الجمهورية الجزائرية الديمقراطية الشعبية

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

وزارة التربية الوطنية

MINISTRY OF NATIONAL EDUCATION

TEACHER'S GUIDE

MIDDLE SCHOOL
YEAR THREE

TAMRABET LOUNIS

HEAD OF PROJECT
INSPECTOR OF NATIONAL EDUCATION

CHENNI ABDELFETAH

MATERIAL WRITER

BOUAZID TAYEB
UNIVERSITY TEACHER TRAINER

SMARA ABDELHAKIM
MIDDLE SCHOOL TEACHER TRAINER

BOUKRI NABILA
MIDDLE SCHOOL TEACHER TRAINER

CASBAH Editions

Villa n°6, lot. Saïd Hamdine, 16012, Alger

TABLE OF CONTENTS

Introduction 4

Presentation of the coursebook objectives 6

The pedagogical function of Cross-References in the coursebook 19

The representation of the core values in the coursebook 21

The tutorial sessions 22

A sample diagnostic test 24

Layout of a sequence: suggested lesson plans 25

A sample summative test 49

Online resources for the teacher 52

Bibliography 59

Appendices: The listening scripts and pronunciation tools 65

INTRODUCTION

Dear colleagues,

We are greatly pleased to meet our colleague teachers for the third time to introduce the teacher's guide issue Three destined to the Third year Middle school with a more mature vision. The main objective for the ensuing *Teacher's guide* is to offer you assistance in lessons implementations that cater for the four skills, their use and their integration.

The book as a serving tool will help you get an idea about the vital components of the official syllabus that you comply with all along your school year. The suggested lessons will provide you with many opportunities to teach in accordance with your learners' needs. The variety of themes and language points, together with structures, will facilitate your task. The tasks and activities included in the course book are carefully selected to cater for learners' styles and multiple intelligences.

The material covered in this guide will invigorate your spirit; give you another dimension to apply the different methods and techniques you see effective for your learners' needs. It is henceforward important to notify our respective colleagues that the tasks featured in the coursebook are therefore always learners' centered, where the focus is on the development of their mental, psychomotor and affective capacities in order for them to acquire effective English in its most varied aspects where both – curricular and extracurricular activities are widely promoted.

As learners vary in learning styles – auditory, visual, tactile/kinesthetic, they need to learn English at all levels – they need to hear the sounds and their effects, the articulation and a linguistic model you yourself set for the purpose. They also need to learn to speak, listen to, read, write and re-use what they have learnt in new situations.

Book Three is destined to Third Year students whose cognitive capacities are to a certain extent more developed. The orientation is more focused on competency task based activities where learners are supposed to manipulate language through the four skills and their integration. They will have lots of listening, reading and writing activities where they can apply their cognitive and meta cognitive faculties. Teachers, in this respect, have to incite learners to play a more active role in their own development and make them responsible for their own learning.

Teachers should afford students opportunities to find the answers to questions arising from their own daily life to become autonomous. Learners need to integrate themselves in social collaborative works that require problem solving, a bit of critical thinking and the use of logic and reason to accomplish the competency-based approach in its most long learning favourable condition.

The Authors

PRESENTATION OF THE COURSEBOOK OBJECTIVES

I LISTEN AND DO.

In these new coursebooks, special efforts have been made to adapt authentic listening materials and make them readily available to both teachers and learners in the classroom despite the technical constraints related to audio recordings (to be included in the accompanying CD/DVD), which ideally need to be performed by native speakers or professionals specialised in such pedagogical performances.

The listening tasks proposed to learners in these books involve both receptive and productive skills, which makes listening a purposeful act having its "raison d'être" in carrying out tasks that require learners to integrate all communicative skills other than just listening and speaking. Although the main focus is on communicative interaction in class through role playing as an extension to the original, primary oral input materials, writing skills are also taken into consideration such as information transfer to different text formats and, most importantly (whenever this has been feasible), note-taking – which is a true skill by itself that integrates the three other remaining skills, and also requires higher cognitive levels. Some listening tasks particularly encourage the learners to take notes while listening as this is a study skill they will need throughout their school life. Teachers, too, are encouraged to design further note-taking activities to be monitored in class whether as an extension to listening or reading.

TEACHING and LEARNING PRONUNCIATION

MY PRONUNCIATION TOOLS/ I PRONOUNCE.

The official syllabus insists on teaching vowel and consonant discrimination in the first, second and third middle school years. To achieve this, teachers may resort to various teaching methods and techniques. Learners do not need to know the complex terminology related to either auditory or articulatory phonetics. However, teachers may use *simplified* articulatory diagrams as teaching aids when introducing English sounds whose counterparts or equivalents do not exist in the learner's first language (Arabic) or mother tongue (Tamazight).

Pedagogical common sense requires us, teachers of English as a foreign language, to adopt a teaching method whose outcomes may be *immediately* measured and evaluated in class so as to quickly remedy any problem and deal with any difficulty that learners may encounter during the learning process. The following teaching and learning "stages" are supposed to find universal support and adoption among EFL teachers:

1. Repetition/Memorisation
2. Identification/Recognition
3. Autonomous Production

The starting point for the first stage is the repetition of key lexical items, whether content-related or structural ones, that have purposefully been singled out from previous learning inputs, usually the listening ones. The aim of this stage is twofold: to make the learners articulate the sound as correctly as possible and, at the same time, memorize and internalize its correct pronunciation, which they will need in further stages as the sequence evolves and develops. Listening tasks and inputs may be considered as precursors to the pronunciation "lesson or session" per se. Listening inputs should be designed so as to *implicitly* introduce the targeted sounds that are to be *explicitly* taught at a later stage in the progression of the sequence, using "My pronunciation Tools" and "I pronounce" sections of the course book. Even the listening tasks should be exploited in such a way that learners actually have the opportunity to, again, implicitly use, practise and produce the targeted sounds in communicative situations, particularly when acting out dialogues or interviewing class partners.

In "*My Pronunciation Tools*" and "*I pronounce*" sections of the course book, the first activities are devoted to repetition and memorisation of the targeted sounds. Then, learners are invited to identify and recognise the sounds they are learning through the use of minimal pairs whenever this is possible, of course. Minimal pairs are a good teaching device to help learners discriminate similar sounds that might prove to be difficult for them to understand or (re)produce. Tongue twisters are another teaching device, but the problem with these is that they do not often make sense or provide meaningful context and content. Nursery rhymes and extracts from songs or poems in which the targeted sounds are redundant are more "meaningful" and infinitely preferable. Both the repetition and identification stages have single lexical items as starting points, and expand progressively to include longer inputs, first in the form of statements, and then in the form of short texts – dialogues or reading texts. Both forms of extended inputs are contextualized and thematically related to the sequence as a whole. The

reading texts included in the *"I pronounce"* section are meant to be read aloud by learners in class while the teacher monitors their pronunciation. Although the focus in these texts is on sound, this does not mean that comprehension is to be neglected. New or difficult vocabulary should be explained so as to facilitate comprehension. Indeed, vocabulary should be dealt with regardless of the length or form of the phonological input: single words, longer statements, short dialogue exchanges, longer dialogues, interview questions and answers or reading texts.

The autonomous output stage is particularly encouraged in the "*I pronoun*ce" section through acting out dialogues or asking/answering interview-type questions – whenever this is feasible. Through these communicative and topically contextualised learning situations, learners are expected to naturally produce the targeted sounds and carefully listen to each other for any error. At this stage, teachers have to be most vigilant in class and monitor these peer performances with great care and attention. We, as EFL teachers, should encourage our learners to correct each other, and explain to them how errors can help them improve their pronunciation. Autonomous output is to be extended to the subsequent sections in the sequence. Whenever learners "read aloud" a text or take part in an oral exchange in class at any moment (during "I read & do", "I learn to integrate" or "I think & write"), they will necessarily reproduce/produce some of the targeted sounds (whether belonging to the current sequence or even the previous ones) and should, therefore, be properly monitored by their teacher.

To sum up these introductory notes to the *Teacher's Guide* regarding the phonetic component in Middle School books for years two and three, it is worth reminding everyone that both the teaching and learning acts NEITHER start with "My Pronunciation Tools" NOR end with the "I pronounce" section. The teaching/learning of pronunciation "begins" with the first class input, right at the beginning of each sequence, and evolves, expands and extends to the "last" class task in each sequence. In fact, it is more like an ongoing process that repeats itself throughout the book – within each sequence, and from one sequence to another – aiming to hopefully achieve two objectives: take in charge targeted new sounds and recycle previous ones; this last objective should be remembered by all of us. "*My Pronunciation Tools*" and the "*I pronounce*" sections are just "pedagogical stopovers" on the long, ongoing "route" of the teaching/learning process whereby the targeted new sounds are made explicitly clear to the learner. We should also keep in mind this obvious

fact: a course book is just a teaching aid and, as such, can never replace dedicated teachers, capable of designing extra teaching materials to back and expand those proposed in the coursebook.

MY GRAMMAR TOOLS

In both Year Two and Year Three coursebooks, "*My Grammar Tools*" are meant to be exploited as learning aids whose main pedagogical function is to succinctly sum up the main tenses, structures and structural lexis dealt with in each sequence in the form of "rules" or, sometimes, broad generalisations.

Another function of these tools is to draw the learners' attention to special difficulties and exceptional uses related to these language forms. Although the pedagogical approach adopted in both books insists on the implicit teaching of grammar, both common sense and long teaching practice have nonetheless proved that the learners do need, at some point in the learning process, to become fully aware of "what" they are actually learning. Teachers, however, are encouraged to help their students deduce rules and make generalisations through analysis and comparison of relevant examples. They are equally encouraged to recycle the language forms studied in preceding sequences or in the previous year. The course book writers have tried – whenever this has been possible – to take in charge the review/revision of some previously taught language in spite of tight constraints on space, i.e. number of pages available for that purpose.

I PRACTISE.

This section is meant for the practice of the language presented in the previous teaching points. It aims at consolidating and reusing the acquired knowledge in meaningful contexts. The learners work individually, in pairs or in groups to do some contextualized tasks and activities. What matters most in these activities is the use of the language for the sake of real life communication.

Teachers should bear in mind that most learners especially the tactile and the kinesthetic need to keep hands on their subject matter.

Learners by curiosity dislike theory and enjoy practice. Thanks to their immersion in practical activities, they learn better. Learners feel the things and understand them each time an application immediately follows from the theory. Hence, the idea of "*I practice"* evokes a certain pride from the part of learners who have been and are engaged in what they see, what they feel

and what they touch — This is the best learning, the learning that comes from Practice as an application to theory — for theoretical matters evaporate and fly whereas anything done, made and implemented by hand will remain and forever lasts.

I READ AND DO.

Due to the limitations imposed on the number of pages in both coursebooks, the writers have been compelled most of the time to reluctantly reduce not only the number and the variety of reading materials, but also the number of visual aids (such as photos, maps, diagrams, etc.), which should normally accompany reading materials – particularly those whose comprehension might prove a little difficult for learners. It would have been more beneficial to the learners to be exposed in each sequence to as many types of documents and discourse types as pedagogically necessary. A special effort, however, has been made to make up for this shortcoming by using the "I read for pleasure" page to offer extra reading documents to the learners. Whenever teaching schedule allows teachers to introduce extra reading materials in class, this would be most welcome.

For us, teachers of English as a foreign language, one pedagogical principle to always keep in mind when preparing our "read" lessons is that the "I read and do" section in the coursebooks has been conceived, designed and planned according to an integrative teaching/learning approach whereby many of the learning and study skills are combined in the reading tasks, and work together towards achieving the same goal, i.e. comprehension with its multi-faceted aspects – from the explicit lexical meaning of single items and the specific referential information contained in phrases or statements to the implicit, more complex meaning of either single items or longer texts, which can only be inferred using relevant clues from the reading materials. Teaching learners how to infer complex meaning should be carefully conducted in class using relevant tasks or stimulating questions, which ought to be designed and planned in such a way that they bring the learners to *progressively* probe the reading material in order to find out the hidden, implicit or implied meaning/information they are looking for. Referential study questions need to be extended to inferential ones – first through a very simplified "version", so to speak, in Year Two and then through a more elaborate one in Year Three, bearing in mind the cognitive or intellectual requirements needed by the learners at this stage. Indeed, we want them to "think and read" as much as "to think and write". Inferring complex word or

text meanings requires competences working at a much higher cognitive level than mere comprehension; it goes further beyond to reach the "analysis" level – and this is exactly what we want our learners to be able to do, i.e. "analyse", i.e. "think".

I LEARN TO INTEGRATE.

This section is devoted to the reinvestment of the previous learning in terms of knowledge, skills and attitudes. The teacher trains his learners on how to integrate what they have learnt so far. Learners need to mobilize their resources and re-invest them in a problem solving situation through group work and through a collaborative format.

The learners are involved in selecting and classifying **the resources** they need, the **skills** they will use and **the values** / **attitudes** to be instilled.

This phase will enable the teacher to identify the learners' strengths and weaknesses in order to organize tutorial sessions for moderation, remediation then standardization (leveling up).

This phase is conducted with the help of the teacher who monitors the task and gives help by providing examples.

Learning to integrate is a good threshold demarcation line between those who have learnt something and can easily integrate it and those who have no notion about the topic and strive to get out of the matter as soon as they could. In this case, what to integrate and how? Teachers should make sure that their learners can integrate the elements they have gathered throughout their collection of lessons.

I THINK AND WRITE.

We are living in a globalised world. Most learners have some contact with the English language through the Internet. With the help of teachers and parents, learners should learn how to write and communicate with friends about topics related to their environment and interest. However, we should train them to think first and then write. Teachers have to design individual tasks based on what their individual learners need to write about. They should pay attention to what they write; they need to write in simple English. In short, students need to make a distinction between writing to learn (other things, like structures, spelling and vocabulary) and learning to write.

The acquisition of language skills such as reading and writing targets the development of writing competency. Acquiring writing is the most difficult part of the language learning process. It is essential to first acquire the conventions of written English (such as capitals, punctuation, indentation, etc). Next, the learner must become familiar with all the stages which prepare him for the production of a text. Teachers need to find ways to integrate writing with other skills and activities, giving it more relevance and importance — and also making it more interesting. In process writing, these stages are: brainstorming, outlining, drafting, re-drafting, editing, and publishing. The learner should also be able to assess his work, and then with the help of his teacher he will improve his written production. Teachers have to elicit and generate ideas about writing with their learners, how they write well, why to write and for whom.

Teachers need to give learners tasks that are intellectually satisfying, tasks that inspire learners with the envy to write. As course books don't necessarily always help learners develop writing as they want it to be, learners seek materials that provide relevant, real and communicative practice. Here comes the role of inquisitive learning through practical writing based on simplistic form, clear cut messages and straightforward conveyance of expression. Teachers have to work hard on developing ways of responding to the content of what their learners write about — the message — and not just the way things should be written. Learners need a permanent audience represented in the teacher. If the teacher comes to do this efficiently, the learners' confidence in writing will grow.

So, with the help of teachers, learners will be able to:

- produce written messages of average length about friends, family, interests, shopping, health and travels

- write coherent paragraphs which hold together from the point of view of form and meaning, respect correct syntax (subject, verb, object) and use tenses effectively.

- use punctuation, capitalization and cohesive devices.

- write an outline (plan) and organise ideas clearly and logically.

In this respect, writing, like all other aspects of language, becomes communicative where learners start to think about what they write in real life writing (e-mails, lists, notes, covering letters, reports, assignments, paragraphs, notes, blogs, forums and websites) will be a good issue to tackle. All of these writing tasks have a communicative purpose and a target audience.

NOW, I CAN.

Pre-assessment — both formal and informal — is necessary to determine the present needs of individual learners after a sequence study. A section is entirely devoted to learners to freely express their own involvement as self-assessment assessors through a suggested appropriate rubric. Learners are supposed to check what they can do through the different parts of the sequence. They might need a bit of extra help and support from the teacher who will identify what the learners already possess and what they need to work more on. The teacher can then determine what level of instruction is needed by which learners and at what level.

Through the '*Now, I Can Rubric'* and in the light of what learners said about their abilities, teachers should set clear learning targets and objectives and share learning intentions of their lessons with learners. Hence, by allowing learners to know the purpose of a lesson or a task right from beginning and with the necessary back up to their zone of proximal development, they will be able to make better decisions about the ways and means to achieve what they are expected to learn through what they can do with the chunks of language.

Learners need to be provided with an appropriate level of curriculum and reasonable expectations to suit their abilities during the various parts of lessons so as to motivate them to engage in the process of learning. While attending to the common needs and individual differences of their learners through what they have openly confessed about their abilities, teachers should also be aware of adjusting their learners' expectations according to their outcomes. Hence, they encourage those who do better and scaffold the slower ones by remedying the weaknesses in order to enhance their knowledge-building capacity. In fact, the idea of revealing what learners can or cannot do is a good asset for teachers to assess and evaluate their own teaching and adjust what is inappropriate and ineffective. In this respect, the "*Now, I Can Rubric"* is an effective formative assessment tool for both teachers and learners.

I PLAY AND ENJOY.

The idea of inserting a section for "*I play and enjoy"* is to give another space for your learners to change the atmosphere of boredom, of hard doing activities into a bit of fun and enjoyment, for recreation, for mutual exchange of humorous events. Enjoying is part of learning and the more joyous learners turn to be, the more creative and productive they will be- "*The Play and Enjoy"* part is the fillip through which learners discharge some of their burdens to turn as light and full of vigor to enter the next sequence with too much delight.

Play is fundamental to your learners' development. It encourages creativity and helps children to learn social skills. Creative games enable learners to solve problems and think critically. Play is an ideal relaxed and fun approach to learning. It is worth mentioning that while playing, learners are unconsciously reinvesting the knowledge acquired in the sequence.

Some activities and tasks of the coursebook need to be done outdoor. A visit to different parks in Algeria can invigorate the learners' spirits and give a freelance to their creative minds in creating environmental protection associations, in discovering how waste is reduced, reused and recycled by meeting experts in sustainable development whose guidance in the field will prove very beneficial. Learners need green spaces for recreation, for planting and pruning. The culture of tree cultivation starts to grow with children's growth; hence let learners profit from play and fun to divert it into more elaborative serious work.

The material under this section is a source of pleasure for your learners. It brings them joy and happiness and develops their imagination. Thanks to this teaching point, learners will never feel overwhelmed by English lessons. Learning occurs in a relaxing and motivating atmosphere through reading, songs or games. We recommend teachers to give this section its due merits.

MY PROJECT

The main objective of the project is to help the learners to work together and socialize. It helps the teacher discover many aspects and hidden competencies, research and social skills. The teacher will find out that some learners are good at drawing. Some have good computer skills. Some are good at collecting and organising data. In short, the teacher will not be surprised to discover the multiple intelligences Gardner has talked about in one class. While working with groups, the teacher will identify future

leaders, collaborative learners, attentive learners and slow learners who can work better when they are involved in a task within a group.

Each group member is supposed to do a task.

- Time keeper
- Organizer
- Dictionary searcher
- Data collector
- Speaker
- Group leader
- Facilitator

The process is more important than the end product in the project.

The project requires time and efforts and it is the work of the whole group. The teacher has to announce the project beforehand and every member of the group should know about it and has an idea on what this consists of. During the whole project, teachers have to constantly monitor their students' work. Students, all along their research, must be accompanied by their teachers for the whole project can extend to more than two sequences of time span.

The project has a beginning, a middle and an end; it should be coherent, expressive and meaningful; it should bring something new and not mere copying from the internet. The topic should be researchable with a clear cut objective right from the beginning. As the project is a collaborative work, every individual learner can be valued individually to avoid dependency on one another.

I READ FOR PLEASURE.

Certainly, there is no better thing than reading for it is the best companion for the lonely, the isolated, and the traveler sitting on the bus, the learners waiting for an appointment. Reading is the remedy to lonely souls, an occupation to children in their leisure time. The place of books is very important for beginner readers whose imagination is fresh.

Children like reading stories they are interested in namely fables where animals rove and fritter in their imaginative world; a world full of fantasy

and pictures where the emotive sense grows. Reading stimulates creativity as it gives a lance to its adaptor- a fresh spring of inspirational source full of imagery, sound and natural settings. Children like to create, to visualise the concrete and render it as subtle as a modest act of recreation.

Through fictional books, children will be able to picture mythical worlds and become more imaginative. It is through reading that children feel free to choose the worlds they visit through imagination, the characters they meet, the points of view they encounter while reading the peoples' ideas from different veins and the visional world they create.

Reading is the best way to breathe in the fresh air and open doors to recreation and relaxation. Just take a book and read it for more than ten minutes, your view of life will see another dimension in psychological freshness; all the stress you once felt will be treated in a few seconds.

Reading is a healing remedy to the soul, an ever growing sensation- reading fills up the reader's head with new bits of information, gives him an invigorating energy to do better at any future reading attempt for the more he reads, the more words he gains exposure to, the more he accustoms his eyes to the different scripts and lettering. This will inevitably make his way into his everyday vocabulary and adds to the reading habits repertoire. Hence, with time, reading fluency will grow and the more he becomes acquainted with reading, the more he gets rid of his stammering habits.

When the learner reads a book, he has to remember a various range of characters, their backgrounds, ambitions, history, and characteristics- an additional lot that thrive his mind. And with every bit of constructive learning, his brain will get strengths and assistance to his short term memory recalls. In addition, reading can increase the capacity for the reader's concentration. When a reader reads a book, all of his attention is focused on the story, its events, its actions and he just feels the rest of the world is just falling away and; hence, he can immerse himself into every fine detail he is absorbing and with every bit of pause, he travels with the hero in his exploration to the imaginative world.

With the increasing appetite to read, the learner's ability to write will increase. As he is more exposed to the different writing styles, he will acquire fluidity in writing that starts as observation to fine writings translated to his own refinements through imitation. Reading for pleasure will cultivate in him the tranquility of mind. So, when he reads an appealing story that meets his own satisfaction, this will bring to him a kind of peace, a spiritual rest and a therapy to his own roving mind.

The array of reading is vast and numerous. Children's literature is beyond the imaginable. There is practically a reading genre for every literate person on the planet, and whether your learner's tastes lie in classical literature, poetry, anecdotes, fables, fashion magazines, biographies, young adult books, self-help guides, or romance novels, there's something out there to capture his curiosity and imagination. Just give it a bit of attention and try to immerse your learner in one of the stated genres that cater for every interesting topic he wants.

A good counsel for reading remains the learner's own curiosity as a reader. Reading should be cultivated as a habit where young learners have to be trained to become good readers. Indeed, the training habit should start right from an early start with assigning learners some reading tasks to accustom them to reading. Professional readers use reading cards once they go to school or to public libraries. It is important then to train learners as amateur readers to keep their notes organised and well-structured on their **reading cards** so that they can easily find or refer to them later. In addition, they may also use a notebook or set up folders on their computers - keep their notes in good order.

- Readers need to highlight important points in their notes. They may find it useful to use different colours for related areas.
- They need to keep a record of their information sources; it is essential to reference their work.
- When referring to a book, they should record the author's name, the date of publication, the title of the book, the relevant page number, the name of the publisher and the place of publication.
- When referring to a magazine or newspaper, they need to record the name of the author of the article, the date of publication, the name of the article, the name of the publication, the publication number and page number.
- When referring to the internet sources, they record (at least) the full URL or web address and the date you accessed the information.

Hence, the use of reading cards in reading will prove that learners have read many books and that they have got the proven records for any future reference. Show them that type of behaviour should not be considered as a chore they feel compelled to but as an indication of professionalism in reading as a habit, as a culture and as act of good conduct.

A good experience we can issue in this respect for our young dearest readers is to step away from their computer for a little while, rid themselves of the intricacies the computer that may affect them with, crack open a book or just few pages daily, and replenish their souls for a little while, and they will discover how sweet it is not to abandon the written script. Indeed, the written letters once they imbued will create in their souls a compelling force to read more and more.

Hence, cultivate in your learners the strong habit of reading by accustoming their eyes to read everything and profit from their leisure time to read, to get a purposeful reading, an intentional constructive reading, a reading that takes a few time but reaps a lot of assets.

In a nutshell, Reading is not just something that children should do in school but need to take it as an everyday part of their lives, something everybody should choose to do at all ages. Hence, get your learners opt for this genuine reading habit and cultivate it to other children to save it for long.

MY TRILINGUAL GLOSSARY

The objectives of the trilingual Glossary are of three folds:

1. To enrich the learners' vocabulary with a range of new lexis that cover the difficult and new words encountered through the four sequences.

2. To give an opportunity to learners to use the offered vocabulary contents in a wide realistic context.

3. To help learners use three languages in their different varying contextual use and not lexis as separated entity.

Teachers are recommended to profit from the glossary as a source of reference for them and for their learners to refer to in case of need. Learners are expected to enlarge their vocabulary repertoire for a future mastery of four languages combined.

THE PEDAGOGICAL FUNCTION OF CROSS-REFERENCES

So far, cross-references have been used solely in reading texts as teaching aids to facilitate intra-text comprehension. Their objective, therefore, is limited to the achievement of a better reading comprehension. In these new course books, however, the writers have tried to extend the pedagogical function of cross-references to other sections – not only the "*I read and do*" section – to involve and integrate all the language (knowledge), skills (search, study and communicative skills) and sometimes even attitudes at work within each sequence. Thus, the valuable pedagogical use of cross-references has been redirected from its "traditional" pedagogical implementation within a restricted intra-text learning situation to a much broader inter-section and intra-sequence learning/studying context.

Cross-references are indispensable study tools that will hopefully enable the learners to achieve three main objectives targeted in these new course books:

1. a better comprehension of the reading materials, when cross-references are at work within the same input/text (at intra-text level) through the use of content-related and grammatical substitutes, such as personal pronouns, possessive adjectives and pronouns, relative pronouns, etc.

2. a better use of knowledge/information/content, when cross-references are at work within the sequence itself (at intra-sequence and inter-section levels), interconnecting the various sections to redirect learners from one section to another and help them reconnect their varied content (from "*My Pronunciation Tools*" to "*I listen and do*" or "*I pronounce*" or reading aloud a text in the "*I read and do*" section for example, or from "*My Grammar Tools*" to" "*I learn to integrate*", "*I read and do*" or "*I think and write*" sections).

3. The ultimate objective targeted in both course books is to achieve a global, comprehensive integration of all the language content, all the communicative and study skills, and attitudes in the "*I learn to integrate*" task, when cross-references are at work at intra-sequence and inter-section levels, compelling the learners to recycle and reinvest previous content learnt in preceding sections, and also to re-implement all the learning and study skills required to integrate all that has been acquired so far in the book sequence.

In both course books, the writers have made special efforts to extend the use of this cross-referential tool – from its "traditional" function restricted to intra-text reading comprehension – to a much broader and more comprehensive one that compels the learners, so to speak, to cross-refer across the different sections, from any one section, in search of the appropriate content they need to reinvest in another.

We, the course book writers, consider these intra-sequence, inter-section cross-references as highly integrative tools whose pedagogical function should make the learners aware of the inter-connected network of content (language and information) available in each sequence, and train them to use appropriate study and search skills to locate this content (wherever it is in the sequence) for the purpose of reinvesting it in any subsequent learning task.

Due to space constraints, we could not make an extensive use of these cross-referential tools in the books. Teachers, however, are encouraged to implement them on a regular basis in their classes. They are also encouraged to make cross-references at inter-sequence level in order to reinvest content already learnt in preceding sequences. More importantly, teachers should help the learners to make cross-references on their own by asking them relevant, helpful questions, such as:

– Which of the listening tasks can help you write part(s) of your email, letter, blog page text, report, etc.?

– Which reading question(s) can help you do your writing task?

– Which part of "*My Pronunciation Tools*" can help you and your partner act out the dialogue, or read aloud the text using correct pronunciation?

– Which part of "*My Grammar Tools*" can help you do your reading or writing task?

– Which reading text can you use as a model to do your writing task?

We, as teachers, should gradually teach our learners how to cross-refer to the required information on their own when they are undertaking any learning task at any level in the sequence and, hopefully, in the whole book, too.

THE REPRESENTATION OF THE CORE VALUES IN THE COURSEBOOK

(THE CORE VALUES CONTAINED IN THE COURSEBOOK ARE DERIVED FROM *THE LAW OF ORIENTATION, 04-08 JANUARY 23, 2008)*

Sequence 1	Sequence 2	Sequence 3	Sequence 4
- Valuing knowledge and learning in general. - Valuing thinking and reading in general. - Identifying with other persons'positive personality features (friends, parents, teachers, famous scientists and scholars. - Sharing an outstanding person's dream, ambition, career project (in science and technology, music, academic research, Arts, literature, etc.).	- Raising teenagers' awareness of the importance of the elderly as a source for the transmission of invaluable human experience. - Raising teenagers' awareness of the importance of the elderly as a source for the transmission of invaluable of national cultural and historical heritage. - Valuing the past in order to build a better future for one's community. - Sharing national cultural and historical values that cement community ties and unity.	- Raising teenagers' awareness of the importance of scientific knowledge to the intellectual fulfillment of both the individual citizen and his community. - Raising teenagers' awareness of the importance of their intellectual potential and capabilities compared with teenagers in developed countries (they should model themselves on worldwide famous scientists and inventors like Dr Bourouis or Prof Haba). - Valuing knowledge and hard work to achieve one's goal in life. - Sharing a national, community vision of a better future built on technological progress and economy.	- Valuing the richness of biodiversity and the importance of its preservation. - Valuing a clean, healthy, rural and urban school environment, and the importance of its conservation. - Raising teenagers' awarness of vital local and national environmental issues, seeking a change in their attitudes towards these issues. - Raising teenagers' awareness of the global, international environmental issues. - Sharing responsibilities (as future citizens) with their community through collaboration and cooperation.

THE TUTORIAL SESSIONS

The objective of the tutorial sessions is of three folds:

A- Moderation and remediation.

B- Learning how to integrate.

C- Work for excellence.

In a heterogeneous class with mixed-ability groups, the teacher should appreciate each learner/ child as an individual taking into account his learning styles, his mental capacities, multiple intelligences and the way he adapts himself with the types of learning. The teacher should use the appropriate strategies when working with different groups to the extent that he knows when to apply x strategy with x group and for what purpose.

The tutorial sessions are primarily meant to work with the learners on specific areas. The teacher needs to identify the strengths and the weaknesses of his learners in the course of time. Once he has collected data about his learners, he should be able to address their needs accordingly. He has to identify the main problems during his lessons. His portfolio and the learner's portfolio will give him sufficient data and evidence on how the learning process occurred in class. Thus, he should focus on moderation periods and set appropriate remedial tasks after exploiting his learners' resulting weaknesses and identifying the non-acquired criteria.

The tutorial sessions offer an opportunity for teachers to work towards excellence among their students. The teacher targets good learners and asks them to work on problem solving situations of a higher difficulty rate so as to train them for real life problem solving situations.

The sessions are also devoted to train learners on different ways of integrating the previous learning in terms of knowledge, skills and attitudes and build upon the new experiences in a scaffolded way; hence constructing their own down to top learning process.

This evidence will allow the teacher to rethink and reshape his teaching to meet the learners' needs.

The teacher is aware of the differences of levels in his class and thus, he should be ready to organise his tutorial session as follows:

1- Identify the frequently repeated errors in class.

2- Categorize and make a thorough analysis of the common repeated errors in class.

3- Exploit both the learners weak and strong results of the test

4- Find out reasons for the sake of implemented moderation.

5- Set remedial work according to non acquired criteria.

6- Work with the learners on areas that need reinforcement

7- Focus on learning how to integrate.

8- Be aware on how to use the knowledge acquired, the skills and the attitudes in an integrated way to communicate in real life.

9- Give the opportunity to the learners to work in groups.

10- Identify the best learners can help in group work.

A SAMPLE DIAGNOSTIC TEST

1. I write two sentences about two things I can do and two other sentences about two things I can't do.

2. I write an email to introduce myself to my new English friend Elizabeth (my name, my age, my class and school, my hometown or my village, my nationality, my native language, my weekend activities, the sport(s) I practise).

3. I write an email to an Algerian friend to describe my house and my room.

4. I write three to five sentences to explain to my classmates the way from my home to school.

5. I write five sentences to describe my mobile phone or tablet, or my schoolbag (I talk about its price, weight, size, shape and colour).

6. I write four sentences to tell my classmates what they should do when they have the flu.

7. I write three sentences to talk about three reasons why I should not eat fast food and drink sodas all the time.

8. I write three sentences to talk about my favourite sport.

9. I write Elizabeth another email to describe the geographical location of Algeria and my hometown or my village.

10. I write two sentences to describe today's weather.

11. I write five sentences to tell my classmates about my last summer holidays.

12. I write five sentences to tell my classmates about my holiday plans for next winter.

LAYOUT OF SEQUENCE 01
SUGGESTED LESSON PLANS

Level: Ms 3
Sequence: 01 **Lesson: 01** **I listen and do.**
Lesson focus: Language Learning
Learning Objectives: By the end of the lesson, my learners will be able to act out dialogues to talk about themselves, their own interests using "what…?/ How often…?/ Frequency adverbs (never- always)".
Target Competencies: interact – **interpret** – **produce** orally.(the competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)
Domains: Oral – Written – **Both**
Target Structures:W.H questions What…? - How often…?/ Frequency adverbs (never- always)
Materials: WB - cartoon - strips - newspapers cut outs - audio scripts.

Cross-curricular Competencies:	**Core values:**
1.Intellectual competency: -The learner can express himself and talk about his interests. - He can use his previous knowledge to relate pictures to names. - He can understand and interpret verbal and non-verbal messages. **2. Methodological competency:** - He can work with his partners. - He can assess his work and his peers. - He can use strategies for listening and interpreting oral discourse. - He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. **3. Communicative competency:** - He can play roles to communicate appropriately. **4. Personal and social competencies:** - He is keen on promoting the work of his peers. - He socialises through oral or written exchanges.	**-** Valuing reading and learning in general. **-** Respecting the others' choices and interests. **-** Being positive.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	***VAKT ****M.I
05'	**Warm up**	*T. invites **PPs to look at the pined pictures and answer the questions**.** (pictures about cinema, sports, interests,, comic strips, animated cartoons, Sudoku, Manga, Karaoke, Anime)	T/PPs PPs PPs/ PPs	To brainstorm ideas about interests, sports and games.	WB-cartoon strips, newspapers cut outs	V+A+T
15'	**Pre-Listening**	T. invites the PPs to discuss in small groups and tell what their favourites among the given list are. T. asks PPs to listen to the definitions and circle the correct answer- The first one is given as a demo. **(Task 1 page 11)** T. asks PPs to match the definitions with their appropriate pictures **(Task 2 page 11)**	T/PPs PPs/ PPs	To reinforce previous lexis and familiarize PPs with new vocabulary related to hobbies To interpret aural/ oral messages.	White board Copybooks Picture White board	A+ T V+A+ T A+T
20'	**During Listening**	PPs compare their answers and correct one another before sharing the whole class. **(Task 3 page 11)** * T shows PPs the picture on task 4 and asks them to answer the following questions: **1. Is he Algerian?** **2. What is the boy's room decorated with?** **3. Does he like reading?** T. asks PPs to listen to the Japanese student introducing himself then complete his profile **(Task 4page 11)** T. asks PPs to compare their answers with partners. **(Task 5 page 11)** T. invites PPs to listen to the interview and tick the right answer then write the questions **(Tasks 6-7 page 12)**	T/PPs PPs PPs/ PPs	To prepare PPs' for the listening phase. To help PPs interpret pictures**.** To listen and fill in a profile. To reinforce peer correction and cooperative learning**.**	Textbook/ audio script Copy-books/ White board PPs' Copy-books/ White board	V+A+T V+A
15'	**Post Listening**	PPs are invited to work in pairs and interview one another to talk about their interests using : What do you …? How often do you…? T. asks each pupil to use his partners' answers and write about him/her. E.g: My friend (name) is keen of ……., he/she likes ……., he/she (always) ……..(everyday).	PPs/ PPs	To conduct an interview with peers. To transform information into a short descriptive piece about someone's hobbies and interests.		

The Teacher's comments:		
What worked	**What hindered**	**Action points**
- …… - …… - ……	- …… -…… - ……	- …… - …… - ……

***T. = teacher**
****PPs. = pupils**
*****V.A.K.T = Visual, Auditory, Kinesthetic, Tactile.**
******M.I = Multiple Intelligences**

Level: Ms 3
Sequence: 01 **Lesson: 02** **(PPU)**
Lesson focus: Language Learning
Learning Objectives: By the end of the lesson, my learners will be able to ask and answer then fill in a form about interests, abilities and inabilities using: what and "yes/No" questions.
Target Competencies: interact – interpret – **produce** orally. (The competencies are presented in an integrated way and the teacher will decide on which competency he will focus on).
Domains: Oral – Written – **Both**
Target Structures: Are you interested in…? / Can you …?
Materials: WB - application forms - pictures and photos - PPs books.

Cross-curricular Competencies:

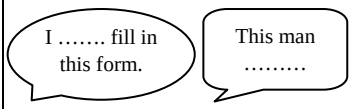
1.Intellectual competency:
-The learner can deduce meaning from context.
- He can understand and interpret verbal and non-verbal messages.

2. Methodological competency:
- The learner can work with his partners.
- He can assess his work and his peers.
- He can use strategies for listening and interpreting oral discourse.
- He can develop effective study methods, mobilise his resources efficiently and manage his time rationally.

3. Communicative competency:
- He can fill out forms about interests, abilities and inabilities.
- He can process digital data.

4. Personal and social competencies:
- He is keen on promoting the work of his peers.
- He socialises through oral or written exchanges.

Core values:
- Identifying other person's positive personality features.
- Being responsible.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	***VAKT ****M.I
05'	**Warm up**	T. sticks two pictures on the board (The first one representing a man on a wheel chair and the second one representing a form to be filled in)	T/PPs PPs	To brainstorm and elicit key structural lexis.	WB- Picture and a form.	V+A+T
		T. asks the PPs to look at the pictures and interpret them by answering these	PPs/T		White	A+ V
	Presentation	questions:			board	
15'		- What do these pictures represent? - Where do we find such forms? - Why do they use them?	T/PPs	To introduce the target structure in		V+A
		T. draws two bubbles under the pictures and writes a sentence in each bubble with gaps to be filled in.	PPs/T	context.	White board + bubbles	A+V
						
		T. asks PPs to complete the two sentences with **"can"** and **"can't"**	T/PPs		White board	V+A
		T. invites the PPs to correct with the elicited words on the board.	PPs	To express		
		T. presents the rules (the form and the meaning)		abilities and inabilities	PPs'	
		<u>The affirmative form:</u>		using the	Copybooks/	Au
		" I **<u>can</u> fill** out this form"		model "can"	White	
		Subject + **<u>can</u>** + verb (stem/base)…		with the three	board	
		I/ to speak English		forms.		
		You/ to play a musical instrument.	T/PPs			
		(to express abilities)				V+Au
		<u>The negative form:</u>				
		"The man **<u>can't</u> walk**"	PPs/	To elicit the		
		Subj. + **<u>can't</u>** + verb (stem/base)…	PPs	rule about the	White	
		I /to run more than 2kms.		use of "can".	board	
		You/ to drive a car.				V+A+T
		(to express inabilities)				
		<u>The interrogative form:</u>	T/PPs			
		"**<u>Can</u>** the man walk?"				
		No, he can't.				
		Can+ subj.+ verb (stem/base) **…+?**			White	
		You/ to speak/Chinese/?			board	V+ T
		You /to draw/?			+ picture	
20'						
	Practice	**<u>Note:</u>** T.devotes time to present and focus on the pronunciation of :		To focus on		
		- "can" is pronounced /**kən**/ in questions and in the middle of statements.		the right pronunciation of "can" and	PPs copybooks + White	
		/**kən**/ is a weak form of "can".	T/PPs	"can't".	board	
		- "can" is pronounced /kæn/ at the end of a short answer to a yes/no question.	PPs/T	(weak and strong forms).		
		/kæn/ is a strong form of "can".				

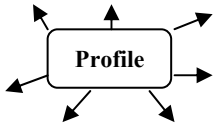
		- "can't" is pronounced **/kɑ:nt/** in British English. **/kɑ:nt/** is a strong form. It has no weak form. **M.C.Qs: (Meaning Checking Questions)** T: look at this picture and answer the questions: - Is this pigeon flying? - What happened to its wing? So, this pigeon **<u>is not able</u>** to fly. T. invites PPs to listen and do task 1 page 19 **(I pronounce)** PPs are invited to listen and tick the right pronunciation. T. asks PPs to prepare two questions to ask to their partners about their abilities and inabilities. PPs work in pairs exchanging roles asking and answering correctly (with the right pronunciation of "can" and "can't" within their dialogues.) **(Tasks: 2- 3- 4- 5 page 19 I pronounce)**	T/PPs PPs PPs PPs T/PPs PPs/ PPs	To check how meaning. To check and consolidate the right pronunciation.	Application Forms PPs' copybooks.	
15'	**<u>Use</u>**	T: you want to participate in the contest**:"Arabs Got Talents".** You found information on the website related to this contest. Fill in the form and add extra information about yourself.		To fill in a form.		

The Teacher's comments:		
What worked	**What hindered**	**Action points**
- …… - …… - ……..…	- …… - …… - ……	- …… - …… - ……

***T. = teacher**
****PPs. = pupils**
*****V.A.K.T = Visual, Auditory, Kinesthetic, Tactile.**
******M.I = Multiple Intelligences**

Level: Ms 3
Sequence: 01 **Lesson: 03** **I listen and do.**
Lesson focus: Language Learning and use.
Learning Objectives: By the end of the lesson, my learners will be able to infer someone's personality and write about him/her using: frequency adverbs "always / never" and personality adjectives.
Target Competencies: interact – **interpret** – **produce** orally. (The competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)
Domains: Oral – Written – **Both**
Target Structures: frequency adverbs (always/ never)/adjectives representing personality features.
Materials: WB - Profile forms - handouts (questionnaire) - PPs' books.

Cross-curricular Competencies:	**Core values:**
1.Intellectual competency: - The learner can use his critical thinking skills. - He can understand and interpret verbal and non-verbal messages. **2. Methodological competency:** - He can work in pairs or in small groups (cooperative learning). - He can assess his work and his peers. - He can use strategies for listening and interpreting oral discourse. - He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. **3. Communicative competency:** - He can fill in forms. - He can process digital data. **4. Personal and social competencies:** - He is keen on knowing about the others' profiles. - He socialises through oral messages.	- Being interested in people. - Being interested in nature. - Being honest when describing someone's personality features.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	***VAKT ****M.I
10’	**Warm up**	T. draws on the board a graphic organiser and asks the PPs to work in pairs and complete it.	T/PPs	To elicit information and introduce a new topical lexis.	Graphic organiser. PPs’ copybooks	V+A
05’	**And Pre-listening**	T: what can you find in someone’s profile? 	PPs/T		White board	A+ V Auditory
20’	**During Listening**	**Personal Information**: Name/country/ nationality/ age/ gender / level **Interests: …….** **Personality features…** **The first listening:** T. invites PPs to listen to the BBC Radio interview (the first listening Part 1) and answer these questions: - How many people are speaking? - Who are they? <u>The second listening:</u> T. invites PPs to listen again to part one of the BBC Radio interview and fill in the first part of each teenager’s profile **(Task 10 page 13)** T. asks PPs to check their answers in pairs before sharing with the whole class. **(Task 12 page 13)** **<u>The third listening:</u>** T. invites PPs to listen to the second part of the interview and cross out the wrong information (between brackets) in each teenager’s profile. **(Task 13 page 14)** T. asks PPs to check their answers in pairs before sharing with he whole class. **<u>The fourth listening:</u>** T. invites PPs to listen to the third part of the interview and tick the words that best describe each winner’s personality. **(Task 15 page 15)**	T/PPs PPs/T PPs T/PPs PPs/ PPs T/PPs	To listen and answer the questions. To listen and complete information. To involve PPs in peer assessment. To listen and cross out the wrong information. To involve PPs in peer assessment. To listen and tick the best description.	Audio script Audio script + PPs’ copybooks + PPs’ books + Profiles forms	A+V+T V+A V+Au V+A+T+K

		<u>The fifth listening:</u> T. invites PPs to listen to the conversation between Karim and Nadia then fill in with the missing words. **(Task 18 page 16)** After checking answers in pairs, T. invites PPs to correct. T. invites PPs to do (**Task 21page 16)** where they have to order the sentences and build up a coherent conversation. T. elicits from this conversation Ali's personality features. T. sets PPs to do **(Tasks 11 and 12 page 28) in I practise**	T/PPs PPs/T PPs PPs	To listen and provide the missing words in the conversation.	PPs' books/ White board	
20'	**Post-listening**	T. provides PPs with a questionnaire **(Task 14 page 29)** T. asks PPs to exchange their questionnaires in pairs and interpret the results to deduce and select the best adjectives describing his partner's personality. T. invites each pupil to write a short report about his partner's personality.		To interpret the results of a questionnaire. To write a report about one's partner personality.	Questionnaires handouts PPs' copybooks	

The Teacher's comments:		
What worked	**What hindered**	**Action points**
- …… - …… - ……	- …… - …… - ……	- …… - …… - ……

***T. = teacher**
****PPs. = pupils**
*****V.A.K.T = Visual, Auditory, Kinesthetic, Tactile.**
******M.I = Multiple Intelligences**

Level: Ms 3
Sequence: 01 **Lesson: 04** **I pronounce.**

Lesson focus: Language Learning and use.

Learning Objectives: By the end of the lesson, my learners will be able to act out dialogues to talk about personalities, interests, abilities and inabilities using verbs and words ending in "s" with different pronunciations.

Target Competencies: interact – interpret – **produce** orally. (The competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

Domains: Oral – Written – **Both**

Target Structures: Words and verbs ending in "s".

Materials: WB- strips - envelopes - PPs' books - PPs' copybooks - scrambled sentences

Cross-curricular Competencies:
1.Intellectual competency:
- The leaner can interpret and identify sounds.
- He can interpret verbal and non-verbal messages.

2. Methodological competency:
- He can work in pairs or in small group.
- He can assess his work and his peers.
- He can use strategies for listening and interpreting oral discourse.
- He can develop effective study methods, mobilise his resources efficiently and manage his time rationally.

3. Communicative competency:
- He can use role play to communicate appropriately.

4. Personal and social competencies:
- He socialises through oral and written exchanges.

Core values:
- Being helpful while working with the others.
- Valuing group work.
- Respect and turn taking when asking and answering.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	***VAKT ****M.I
10’	**Warm up**	T. splits the class into small groups of 4 or 6 providing them with strips of paper containing scrambled sentences and asks them to order them to get a coherent dialogue. PPs are asked to act out the dialogue in pairs after giving the correct order.	T/PPs PPs/T	To order information within a dialogue.	Strips of sentences - Strips of words **(tasks 7 and 9)**	T+V+A T+A+ V+ K
20’	**Presentation**	T. provides the groups with three envelopes and strips of words ending in “s”. T asks the PPs to work within the groups to put each word in the corresponding envelope. T. Presents the rule from “My pronunciation Tools”. ➡ “s” is pronounced **/ɪz/** after the following sounds: **/s–z–ʃ–ʒ–tʃ– dʒ/** (or the following alphabet letters: s, ss, x, ce, sh, ch, ge) ➡ **“s”** is pronounced /s/ after the following sounds: **/p –t–k–f–θ/** ➡ “s” is pronounced /z/ after the following sounds: **/b–d–g–v–ð–l–m–n–ŋ–r +** all vowels and diphthongs/ T. asks the groups to check the words in the envelopes and correct when necessary, after reading the rule.	T/PPs PPs/T PPs	To identify the different sounds. To set the rule related to the pronunciation of the final “s”.	- White board PPs’ copybooks + PPs’ books PPs’ books/ White board	A + V A+V+T V+A V+Au V+A+T
20’	**Practice**	T. asks the PPs to listen and tick the right pronunciation of the ending “s” in each word. **(Task 7 page 20 in I pronounce)** T. helps the PPs to select three words related to interest, abilities, inabilities and personalities (from the task) then use them in meaningful sentences. T. asks the PPs to do **(Task 9 page 20) in I pronounce**.	T/PPs PPs/ PPs T/PPs T/PPs	To reinforce and consolidate pronunciation. To listen and match each word with its corresponding sound.	PPs’ copybooks PPs’ books/ White board PPs’ copybooks	

20’	**Use**	T. invites the PPs to work in pairs and use the sentences produced previously in a meaningful dialogue. The PPs act out their dialogue focusing on the appropriate pronunciation of the words ending in “s”.	PPs/T	To reinvest prior knowledge related to pronunciation in a meaningful dialogue.		

The Teacher’s comments:		
What worked	**What hindered**	**Action points**
- …… - …… - ……	- …… - …… - ……	- …… - …… - ……

***T. = teacher**
****PPs. = pupils**
*****V.A.K.T = Visual, Auditory, Kinesthetic, Tactile.**
******M.I = Multiple Intelligences**

Level: Ms 3
Sequence: 01 **Lesson: 05** **I practise.**

Lesson focus: Language Learning and use.

Learning Objectives: By the end of the lesson, my learners will be able to act out dialogues to talk about interests in Algerian music.

Target Competencies: interact – interpret – **produce** orally. (The competencies are presented in an integrated way and the teacher will decide on which competency he will focus on).

Domains: Oral – Written – **Both**

Target Structures: Consolidation of frequency adverbs (always /never)/ W.H. Qs and Yes/No Qs.

Materials: Recorded musical sounds - PPs' books - PPs' copybooks - Pictures of instrument - the map of Algeria.

Cross-curricular Competencies:	**Core values:**
1.Intellectual competency: - The learner can understand and interpret verbal and non verbal messages. - He can ask questions and express himself through his personal reflection. **2. Methodological competency:** - He can work in pairs or in small groups. - He can assess his work and his peers. - He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. **3. Communicative competency:** - He can use drama and role-play to communicate appropriately. **4. Personal and social competencies:** - He socialises through interviews.	- Being proud of belonging to Algeria with its varied music. - Valuing the intangible cultural heritage.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	***VAKT ****M.I
10’	**Warm up**	T. displays sounds of some Algerian musical instruments and asks his learners to guess what they are.	T/PPs	To identify the different musical instruments.	Recorded sounds, Pictures of musical instruments	A T+V+A+ K
20’	**Presentation**	T. sticks pictures of musical instruments on one part of the board and a list of words on the other part. T. invites the PPs to match each instrument with its name.	PPs/T	To match the musical instruments with each category, then classify them.	and strips of papers with their names	T+A+ V+ K
20’	**Practice**	T. involves the PPs to do **(task1 page 24)** in **I Practise.** T. asks PPs to match each category of musical instruments with its corresponding definition then classify the given musical instruments on the table. **(Tasks 3and 4 page 25)** T. reminds the PPs about the use of frequency adverbs, then invites them to do **tasks 9 and 10** page **27** To correct Maria’s mistakes in her e-mail to Karima and Nadia.	T/PPs PPs/T PPs PPs	To reinforce the use of the frequency adverbs.	- The Algerian map and pictures of musical instruments PPs’ copybooks + PPs’ books	A + V
20’	**Use**	T. invites PPs to follow the example **(Task 7page 26)** and act out a dialogue with his partner asking and answering questions about their interest in music. T. gives freedom choice to add extra questions. How often do you ….? Why do you like ….?		To act out a dialogue.		

The Teacher’s comments:

What worked	What hindered	Action points
- …… - …… - ……..	- …… - …… - ……	- …… - …… - ……

***T. = teacher**
****PPs. = pupils**
*****V.A.K.T = Visual, Auditory, Kinesthetic, Tactile**
******M.I = Multiple Intelligences**

Level: Ms 3
Sequence: 01 Lesson: 06 I read and do. PDP 01

Lesson focus: Language use.

Learning Objectives: By the end of the lesson, my learners will be able to:
1- Read texts and gather information about Mohamed Farah Djeloud.
2- Write speeches about their hobbies and interests.

Target Competencies: interact – **interpret** – **produce**. (The competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

Domains: Oral – Written – **Both.**

Target Structures: lexis and expressions related to interests and hobbies.

Materials: – PPs' books - PPs' copybooks - Mohammed's speech video.

Cross-curricular Competencies:	**Core values:**
1.Intellectual competency: - The learner can understand and interpret verbal and non-verbal texts. - He can show creativity when producing oral and written messages. **2. Methodological competency:** - He can assess his work and his peers. - He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. **3. Communicative competency:** - He can use information and communication technology such as blogs, website pages, forums of discussion, to interact with learners of other cultures. - He can face an audience. **4. Personal and social competencies:** - He can be inspired from outstanding people as role model.	- Valuing hard work and great achievements. - Valuing reading and thinking in particular. - Supporting successful people - Sharing an outstanding person's dream.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	***VAKT ****M.I
05'	**Warm up**	T. invites his learners to watch the video segment in the link below https://www.youtube.com/watch?v=BARm6k7Rcmg and ask them to identify the boy and say what he is talking about.	T/PPs PPs/T	To motivate and brainstorm ideas to identify an outstanding personality.	video segment	A T+V+A+ K
10'	**Pre-reading**	T. asks PPs to work in pairs and match each word with the appropriate definition. PPs can use their dictionaries. See (**worksheet3)** **-** was awarded - managed - Modest - Cheque - Evaluate - keen on - Grateful - scholar Definitions Synonyms opposites	T/PPs PPs PPs	To introduce the topic and the key lexical items.	worksheet matching the words with definitions, synonyms or opposites	T+A+ V+ K V+ Au A + V
30'	**During / While Reading**	T. asks PPs to read text **1** and fill in the bibliographical notes/ reading notes. **(Tasks 1,2, 3 and 4page 30)** T. asks PPs to read text **2** and fill in the bibliographical notes/ reading notes. **(Tasks 5,6 and 7 page 31)** T. asks PPs to read text **3** and fill in the bibliographical notes/ reading notes. **(Task 8 page 32 tasks 9, 10 and 11 page 33)**	PPs PPs T/PPs	To interpret different texts in terms of lexis and comprehension.	PPs' books	
15'	**Post- reading**	T. invites PPs to work in pairs, ask and answer these questions: - What is your main interest? -Why? - How can this interest or hobby help you? - What is your dream? **-** How can you make it become true? T. asks PPs to use their answers and write a short attractive and meaningful speech about their interests.	PPs PPs	To produce a piece of writing from a set of questions.	PPs' copybooks + PPs' books	

The Teacher's comments:

What worked	What hindered	Action points
- …… - …… - ……	- …… - …… - ……	- …… - …… - ……

***T. = teacher**
****PPs. = pupils**
*****V.A.K.T = Visual, Auditory, Kinesthetic, Tactile**
******M.I = Multiple Intelligences**

Level: Ms 3
Sequence: 01 **Lesson: 07** **I read and do.** **PDP 02**
Lesson focus: Language use.
Learning Objectives: By the end of the lesson, my learners will be able to:
1- Read texts and gather information about Tuareg and Imzad culture.
2- Make a poster to save and promote the cultural heritage in their regions.

Target Competencies: interact – **interpret** – **produce**. (The competencies are presented in an integrated way and the teacher will decide on which competency he will focus on).

Domains: Oral – Written – **Both.**

Target Structures: lexis and expressions related to national culture (songs/ music/ instruments/dances…).

Materials: – PPs' books - PPs' copybooks - white board - posters.

Cross-curricular Competencies:	**Core values:**
1.Intellectual competency: - The learner can understand and interpret verbal and non verbal texts. - He can show creativity when producing oral and written messages. **2. Methodological competency:** - He can develop reading skills strategies. - He can use notes. - He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. **3. Communicative competency:** - He can use information and communication technology such as blogs, website pages, forums of discussion, to interact with learners of other cultures. - He can process digital data in English. **4. Personal and social competencies:** - He can show responsibility towards his nation and its culture.	**-** Being proud of Algerian cultural diversity. **-** Protecting the intangible heritage of Algeria.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	***VAKT ****M.I
05’	**Warm up**	T. asks the PPs about their favourite music. T. lists down the PPs’ answers on the board. T: Which of these music or songs are disappearing? Why?	T/PPs PPs/T T/PPs	To introduce the topic about different music genres	Board	A V+A A+ V
10’	**Pre-reading**	T. asks PPs to work in pairs and match each word with the appropriate definition. PPs can use their dictionaries. See **(Task 18 page 36)**	 PPs PPs	To match words with their corresponding definitions.	PPs ‘books And w.board PPs’ books	 V+ Au
30’	**During Reading**	T. asks PPs to read text **4** and fill in the bibliographical notes/ reading notes. **(Tasks 12,13 and 14 page34)** T. asks PPs to read text **5** and fill in the bibliographical notes/ reading notes. **(Tasks 15,16page 35 and task17 page 36)**	 T/PPs PPs PPs	To interpret different texts in terms of lexis and comprehension		 A + V
15’	**Post- reading**	T : In the region where you live there is an old musical genre (or a traditional musical instrument, or popular songs or dances), or a traditional craft (pottery, carpet weaving, jewellery, etc.) which is dying. This represents your regional culture which is part of your Algerian national culture. With a group of friends, you decide to found an association and make a poster to suggest the building of a “Dar” (like “Dar Imzad”). The poster will be published on the internet (social network pages, etc.) and also sent to the UNESCO to make this traditional culture part of the “Intangible Cultural Heritage of Humanity” **(Task 2page 40 in I think and write).**	 PPs PPs	To make a poster to save the cultural heritage.	PPs’ copybooks + PPs’ books	

The Teacher's comments:		
What worked	**What hindered**	**Action points**
- …… - …… - ……	- …… - …… - ……	- …… - …… - ……

***T. = teacher**
****PPs. = pupils**
*****V.A.K.T = Visual, Auditory, Kinesthetic, Tactile**
******M.I = Multiple Intelligences**

Level: Ms 3
Sequence: 01 **Lesson: 08** **I learn to integrate.**

Lesson focus: Language use.

Learning Objectives: By the end of the lesson, my learners will be able to work in small groups and write Mohamed's Profile.

Target Competencies: interact – **interpret** – **<u>produce</u>**. (The competencies are presented in an integrated way and the teacher will decide on which competency he will focus on).

Domains: Oral – Written – **Both**

Target Structures: lexis and expressions related to profile and reading

Materials: – PPs' books - PPs' copybooks - white board - posters.

Cross-curricular Competencies:	**Core values:**
1.Intellectual competency: - The learner can use his critical thinking skills when gathering information for learning and research. - He can understand and interpret verbal and non-verbal messages. - He can solve problem situations using a variety of communication means. - He can show creativity when producing oral and written messages. - He can show some degree of autonomy in all areas of learning. **2. Methodological Competency:** - He can work in small groups. - He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. - He can share information with the whole class. **3. Communicative competency:** - He can use information and communication technology such as blogs, website pages, forums of discussion, to interact with learners of other cultures. - He can process digital data in English. **4. Personal and social competencies:** - He can show responsibility towards team work.	**-** Being proud of belonging to Algeria with its varied music. - Valuing the intangible cultural heritage.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	***VAKT ****M.I
05’	**Warm up**	T. splits the class into small groups and asks PPs to try to remember as much information as possible about Mohamed Djelloud. T. collects the information from each group. Groups will take turn to give the answers. One point for each group that gives the right information	T/PPs PPs/ PPs PPs/T T/PPs	To review prior knowledge. To collect information.	Board PPs ‘books And whiteboard	A V+A A+ V V+ Au
10’	**Presentation**	T: Your School Magazine Editor asked you to write an article about Mohamed Farah Jelloud. You decided to present his profile first to make all your schoolmates know what a 2nd year primary school pupil can do. You want to make them understand that reading is important and necessary for the development of individuals and nations**.** T. provides the PPs with the KSA table in addition to their answers of the warm up and the layout of the profile.	PPs PPs T/PPs PPs PPs PPs	To fill in the KSA table. - To produce a poster.	PPs’ books PPs’ copybooks + PPs’ books	A+ V+K
30’	**Practice**	T. invites the groups to read the texts about Mohamed to help PPs do **tasks 1**, **2 and 3 page 30**. T. helps the pupils to engage in the tasks by controlling, monitoring and offering help when needed T. invites the PPs to check the mistakes and correct them before posting.	PPs	To involve the PPs in peer and group correction.	Posters	
15’	**Production**	T. invites the PPs to display the profile and the article on the walls and invites the other groups’ members to move around, check, take notes and assess the posters.		To share information with the whole class about the posters produced.		

The Teacher's comments:		
What worked	**What hindered**	**Action points**
- …… - …… - ……..	- …… - …… - ……	- …… - …… - ……

***T. = teacher**
****PPs. = pupils**
*****V.A.K.T = Visual, Auditory, Kinesthetic, Tactile**
******M.I = Multiple Intelligences**

Level: Ms 3
Sequence: 01 **Lesson: 09 I think and write.**
Lesson focus: Language use.

Learning Objectives: By the end of the lesson, my learners will be able to prepare a poster about The Arab Reading Challenge.

Target Competencies: interact – **interpret** – **<u>produce</u>**. (The competencies are presented in an integrated way and the teacher will decide on which competency he will focus on)

Domains: Oral – Written – **Both**

Target Structures: lexis and expressions related to reading and the competition

Materials: PPs' books - PPs' copybooks - white board - posters

Cross-curricular Competencies:	**Core values:**
1.Intellectual competency: - The learner can use his critical thinking skills when gathering information for learning and research. - He can understand and interpret verbal and non-verbal messages. - He can solve problem situations using a variety of communication means. - He can show creativity when producing oral and written messages. - He can show some degree of autonomy in all areas of learning. **2. Methodological competency:** - He can work alone, in pairs or in small groups. - He can use reading strategies to collect data. - He can develop effective study methods, mobilise his resources efficiently and manage his time rationally. **3. Communicative competency:** - He can use English to write a poster. - He can process digital data. **4. Personal and social competencies:** - He can show some degree of autonomy in learning.	- Being proud of belonging to Algeria with its varied music. - Valuing the intangible cultural heritage.

Timing	Framework	Procedure	Focus	Objectives	Materials & aids	***VAKT ****M.I
05’	**Warm up**	T. brings an announcement about the international competition in Dubai for the best Arab Reading Challenge Poster. T: - Who organize this competition? - What will be the reward? - What is it about? - Are you going to participate?	T/PPs PPs/ PPs PPs/T T/PPs	To review prior knowledge.	An announce-ment PPs’ books And whiteboard	V+Au V+A A+ V V+ Au
10’	**Presentation**	T. provides his PPs with the situation **(Task 1page 39 I think and write)** Your School is going to participate in an international competition in Dubai for the best Arab Reading Challenge Poster. You decided to take part in and prepare a nice poster. You need some information about the event.	PPs PPs	To brainstorm ideas in order to prepare the PPs for the written production.	PPs’ copybooks PPs’ books PPs’ copybooks + PPs’ books	A+ V+K +T
30’	**Practice**	-T. provides the PPs with the layout of the poster and guides them to read (the texts about the Algerian winner Mohamed Jelloud). -T. helps the pupils to engage in the task by controlling, monitoring and offering help when needed -T. invites the PPs to have peer correction before posting.	T/PPs PPs PPs PPs PPs	To familiarize the PPs with a layout of a poster. To involve the PPs in peer and group correction.		
15’	**Production**	T. invites the PPs to present the posters and let the classmates check, take notes and assess the posters.		To present the posters and share information with the rest of the class.	Posters	

The Teacher's comments:		
What worked	**What hindered**	**Action points**
- …… - …… - ……..	- …… - …… - ……	- …… - …… - ……

***T. = teacher**
****PPs. = pupils**
*****V.A.K.T = Visual, Auditory, Kinesthetic, Tactile**
******M.I = Multiple Intelligence**

A SAMPLE SUMMATIVE TEST

I read the text 1 carefully, then I answer the questions below.

Save the Environment

http://www.earthskids.com/change-save_earth.htm

EK Club

Learn & Explore

About This Site

Contact

EK News

EARTH'S KIDS

When the first astronauts traveled out into space they saw an amazing vision: planet Earth, sitting like a blue and green jewel in the blackness of space.An extraordinary place of life, and the only planet we know of that definitely has life.

And the more scientists learn about life on Earth, the more ***they*** realize that Earth is wrapped in a delicate web of environmental systems that connect one another. Food webs, climate cycles, ocean currents, animal migrations, carbon/oxygen exchange and so on.

We are now aware that changes in any one of these systems can have a huge impact, such as human beings cutting down forests destroys wild animal habitats, and in many cases the animals themselves. ***It*** often creates top soil erosion and destroys the forest watershed that provides clean drinking water to cities downstream. And it slows the exchange of carbon dioxide into oxygen. Which in turn causes global temperatures to rise.

Yes, the problem is big. But the group we have addressed to work on is big too. And guess what? ***YOU*** are part of that group. You, your friends and family, even your teachers and kids at school. So do your part. Be positive, learn, spread the word and email the leaders. Share your ideas and your concerns. Together, ***we*** can make our dreams true. Just start the first step.

TASK ONE: (7pts)

A- I choose the right answers: (03 points)

1- The text is a : **a-** web article **b-** blog page **c-** magazine page

2- Cutting down trees destroys: **a-** animals **b-** animal habitats **c-** both

3- The writer can solve our planet problems: **a-** with his friends **b-** with all people **c-** alone

B- I answer the following questions: (02 Points)

1- How many paragraphs are there in text?

2- In which paragraph is it mentioned that the space is black?

3- Can changes in environmental systems cause global temperatures rise?

4- Is the writer aware of the serious environmental problems?

C- I read the first paragraph and sort out a word that expresses the value and beauty of Earth. (1point)

D- What do the *bold* underlined words in the text refer to? (01 point)

they ***it*** ***you*** ***we***

TASK TWO: (7pts)

A- I re-write the sentences starting with derived nouns from the verbs in *bold*. (02 points)

E.g: You must ***protect*** your environment. ⟶ **Protection** of environment is an obligation.

1 - We shouldn't ***disagree*** on school regulations.

⟶ …… on school regulations is a mild obligation.

2- Parents and schools should ***educate*** children.

⟶ …… of children is the parents' and the schools' duty.

B- I choose the right word in brackets to have a coherent paragraph. (03 points)

I am a member of a neighbourhood association called **"Saving my city is my Duty".**

All the young members **(are - is - have)** taking part in its different plans and activities.

(since - for - when) It has been founded, the city became **(more nice - nice - nicer)** than it was.

We have **(organized - organizes - organize)** one week awareness campaign about the importance of keeping the city clean, **(therefore – as – because)** all the citizens and their children admire the green spaces and respect where and when to throw litter.

Now, I do believe that young people **(are - were - was)** responsible and can save Mother Earth by simple and easy actions.

C- I put a tick (ט) in the right box to show whether the bold letters are silent or pronounced. (02 points)

	Silent	Pronounced
what	☐	☐
wrapped	☐	☐
habitats	☐	☐
honour	☐	☐

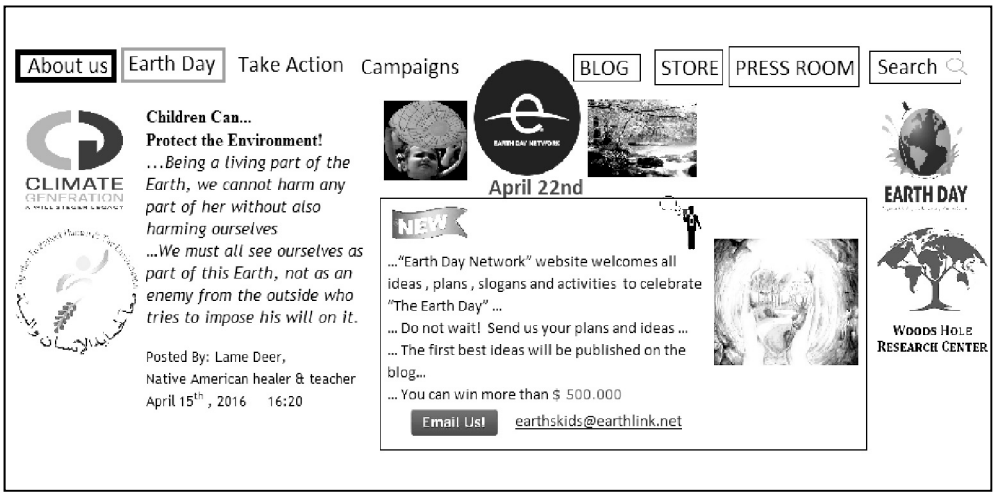
<u>TASK THREE:</u> (6pts)

On the occasion of Earth Day celebration, "**The Earth Day Network**" blog is announcing <u>a competition to select the best ideas and action plans to be published on the blog.</u>

Your school had a good experiment concerning the protection of the environment.

Post and share your school's regulations with the Blog's Staff.

- Do not forget! You can win the reward.
- (You can use the blog below to help you write your posting.)



ONLINE RESOURCES FOR THE TEACHER

General Study Skills Sites

- www.skills4study.com
- www.open.ac.uk/skillsforstudy/
- http://www.intute.ac.uk
- www.oup.com/uk/orc/biosciences
- http://www.bbc.co.uk/schools/ks2bitesize/english/

This website provides games and activities in: reading, writing, spelling and grammar.

How To Study - an entire website dedicated to STUDYING!

- www.how-to-study.com

Homework Tips - homework strategies, study skills, and time management

- www.homeworktips.about.com

*__ESL Basics__: On this site, you'll find free English videos for both students and teachers.

Grammar and Punctuation

- www.ucl.ac.uk/internet-grammar

If you are interested in improving your knowledge and understanding of English Grammar, UCL has developed an Internet Grammar of English for undergraduate students.

- http://www.e-learningforkids.org/

__Grammarly Handbook__**:** Amazing resource to learn English grammar with many many examples.

__English grammar exercises__ -Kaplan's web site is an extra. What they are good at is offering great English courses in an English-speaking countries.

__EnglishGrammar.org__ -I consider Jennifer's blog one of the best English grammar sources. It's a super useful website for both beginners and advanced learners. You'll find the answer for nearly all the questions you can have about English grammar, like Punctuation, Conjunctions, Business Writing, Adjectives, Verbs, and many others. But if you don't find it you can always ask in a comment or send a personal message to Jennifer.

English Grammar Secrets-If there's something you didn't find on EnglishGrammar.org you'll most possibly find it here. There are more than just" explanations here. Exercises follow every topic..

UsingEnglish.com -Continuing the topic of practicing English grammar, Using English offers you lots of printable lessons for you in all topics. More than just practicing, but you can talk to other learners of English and native tutors. If you have a question you can ask them anytime.

On Assessment

Test Taking Tips - tips you might find helpful during tests
www.testtakingtips.com

***EduFind English Online Tests and Learning Games**: Check out these test and games that offer a great way for students to test and improve their English language skills.

***Activities for ESL Students**: Thousands of teacher contributions can be found on this site full of quizzes, exercises, and tests for teaching English as a second language.

On Reading

Reading is Fundamental / Leading to Reading ***http://www.rif.org/***
American website with lots of audio visual activities

- http://www.reallygoodstuff.com/community/11-free-reading-websites-for-kids/2/

Reading Discovery

- http://www.chancesforchildren.com.au/Reading-Discovery.aspx

Book Start

- http://www.bookstart.org.uk/books/

British Website that includes a book finder to help select books based on age.

On Writing

A class write board allows all students to work on a class document, add and edit and see the changes.

- http://weebly.com – Weebly

Quizlet allows you to make wordlists which your students can use for practice too.

- http://quizlet.com - Quizlet

Watch videos with subtitles, for all levels. Unique!

- http://real-english.com – Real English

flashcards, worksheets for young learners

- http://mes-english.com - MES English

A very attractive and simple place for students to keep an online journal or diary. They can share with the teacher or classmates. Really easy to set up.
Recommended Websites for Teaching English (Young Learners)

- http://penzu.com – Penzu

On Phonetics/Pronunciation

*__**English Pronunciation**__: Okanagan College's resource offers 13 different unit lessons for learning and teaching English pronunciation.

*__**ESL Gold**__: ESL Gold is, no joke, *golden*, with seemingly endless learning resources for English. Students can practice pronunciation, find a book to study, and even talk to someone in English on this site. Plus, teachers can find a job, search for textbooks, discover games, and so much more.

*__**Repeat After Us**__: In this online library, students can get access to a huge collection of English texts and scripted recordings.

*__**ESL Cyber Listening Lab**__: Direct your students to this ESL cyber listening lab with study guides, quizzes, and even teacher features.

*__**Fonetiks**__: Direct students to this incredibly useful pronunciation guide with instant sound and samples by native speakers.

On Speaking

__**Real English**__: Check out this free site for learning English, with loads of videos from real English speakers, plus quizzes and community support.

On Vocabulary

__**Vocabulix**__: This online tool is designed to help jumpstart students' vocabulary skills, with more than 90 vocabulary lessons, and the option to create lessons of your own.

__**Wordsteps**__: Wordsteps makes it easy for students to build their own vocabulary collection, and even access their vocabulary through a mobile device for English language learning on the go.

*ESLTOWER.COM : __Many Free English Grammar & Vocabulary Exercises for Teachers and Students__

On Collaborative writing

- http://ietherpad.com

Students or teachers can make post it notes in a cool way. Share and use for collaboration, projects, presentations or just plain fun. So easy!

- http://www.wallwisher.com/

Students or teachers can make post it notes in a cool way. Share and use for collaboration,
projects, presentations or just plain fun. So easy!

On Games

http://eflclassroom.ning.com EFL Classroom 2.0
- Lots of resources, games, discussion and tips to using technology in the classroom. For both students or teachers.

- http://real-english.com – Real English

Watch videos with subtitles, for all levels. Unique!11)

- http://jr.naver.com/english/list.nhn?id=dongyo&cid1=2 - Jr. Naver

Many songs, chants, stories, games for young learners (Korean based)

- http://www.woodlands-junior.kent.sch.uk/literacy/index.htm

This site provides activities and games in: words and spelling, grammar, punctuation and writing.

- http://www.woodlands-junior.kent.sch.uk/revision/Science/index.html

This site provides activities and games in: living and life processes, physical processes, materials, earth and space and water.

- http://www.woodlands-junior.kent.sch.uk/literacy/index.htm

This site provides activities and games in: words and spelling, grammar, punctuation and writing.

*__**Play & Learn English**__: Through the Early Childhood Education Network's Play & Learn English resource, you can share letters, print, shapes, writing, and other relevant images for learning the English language.

On Songs:

http://www.songsforteaching.com/davidputano/s/whenyourmannersshine.mp3
http://www.songsforteaching.com/intellitunes/ican.htm
https://www.teachingenglish.org.uk/.../using-music-motivate-enga...

Can you wiggle your nose? I can

http://www.songsforteaching.com/intellitunes/ican.htm

(Manners for kids)

http://www.songsforteaching.com/amymichelleandfriends/s/mindyourmanners.mp3

What do you say when someone says hi?

http://www.songsforteaching.com/davidputano/s/whenyourmannersshine.mp3

What A Wonderful World
https://www.youtube.com/watch?v=A3yCcXgbKrE&list=RDA3yCcXgbKrE#t=0
Mother earth song
https://www.youtube.com/watch?v=l_A3FMf3_Qw

bab.la: Bab.la is a really fun site for ELL learners, with reference tools like a dictionary and vocabulary, supplemented with quizzes, games, and a community forum.
***ManyThings**: On this website, you'll find quizzes, word games, puzzles, and a random sentence generator to help students better grasp English as a second language.
Grammar Games - Jeopardy, Hangman, Wheel Games, Snakes and Ladders and more

- **Fun Games** - Games for Teaching ESL Kids
- **Vocabulary Games** - memory games, maze games, Snakes and Ladders, Hangman and more
- **ESL Online Games Directory** - Have Fun Teaching and Learning English with your Students

On Communicative Games for Classroom Learning
* **Hot-seat**: A lifetime favorite for most language teachers, this game has long been the cornerstone of most ESL classroom speaking activities and games. It is quite easy to play yet it gets a lot of language out of students if well thought out.
*What's this? : A Vocabulary guessing game with flashcards
***Mallet Mallet:** A fun game for practising vocabulary and sentences. .
***Chinese whispers:** A fun game for listening and getting correct pronunciation of words.
***Miming games**: Excellent game for eliciting description of actions and adjectives.
***Fly swatting:** A vocabulary practice game with speaking and pronunciation practice. *
***Steal, Swap, Bust and Number Card Game** : A Fun Game for the class. How to Play
***Get Rich or Die Trying** : Great Fun Game! Combines several game ideas in one game.
***Freeze!or Stop! Ball Game:** This game can practice any language point and it is very easy to set up.

***Dice Game** : A great communicative game to practice almost any language skill, by rolling the dice.
***Word Association Game**: Communicative vocabulary Game by using flash cards ***Number Game:** This is a listening game usually used as a warmer using numbers
***Guessing Game** : With this game cards are stuck behind a student's back and he/she asks questions to guess.
***Swap Seats:** This seat swapping game gets kids very excited. Kids sit in a circle. Prepare some word or phrase cards and put the up side down in the middle of the circle.

On Reading, writing/spelling games
ESLTOWER.COM : Many Free English Grammar & Vocabulary Exercises for Teachers and Students
***Running Dictation:** Skills: Reading, writing; Requirements: pen and paper and text excerpts.
***Running Dictation for Large classes and Young Learners' Classes-** This is excellent for beginners to elementary levels. Also adapted for large classes
* **I spy something**… **Skills-** Vocabulary, speaking, reading and listening
***Memory or Concentration game** : Great game for many language skills practice .Skills: Ideal for teaching words that have a close relationship.
***Spelling relay:** Skills: Spelling and reading of words.
***Word searching games**: Reading and spelling game.
***Chopstick relay** : This is a variation of Spelling relay but this time using chopsticks and alphabet cards.
***Spelling Bee:** Teacher says a word and student spells. Any mistake not allowed.

On Children's Literature
BookHive: your guide to children's literature and books
- http://www.cmlibrary.org/bookhive

This guide to children's literature, from a public library in the USA, contains hundreds of reviews and recommended reads.
- http://www.bbc.co.uk/schools/ks2bitesize/science/

This website provides games and activities about: living things, materials and physical processes.

For Teachers

*__EverythingESL__: EverythingESL is an awesome place to find ESL teaching resources, from lesson plans to teaching tips and resources.

*__UsingEnglish.com__: On UsingEnglish.com, you'll find an incredible collection of tools and resources for learning and teaching English as a second language, including a grammar glossary, printables, and teacher handouts.

*__ESL Basics__: On this site, you'll find free English videos for both students and teachers.

*lesson plans, activities, for young learners and M.S. / H.S.

- http://bogglesworldesl.com - Bogglesworld

*short and simple techniques, ideas and resources to help teachers

- http://teachingrecipes.com - Teaching Recipes

- A list of MANY sites, all categorized and saved by fellow English teachers. A treasure chest!

- http://www.diigo.com/list/eflclassroom -

On Dictionaries

From reference books to a pronunciation guide, you and your students will get a lot of use out of these links.

http://dictionary.cambridge.org/dictionary/english/classmate

*__Dictionary.com__: This site isn't just for looking up words, although it's quite useful in that function. Dictionary.com also offers a word of the day, games, quotes, translation, and much more.

*__Thesaurus.com__: Like Dictionary.com, Thesaurus.com goes beyond simple reference, bringing inspiration and fun in the form of synonyms, fun word facts, and even search trends.

*__Common Errors in English Usage__: Read Paul Brian's *Common Errors in English Usage* on this website, and even get links to the book's blog, calendar, and entry-a-day Facebook page.

*__Idiom Site__: With the help of this site, English language learners can make sense of common idioms.

BIBLIOGRAPHY

Abbott, G. & P. Wingard. (1985). The Teaching of English as an International Language: *A Practical Guide*. Great Britain.

Albertine Gaur, *Literacy and the Politics of Writing*, Bristol: Intellect, 2000, pp.188, ISBN 1904705065.

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques* (2nd ed.). San Francisco, CA: Jossey-Bass

Austin S. . (1970). Speaking & Listening:*A Contemporary Approach*. Harcourt, Brace & World, Inc. USA

Ash, K. (2012). Competency-based schools embrace digital learning. *Education Week,* 6(1), 36-41. Retrieved 19 August 2014 from http://www.edweek.org/dd/articles/2012/10/17/01competency.h06.html

Auerbach, E. R. (1986). Competency-based ESL: One step forward or two steps back? *TESOL Quarterly*, 20(3), 411–415.

Bailey, K.M. (2005). Practical English Language Teaching: Speaking. New York: McGraw-Hill.

Bentley, D., Reid, D., & Karavis, S. (1992). Inspirations for the Independent Reader. Warwickshire: Scholastic Publications Ltd.

Boud, D. (1990). Assessment and the promotion of academic values. Studies in Higher Education, 15(1), 101-111.

Bowden, J. A. (2004). Competency-based learning. In S. Stein & S. Farmer(Eds.), *Connotative Learning: The Trainer's Guide to Learning Theories and Their Practical Application to Training Design* (pp. 91-100). Dubuque, IA: Kendall Hunt Publishing.

Brumfit, C., Moon, J., & Tongue, R. (Eds.). (1991). Teaching English to Children: From Practice to Principle. London: Collins ELT.

Brookhart, S.M. (2008). *How to Give Effective Feedback to Your Students*. Alexandria, VA: Association for Supervision and Curriculum Development.

Byrnes H. (1984). The role of listening comprehension: A theoretical base. Foreign Language Annals, 17: 317-329.
Clay, M. (1993). Reading Recovery: a Guidebook for Teachers in Training. New Zealand: Heinemann Education.
Claire Kehrwald Cook, *Line by Line: How to improve your own writing*, Houghton Mifflin, 1986, pp219, ISBN 0395393914
Coakley CG & Wolvin AD. (1986). Listening in the native language. In B. H. Wing (Ed.), Listening, reading, writing: Analysis and application (pp. 11-42). Middlebury, VT: Northeast Conference.
Collins Electronic Dictionary & Thesaurus V1.5 on disk and CD-ROM, Harper-Collins: 1995.
Cramer, E. H., & Castle, M. (Eds.). (1994). Fostering the Love of Reading : The Affective Domain in Reading Education. Newark: The International Reading Association, Inc.
Cullinan, B.E. (Ed.). (1992). Invitation to Read: More Children's Literature in the Reading Program. Newark: International Reading Association.

Davis, F. (1995). Introducing Reading. London: Penguin.
Day, R.R. (Ed.). (1993). New Ways in Teaching Reading. Virginia: TESOL.
Docking, R. (1994). Competency-based curricula-The big picture. *Prospect, 9*(2), 8-17.

Fox J. W. (1974). Teaching Listening Skills. English Teaching Forum. October-December, 12, pp. 42-45
Fluckiger, J. (2010). Single point rubric: A tool for responsible student self-assessment. *Teacher Education Faculty Publications.* Paper 5. Retrieved April 25, 2014 from http://digitalcommons.unomaha.edu/tedfacpub/5.
Fostaty Young, S., & Wilson, R.J. (2000). Assessment and Learning: the ICE approach. Winnipeg, MB. Portage and Main Press.

Gary Gach, *writers.net: Every Writer's Essential Guide to Online resources and Opportunities,* Rocklin, CA: Prima Publishing, 1997, pp.374, ISBN 0761506411.
Gene E. Hall (1976) Competency-based Education: A Process for the Improvement of Education: Prentice-Hall

Gerald J. Alred et al, *The Professional Writer*, New York: St Martin's Press, 1992.
Robert Barrass, *Students Must Write: A Guide to Better Writing in Coursework and Examinations*, London: Routledge, second edition 1995, pp.194, ISBN 0415132223.
Goh, C. (2007). Teaching speaking in the language classroom. Singapore: SEAMEO Regional Language Centre.
Guskey, T. (2005). Mapping the road to proficiency. *Educational Leadership*, 63(3), 32-38.

H. Ramsey Fowler and Jane E Aaron, *The Little, Brown Handbook*, New York: Longman, (7th edn) 1998, pp.882, ISBN: 0321037979.

John Burke (1989) Competency-Based Education and Training: Routledge
John Clancy and Brigid Ballard, *How to Write Essays: A practical guide for students*, Longman Cheshire, 1983.
John Seely, *The Oxford Guide to Writing and Speaking*, Oxford: Oxford University Press, 2000, pp.304, ISBN 0192801090.
John Seely, *Words*, Oxford: Oxford University Press, 2002, pp.128, ISBN 0198662823.
John Seely, *Oxford A-Z of Grammar and Punctuation*, Oxford: Oxford University Press, 2004, pp.148, ISBN 0198608977.
John Seely, Oxford Guide to Effective Writing and Speaking, Oxford: Oxford University Press, 2005, pp.310. ISBN 0192806130.

Learning DesignsInc.(2011). *Competency-based Training*. Retrieved 19 August 2014 from http://www.learningdesigns.com/Competency-based-training.shtml
Liz Hamp-Lyons and Ben Heasley, *Study Writing: a course in written English for academic and professional purposes*, Cambridge University Press, 1987.
Lund RJ. (1990). A taxonomy for teaching second language listening. Foreign Language Annals, 23: 105-115.
Luther, M., Cole, E., & Gamlin, P. (Eds.). (1996). *Dynamic assessment for instruction: From theory to application*. North York, ON, Canada: Captus University Publications

Marcellino, M. (2005). Competency-based language instruction in speaking classes: Its theory and implementation in Indonesian contexts.*Indonesian Journal of English Language Teaching*, 1(1), 33-44.
Mendelsohn DJ & Rubin J. (1995). A guide for the teaching of second language listening. San Diego, CA: Dominie Press.
Mertler, C. A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). Retrieved April 30, 2014 from :
http://PAREonline.net/getvn.asp?v=7&n=25.
Mike Sharples, How We Write: Writing as Creative Design, London: Routledge, 1999, pp.224, ISBN 0415185874.
Morley J. (1991). Listening comprehension in second/foreign language instruction. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (pp. 81-106). Boston, MA: Heinle & Heinle.

Noon-ura, S. (2008). Teaching listening speaking skills to Thai students with low English proficiency. Asian EFL Journal. 10(4). 173-192. Retrieved from :
http://www.asian-efl-journal.com/December_08_sna.php
Nunan D & Miller L. (Eds.). (1995). New ways in teaching listening. Alexandria, VA: TESOL

Omaggio-Hadley A. (1993). Teaching language in context (2nd Ed.). Boston. MA: Heinle & Heinle.

Paul, G. (2008, December 16). Competency-Based Language Teaching Report. [Web log comment]. Retrieved 19 August 2014 from :
http://glendapaul62.blogspot.com/2008/12/competency-based-language-teaching.html
Paul Mills, *Writing in Action*, London: Routledge, 1996, pp.224, ISBN: 0415119898. Guidance notes for creative writing – covers prose, poetry, and drama, as well as essays and 'persuasive writing'.
Peterson PW. (1991). A synthesis of methods for interactive listening. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (pp. 106- 122). Boston. MA: Heinle & Heinle.
Pickford, R., & Brown, S. (2006). *Assessing skills and practice*. New York, NY: Routledge

Ralph Berry, *The Research Project: how to write it*, Routledge, third edition, 1994.
Jo Billingham, *Editing and Revising Text*, Oxford: Oxford University Press, 2002, pp.144 , ISBN 0198604130.
Richards JC. (1983). Listening comprehension: Approach, design, procedure. TESOL Quarterly. 17: 219-240.
Richard Palmer, *Write in Style: a guide to good English*, London: Routledge, 2nd edn, 2002, pp.255,ISBN 0415252636.
Robert Barrass, *Writing at Work: A guide to better writing in administration, business and management*, London: Routledge, 2002, pp.201, ISBN 0415267536.
Ronald T. Kellogg, *The Psychology of Writing*, New York: Oxford University Press, 1994, pp.253, ISBN: 0195081390.
Roy Johnson, *Improve your Writing Skills*, Manchester: Clifton Press, 1995, pp.137, ISBN: 0951984454.
Rost M. (1990). Listening in language learning. London: Longman.
Rubin J. (1995). The contribution of video to the development of competence in listening. In D.J. Mendelsohn & J. Rubin (Eds.), A guide for the teaching of second language listening (pp. 151-165). San Diego, CA: Dominie Press.
Rudolph Flesch and A.H. Lass, *The Classic Guide to Better Writing*, New York: Harper Perennial, 1966, pp.288, ISBN: 0062730487. Best-selling US guide with emphasis on how to generate, plan, and structure your ideas. Also covers basic grammar, good style, and common mistakes.

Stevens, D.D., & Levi, A.J. (2005). *Introduction to rubrics*. Sterling, VA: Stylus
Sturgis, C. (2012). The art and science of designing competencies. *Competency Works Issue Brief*.Retrieved 19 August 2014 from : http://www.nmefoundation.org/getmedia/64ec132d-7d12-482d-938f-ce9c4b26a93b/CompetencyWors-IssueBrief-DesignCompetencies-Aug-2012

Underwood M. (1989). Teaching listening. London: Longman.

White, E.M & Lutz, W.D & Kamusikiri, S. (1996). *Assessment of Writing.* New York: The Modern Language Association of America

Wilson, R.J. (1996). Assessing students in classrooms and schools. Scarborough, ON: Allyn and Bacon.

Wei,Y. & Zhou, Y. (2002). Insights into English pronunciation problems of Thai students. Paper presented at the Annual Meeting of the Quadruple Helix (8 th , April 6, 2002). 12 p. ERIC (ED476746).

Weigle, S.C. (2002). *Assessing Writing.* Cambridge, UK: Cambridge University Press

Wiggins, G. (1990). The Case for Authentic Assessment. *Practical Assessment, Research & Evaluation,* 2(2). Retrieved 19 August 2014 from http://pareonline.net/getvn.asp?v=2&n=2

William Strunk and E.B. White, *The Elements of Style*, Boston: Allyn and Bacon, 1979, pp.92, ISBN: 0205191584. Old favourite 'bare bones' guidance manual which cuts out everything except the essential answers to most common writing problems. [Very popular]

William Zinsser, *On Writing Well*, New York: Harper Perennial, 1990, pp.308, ISBN: 0062735233. Reassuring guidance from an experienced journalist on writing more effectively, particularly good on editing and re-writing. [Best-seller]

APPENDICES:
THE LISTENING SCRIPTS

ME, MY ABILITIES, MY INTERESTS AND MY PERSONALITY (SEQUENCE 1)

SCRIPTS FOR: I LISTEN AND DO

● **Tasks 1 and 2: I listen to the definitions.** *(CD, Track 1)*

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. The same number cannot 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.

● **Tasks 4 and 5**: **I listen to this Japanese Middle School student introduce himself during a local radio programme for young people.**
(CD, Track 2)

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.

● **Tasks 6 and 7**: **I listen to the interviewer.** *(CD, Track 3)*

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).** *(CD, Track 4)*
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.

● **Tasks 13 and 14: I listen to the BBC radio interview (Part 2).** *(CD, Track 5)*

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.

● **Tasks 15 and 16: I listen to the BBC radio interview (Part 3).** *(CD, Track 6)*

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.

● **Tasks 18 and 19**: **I listen to the conversation.** *(CD, Track 7)*
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.

● **Tasks 21 and 22. I listen to the conversation.** *(CD, Track 8)*
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! 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

1. Pronunciation of " can / can't "

a. I listen and repeat. *(CD, Track 9)*

/ə/ ➡ **a**rithmetic - fl**a**mingo - P**e**ru - soci**a**ble - nev**er** - manga

/æ/ ➡ **A**frica - **A**ndes - m**a**ths - f**a**n - person**a**lity - **A**lgeria

/ɑː/ ➡ **ar**t - **a**nswer - pl**a**nt - cl**a**ssmate - f**ar** - h**ar**d-working

b. I listen and repeat. *(CD, Track 10)*

– Can /kən/ you play the piano?
– Yes, I can. /kæn/
I can /kən/ play the piano.
– No, I can't. /kɑːnt/
I can't /kɑːnt/ 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. *(CD, Track 11)*

/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.** *(CD, Track 12)*

– I **can't** do my homework. I'm not good at geography.
☐ /kənt/ ☐ /kɑːnt/

– 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/ ☐ /kɑːnt/

● **Task 3. I listen and repeat the questions.** *(CD, Track 13)*

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.** *(CD, Track 14)*

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).** *(CD, Track 15)*

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.** *(CD, Track 16)*

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.** *(CD, Track 17)*

personalities
abilities
studies
cries
activities
technologies
countries
cities
prizes
carries

/z/

/ɪz/

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). *(CD, Track 18)*

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 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 chickens.
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 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).** *(CD, Track 19)*

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.

● **Tasks 9 and 10: I listen to the interview (Part 3).** *(CD, Track 20)*

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 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!

● **Tasks 12 and 13: I listen to the interview (Part 4).** *(CD, Track 21)*

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.

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

Jenny: One last question, grandma. What is your best childhood memory?
Grandma: My first day at school. I went to primary 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.

● Tasks 26 and 27: I listen to the interview (Part 6). *(CD, Track 23)*

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.

SCRIPTS FOR: MY PRONUNCIATION TOOLS

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

a. I listen and repeat. *(CD, Track 24)*

/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**ie**w - 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. *(CD, Track 25)*

/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. *(CD, Track 26)*

/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 - semol**i**n**a** - sec**o**nd - pict**u**re - show**e**r - blaz**e**r - pizz**a** - cam**e**r**a**

b. I listen and repeat each pair. *(CD, Track 27)*

/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. *(CD, Track 28)*

/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 line. *(CD, Track 29)*

/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"

I listen and repeat. *(CD, Track 30)*

➡ **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.** *(CD, Track 31)*

– 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 took 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.** *(CD, Track 32)*

1.	/uː/	/ʊ/
t**oo**l	☐	☐
gl**u**e	☐	☐
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	☐	☐
across	☐	☐
above	☐	☐
teach**e**r	☐	☐
urban	☐	☐
rur**a**l	☐	☐
act**o**r	☐	☐

● **Tasks 5 and 6. I listen and tick the correct pronunciation of the letters in bold.** *(CD, