# My Listening Scripts

MIDDLE SCHOOL
YEAR THREE

SCRIPTS FOR: **I LISTEN AND DO.**

# ME, MY ABILITIES, MY INTERESTS AND MY PERSONALITY
# ( BOOK 3 – SEQUENCE 1 )

# ME, MY ABILITIES, MY INTERESTS AND MY PERSONALITY
# ( BOOK 3 – SEQUENCE 1 )

## SCRIPTS FOR: I LISTEN AND DO

### Tasks 1 and 2: I listen to the definitions.

**Definition 1:** Manga is a Japanese comic book that tells stories in pictures.

**Definition 2:** Anime is a Japanese television animation or cartoon.

**Definition 3:** Sodoku is a Japanese puzzle in which players write numbers from 1 to 9 into a grid consisting of nine smaller grids, each of them with nine squares. Each number must not be repeated in any square, or down and across the whole grid.

**Definition 4:** Karaoke is a Japanese form of entertainment. People go to karaoke clubs to listen to the music of popular songs and sing the words in a microphone.

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### Tasks 4 and 5: I listen to this Japanese Middle School student introduce himself during a local radio programme for young people.

My name's Enzo Yashimoto. I was 13 last month. I live in Tokyo. Japanese school children and teenagers like Manga, Anime and Sudoku. These are very popular in Japan. I like Manga, too. I always read them in my free time, together with books about wild animals. I love Anime, too. My favourite TV Anime is always at 5 pm on Sundays. I'm not a real fan of Sudoku because I'm not good at arithmetic. I'm not a smart boy! I can't understand this game. I find it boring, so I never play it. I prefer video games because they're so exciting! I like music, too. I'm fond of karaoke. I always go to karaoke clubs with my classmates at weekends. I love Japanese teen songs but I can't play any musical instrument.

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### Tasks 6 and 7: I listen to the interviewer.

**Interviewer:** What do you like reading?

**Interviewer:** How often do you read?

**Interviewer:** What kind of music do you listen to?

**Interviewer:** What kind of games do you like?

**Tasks 10 and 11: I listen to the BBC radio interview (Part 1).**

*The BBC Radio presenter James Smith welcomes in his studio the two winners of the BBC Radio International Contest "An Interesting Teenager's Profile". They are middle school students from two different continents.*

**BBC presenter:** Welcome to this BBC Radio programme. Let's start with you, Adamou. Please, introduce yourself to our audience.

**Adamou:** Hi, there! My name's Adamou Fafana. I'm 13. I'm from Niger and I go to middle school in the capital Niamey.

**BBC presenter:** Your turn, Maria.

**Maria:** Hello, everyone! I'm Maria Perdito. I'll turn 14 next December. I'm Peruvian. I live in a small village in the Andes Mountains.

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**Tasks 13 and 14: I listen to the BBC radio interview (Part 2).**

**BBC presenter:** Now, Adamou, what are you most interested in learning about?

**Adamou:** Well, I'm fond of birdwatching. This is what I like most. I want to be an ornithologist. I love reading about birds. At weekends, dad always takes me to the Niger River to watch migratory birds, like flamingos, storks and wild geese. Their colours are fabulous! They come all the way from Europe. They can fly hundreds of kilometres a day. I can watch them for hours, and I never get bored. I think all animals should be respected. Birds mustn't live in cages. They must be free, like you and me.

**BBC presenter:** I think you're right, Adamou. What about you, Maria? What's your main interest in life?

**Maria:** Well, learning more about nature. I'm very keen on botany. I love reading about plants in general. I want to be a botanist. I always go for a walk in the mountains on Sundays. I'm interested in all kinds of plants, flowers and trees. I can give you the names of many plants in my native language Quechua but I can't remember all of them in English.

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**Tasks 15 and 16: I listen to the BBC radio interview (Part 3).**

**BBC presenter:** Let's talk about something more personal. What kind of person are you, Adamou?

**Adamou:** I guess I'm cool. Birdwatchers must be patient and relaxed. I'm not the nervy type of person at all. My friends think I'm shy but I don't think so. I can be very sociable.

**BBC presenter:** And you, Maria? How would you describe yourself?

**Maria:** I think I'm like Adamou. I'm very calm. I can't live in a noisy town or city. I love

the silence and the quietness of the Andes Mountains. I'm always respectful towards nature. I'm also a very curious girl. I always want to learn more. I like people, too. All my schoolmates say I'm friendly.

**BBC presenter:** You're really great kids! Thank you for answering my questions.

**Adamou and Maria**: You're welcome. Thank you for inviting us.

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**Tasks 18 and 19: I listen to the conversation.**

*Nadia is Karim's new classmate.They don't know each other well. So, Karim asks her a few questions to know more about her.*

**Karim:** Tell me, Nadia, do you always tidy your room?

**Nadia:** Yes, of course! I'm not the messy type of person at all.

**Karim:** And do you always get on well with your classmates?

**Nadia:** Sure. I'm very friendly and outgoing

**Karim:** Are you keen on chess?

**Nadia:** No, not really. I never play such games. I get bored very quickly.

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**Tasks 21 and 22. I listen to the conversation.**

*Karima and Ali (two Algerian middle school teens from two different Algerian towns) met on an Internet forum last month. Now, they're good friends. They always chat together at weekends via Skype or Viber.*

**Karima:** Hello, mate! What's up?

**Ali:** Not much. I have a maths test on Monday morning.

**Karima:** Well, you don't seem to be happy about it!

**Ali:** I can't understand maths. I always feel bored in class.

**Karima:** I think you should get more interested, Ali.

**Ali:** I know I'm not smart but I'm hard-working and perseverant!

**Karima:** Good! So I can help you with your maths over the weekend.

**Ali:** Oh, can you do that for me? Thanks a lot, Karima.

SCRIPTS FOR: **MY PRONUNCIATION TOOLS**

# ME, MY ABILITIES, MY INTERESTS AND MY PERSONALITY
# ( BOOK 3 – SEQUENCE 1 )

# ME, MY ABILITIES, MY INTERESTS AND MY PERSONALITY
# ( BOOK 3 – SEQUENCE 1 )

## SCRIPTS FOR: MY PRONUNCIATION TOOLS

### 1. Pronunciation of " can / can't "

**a. I listen and repeat.**

/ə/ ➡ **a**rithmetic – fl**a**mingo – P**e**ru – soci**a**ble – nev**er** – mang**a**
/æ/ ➡ **A**frica – **A**ndes – m**a**ths – f**a**n – person**a**lity – **A**lgeria
/ɑ:/ ➡ **ar**t – **a**nswer – pl**a**nt – cl**a**ssmate – f**ar** – h**ar**d-working

**b. I listen and repeat.**

– Can /kən/ you play the piano?
– Yes, I can. /kæn/
I can /kən/ play the piano.
– No, I can't. /kɑ:nt/
I can't /kɑ:nt/ play the piano.

### 2. Pronunciation of "s" endings in plural nouns and present simple verbs (3rd person singular: he, she, it).

**I listen and repeat.**

/ɪz/ ➡ classes – quizzes – washes – garages – watches – cages

/s/ ➡ apps – ornithologists – interests – storks – roofs – maths

/z/ ➡ birds – believes – puzzles – phones – trees – flamingos
mangas – things – plays – games – clothes – sudokus

## I pronounce.

**Tasks 1 and 2.** I listen and tick the correct pronunciation of the words in bold.

– I **can't** do my homework. I'm not good at geography.

☐ /kənt/ ☐ /kɑ:nt/

– This is an interesting website. You **can** download many apps and exciting games.

☐ /kæn/ ☐ /kən/

– **Can** you play a musical instrument? ☐ /kæn/ ☐ /kən/

– Yes, I **can**. ☐ /kən/ ☐ /kæn/

– No, I **can't**. ☐ /kənt/ ☐ /kɑ:nt/

**Task 3.** I listen and repeat the questions.

Question 1: What can you do with a tablet?

Question 2: Can you use it as a printer?

Question 3: Are you a fan of new technologies? Which ones?

**Task 4.** I listen again and write the questions.

Question 1: What can you do with a tablet?

Question 2: Can you use it as a printer?

Question 3: Are you a fan of new technologies? Which ones?

**Task 5.** I listen again and write my answers to the questions in task (4).

Question 1: What can you do with a tablet?

Question 2: Can you use it as a printer?

Question 3: Are you a fan of new technologies? Which ones?

**Task 7.** I listen and tick the right pronunciation of the "s" ending in each word.

| 1. | /ɪz/ | /s/ | /z/ |
|---|---|---|---|
| profiles | ☐ | ☐ | ☐ |
| webpages | ☐ | ☐ | ☐ |
| tablets | ☐ | ☐ | ☐ |
| fans | ☐ | ☐ | ☐ |
| pianos | ☐ | ☐ | ☐ |
| smartphones | ☐ | ☐ | ☐ |
| months | ☐ | ☐ | ☐ |
| places | ☐ | ☐ | ☐ |

| 2. | /ɪz/ | /s/ | /z/ |
|---|---|---|---|
| emails | ☐ | ☐ | ☐ |
| messages | ☐ | ☐ | ☐ |
| video clips | ☐ | ☐ | ☐ |
| downloads | ☐ | ☐ | ☐ |
| features | ☐ | ☐ | ☐ |
| botanists | ☐ | ☐ | ☐ |
| prizes | ☐ | ☐ | ☐ |
| mountains | ☐ | ☐ | ☐ |

**Tasks 9 and 10.** I listen and match each word with the corresponding pronunciation of its "s" ending.

personalities
abilities
studies
cries
activities
technologies
countries
cities
prizes
carries

/z/

/ɪz/

SCRIPTS FOR: **I LISTEN AND DO.**

# ME AND LIFESTYLES
# ( BOOK 3 – SEQUENCE 2 )

# ME AND LIFESTYLES
# ( BOOK 3 – SEQUENCE 2 )

## SCRIPTS FOR: I LISTEN AND DO

**Tasks 1, 2, 3 and 4:** *Jenny, a fourteen-year-old English girl is filming her grandmother Elizabeth and interviewing her for a school project about the old days due on "Grandparents Day".*

**I listen to the interview (Part 1).**

**Jenny:** Look at the camera, grandma, and answer my first question. When were you born?

**Grandma:** In 1939, the same year the Second World War began.

**Jenny:** Were you born here, in London?

**Grandma:** No, sweetheart. I was born in the North, in a farmhouse five miles away from the nearest village in the Lake District, now a very beautiful National Park. My dad used to raise cows and sheep. We also had ducks, geese and chicken.

**Jenny:** Can you tell me a little more about this farmhouse, grandma? Was it big?

**Grandma:** Not really. Actually, we shared it with my three uncles and two aunts. My mum and dad had got only two rooms. My three sisters and I shared one of them.

**Jenny (bewildered):** What? You were four in the same room?

**Grandma:** Yes, sweetheart. You're so lucky to have a room for you alone, today. We didn't have that chance. The toilets were outside in the farmyard, near the cowshed. We had no bathroom. We used to take a bath once a week in a tub made of wood and placed on the kitchen floor. There was a wood-burning stove in the kitchen on which my mother used to cook or boil water. Today, things are quite different. How often do you take a bath, Jenny?

**Jenny (laughing):** Almost every day! I usually take a quick shower in the morning before I go to school.

**Grandma:** You're lucky kids, today! We used to help mum with housework and tidy our room every day. We also took turns to feed the chickens, ducks and geese. I learnt to milk cows at 12.

**Jenny:** This is really hard work!

**Tasks 7 and 8:** **I listen to the interview (Part 2).**

**Jenny:** Tell me, grandma, what did you use to eat in those days?

**Grandma:** Porridge at breakfast. Oh, I hated it! And Yorkshire pudding with roast beef on Sundays. Everyday meals consisted of boiled potatoes with gravy, meatballs, kidney pies and brown bread. We had homemade cookies with the afternoon tea. The family used to gather around the table, in the kitchen. Mum used to serve dad first, and then us. We weren't allowed to put our elbows on the table or talk with our mouths full. We didn't have the right to leave the table before the meal was over. No such things as hamburgers or pizza on the table, of course!

**Jenny:** I don't like fast food, grandma. I sometimes eat a cheeseburger when I go out with friends but I often have a vegetarian meal. You know, salads and rice with vegetables.

**Grandma:** That sounds reasonable, young lady. This is what I call a healthy diet.

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**Tasks 9 and 10:** **I listen to the interview (Part 3).**

**Jenny:** Now, tell me grandma. What did you use to wear back then?

**Grandma:** We didn't use to wear leggings or jeans eighty years ago, for sure! Our clothes were quite formal, not casual like yours today. They were made of wool or cotton. We used to wear long dresses, blouses, shawls which mum knitted for us, headscarves and clogs made of wood for farm work. My dad bought us new clothes only once a year, on our birthdays.

