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APPENDICES

Appendix 1: Classroom Observation Sheet

SLA THEORIES

SLA Theory		Structuralism Theory	Cognitive Information Processing Theory	Socio-Cognitive & Socio-Cultural Theory
Teacher's Name	Class			
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	15			
	16			
Total	16 class			

Appendix 2: Classroom Observation Sheet

L2 READING THEORIES

L2 Reading Theory		Bottom-up Information Processing Theory	Top-Down Information Processing Theory	Interactive Theory Of Information Processing
Teacher's Name	Class			
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	15			
	16			
Total	16 class			

Appendix 3: Classroom Observation Sheet

LEARNER ROLE

		Individual Work	Pair / Group Work
Teacher's Name	Class		
	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
	12		
	13		
	14		
	15		
	16		
Total	16 class		

Appendix 4: Classroom Observation Sheet

TEACHER ROLE

		Director	Catalyst
Teacher's Name	Class		
	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
	12		
	13		
	14		
	15		
	16		
Total	16 class		

UNIVERSITI SAINS ISLAM MALAYSIA
 جامعة العلوم الإسلامية Malaysia
 ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

Appendix 5: Classroom Observation Sheet

TYPES OF READING TASKS

Teacher's Name	Class	Identifying Main Ideas	Identifying Details	Drawing Inferences	Others			
					Vocabulary	Grammar	Writing	Fluency
	1							
	2							
	3							
	4							
	5							
	6							
	7							
	8							
	9							
	10							
	11							
	12							
	13							
	14							
	15							
	16							
Total	16 class							

Appendix 7: Letter from the Dean of Faculty of Major Language Studies, Islamic Science University of Malaysia (USIM) certified by the Yemeni Embassy in Kuala Lumpur to Office of Education in Republic of Yemen (In English)



UNIVERSITI SAINS ISLAM MALAYSIA

جامعة العلوم الإسلامية الماليزية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

Faculty of Major Language Studies
Tel: 06-798 6752 / 6753 Fax: 06-798 6755

USIM 2 17/284 (3)
13 Syawal 1434H / 20 Ogos 2013

Office of Education
REPUBLIC OF YEMEN

Dear Sir/Madam,

CONFIRMATION OF STUDENT'S STATUS


Ms. Lubna Ali Mohammed Saleh, Matrix No. 4120010 is currently enrolled in the PhD programme in Education, Faculty of Major Language Studies, University Science Islam Malaysia (USIM), for the academic year 2012 / 2013

Ms. Lubna needs to travel to Yemen on duty to collect the data related to her research subject, which is titled "An Analysis of the Third Year of Secondary EST Reading Curriculum in Yemen: Approaches and Preparation for ESP Academic Reading at the University Level".

We would request you to address principles of schools in your sector to receive her as a researcher in an evaluating task. She is going to observe reading classrooms' practices for a sample of EST 3rd grade secondary school teachers

Your cooperation is highly appreciated

Yours sincerely


(DR. NOOR AZIZI ISMAIL)
Dean
Faculty of Major Language Studies

- Encl:
1. Students's File
 2. File USIM 2 17/284

USIM 2 17/284 (3)



Appendix 8: Letter from the Dean of Faculty of Major Language Studies, Islamic Science University of Malaysia (USIM) to Office of Education in Republic of Yemen (In Bahasa)



UNIVERSITI SAINS ISLAM MALAYSIA
 جامعة العلوم الإسلامية الماليزية
 ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

USIM 2 1 7/284 (2)
 13 Syawal 1434H / 20 Ogos 2013

Fakulti Pengajian Bahasa Utama
 Tel: 06-798 6752 / 6753 Fax: 06-798 6755

KEPADA SESIAPA YANG BERKENAAN

Assalamualaikum wbt / Salam Sojahtera

Tuan/Puan,

PENGESAHAN PELAJAR DOKTOR FALSAFAH FAKULTI PENGAJIAN BAHASA UTAMA USIM

Dengan segala hormatnya perkara di atas adalah dirujuk.

2 Adalah dimaklumkan bahawa **Lubna Ali Mohammed Saleh, No. Matrik 4120010** merupakan pelajar pascasiswazah Fakulti Pengajian Bahasa Utama Beliau sedang melanjutkan pelajaran dipangkat Doktor Falsafah dalam bidang pendidikan

3 Surat ini dikeluarkan sebagai pengesahan bagi membantu pelajar dalam proses kulpian data penyelidikan beliau Pihak Fakulti berharap agar pihak Tuan/Puan dapat memberikan kerjasama yang sewajarnya bagi membantu pelajar ini.

Sekian, terima kasih

Salam hormat,


(DR. NOOR AZIZI ISMAIL)
 Dekan
 Fakulti Pengajian Bahasa Utama

s k
 1 Fail Pelajar
 2 Fail USIM 2 1 7/284

Shr
 Myks : pengesahan pelajar



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Beramal • Berkeadilan • Bertekad • Berkeadilan • Berkeadilan • Berkeadilan • Berkeadilan

Appendix 9: Letter from the Yemeni Embassy in Kuala Lumpur to Office of
Education in Republic of Yemen (In Arabic)

Embassy of the
Republic of Yemen
Cultural Attache
Kuala Lumpur



سفارة
الجمهورية اليمنية
الملحقية الثقافية
كوالالمبور

Ref.No: CA/13-531
26/08/2013

الى من يهمه الأمر

تحية طيبة وبعد ، ، ،

الموضوع / بحث ميداني

تحياتكم الملحقية الثقافية في ماليزيا أطيب التحايا و تتمنى لكم التوفيق و النجاح ، نود إحاطتكم علماً
بان الطالبة / ليلي علي محمد صالح متواجدة في مقر الدراسة ومستمرة في برنامج الدكتوراه
تخصص لغة انجليزية في جامعة العلوم الإسلامية الماليزية USIM، وهي بحاجة للعودة الى اليمن
لعمل البحث الميداني بعنوان (An Analysis of the Third year of secondary EST
Reading Curriculum in Yemen) و ذلك بناء على فكرة عميد الكلية المرفقة لذلك نرجو
منكم مساعدة الطالبة في تهيئ إجراء البحث الميداني (جمع البيانات).

