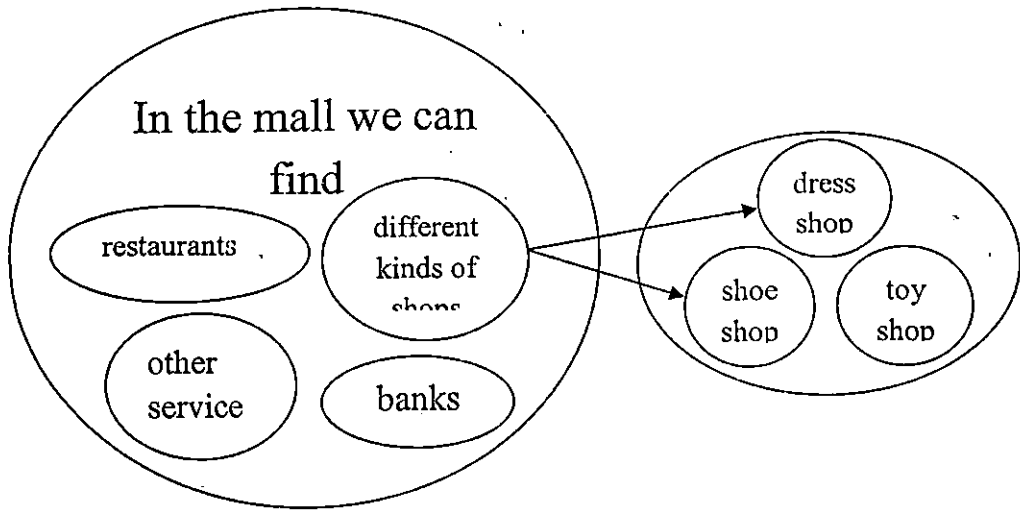
Objectives of lesson 3



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

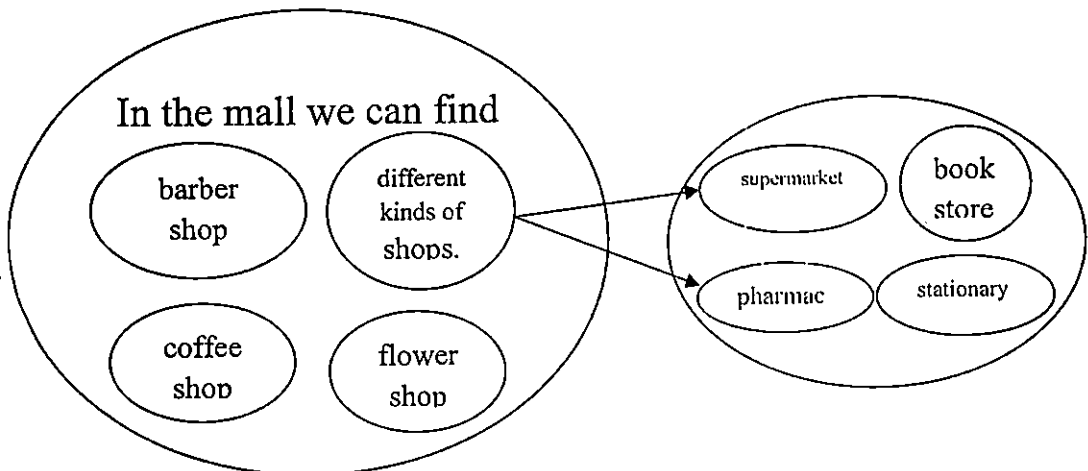
- ask about prices.
- give prices.
- write sentences about shopping using there is and there are.
- write a descriptive paragraph.
- follow rules of paragraph writing

Names of different shops in the mall



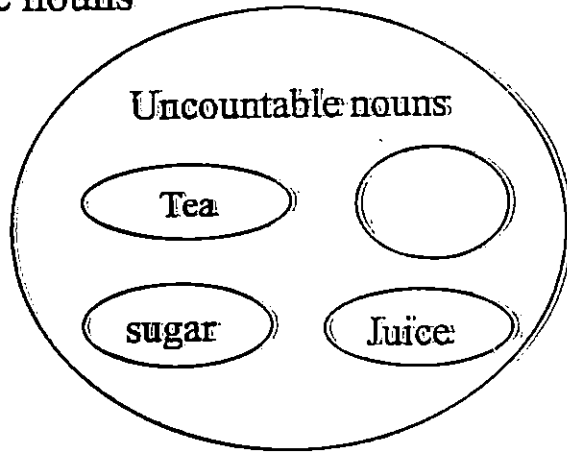
- In the mall we can find different kinds of shops, restaurants, banks and other services.
- We can find: address shop, ashoe shop, atoy shop, asports shop,etc.