**Jenny:** What did you use to wear on special occasions?

**Grandma:** Well, when we were invited to weddings, for example, I used to swap my clothes with my cousins. They had beautiful dresses and nice blouses. We also used to wear hats on such occasions, not headscarves. I loved hats! I still love them today; they're so classy and elegant! Just look at Queen Elizabeth!

**Jenny:** Girls rarely wear hats, these days. We prefer berets or caps. And wooden clogs can be seen only in a museum!

**Grandma:** Well, sweetheart, times change!

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**Tasks 12 and 13:** **I listen to the interview (Part 4).**

**Jenny:** Did you have fun, grandma? What games did you use to play in those days?

**Grandma:** Well, girls used to play with rag dolls. They were made of old pieces of cloth and stuffed with wool. We also played hide-and-seek, hopscotch and skipping rope. Boys played with marbles or made their own toys from wood. Today, you have all this technology to entertain you on your mobile phones, tablets and laptops.

**Jenny:** You're right, grandma, but I never play video games, for example. I'm not very fond of all this technological entertainment as you call it. I sometimes play board games like scrabble or chess with my friends but I prefer sports and books.

**Grandma:** Nothing can replace books. You should keep reading all your life, sweetheart. Books teach you a lot about life.

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**Tasks 18, 19, 20, 21, 22 and 23:** **I listen to the interview (Part 5).**

**Jenny:** One last question, grandma. What is your best childhood memory?

**Grandma:** My first day at school. I went to elementary school the year WWII ended, seventy years ago. I was about 6 at the time. I put on my new school uniform: a nice black gymslip and a white blouse with a nice big collar.

**Jenny:** What is a "gymslip", grandma?

**Grandma:** It's a dress without sleeves which we used to wear over a blouse some sixty or seventy years ago. So, I was very happy that morning when dad drove me to the village school in his cart. I was impatient to learn things, and I learnt a lot at school. I will remember that day for the rest of my life! You're still wearing school uniforms today, Jenny.

**Jenny:** Yes, grandma but mine is quite different from yours. It's more like a "blazer-and-tie" uniform style: a black blazer and skirt, a white blouse and socks, and a red tie. Plus, in winter, a V-neck jumper, a black coat and trousers.

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**Tasks 26 and 27:** **I listen to the interview (Part 6).**

**Grandma:** Well, life is not what it used to be. Times change, my little darling.

**Jenny:** I guess they'll always do, grandma.

**Grandma:** You're right, Jenny. Times will always change.

**Jenny:** Thanks, grandma, for being so patient with me and my questions.

**Grandma:** I don't like cameras but your questions reminded me of the good old days. So, thank YOU, sweetheart.

**Jenny:** I love you so much, grandma! Give me a hug.

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SCRIPTS FOR: **MY PRONUNCIATION TOOLS**

# ME AND LIFESTYLES
# ( BOOK 3 – SEQUENCE 2 )

## ME AND THE SCIENTIFIC WORLD
## ( BOOK 3 – SEQUENCE 2 )

### SCRIPTS FOR: MY PRONUNCIATION TOOLS

### 1. Pronunciation of the vowel sounds /uː/ and /ʊ/

**a. I listen and repeat.**

/uː/ ➡ **ou**d – sch**oo**l – r**oo**m – afternoon – f**oo**d – cartoon – b**oo**t – J**u**ne – fl**u**te
r**u**le – fr**ui**t – cr**ew** – interv**iew** – bl**ue** – tr**ue** – sh**oe** – fl**u** – t**wo**

/ʊ/ ➡ l**oo**k – w**oo**d – w**oo**l – c**oo**k – b**oo**k – c**oo**kies – childh**oo**d – g**oo**d
understood – f**oo**t – t**oo**k – sh**ou**ld – c**ou**scous – f**u**ll – p**u**t – p**u**sh

**b. I listen and repeat each pair.**

| /uː/ | /ʊ/ |
|---|---|
| f**oo**l | f**u**ll |
| p**oo**l | p**u**ll |
| f**oo**d | f**oo**t |
| st**oo**l | st**oo**d |
| s**ui**t | s**oo**t |

### 2. Pronunciation of the vowel sounds /ɜː/ and /ə/

**a. I listen and repeat.**

/ɜː/ ➡ **ea**rly – h**ea**rd – l**ea**rn – g**i**rl – b**i**rthday – b**i**rd – f**i**rst – sk**i**rt – sh**i**rt – s**e**rve
p**e**rson – w**o**rld – w**o**rk – t**u**rn – b**u**rn – h**u**rt – pref**e**r – ref**e**r

/ə/ ➡ **a**bout – **a**gain – **a**lone – **a**llowed – **a**go – p**o**tatoes – t**o**day – coll**a**r – sem**o**lin**a**
sec**o**nd – pict**u**re – show**e**r – blaz**e**r – pizz**a** – cam**e**ra

**b. I listen and repeat each pair.**

| /ɜː/ | /ə/ |
|---|---|
| div**e**rse | div**e**rs |
| chauff**eu**se | chauff**eu**r |
| forew**o**rd | forw**a**rd |
| dess**e**rt | des**e**rt |
| ref**e**r | diff**e**r |

### 3. Pronunciation of the vowel sounds /æ/, /ʌ/ and /e/

**a. I listen and repeat.**

/æ/ ➡ **a**ctually – **a**nd – scr**a**bble – gr**a**ndma – beg**a**n – n**a**tional – c**a**sual – h**a**t – c**a**p
f**a**mily – g**a**ther – h**a**mburger – s**a**lad – b**a**ck – h**a**ve – h**a**d – th**a**nk

/ʌ/ ➡ **u**ncle – **u**s – m**o**ther – L**o**ndon – l**o**ve – s**o**metimes – c**o**me – m**u**m – t**u**b
d**u**ck – f**u**n – b**u**t – l**u**cky – pl**u**s – st**u**ffed – j**u**mper – y**ou**ng

/e/ ➡ **e**very – **e**lbow – th**e**n – proj**e**ct – v**e**ry – ch**e**ss – n**e**ver – m**e**mory – b**e**ret
l**e**ggings – v**e**getarian – br**ea**kfast – br**ea**d – h**ea**d – fr**ie**nd – s**ai**d

**b. I listen and repeat each pair.**

| /æ/ | /ʌ/ | /e/ |
|---|---|---|
| b**a**t | b**u**t | b**e**t |
| b**a**d | b**u**d | b**e**d |
| b**a**g | b**u**g | b**e**g |
| p**a**n | p**u**n | p**e**n |
| tr**a**ck | tr**u**ck | tr**e**k |

### 4. Silent letters: "t" and "w"

**a. I listen and repeat.**

➡ **Silent letter "t"**: lis**t**en – glis**t**en – whis**t**le – cas**t**le – fas**t**en – nes**t**le
wres**t**le – pes**t**le – mois**t**en – bere**t** – balle**t** – gourme**t**

➡ **Silent letter "w":** **w**rong – **w**reck – **w**retched – **w**rite – **w**rote – **w**ritten
**w**riter – **w**ho – **w**hose – **w**hole – ans**w**er – t**w**o

## I pronounce.

**Tasks 1 and 2.** I listen and tick the correct pronunciation of the letters in bold.

– He's such a f**oo**l to swim in a p**oo**l where the water is so c**oo**l.
☐ /uː/ ☐ /ʊ/

– It's g**oo**d to read a c**oo**kery b**oo**k and learn about c**oo**king
☐ /uː/ ☐ /ʊ/

– He h**ea**rd b**i**rds ch**i**rping in the f**i**r tree **ea**rly in the morning.
☐ /ɜː/ ☐ /ə/

– She t**oo**k a lot of pict**u**res of h**e**r grandpar**e**nts with h**e**r digital cam**e**r**a**
☐ /ɜː/ ☐ /ə/

**Tasks 3 and 4.** I listen and tick the correct pronunciation of the letters in bold.

| 1. | /uː/ | /ʊ/ |
|---|---|---|
| t**oo**l | ☐ | ☐ |
| gl**ue** | ☐ | ☐ |
| sh**oo**t | ☐ | ☐ |
| sh**oo**k | ☐ | ☐ |
| s**ou**p | ☐ | ☐ |
| n**ew** | ☐ | ☐ |
| fl**ew** | ☐ | ☐ |
| b**u**ll | ☐ | ☐ |

| 2. | /ɜː/ | /ə/ |
|---|---|---|
| st**i**r | ☐ | ☐ |
| f**u**r | ☐ | ☐ |
| **a**cross | ☐ | ☐ |
| **a**bove | ☐ | ☐ |
| teach**e**r | ☐ | ☐ |
| **u**rban | ☐ | ☐ |
| r**u**r**a**l | ☐ | ☐ |
| act**o**r | ☐ | ☐ |

**Tasks 5 and 6.** **I listen and tick the correct pronunciation of the letters in bold.**

| 3. | /æ/ | /ʌ/ | /e/ |
|---|---|---|---|
| c**ou**ple | ☐ | ☐ | ☐ |
| **a**pple | ☐ | ☐ | ☐ |
| b**u**tter | ☐ | ☐ | ☐ |
| b**e**tter | ☐ | ☐ | ☐ |
| g**u**t | ☐ | ☐ | ☐ |
| g**e**t | ☐ | ☐ | ☐ |
| t**a**b | ☐ | ☐ | ☐ |
| t**u**b | ☐ | ☐ | ☐ |

**Tasks 7 and 8.** **I listen and write each of the following words in its corresponding column:** ~~r**a**g~~, ~~r**u**g~~, s**a**ck, s**u**ck, ~~h**ea**d~~, h**a**d, s**a**t, s**ai**d, s**e**t, m**e**t, m**a**t, m**a**d, d**ea**d, d**a**d, d**u**d, r**e**d, f**e**d, bl**oo**d, bl**e**d, dr**a**g, dr**u**g, j**u**mp, l**u**mp, b**u**mp.

| /æ/ | /ʌ/ | /e/ |
|---|---|---|
| ……*rag*…… | ……*rug*…… | ……*head*…… |
| …… | …… | …… |
| …… | …… | …… |
| …… | …… | …… |
| …… | …… | …… |
| …… | …… | …… |
| …… | …… | …… |
| …… | …… | …… |

**Tasks 9 and 10.** **I listen and tick the correct pronunciation of the letters in bold.**

| Letter "t" | Silent | Pronounced |
|---|---|---|
| bouque**t** | ☐ | ☐ |
| bucke**t** | ☐ | ☐ |
| bus**t**le | ☐ | ☐ |
| has**t**en | ☐ | ☐ |
| has**t**y | ☐ | ☐ |
| so**f**ten | ☐ | ☐ |
| mor**t**gage | ☐ | ☐ |
| buffe**t** | ☐ | ☐ |

| Letter "w" | Silent | Pronounced |
|---|---|---|
| ans**w**er | ☐ | ☐ |
| **w**rinkle | ☐ | ☐ |
| **w**rangler | ☐ | ☐ |
| t**w**o | ☐ | ☐ |
| t**w**elve | ☐ | ☐ |
| **w**rap | ☐ | ☐ |
| **w**riting | ☐ | ☐ |
| **w**reath | ☐ | ☐ |

**Tasks 11 and 12.** **I listen and write between slashes the appropriate phonetic symbol (/uː/, /ʊ/, /ɜː/, /ə/, /æ/, /ʌ/, /e/) and between brackets the words "silent" or "pronounced" that correspond to the letters in bold type.**

A "gymslip" is a dr**e**ss /..../ **w**ithout (.....) sleeves **w**hich (.....) we **u**sed /..../ to wear ov**e**r /..../ **a** /..../ blouse s**o**me /..../ sixty or s**e**venty /..../ years **a**go /..../. So, I was v**e**ry /..../ happy th**a**t /..../ morning **w**hen (.....) d**a**d /..../ drove me to the village sch**oo**l / .... / in his car**t** (.....). He was h**a**ppy /..../, t**oo** /..../. He whis**t**led (.....) all the way and I lis**t**ened (.....) to him. I l**oo**ked /..../ **u**p /..../ and saw a f**ew** /..../ **w**rinkles (.....) on his face. Aft**e**r /..../ a th**i**rty-minute /..../ ride on that c**ou**ntry /..../ road, we finally **a**rrived /..../ at the school. I was impatient to l**ea**rn /..../ things, and I l**ea**rnt /..../ a lot at school and from b**oo**ks /..../. I will rem**e**mber /..../ that day for the r**e**st /..../ **o**f /..../ my life! You're still wearing school **u**niforms /..../ t**o**day /..../, J**e**nny /..../.

SCRIPTS FOR: **I LISTEN AND DO.**

# ME AND THE SCIENTIFIC WORLD
# ( BOOK 3 – SEQUENCE 3 )

# ME AND THE SCIENTIFIC WORLD
# ( BOOK 3 – SEQUENCE 3 )

## SCRIPTS FOR: I LISTEN AND DO

### Tasks 1 and 2: Interview with Professor Belgacem Haba (Part 1)

*Algerian scientist and inventor, Professor Belgacem Haba, is interviewed by Dr. Riyadh Baghdadi, an Algerian researcher in the Computer Science and Artificial Intelligence Laboratory at MIT (Massachusetts Institute of Technology), USA.*

**I listen to the interview (Part 1) and complete Prof. Haba's ID card.**

**Dr. Riyadh Baghdadi:** Welcome Prof. Haba. Can you give us an overview of your journey starting from Algeria to where you are now, in California?

**Prof. Haba:** Let's start from the very beginning. I was born in 1957 in EL-M'ghayer, a small town 120 km south of Biskra. Back then we only had one middle school, so I went to Amir Abdelkader High School in Touggourt before joining the University of Bab Ezzouar in Algiers, where I completed a DES (Diploma of Higher Education) in physics. Then, I got a scholarship to study in the US. By the way, back then I had never heard of Stanford University having come straight from the desert! I did a master's degree in applied physics and then I wanted to get into solar energy. So, I did another master's degree and a PhD in this field. After graduating from Stanford, I joined IBM's research labs in New York working on the application of lasers to microelectronics.

**Dr. Riyadh Baghdadi:** IBM, for those who don't know it, is one of the biggest IT (Information Technology) companies and one of the key drivers of the IT industry.

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### Tasks 6 and 7: Interview with Professor Belgacem Haba (Part 2)

**I listen to part (2) of the interview and complete the dialogue bubbles.**

**Prof. Haba:** That's right. After that, I was contacted by *Nippon Electronic Corporation.* So, I went to Japan and stayed there for 6 years. I was working in the application of laser technology to microelectronics while I was living there. Then, I moved on to work on miniaturisation.

**Dr. Riyadh Baghdadi:** The miniaturisation of electronics.

**Prof. Haba:** Yes. When I returned to the US, I joined *Tessera*, which was a small company back then. Our aim was to miniaturise the mobile phone. Phones were big and we knew that if we managed to make them smaller, they will sell more.

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## Tasks 8, 9, 10, 13 and 14: Interview with Professor Belgacem Haba (Part 3)

**I listen to part (3) of the interview and do the tasks.**

**Dr. Riyadh Baghdadi:** When was this?

**Prof. Haba:** In the nineties. By 1998, we started to see results and the technology that we produced started to get used from that point to this day.

**Dr. Riyadh Baghdadi:** So, any person right now is using some of the technology that you have developed as part of this company?

**Prof. Haba:** Exactly. And we were also doing other things while we were working on the miniaturisation of mobile phones and mobile phone chips; we were working on the miniaturisation of cameras. Then, I moved on to a company called *Rambus*, which specialises in memory chips used today in memory sticks, memory cards and smart cards. It was there that we designed and developed the console games "PlayStation Two" and "Three".

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## Tasks 15 and 16: Interview with Professor Belgacem Haba (Part 4)

**I listen to part (4) of the interview between Prof. Haba and Dr. Baghdadi, and circle only the words I hear between brackets.**

**Dr. Riyadh Baghdadi:** I think most students listening to this interview would like to get advice from you. What advice would you give them?

**Prof. Haba:** The first thing one must do is to fill in the gap of your points of weakness. Secondly, when you are about to do some work, work on something you are able to accomplish. Finally, you must have a goal, an objective and a plan to achieve it. I feel sorry for people who don't have a plan, a vision of where they are going in life. When you have an idea to realise, don't give it up because of problems or obstacles. Be perseverant. Perseverance is more important than intelligence if you want to succeed. Also, find people who can help you. Many of us want to do everything by themselves; you can't clap with one hand.

**Dr. Riyadh Baghdadi:** Thank you very much Prof. Haba for speaking with us and for your advice.

**Prof. Haba:** I hope it's going to be beneficial.

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## Tasks 17 and 18: A History Class (Part 1)

**I listen to my history teacher and complete the timeline (Part A).**

**Teacher:** Our class today is about a famous Maghrebin scholar who invented modern sociology, the study of the development and functioning of human society. This eminent scholar was born on May 27th 1332 in Tunis. His ancestors immigrated to Tunisia from Andalusia (al-Andalus) in the first half of the thirteenth century. His parents died during an epidemic of the plague which hit Tunis in 1348–1349, leaving Ibn Khaldun orphan at the age of 17. In 1354, he accompanied his teacher to Fez, where he became a secretary of the sultan of Morocco. From 1365 to 1374, he travelled a lot, moving from Bejaia to Biskra, Tlemcen, Fez, Granada, Seville and then returned to North Africa after many political problems.

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## Tasks 19 and 20: A History Class (Part 2)

**I listen to my history teacher and complete the timeline (Part B).**

**Teacher:** Our great Maghribi scholar then withdrew from politics and found refuge in Qalat beni Sellam, near Frenda, Algeria. He spent 4 years there – from 1375 to 1378 – writing his "Muqaddimah" and part of "Kitab al-Ibar" or the history of Muslim North Africa. A few years later, in 1383, he settled in Cairo, Egypt where he became a teacher and a Cadi or a judge. The following year, his wife and four daughters died in a shipwreck on their way to join him in Cairo but his two sons survived. Three years later, he went to Mecca on the pilgrimage and returned to Cairo 18 months later, where he died on 17th March 1406.

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SCRIPTS FOR: **MY PRONUNCIATION TOOLS**

# ME AND THE SCIENTIFIC WORLD
# ( BOOK 3 – SEQUENCE 3 )

# ME AND THE SCIENTIFIC WORLD
# ( BOOK 3 – SEQUENCE 3 )

## SCRIPTS FOR: MY PRONUNCIATION TOOLS

### 1. Pronunciation of the sounds /f/ and /v/

**a. I listen and repeat.**

/f/ ➡ **f**our – **f**irst – **f**ind – **f**amous – **f**rom – **F**ez – **F**renda – **f**ield – **ph**ysics
**ph**one – or**ph**an – re**f**uge – A**f**rica – scienti**f**ic – Pro**f**essor – arti**f**icial
Stan**f**ord – bene**f**icial – hal**f** – stu**ff** – lau**gh** – enou**gh** – tou**gh**

/v/ ➡ **v**ery – **v**ision – **v**isit – tra**v**elled – in**v**ent – in**v**ention – in**v**entor – ne**v**er
li**v**ing – lea**v**ing – mo**v**ed – inter**v**iew – de**v**eloped – de**v**elopment
disco**v**er – ad**v**ice – sur**v**ived – gi**v**e – ha**v**e – achie**v**e

**b. I listen and repeat each pair.**

| /f/ | /v/ |
|---|---|
| **f**an | **v**an |
| **f**ast | **v**ast |
| lea**f** | lea**v**e |
| o**ff** | o**f** |
| sa**f**e | sa**v**e |

## I pronounce.

**Tasks 1 and 2.** **I listen and tick the correct pronunciation of the letters in bold.**

– In**v**entors de**v**elop de**v**ices that help us almost e**v**ery day.

☐ /f/ ☐ /v/

– We know little about al-**F**arabi's li**f**e or biogra**ph**y. He was a tenth-century Muslim **ph**ilosop**h**er who also wrote a book on music.

☐ /v/ ☐ /f/

**Tasks 3 and 4.** **I listen and tick the correct pronunciation of the letters in bold.**

| 1. | /f/ | /v/ |
|---|---|---|
| **f**ree | ☐ | ☐ |
| in**f**ormation | ☐ | ☐ |
| **v**itamin | ☐ | ☐ |
| sta**ff** | ☐ | ☐ |
| **v**accine | ☐ | ☐ |
| brie**f** | ☐ | ☐ |
| rou**gh** | ☐ | ☐ |
| **ph**oto | ☐ | ☐ |

| 2. | /f/ | /v/ |
|---|---|---|
| **ph**armacy | ☐ | ☐ |
| **f**riend | ☐ | ☐ |
| lo**v**e | ☐ | ☐ |
| al**ph**abet | ☐ | ☐ |
| dri**v**e | ☐ | ☐ |
| ele**ph**ant | ☐ | ☐ |
| hea**v**y | ☐ | ☐ |
| **ph**enomenon | ☐ | ☐ |

**Tasks 5 and 6.** **I listen and write the phonetic symbol (/f/ – /v/) corresponding to the pronunciation of the lettersin bold type in each word.**

Al-**F**arabi /…/ (870 – 950 CE) was an Islamic **ph**ilosop**h**er /…/ and scientist. He was re**f**erred /…/ to in the Arab world as the "Second Teacher" (a**f**ter /…/ the Greek philosopher Aristotle known as the "**F**irst /…/ Teacher"). He was also a musician who in**v**ented /…/ and played a **v**ariety /…/ of musical instruments. He tra**v**elled /…/ to Egypt and **v**isited /…/ Damascus and Aleppo. He su**ff**ered /…/ great hardships during his li**f**e /…/. He wrote a lot o**f** /…/ books on **ph**ilosop**h**y /…/, **ph**ysics /…/, mathematics, music and medicine.

SCRIPTS FOR: **I LISTEN AND DO.**

# ME AND MY ENVIRONMENT
# ( BOOK 3 – SEQUENCE 4 )

# ME AND MY ENVIRONMENT
# ( BOOK 3 – SEQUENCE 4 )

## SCRIPTS FOR: I LISTEN AND DO

### Tasks 1, 2, 3 and 4: Algeria's National Parks (Part 1)

**I listen to the UNESCO representative speaking on BBC radio about biodiversity in Algeria, and tick the box next to the name of each national park I hear.**

**Text (Part 1):** Algeria is a North African country that lies between Morocco and Tunisia along the Mediterranean coast of North Africa. It is Africa's largest country, covering an area of 2,381,741 square kilometres. Algeria's vast landscape is endowed with a variety of ecosystems. Algeria is home to a number of national parks with great ecological and cultural significance. The country has established these national parks to preserve biodiversity. Notable National parks include Belezma National Park, Chrea National Park, El Kala National Park, Djurdjura National Park, Gouraya National Park, Hoggar National Park, Tassili n'Ajjer National Park, Taza National Park, Tlemcen National Park, Mount Aissa National Park and Theniet el-Had National Park.

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### Tasks 6 and 7: Algeria's National Parks (Part 2)

**I listen to the UNESCO representative (part 2) and write down on the map the number corresponding to the name of each Algerian national park I hear and the name of the nearest town.**

**Text (Part 2):** Belezma National Park is located in the Belezma Mountains, the north-western part of the Aures Mountains, near the town of Batna. Chrea National Park is named after the neighbouring town of Chrea. It is located in the mountainous region of Blida. Djurdjura National Park, Gouraya national Park and Taza National Park all three are located in north-western Algeria, in the Kabylie region. Djurdjura National Park took its name from the Djurdjura Mountains found within the park, not far from the town of Tizi-Ouzou. Gouraya National Park lies on the Mediterranean coast. It occupies a mountainous massif which dominates the north-west of the town of Bejaïa. Taza National Park is located in Jijel province, on the Mediterranean coast about 90 km east of Bejaia. El Kala National Park is also in the north-eastern region of Algeria. El Kala is a seaside town about 80 km east of Annaba, not very far from the Tunisian border. Tlemcen National Park is situated around the town of Tlemcen, not far from the Moroccan border. Mount Issa National Park is located in the western High Plateaux, about 100 km southeast of the town of Naama whereas Theniet el-Had National Park is about 50 km north of the town of Tissemsilt, in the Tell Atlas Mountains. Both the Hoggar and Tassili n'ajjer National Parks are in the Great South. The former is near the town of Tamanrasset and the latter near Djanet.

## Tasks 9 and 10: Algeria's National Parks (Part 3)

**I listen to the UNESCO representative and complete the information he gives about "Biosphere Reserves".**

Biosphere reserves are areas including terrestrial, marine and coastal ecosystems. Each reserve gives solutions for the conservation of biodiversity and prevention of conflicts or problems between man, animals and plants. Biosphere reserves are special places for scientists and researchers to understand changes and interactions between man and ecological systems.

As Algerian national parks have a rich variety of ecosystems, we have turned eight of them into Biosphere Reserves, and these are: Tassili n'Ajjer. It was the first Algerian park to be designated in 1986 as a Biosphere Reserve. Then comes El Kala, followed by Djurdjura, Chrea, Taza, Gouraya, Belezma and, finally, Tlemcen Mountains – the last Algerian Biosphere Reserve to be designated in 2016.

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## Tasks 11, 12, 13 and 14: Algeria's National Parks (Part 4)

**I listen to the UNESCO representative (part 4) and complete the table.**

**Text (Part 4):**

Belezma National Park was designated as a UNESCO Biosphere Reserve in June 2015. It covers an area of 262.5 square kilometres. The diverse ecological regions of the park accommodate over 300 animal species and 440 plant species. Endangered species such as Cuvier's gazelle, Dorcas gazelle, Barbary sheep and the serval inhabit the park. Additionally, the park has rare plants such as the Atlas cedar which is native to Algeria and Morocco. Belezma contains one third of the cedar forests in Algeria.

Gouraya National Park, which covers an area of 20.8 square kilometres, was designated as a UNESCO Biosphere Reserve in 2004. It is smaller than Belezma. There is rich flora and fauna. The forests contain troops of Barbary apes or macaques and other endangered mammals such as the jackal and Algerian hedgehog.

Taza Biosphere Reserve (designated in 2004) is characterized by spectacular cliffs, beaches, mountains and valleys and is noted for the Barbary ape, an endangered species of monkey and the only macaque primate in North Africa. Taza Biosphere Reserve is also home to the Algerian nuthatch, a small rare sparrow endemic to the Babors Region and Algeria. The park covers an area of 3,807 square kilometres. It is more important than the first two parks in terms of area.

The Tlemcen Mountains Biosphere Reserve, designated in 2016, covers the same area as the Tlemcen National Park: 985.32 square kilometres. The biosphere reserve is home to a diverse flora with over 1,130 species, 40 of which are protected such as The Montpellier maple, the Atlas pistachio, the green oak and the Thuya. So, this reserve needs great care.

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## Tasks 16 and 17: Algeria's Endangered Fauna and Flora

**I listen to the IUCN representative talking to Algerian journalists about protected animal and plant species in Algeria, and I complete the fact file.**

Many Algerian plants, trees and animals have been inscribed on the red list of our organization – the International Union for Conservation of Nature (IUCN) – as vulnerable or endangered species. Therefore, the country's environmental authorities and Algerian people themselves must protect all these species.

The Atlas cedar has been registered as an endangered species on the IUCN red list since 2013. Barbary sheep has been listed as a vulnerable species on the same list since 1986. Barbary macaques have been inscribed on the IUCN red list of endangered species since 2008. The Algerian nuthatch has been classified as an endangered species since 1994. Dorcas gazelles have been considered as vulnerable species since 1988, and Cuvier's ones since 2016. The Saharan cheetah, which lives in the Hoggar Mountains, has not been evaluated and classified but it is considered as a rare species. The Atlas or Barbary lion became extinct in the wild around 1942 but there are some descendants still living in captivity in many zoos around the world.

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## Tasks 21, 22, 23, 24, 25 and 26: Saving the Barbary Macaque.

### An interview with Dr. Sian Waters

*The Barbary macaque occupied in the past the entirety of North Africa. It now dwells in isolated parts of Morocco and Algeria. This species has been classified as endangered by the International Union for Conservation of Nature (IUCN) because it is threatened in the wild by a loss of habitat developed for tourism, by local and international wildlife trafficking and hunting. Dr. Sian Waters, from the University of Durham in England, has studied this forgotten animal population for the last ten years.*

**Journalist:** Thank you Dr Waters for accepting to answer our questions. Macaques face many dangers. What is the primary threat in your opinion?

**Dr. Waters:** The main threat is development for tourism without thought for the environment. However, illegal trade in Barbary macaques is more dangerous.

**Journalist:** Is the wildlife trade a local or an international problem?

**Dr. Waters:** It is an international one because many Barbary macaques are smuggled by tourists as pets from Morocco to Europe. We must put an end to this illegal trade of wild animals.

**Journalist:** Your project is involved in educating local communities. How can football games change people's attitude towards macaques?

**Dr. Waters:** Traditionally, the macaque is thought of as funny or shameful. So, the

football tournament is a way to reward the boys and men of the villages for their change in behaviour: becoming macaque protectors instead of persecutors. Macaques shouldn't be kept as pets or used to entertain people and make money. They should live in the wild, in nature.

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### Tasks 27 and 28: Eco-Schools (Part 1)

*"Eco-Schools" is an international programme that has involved millions of schoolchildren in environmental issues around the world for more than twenty years. I listen to the BBC interview of the UK Eco-School representative.*

**BBC Journalist:** Thank you for sparing some of your time for this interview. My first question is: how should a school run a litter campaign?

**UK Eco-School representative:** The first thing to do in any good campaign is to let everyone know what it is all about. It is important that everyone should understand why litter is not a good thing, and know what they can do to prevent it.

**BBC Journalist:** Let's define the word "litter" in the first place.

**UK Eco-School representative:** Litter can be described as 'rubbish that is in the wrong place'. It can be food, chewing gum, sweetie papers, syringes, crisp packets, plastic bags or banana skins – in fact, any item left by a person that should not be there. Natural matter, such as leaves that have fallen from trees, are not classed as litter. Litter can take a very long time to degrade (rot away), or may never degrade at all. It is dangerous to people and wildlife – it is a form of pollution.

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### Tasks 29 and 30: Eco-Schools (Part 2)

**BBC Journalist:** How long can litter stick around?

**UK Eco-School representative:** The amount of time that litter stays around once it has been dropped depends on what it is made from. Fruit waste such as banana skins will take up to two years to rot away and disappear. A rolled up newspaper can take up to 10 years to rot away. Supermarket plastic bags can last between 10 and 20 years. Glass bottles and jars, plastic bottles, plastic trays, yoghurt pots, etc. will NEVER rot away. These are more dangerous than fruit waste.

### Tasks 31, 32, 33 and 34: Eco-Schools (Part 3)

**BBC Journalist:** How can litter be dangerous to wildlife?

**UK Eco-School representative:** Well, we have found animals killed by swallowing balloons. Many of them are trapped inside cans, bottles and plastic bags. Some are

poisoned by cigarette butts. Food containers, like crisp packets and plastic bags, can be blown out to sea by the wind. Fish and sea birds will eat them, thinking they are food. Scientists estimate that a million birds and 100,000 marine mammals and turtles die every year from eating plastics.

**BBC Journalist:** Are there other problems that litter can cause?

**UK Eco-School representative:** Firstly, fires can be caused by the careless discarding of matches and cigarettes, or by the sun being magnified through the glass of a bottle. So, this can lead to forest fires that will destroy both plant and animal habitats. Secondly, food litter attracts rats and other vermin, which will spread disease among people and other animals. There is now the same number of rats as people in the UK!

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### Tasks 35, 36, 37, 38, 39 and 40: Eco-Schools (Part 4)

**BBC Journalist:** How can schools participate in solving this problem?

**UK Eco-School representative:** Here are a few recommendations that any schoolchild can follow. First of all, the three "Rs": REDUCE the amount of litter you create by buying items with less packaging; REUSE whatever you can by buying durable, reusable items not disposable ones, such as paper plates and cups; RECYCLE by buying goods with packaging that can be easily recycled. Second, don't litter; put your rubbish in a bin; if there isn't one near, put it in your pocket until you find one or take it home. Third, use reusable bags ("bags for life"); don't use plastic ones. Fourth, organize "litter patrols" at school: each class should take it in turn to pick up litter on the school grounds throughout the week. Fifth, classes can put up posters or make a display on the notice board to remind everyone of the dangers and damage that litter can cause to the environment in general. Finally, schoolchildren should raise awareness of this litter problem among their community by talking about its causes and dangers to their friends outside school, their family and relatives, and also to their neighbours in the place where they live, whether in towns or in villages. Young people can be more responsible than adults. We shouldn't forget that!

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SCRIPTS FOR: **MY PRONUNCIATION TOOLS**

# ME AND MY ENVIRONMENT
# ( BOOK 3 – SEQUENCE 4 )

## ME AND MY ENVIRONMENT
## ( BOOK 3 – SEQUENCE 4 )

### SCRIPTS FOR: MY PRONUNCIATION TOOLS

### 1. Pronunciation of the sounds /ʒ/ and /dʒ/

**a. I listen and repeat.**

/ʒ/ ➡ **g**enre – lei**s**ure – televi**s**ion – conclu**s**ion – equa**t**ion – u**s**ually
mas**s**a**g**e – bei**g**e

/dʒ/ ➡ **g**eneral – **j**ackal – **j**ournalist – **j**ar – Al**g**eria – endan**g**ered – pi**g**eon
hed**g**ehog – packa**g**ing – e**d**ucation – syrin**g**e – dama**g**e – villa**g**e
langua**g**e

**b. I listen and repeat each pair.**

| /ʒ/ | /dʒ/ |
|---|---|
| lei**s**ure | le**dg**er |
| plea**s**ure | ple**dg**er |
| le**s**ion | legion |
| mas**s**a**g**e | mes**s**a**g**e |
| bei**g**e | bad**g**e |

### 2. Silent letters: “k”; “w”; “h”; “t “

**I listen and repeat.**

- Silent letter “k”: **k**now – **k**new – **k**nown – **k**nowledge – **k**nife – **k**nock – **k**nee
- Silent letter “w”: **w**rite – **w**rote – **w**ritten – **w**rong – **w**rist – s**w**ord – play**w**right
- Silent letter “h”: **h**our – **h**onest – diarr**h**oea – T**h**ailand – w**h**at – w**h**ite
- Silent letter “t”: lis**t**en – cas**t**le – whis**t**le– nes**t**le – wres**t**le – Chris**t**mas

### 3. Intonation in questions

**a. "Wh-Questions": falling intonation (↘)**
**I listen and repeat.**

1. **What** is the primary threat in your opinion? ↘
2. **How** can litter be dangerous to wild life? ↘

**b. "Yes–No Questions": rising intonation (↗)**
**I listen and repeat.**

1. **Is** the wildlife trade a local or an international problem? ↗
2. **Are** there other problems that litter can cause? ↗

## I pronounce.

**Tasks 1 and 2. I listen and tick the correct pronunciation of the letter in bold.**

**a.** When I start my revision for an exam, I u**s**ually forget all about lei**s**ure.

☐ /dʒ/ ☐ /ʒ/

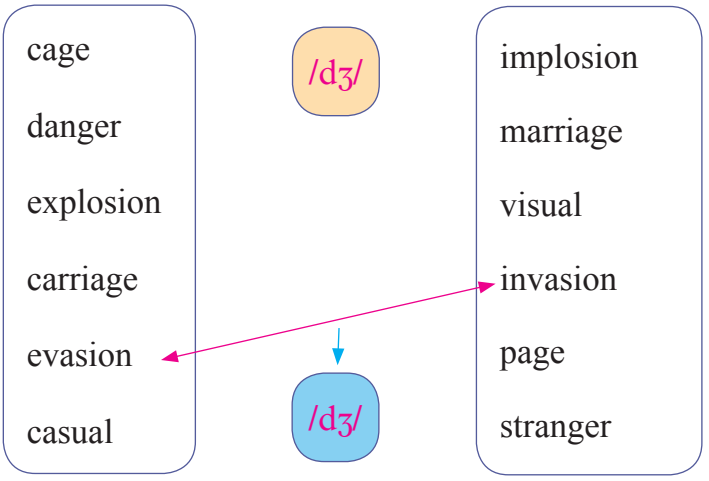
**b.** Environmental pro**j**ects, like litter management, should be part of e**d**ucational programmes in all Al**g**erian schools.

☐ /ʒ/ ☐ /dʒ/

**c.** Our environment is more valuable than any trea**s**ure. We must make the right deci**s**ions and take preventive and repressive mea**s**ures to preserve it.

☐ /dʒ/ ☐ /ʒ/

**Tasks 3 and 4.** I listen and match together the words that rhyme. Then, I match each rhyming pair with its corresponding phonetic symbol (/dʒ/ – /ʒ/). An example is given.




**Tasks 6 and 7.** I listen and tick the box corresponding to the pronunciation of the letter in bold type in each word.

| 1. | Pronounced | Silent |
|---|---|---|
| **h**onour | ☐ | ☐ |
| **k**nuckle | ☐ | ☐ |
| fas**t**ener | ☐ | ☐ |
| rig**h**t | ☐ | ☐ |
| **h**onesty | ☐ | ☐ |
| **k**nit | ☐ | ☐ |
| T**h**ames | ☐ | ☐ |
| r**h**inoceros | ☐ | ☐ |

| 2. | Pronounced | Silent |
|---|---|---|
| cheeta**h** | ☐ | ☐ |
| w**h**ale | ☐ | ☐ |
| **tw**o | ☐ | ☐ |
| w**h**y | ☐ | ☐ |
| **w**riter | ☐ | ☐ |
| **k**not | ☐ | ☐ |
| w**h**en | ☐ | ☐ |
| **w**rap | ☐ | ☐ |

**Tasks 9 and 10.** I listen and mark the intonation of each question: ↘ or ↗.

## Interview Questions

**Question 1:** Was there a waste-paper basket in your classroom when you were at primary school?

**Question 2:** Were there any litter bins in your schoolyard or playground?

**Question 3:** Are there any recycling bins in your neighbourhood?

**Question 4:** What materials make up most of your family's rubbish?

**Question 5:** How many plastic rubbish bags does your family throw away every day?

**Question 6:** What kinds of waste material can be recycled?