وتقبلوا منا خالص التحية و التقدير، ، ،



Embassy of the Republic of Yemen, Cultural Attache, Kuala Lumpur
No.43, Jalan San Ah Weng, Off Jalan Semarak 54100 Kuala Lumpur Malaysia

Appendix 10: Letter from the Yemeni Embassy in Kuala Lumpur Certified by the Office of Education in the Selected Districts in Yemen

Embassy of the
Republic of Yemen
Cultural Attache
Kuala Lumpur



سفارة
الجمهورية اليمنية
الملاحية الثقافية
كوالالمبور

Ref.No: CA/13-531
26/08/2013

بإحضار النسخة المرسلة
تسهيل الامور

الى من يهمه الامر



تحية طيبة وبعد . . .

الموضوع / بحث ميداني

تهديكم الملاحية الثقافية في ماليزيا أطيب التحايا و تمنى لكم التوفيق في إنجازكم طمأ
بان الطلبة / ابني علي محمد صالح متواجده في مقر الدراسة ومستمره في برنامج الدكتوراه
تخصص لغة انجليزية في جامعة العلوم الاسلامية الماليزية USIM، وهي بحاجة للعودة الى اليمن
لعمل البحث الميداني بعنوان (An Analysis of the Third year of secondary EST (Reading Curriculum in Yemen
منكم مساعدة الطلبة في تسهيل اجراء البحث الميداني (جمع البيانات)
و تقبلوا منا خالص التحية و التلايم . . .

131
البيان الملصق
المستشار الثقافي



جسبة لفتح الع
اجراء الاذرع



Embassy of the Republic of Yemen, Cultural Attache, Kuala Lumpur
No 43, Jalan San Ah Wing, Off Jalan Selegie, 50100 Kuala Lumpur, Malaysia.
Tel: 03-9001 2696 / 9001 0718 Fax: 03-9001 2921

**Appendix 11: Protocol and Permission Letter from the Researcher to
Participating Schools' Headmasters**
(In English)

In the Name of God, Most Gracious, Most Merciful

To: The Headmaster

We would like to inform you that we are conducting an Analysis Study of the 3rd grade of Secondary School EST Reading Curriculum in Yemen. Therefore, we would like your approval to our request to observe the reading classrooms' instructional practices in your school under the school's supervision.

This study is useful for building a required database in Yemen to evaluate and revise the 3rd grade Yemeni secondary school English language curriculum in general and the 3rd grade Yemeni secondary school reading curriculum in particular. Moreover, your school will be one of the sample sources pertaining to this research.

Thanking you in advance,

Lubna Ali Mohammed.

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 جامعة العلوم الإسلامية
 ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

Appendix 12: Protocol and Permission Letter from the Researcher to
Participating Schools' Headmasters
(In Arabic)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

..... الاستاذ مدير/الاستاذة مديرة المدرسة
المحترم/المحترمة

تحية طيبة وبعد ...

نحيطكم علما باننا نقوم بدراسة تحليلية لمنهج القراءة للغة الانجليزية للصف الثالث الثانوي من القسم العلمي في اليمن. لذا نرجو منكم الموافقة على طلبنا بمراقبة حصص القراءة للغة الانجليزية تحت اشراف ادارة المدرسة. حيث ان هذه الدراسة مفيده للحصول على قاعدة بيانات لتقييم وتطوير منهج اللغة الانجليزية لمرحلة الثالث الثانوي القسم العلمي بشكل عام وتحديد مهاره القراءه في المستقبل. هذا ويستضم مسرستكم كأحد المصادر لعينات الخاصه بالبحث.

ولكم جزيل الشكر

لبنى علي محمد صالح

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Appendix 13: Teacher's Consent Letter for Audio Recording (In English)

In the Name of God, Most Gracious, Most Merciful

**PERMISSION FOR CLASSROOM OBSERVATION AND AUDIO
RECORDING**

Participant Name:

I hereby give permission to **Ms. Lubna Ali Mohammed Saleh** to observe my classrooms' instructional practices and record it to illustrate her research. I further authorize the use of the photograph for teaching purposes or to illustrate scientific papers or lectures at any time hereafter without inspection or approval on my part. The recording can be only used for scientific purposes.

I hereby consent to all the above procedures,

.....
(Participant Signature)

Date

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جامعة العلوم الإسلامية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

Appendix 14: Teacher's Consent Letter for Audio Recording

(In Arabic)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

اقرار بموافقة مراقبة الممارسه الصفيه و التسجيل الصوتي

..... الاسم

انا الموقع ادناه امنح هذا التصريح للمذكوره لبنى علي محمد صالح للقيام بمراقبة ممارساتي الصفيه لمهاره القراءه للصف الثالث الثانوي وتسجيل صوتي وتصويري واستخدام صوتي و صورتي في بحثها. كما اني اذن لها باستخدام صورتي للاغراض التعليميه او نشر ورقه علميه او محاضره في اي وقت دون الرجوع لي. وليس لدي اي مانع من استخدام صوتي وصورتي في الاغراض العلميه فقط لاغير.

وهذا اقرار مني بالموافقته على جميع الاجراءات المذكوره اعلاه

التوقيع :

التاريخ.

UNIVERSITI SAINS ISLAM MALAYSIA
جامعة العلوم الإسلامية الماليزية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

Appendix 15: Sample (1) of Transcripts of Classroom Observation

School: Aban
Lesson: An Unusual Animal (Rama - the cama)

Duration: (40 minutes)
No of students: 50

Teacher: good morning student

All Students: Good morning teacher

Teacher: Open your book. Read the introductory paragraph and look at the pictures. Tell me what it is about??

...

Teacher: Any difficult words?

All Students: No

Teacher: Sure, all the words are clear. No difficult words. Don't be shy, if any words not clear tell me and I will explain it. Ok. What do you see in the pictures?

Student: Answers in ((Arabic))

Teacher: Read the first paragraph and underlines the difficult words. What is the meaning of crossbreed?

Student: The marriage between animals

Teacher: Yes, when human, male and female married is referred to the crossbreed between animals. When animals married it is called crossbreed. But usually the crossbreed between animals happens with the human touch to create new animals with new characters come from the father (male) and the mother (female). Do you know the animals in the pictures??

Student: Yes teacher but this one don't know.

Teacher: This animal is crossbred between 2 animals but this one we have was created and crossbred by god without the touch of human, its name is Mule ((*teacher wrote it on the board*)). The problem with the new animals that they are not able to give new baby. This is one of the problems of crossbreeding between animals.

Teacher: Any difficult words

All Students: No

Teacher: Sure. I will ask you. Ok, what is the main idea of this paragraph? Each paragraph has main idea speak about it.

...

Student 1: Families of animals

Student 2: Crossbreed between animals

Teacher: yes, correct

Teacher: Now, read the next part. Next paragraph and underline the difficult words.

...

Teacher: finished? Any difficult words?

All Students: No

Teacher: Sure! I will ask you. Ok, what is the main idea of this paragraph?

Student: The place Rama – the Cama born

Teacher: Ok. Tell me what's the meaning of Arabia?

Student 1: Asia

Student 2: Arab countries

(The teacher draws the map of Arabic peninsula and explains that it is refers to Arabic countries as EAU, Yemen, Oman)

Teacher: Read the next paragraph and then tell me the difficult words

Teacher: Is it enough?/ difficult words!!?

All Students: No

Teacher: Sure. I will ask you. Ok, what is the main idea of this paragraph?

Student: describe Rama-the cama

Teacher: Yes, correct. Now, tell me, where do the animals mentioned in the paragraphs live?

Student1: Hot places and cold places

Student 2: Camel live in hot places and llama lives in cold places

Teacher: Why camel lives in hot places?

Student: because it covers with hair.

Teacher: Cama here is a result or crossbreed between which animals?

Student: Camel and llama

Teacher: OK. From Camel took "ca" and llama "ma". So the result has characters from the father 'male' camel and the mother 'female' lama. Can camel live in cold places?

Students: No,

Teacher : And cama, can live in cold places?

Student: Yes,

Teacher: Why?

Students: Because the lama has wool coat like the mother.

Class ends

Teacher: next period we will continue...

Appendix 16: Sample (2) of Transcripts of Classroom Observation

School: Bakathir
Lesson: A view from a window

Duration: (45 minutes)
No of students: 40

Teacher: What day is it today?

Student: Today is Sunday.

Teacher: What date is it today?

Student: Twenty two.

Teacher: Ha what. Twenty two!

Student: No no twenty second of September 2013.

Teacher: We said the dates should be ...

All Students: Adjectives.

Teacher: Now, please open your book. Let's have revision for the lesson first "A view from a window". This lesson is about, yes you.

Student: About describing a girl.

Teacher: It is about a girl not describing a girl. It is not describing a girl. She is describing something. Ok, what's her name? What is the name of the girl?

Student: Jane.

Teacher: Jane got a habit, what is it?

Student: Look from the window.

Teacher: Yes, as soon as she gets up, she goes to the window and open the curtain and the window and look to outside. In paragraph number 1 what is she describing?

Student: Describing the weather.

Teacher: How did you know that she is describing the weather?

Student: "wall of white mist"

Teacher: What is it, what is "the wall of white mist?"

Student: "Dhabab" Explains the meaning in Arabic.

Teacher: "Away, mumtaz" Commented in Arabic.

Teacher: Continue reading "Jane knew that would disappear". Is disappear here past or present?

Student 1: Past.

Teacher: Past!!

Student 2: No, no... present

Teacher: "Aga baad aysh?" in Arabic (It came after what?)

Student: "Baad would" in Arabic (after would)

Teacher: Yes, after would. After would we use infinitive. It should be or must be infinitive not past and not present or continuous. What is the past and past participle of disappear?

(The teacher is writing on the board disappear, disappeared, disappeared). Now, look at paragraph 2. What is she describing?

Student: Al wood (al means the in Arabic)

Teacher: The wood. Describing the wood. Ok, a little bit nearer was the wood that Jane loved. Ok. Describing what part in the wood? What is she doing to pass her time?

Student: Counting the trees on her way to pass her time.

- Teacher:** Ok, go down, there are two horses, what is she describing here?
- Student:** Describe animals she see from the window.
- Teacher:** Yes, animals how many horses were there?
- Student:** Two.
- Teacher:** Two horses, what else?
- Student:** Cows.
- Teacher:** yes, there are two horses and some cows. Where are they?
- Student:** They are on the grass.
- Teacher:** There are two horses and about 20 cows (males and females); the horses are one female, the mother and her son. What is the son doing? Haa?
- Student:** Drinking milk from her mother.
- Teacher:** Drinking milk from her mother. And the cows; what are they doing?
- Student:** Eating.
- Teacher:** No, not eating. Haa, I want fingers... Yes you, what are they doing?
- Student:** Chewing the cud.
- Teacher:** Chewing the cud. They are chewing the cud. What is the cud?
- Student:** Eating grass.
- Teacher:** No, no, chewing the cud. The cud is the food that eaten before (*in Arabic*). Chewing the food they ate before. Cows lying down and their mouth are moving chewing the cud without stop all the time.
- Teacher:** Now paragraph number 4. What part is Jane describing paragraph number 4?
- Student:** Chickens.
- Teacher:** Describe the chickens.
- Student:** Describing the chickens below the window.
- Teacher:** Yes, she describes the chicken. What are the chickens do?
- Student:** Cackling noisily, scratching in the dust with their claws and pecking with their beaks
- Teacher:** Noisily, what part of speech?
- Student 1:** Adverb.
- Student 2:** A Verb.
- Teacher:** Shooo. Be polite, she will take (*pointing to the observer*) a bad impression about you. Noise, noisy, noisily. What are they?? Ha kholoud.
- kholoud:** Noise noun, noisy adjective and noisily adverb.
- Teacher:** Don't make noise. What is noise here?
- Student:** Noun.
- Teacher:** She is a noisy girl!
- Student:** Adjective.
- Teacher:** Ok. Don't speak noisily!
- Student:** Adverb.
- Teacher:** So the adjective changes to adverb by adding...
- All Students:** Ly
- Teacher:** Yes, I and y. Now any questions? Any questions?
- Student:** No, no.
- Teacher:** Last class I told you that there are two way of description, what are they?
- Student 1:** From near to far.
- Teacher:** From near to far. The second is the opposite way around.
- Student 2:** From far to near.
- Teacher:** Don't write in the book, I told you many times don't write in the book.

Teacher: There are 2 ways for description. And here in the passage there are 4 ways, sorry 4 phrase of description. Yallah find out in paragraph number (1) is far away.

Teacher: Paragraph 2.

Student: A little bit nearer, nearby.

Teacher: 3.

Student: On her left.

Teacher: 4.

Student: Just below the window.

Teacher: Now, who will read?

Some Students raised their hands to read loudly

Teacher: Yes, Samah.

Samah: "It was six o'clock in the morning...)"

Teacher: Six the number not sex. Yes continue

Samah is reading "

Teacher: Thank you. Another one. Ibtisam, yes continue the second paragraph

Ibtisam: "A little bit nearer was the wood that Jane loved..."

Teacher: Knew, which tense?

Student: Past.

Teacher: Yes, continue.

Ibtisam is reading...

Teacher: Ahlam read

Ahlam: "Jane looked to her left...that would make him grow"

Teacher: Thank you Ahlam. Which tense is make?

Student: Present.

Teacher: Yes. Seham, continue the fourth paragraph.

Seham: "Just below Jane's window a number of chickens were cackling noisily, ss... ah"

Teacher: Scratching

Student: "Scratching in the dust with their c..."

Teacher: Claws and pecking with their beaks" continue.

Student: "Jane did not know... and have breakfast".

Teacher: Thank you.

The teacher started reading the question

Teacher: (Question1): "Far away", far away is a phrase telling you where things are. Find similar phrases in the passage? We already answered this question. **(Question1):**

Does the description move from near to far or the other way around?

Student: Far to near

Teacher: Yes, far to near. How did you know? Give me a proof? I need a proof...

Student: Because in paragraph 1 she used far away. In paragraph 2 she used a little bit nearer, in paragraph 3 she used on her left, and in 4 she used just below the window.

Teacher: now open p.11 workbook (q1.11.A): Read the first paragraphs and answer the questions. 1. Why does Jane look out of the window every morning?

Student: Because it is a habit.

Teacher: What was the weather like this time?

Student: Foggy. Students were answering by reading the answers from their workbooks as the books are being handed over from the students of the previous year.

Teacher: Ok, do this exercise and will continue next class (in Arabic).

Appendix 17: Sample of Reading Related Statements as Reflected in the EST 3rd Grade Classroom Transcripts:

No	Reading tasks
1	Before reading the text: What does unusual mean?
2	Any difficult words in the txt?
3	How do you spell Wolf and Jackal?
4	Give an example, detai, about what does it mean by solid?
5	What do yoy mean by thae solid hs a fixed shape?
6	How about liquid? Is it fixed or not?
7	The next paragraph is about water cycle, tell me about the water cycle.
8	Any difficult words in this paragraph?
9	What does “freely mean”?
10	What does it mean by “view”?
11	I will read loudly and you listen carefully, and then tell me whether the description stated from far to near or near to far.
12	What is the text talking about?
13	What is the meaning of “ white mist”?
14	Re-read the text and underline the words on the board.
15	Read the text again and fill in the blanks
6	Which part of speech is “hoisly”?

Appendix 18: Samples of Writing Related Statements as Reflected in the EST 3rd Grade Course Book and Work Book

No	Writing tasks (Course book)
1	Can you describe other things using any of the words above? Make sentences like these An orange is around. A dog has hair. A window is made of glass.
2	Use the adjectives and nouns below to make sentences about other jobs.
3	Write a business letter in response to the advertisement on page 24
4	When writing a letter of application, you must sell yourself, that is, you must give as much interesting information about yourself as you can. Answer these questions: Which school subjects do you like most? Why?
5	What interests or hobbies do you have?
6	Give details. If you like music, say which music and why; if you play sport, say which sport and why.
7	Have you ever had any work experience? What was it?
8	Have you done anything connected with the job itself? What was it?
9	Have you travelled? Where to, when and why?
10	Do you have any ambitions? What are they?
No	Writing tasks (Work book)
1	Work with your partner. Discuss how you could make your descriptions more like the one you heard. Re-write the description in your copybook.
2	Think of two objects. In your copybooks, write descriptions similar to those you heard on the cassette.
3	Write these sentence another way. Use words from the box.
4	Match the words to the pictures. Write the numbers in the boxes.
5	Written descriptions should be organized with the reader in mind. In the text on page 6, the writer started with things at a distance. Another way is to start writing about things which are nearby. Re-order this paragraph to make a description going from near to far.
6	Make phrases with the adjectives in the correct order
7	Re-write these sentences to change the information focus.
8	Join these sentences using the -ing form of the verb
9	Write a description in your copybook. Describe a scene you know. It could be the view from your classroom window, from your house, or a favourite place that you are familiar with.
10	Work out the meaning of the underlined words. First, write what kind of clue helps you.

Appendix 19: Samples of Listening Related Statements as Reflected in the EST 3rd Grade Course Book and Work Book

No	Listening tasks (Course book)
1	Listen to how the passenger speaks. How does he feel? Answer the following
2	Listen to how the girl speaks. How does she feel? Answer the following
3	Listen to the conversation. What does Jim think of Don's dream? And answer the following:
4	Listen and repeat the conversation
5	Listen to the conversation. What does Jennie think of Debbie's dream? Then answer the following:
6	Listen and repeat the conversation
7	Listen to how the school-leaver speaks. How does he feel. Answer the following questions
11	Listen and repeat the conversation
12	Listen and repeat the conversation
No	Listening tasks (Work book)
1	Make conversation. Listen to what partner says and choose the right thing to say.
2	Listen to the conversation and tick the correct boxes.
3	Listen and write the names of the places.
4	Where are they?
5	Listen to a woman talking about a special day in her life. Are the statements below true or false?
6	Listen again and correct the false sentences.
	Some answers are not given directly. Listen again carefully and think about the information. Then write short answers to these questions:
7	1 How long was Elizabeth Queen before she was crowned?
8	2 What could the Queen hear as she rode through London?
9	3 How do you know that a lot of people were interested in seeing the Queen ride past?
10	4 Do you think the speaker got wet?
11	5 Do you think she saw the ceremony in colour or in black and white?
12	6 How old is the speaker now?
13	7 What is the name of the ceremony at which a king or queen is crowned?
14	Listen to the story of Mary Celeste as told by a man called 'Fosdyke', and tick the correct boxes.
15	Listen and label the conversation above to show what the speaker is doing in each case.

Appendix 20: Samples of Speaking Related Statements as Reflected in the EST 3rd Grade Course Book and Work Book

No	Speaking tasks (Course book)
1	Can you describe other things using any of the above words?
2	Look at the picture. Try to describe what you can see.
3	Listen and repeat the conversation
4	Listen and repeat the conversation
5	Ask questions about one of your partner's dreams and answer questions about one of your own.
6	Look at the last sentence. Imagine you live on the south coast of the USA. Think of a headline for a newspaper report on the same day.
7	Listen and repeat the conversation.
8	Say what each of these people does in their job
9	Make your own conversation using the sentences below.
10	Listen and repeat the conversation on page 26.
No	Speaking tasks (Work book)
1	Use the flow chart to tell your partner how to cook scrambled eggs.
2	Discuss with your partner similar information about southern Yemen.
3	Look at the table you completed in the last lesson. Use the information to test your partner.
4	Make conversations. Listen to what your partner says and choose the right thing to say.
5	Prepare some notes in your copybooks on the zone you live in. be ready to tell the rest of the class about it if you are asked.
6	Discuss the following questions. What do this people feel? Why?
7	What might he be waiting for? What could have happened? How could you feel if you were in his shoes?
8	What could she have heard? What might have happened?
9	Look again at the explanations on page 38. Discuss your reasons for delivering or not believing any of the explanations. Here are some facts to help you. Talk about them as follow.
10	Identify everything in the picture and say what is unusual.
11	What conclusion do you come to? Discuss with your partner what must have happened.
12	How are you going to tell the story? Choose one of the ways below.
13	Look at the pictures on page 40 and re-tell the first part of the story in pairs.
14	Look back at your notes for the ending of the story. Tell your partner how the story ends.
15	Ask and answer questions about any part you do not understand.

Appendix 21: Samples of Coding Reading Related Statements the EST 3rd Grade Text Books.

No	Reading tasks	Explic it	Implic it
1	Read conversation 1 on PB page 2. Which pieces of luggage belong to the passenger?	√	
2	Read conversation 2 on PB page 2. Which girl is Kate?		
4	Read the article about an unusual animal and answer these questions:		
	a. Is it possible to crossbreed a cat and a dog?	√	
5	b. Why would camels like Rama find it hard to live in the wild in Arabia?	√	
6	c. Is it right to crossbreed animals to make new animals? What do you think?	√	
	Read the article on PB page 3 again. Then answer these questions (1-10):		
7	1 In which country or countries can you find tigers?	√	
8	2 What animals are in the same family as the dog?	√	
9	3 When was Rama born?	√	
10	4 What kind of animal was Rama's father?	√	
11	5 Which is bigger, a camel or a llama?	√	
12	6 Which part of Rama is valuable?	√	
13	7 Why was it possible to crossbreed a lion and a tiger?	√	
14	8 Why do llamas have heavy wool coats?	√	
15	9 Why would it be difficult for camels to live where llamas come from?	√	
16	10 In what way is the cama like a camel?	√	
17	Read the article on PB page 3 again. Describe the Cama to your partner using the following plan.		√
	Use the information you know about 'A drive in the countryside' to answer these questions.		
19	1 Why do you think the writer decided to go for a drive?	√	
20	2 Why do you think he chose to drive into the hills and mountains?	√	
21	B Complete these sentences. For example: 1 The opposite of left is _____. 2 We use kilometres to measure _____. 3 A farmer often uses a _____ to break up the soil.		√
	Re-read the first paragraph about 'a view from the window' on PB page 8 and write short answers to		
22	Find examples of comparison and contrast in the texts.		√

Appendix 22: Samples of transferring the Coded Data from Classroom Transcripts to the Observation Sheet

Teacher's Name	Class	Director	Catalyst
1	1	3	15
	2	4	19
2	3	6	13
	4	10	24
3	5	3	33
	6	4	23
4	7	9	45
	8	11	32
5	9	5	11
	10	6	19
Total	16 class	61	234

Appendix 23: Sample (1) of Expository Texts in EST Course Book (Science Reader)

Sound

Sound travels as waves. Unlike light waves, sound waves need a substance, such as air, to travel through. Because sound waves cannot travel through a vacuum, there is no sound in outer space. Sound is created by something vibrating. As the source of the sound vibrates - an oud string, for example - the molecules in the air near the source are squeezed together. They, in turn, hit against the molecules next to them and are pulled back into place by the molecules behind them. In this way, sound waves move through the air.

FREQUENCY

Sound range from very low to very high. What makes the pitch different is the frequency of the sound waves. Frequency is measured in hertz (Hz) - the number of waves per second. One hertz is equal to one wave per second. A person with very good hearing can hear sounds down to about 20 Hz and up to about 20 kilohertz (kHz), or 20,000 Hz.

Sound waves can be represented by graphs showing how the intensity or strength, varies with time. These graphs represent sound of three frequencies. At a frequency of 20 Hz, 1 complete wave occurs in second. At a frequency of 50 Hz, there are 2 waves during the same time, and at 100 Hz there are 5.

ULTRASONIC SOUND

Frequencies higher than those that can be heard by people are called ultrasonic, meaning 'beyond sound'. One of the special qualities of ultrasound is that it does not spread out nearly as much as ordinary sound, so it can be directed almost like a beam of light. In industry, it can be used to find invisible flaws in solid metals. **I C S O U N D**

Ultrasonic sound can be heard by many animals. Bats and dolphins can produce and hear sounds of 120 kHz or more. Ultrasonic sound allows bats to 'see' in the dark and dolphins to find their way underwater.

VOLUME

Volume or loudness is measured in decibels (dB). The sound of people talking measures between 50 and 70 dB; the sound of a jet plane taking off measures between 110 and 140 dB. Sounds of more than 120 dB cause pain and can lead to deafness.

Appendix 24: Sample (2) of Expository Texts in EST Course Book (Science Reader)

Arab scientists

Most people have heard of such scientists as Newton, Jenner, Einstein and Fleming. What people in the west often forget is their debt to their equally important predecessors: the Arab scientists. Isaac Newton said, 'If I have seen further, it is by standing on the shoulders of giants.' He could have been talking about Ibn Sinna, Al-Khawarizmi, Ibn Al-Naifs, Ibn Al-Haytham or Jabir Ibn Hayyan.

Ibn Al- Naif's was a physician famous for discovering the blood's circulation system. He was born in Damascus in 607 and educated at the Medical College, Damascus. He made many important contributions to medical knowledge at that time. For example, he was the first person to explain how the lungs worked.