Names of different shops in the mall (2)



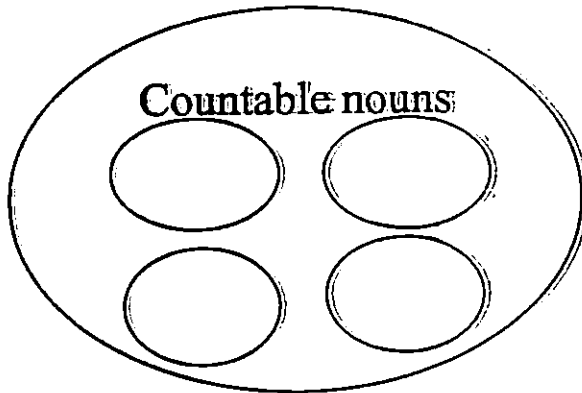
- In the mall we can find different kinds of shops: a barber shop, a flower shop, coffee shop, pharmacy, book store, stationary, supermarket....etc

Uncountable nouns



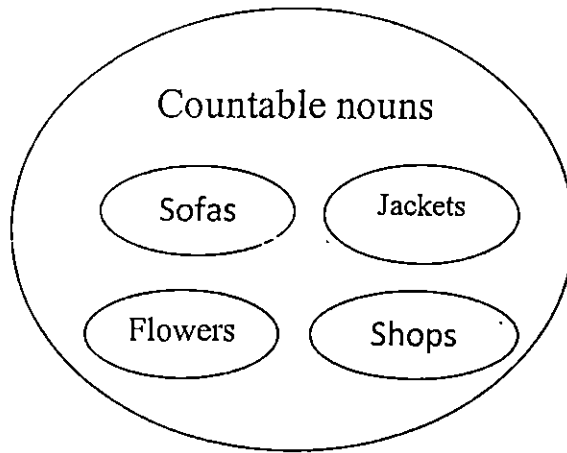
Tea, Sugar, Juice,.....are examples for

Countable nouns



Pens, Papers., Books,.....are examples for

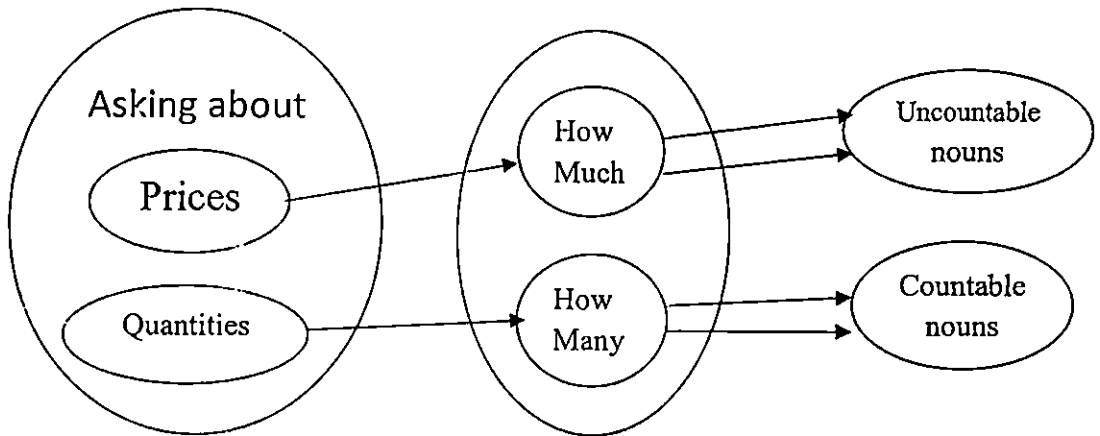
Countable nouns



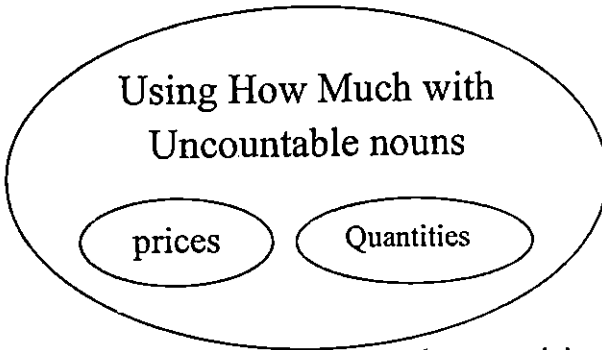
- Sofas, Jackets, Flowers, Shops, are examples for