Al-Khawarizmi was a great mathematician, geographer and astronomer who died in 850. He invented the zero, negative numbers, the decimal system and algebra. The term algorithm (used in computer programs and software) is named after a variation of his name, Al-Gorithmi.

Jabir Ibn Hayyan (721-776) was a pharmacist and a chemist who spent most of his life in Damascus. He is known as the father of molecular chemistry. Among his many inventions was a scale capable of weighing objects as light as 0.1587 of a gram. He also developed anti-rust coatings and fluorescent ink.

Ibn Sinna was born in 980 near Bukhara in what today is Iran. After finishing school, he taught himself logic, mathematics, science, philosophy and medicine. He moved to Isfahan in 1022 and wrote his two most important books, the Book of Healing and the Canon of Medicine. These books were standard sources of medical knowledge for many centuries.

Perhaps the most famous of all the Arab scientists was Ibn Al-Haytham (died 1039). He greatly influenced later scientists like Sir Isaac Newton. Before Al-Haytham, people believed that vision was the result of a beam of light being emitted from the eyes. This did not explain why the size of an object depends upon its distance from the person looking at it. Ibn Al-Haytham proved that when we look at an object, the image occurs in the brain, not in the eyes. His research led him to think about how we recognize things. Al-Haytham showed that the brain is able to compare the new image with those stored in its memory. He realized this was the key to understanding vision.

Appendix 25: Samples (1) of Narrative Texts in EST Course Book

A drive in the country side

Last year I spent my holiday in Wales, where the scenery is wonderful. One bright Sunday I decided to go for a drive. I drove out of town along the coast road. The sea was to my left about two kilometers away.. between the sea and the road was a farm land. In one field there were a lot of cows with their heads down, grazing, in another field, closer to me, a farmer on a tractor was ploughing. Behind the blough were lots of birds looking for something to eat in the newly turned over soil. To the right of the road were some high, rocky hills. I turned off the main coast road and soon I was in a deep valley. Hills rose on both sides of the road. At first, the road climbed gently, but as I drove higher, I got steeper and steeper. Further up I could see a river to the left. I drove higher and higher and the river got narrower and narrower, until it was just a stream. Near to the top of the hill, the road ended. I got out of the car and climbed to the peak to look at the view of the valley below. At the end of the valley I could see the farmer on his tractor. Away in the distance I could just make out the sea. As I looked, I began to feel hungry and thirsty. I went back down to the stream below. The water was cold and clear and tasted very good. I sat on a rock to eat my sandwiches. By back warmed by the sun. suddenly, a cloud came across the sun. I felt cold. A mist came down over the mountain. Soon, I wouldn't be able to see where I was going. I knew I had to leave, I put away a half eaten sandwich, got into the car and drove back down the valley.

Appendix 25: Samples (2) of Narrative Texts in EST Course Book

A view from the window

It was six o'clock in the morning, Jane opened the curtains of her bedroom window and looked out. She did this every time she got up, because it was a quiet time and she liked the view. Far away on the horizon was a wall of white mist. Jane knew that it would disappear as the day got hotter. A little bit nearer was the wood that Jane loved. She often walked home through that wood after school, trying to count the trees. She knew that there were hundreds of them but she did not know how many. As she stood at the window she could hear the birds on the trees even from a distance. They were already awake, singing their early morning songs. Jane looked to her left. In a nearby field there were more than twenty cows. They were all still lying down, chewing the cud. "a cow's mouth never stops moving", she thought. In the field next to the cows were two horses, a mare and her two-week-old foal, Jane watched for a few minutes as he suckled his mother, getting plenty of rich milk that would make him grow. Just below Jane's window a number of chickens were cackling noisily, scratching in the dust with their claws and pecking with their beaks. Jane did not know what they could find to eat. They were fed twice a day, but that did not stop them from looking for more. Suddenly Jane was hungry, it was time to get dressed and have breakfast.

Appendix 26: Sample for Inter-Coder 1

2

The Reliability of SLA Theories

Name of Interrator (1): Fekdi

Qualification: M.A. in Linguistics

Gender: Male / Female

Years of experience: 10

Instructions:*Dear Sir / Madam*

Based on your expert opinion, please indicate whether the reading statements are in the structural theory (Str.), cognitive theory (Co.), or socio-cognitive/socio-cultural (So-Co./ So-Cu.) theory categories. Below are the definitions for each category:

Structuralism Theory (Str.);

Basically, it is a psychological theory in its essence that was mainly founded for native language learning. It focuses on acquiring a language as acquiring any behaviour in life based on stimulus-response relations or reinforcement-awards relations (Demirezen, 1983).

Cognitive Theory (Co.);

Refers to a mental process by which knowledge is acquired, stored, and retrieved to language learning. Therefore, cognitive theory explains the cognitive activities that contribute to learners' intellectual development (Pugazhenti & Phil, 2012) and translated into metacognitive activities conducted by the learner's in response to the text being read.

Socio cognitive/socio cultural Theory (So-Co./ So-Cu.);

Under this theory, Learning a language exists through communication between three main elements (Taber, 2011). They are: the environment (society, school, classroom), cognitive knowledge (learners' experiences), and cultural knowledge (meaning in the environment). Learning a language exist through communication between these elements (Taber, 2011).

No	Reading tasks	Str.	Co.	So-Co./ So-Cu.
1	Read conversation 1 on PB page 2. Which pieces of luggage belong to the passenger?			✓
2	Read conversation 2 on PB page 2. Which girl is Kate?			✓
3	Read the article about an unusual animal and answer these questions: a. Is it possible to ...? b. Why ...? c. Is it right to ...?			✓
4	Read the article on PB page 3 again. Then answer these questions (1-10), e.g. a. Which animals are in the same family as the dog? b. Why was it possible to crossbreed a lion and a tiger?			✓
5	Read this paragraph about three sisters. Then complete the sentences.			✓
6	Read this description of "a drive in the countryside". As you read, try to imagine the scene as the driver travels through the countryside			✓
7	Read the first paragraph carefully and think about how it is organized.			✓
8	Read the text PB page 6. Find words that mean the following, e.g., a. Eating grass (paragraph 1) b. See with difficulty (in paragraph 3)			✓
9	Read the text again and write short answers to the following questions (WhQ 1 – WhQ12)			✓
10	Re-read the first paragraph about 'a view from the window' on PB page 8 and write short answers to these questions? (WhQ)			✓
11	Look at the pictures and the title of the magazine article. What do you think the article is about? What or who is Rama?			✓
12	Based on the same article, describe the Cama to your partner using the following plan.			✓

13	Find examples of comparison and contrast in the texts	✓		
14	Write these sentence another way. Use words from the box.		✓	
15	Complete the sentences using however or although.		✓	
16	Find examples of description, changed focus, and joined sentences in the text.		✓	
17	Make phrases with adjectives in the correct order.	✓		
18	Re-write these sentences to change the information focus.	✓		
19	Join these sentences using the -ing form of the verb			
20	Complete the paragraph using words from the box.	✓		
21	Think about the organization of the first paragraph. Then, look at how the other paragraphs are organized			
22	Use the information you know about 'a drive in the countryside' to answer the following WHQ 1-6			
23	Complete the following sentences			
24	at the four paragraphs of 'a view from the window' and decide what part of the view the girl is describing in each			
25	<i>Far away</i> is a phrase telling you where things are. Find similar phrases in the passage about 'a view from the window'	✓		
26	Does the description in 'a view from the window' move from near to far or the other way around?			✓
27	Word work, A. Choose the closest meaning to the following words...?	✓		
28	B. What do you think the meaning of...?	✓		
29	C. Look at the headlines below and try to work out the meaning of the underlined words			✓
30	Read the headlines and look at the photograph in the newspaper report.	✓		

Appendix 27: Sample for Inter-Coder 2

The Reliability of SLA Theories

Name of Interrator (1): *Mohd.* Qualification: *MA*
 Gender: Male / Female *M* Years of experience: *7 years*

Instructions:

Dear Sir / Madam

Based on your expert opinion, please indicate whether the reading statements are in the structural theory (Str.), cognitive theory (Co.), or socio-cognitive/socio-cultural (So-Co./ So-Cu.) theory categories. Below are the definitions for each category:

Structuralism Theory (Str.):

Basically, it is a psychological theory in its essence that was mainly founded for native language learning. It focuses on acquiring a language as acquiring any behaviour in life based on stimulus-response relations or reinforcement-awards relations (Demirezen, 1988).

Cognitive Theory (Co.):

Refers to a mental process by which knowledge is acquired, stored, and retrieved to language learning. Therefore, cognitive theory explains the cognitive activities that contribute to learners' intellectual development (Pugazhenti & Phil, 2012) and translated into metacognitive activities conducted by the learner's in response to the text being read.

Socio cognitive/socio cultural Theory (So-Co./ So-Cu.):

Under this theory, Learning a language exists through communication between three main elements (Taber, 2011). They are: the environment (society, school, classroom), cognitive knowledge (learners' experiences), and cultural knowledge (meaning in the environment). Learning a language exist through communication between these elements (Taber, 2011).

No	Reading tasks	Str.	Co.	So-Co./ So-Cu.
1	Read conversation 1 on PB page 2. Which pieces of luggage belong to the passenger?			
2	Read conversation 2 on PB page 2. Which girl is Kate?			
3	Read the article about an unusual animal and answer these questions: a. Is it possible to ...? b. Why ...? c. Is it right to ...?			
4	Read the article on PB page 3 again. Then answer these questions (1-10), e.g. a. Which animals are in the same family as the dog? b. Why was it possible to crossbreed a lion and a tiger?			
5	Read this paragraph about three sisters. Then complete the sentences.			
6	Read this description of "a drive in the countryside". As you read, try to imagine the scene as the driver travels through the countryside			
7	Read the first paragraph carefully and think about how it is organized.			
8	Read the text PB page 6. Find words that mean the following, e.g., a. Eating grass (paragraph 1) b. See with difficulty (in paragraph 3)			
9	Read the text again and write short answers to the following questions (WhQ 1 – WhQ12)			
10	Re-read the first paragraph about 'a view from the window' on PB page 8 and write short answers to these questions? (WhQ)			
11	Look at the pictures and the title of the magazine article. What do you think the article is about? What or who is Rama?			
12	Based on the same article, describe the Cama to your partner using the following plan.			

13	Find examples of comparison and contrast in the texts			
14	Write these sentence another way. Use words from the box.			
15	Complete the sentences using however or although.			
16	Find examples of description, changed focus, and joined sentences in the text.			
17	Make phrases with adjectives in the correct order.			
18	Re-write these sentences to change the information focus.			
19	Join these sentences using the -ing form of the verb			
20	Complete the paragraph using words from the box.			
21	Think about the organization of the first paragraph. Then, look at how the other paragraphs are organized			
22	Use the information you know about 'a drive in the countryside' to answer the following WHQ 1-6			
23	Complete the following sentences			
24	at the four paragraphs of 'a view from the window' and decide what part of the view the girl is describing in each			
25	<i>Far away</i> is a phrase telling you where things are. Find similar phrases in the passage about 'a view from the window'			
26	Does the description in 'a view from the window' move from near to far or the other way around?			
27	Word work, A. Choose the closest meaning to the following words...?			
28	B. What do you think the meaning of...?			
29	C. Look at the headlines below and try to work out the meaning of the underlined words			
30	Read the headlines and look at the photograph in the newspaper report.			

Appendix 28: Audit Trail of the Present Study

TIMING	ACHEIVEMENTS
January - August 2012	Selecting of topic / Stating the problem statement / Preparing objectives / generating the 7th research questions
↓	
September - May 2013	Reading for literature review / Preparing methodology / Determining the participants / Generating categories for coding step / Submitting Multiple drafts of written 3 chapters
↓	
June - July 2013	Seating for Qualification Test (QT) / Getting acceptance / Amending the three chapters after QT and getting approval
↓	
August-September 2013	Data collection (1): <ul style="list-style-type: none"> • Eliciting reading, writing, listening and speaking related statements from the selected documents. • Eliciting reading passages from EST 3rd grade course book.
↓	
September-October 2013	Per cent agreement reliability (2 Inter-coders)
↓	
September-November 2013	Data collection (2): <ul style="list-style-type: none"> • Observing EST reading classrooms • Transcription of data
↓	
November 2013-January 2014	Data analysis: <ul style="list-style-type: none"> • Coding the data • Counting the themes and sub-themes • Calculating the percentages
↓	
January-March 2014	Interpreting and discussing the findings Developing a model of EST secondary school reading curriculum
↓	
Throughout the entire period	Reading for literature review Multiple drafts of the entire written thesis
↓	
30th March 2014	Submission of written thesis for examiners
↓	
30th September	VIVA VOCE
↓	
2015	Corrections and final submission thesis

Appendix 29: Classroom Instruction



UNIVERSITI SAINS ISLAM MALAYSIA
جامعة العلوم الإسلامية الماليزية
ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

Appendix 30: Fairly Difficult to Read (Grade Level 11)

SCIENCE 7

Experimental procedures

When you carry out a scientific experiment, every stage of the process should be recorded and written up as a full report to show your results and conclusions. Such reports help you think about what you did and point you towards possible solutions to problems.

Without a correctly written-up procedure, it is impossible to monitor scientific progress or exchange scientific information.

The starting point for scientific experiments is to answer a question, for example: *What happens when you heat wood/metal/plastic?* Experiments should always be measurable and show cause and effect.

Reports on experimental procedures should follow these (or similar) guidelines:

Writing experiments

Your name:

Date:

TITLE:

QUESTION: The question should be detailed.

RESEARCH: This should be one or two sentences describing the information you know about the question. It should be the information on which you base your hypothesis.

HYPOTHESIS: This is an educated guess - a statement based on your previous research and experience that should answer the question.

MATERIALS: A list of everything needed for the experiment.

PROCEDURE: A step-by-step list of numbered instructions showing how to do the experiment. Each step should start on a new line and usually begin with a verb.

DATA: This is information collected during the experiment. It should include:

- all measurements and observations
- tables showing the data
- numerical data shown as graphs

SUMMARY: The summary is one or two sentences that explain the data.

CONCLUSION: This can have four parts:

- analyse the data
- see if your hypothesis was correct
- describe or explain your evidence
- identify experiment errors

Discussion

- What experiments would you like to carry out?
- Why are experiments important for progress?

SCIENCE 10

Radioactivity



The power station at Chernobyl, the site of the world's worst nuclear accident

Until April 1986, few people outside the Ukraine in Eastern Europe had heard of the town of Chernobyl. Then the nuclear power station there exploded. Clouds of radioactive dust spread over Eastern and Northern Europe. 250 people were killed and thousands of square kilometres were polluted. Even in Britain, more than 2,000 km away, animals were affected by the radioactive dust that fell from the sky.

The discovery of radiation

The word *radioactivity* describes the changes that take place in the nucleus, or centre, of certain materials. When radioactivity occurs, rays are sent out. They were discovered in 1896, when a French chemist, Henri Becquerel, noticed that the metal uranium gave out rays that passed through other materials and affected photographic plates. He called these rays *radiation*.

Effects

At that time, nobody knew about the effects of radiation on animal and plant cells. A small amount of radiation can cause cancer; long exposure to a large amount can result in death. Radiation caused the deaths of some of the early scientists working with it.

Uses

Radiation can be used safely in many ways. One use is to find the age of dead plant and animal matter by measuring how much radiation it gives out. For example, the radiation from the bones of a dead animal can tell us when it died. Another use of radiation is to preserve food, because radiation can

destroy bacteria. Radiation is also used in medicine - in X-rays, for example.

Nuclear power

The most important use of radioactivity is in nuclear power stations. There, electricity is generated in nuclear reactors using a radioactive process called nuclear fission. The nucleus of a Uranium-235 atom is split, or broken open. This causes the nucleus of another atom to split, then another, and so on in a chain reaction. Every time a nucleus is split, energy is released and heat is created. The heat is used to make steam, which drives the machines that generate electricity.

Nuclear power has two main advantages. First, there is enough uranium in the world to supply nuclear power stations for many hundreds of years. Secondly, nuclear power stations do not produce harmful gases. However, the accident at Chernobyl reminded the world of the dangers of radioactivity.

Discussion

- Do you think nuclear power will ever replace oil?

The mystery of the *Mary Celeste*

What is the mystery? Read the article and find out.



*Sailors coming back from long voyages used to tell stories of lost cities, strange animals and boiling oceans. Most of these strange stories have been explained; others have stayed mysteries. The true story of the *Mary Celeste* is perhaps the most famous unexplained mystery of the sea.*

On the morning of December 5th, 1872, Captain Morehouse, the Captain of the ship *Dei Gratia*, and his crew were sailing across the Atlantic Ocean from New York to Gibraltar. There was a good wind and visibility was excellent. The captain could see at least five kilometres in every direction. At about 9 o'clock one of the sailors sighted another ship on the horizon.

Two hours later the two ships were much closer to each other. Captain Morehouse put his telescope to his eye and looked at the other ship. There was something strange about the way she was moving. As the wind turned, the ship turned. The Captain ordered one of his crew to put up signal flags, greeting the other ship and asking for her destination. There was no answer. Some time later he looked through his telescope again. Now he could just make out the name of the ship: *Mary Celeste*. But then his blood ran cold. There was nobody on the deck of the ship, nobody climbing the masts and nobody at the wheel. The *Mary Celeste* was steering herself.

When the two ships were about 100 metres apart, Captain Morehouse and two of his crew rowed across to the *Mary Celeste*. He and one of the men climbed aboard. They went below

deck and looked in every cabin. They found nobody. The ship was completely deserted.

As they searched the mysterious ship, Captain Morehouse and the sailor became more and more puzzled by what they saw. In the crew's cabins, everything had been put away tidily, and in the kitchen, pans half-full of food were hanging over a dead fire. In the largest cabin, where the captain had lived with his family, there was a half-eaten meal on the table. On a sewing machine in one corner lay a child's dress, which somebody had been repairing. In a small cupboard Captain Morehouse found gold, jewellery and money. Nothing had been taken and there was no sign of panic or trouble. It seemed as if the crew and the passengers had decided at the same time to throw themselves into the sea.

Captain Morehouse and the sailor then found two unusual things. First they found a sword stained with what looked like blood. They thought the crew must have mutinied and killed the captain. However, all the ship's boats were still hanging in their correct places; the crew could not have left the ship that way. At the bow they found another mystery. Two pieces of wood, each about two metres long, had been cut out of the rail on both sides of the ship.

None of the people from the *Mary Celeste* was ever seen again. The strange story of the deserted ship found drifting on the open sea has never been explained.

Now do activities A, B and C in the Workbook.