- Countable nouns usually have a plural "s" at the end

How much vs how many

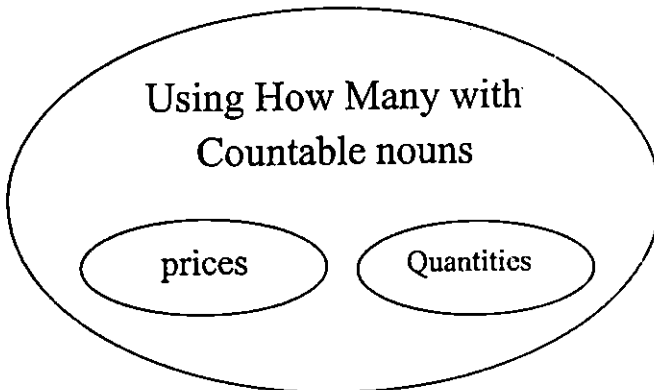
- Asking about prices and quantities using "how much" and "how many".



- You can ask about prices and quantities using “how much” with uncountable nouns and “how many” with countable nouns.
- Using How Much with Uncountable nouns

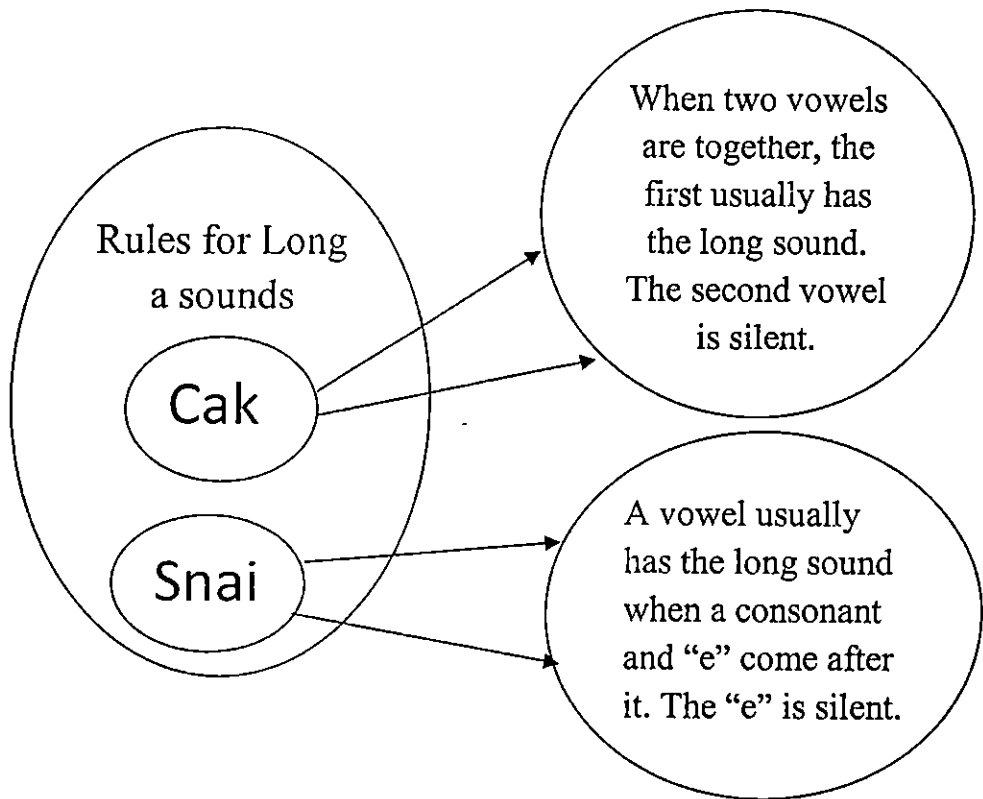


- You can ask about prices and quantities using “how much” with uncountable nouns.
- Using How Many with Countable nouns



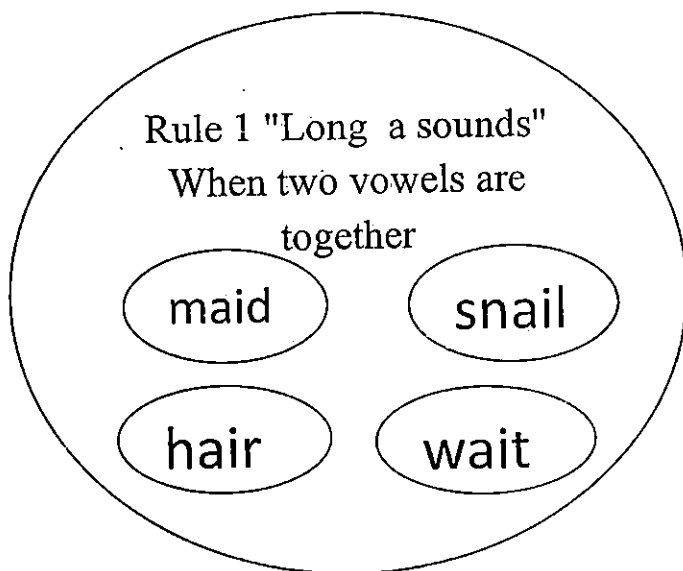
- You can ask about prices and quantities using “how many” with countable nouns.

Rules for Long a sounds



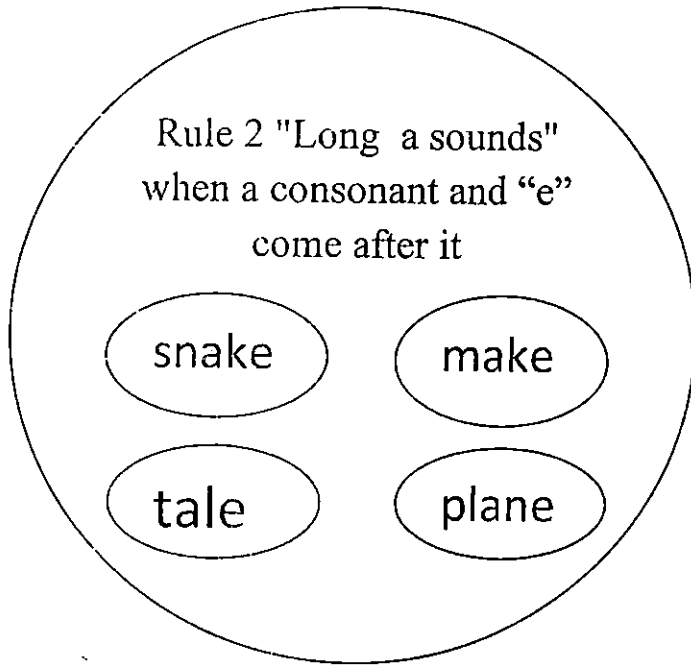
- When two vowels are together, the first usually has the long sound. The second vowel is silent.
- A vowel usually has the long sound when there in a consonant and an "e" coming after it, the "e" is silent.

Examples for Rule 1 "Long a sounds" When two vowels are together



- When two vowels are together, the first usually has the long sound. The second vowel is silent.
- Maid, hair, wait, snail are examples for the rule 1

Examples for Rule 2 "Long a sounds" when a consonant and "e" come after it



- A vowel usually has the long sound when a consonant and "e" come after it. The "e" is silent.
- Snake,tale,plane,make, are examples for the rule2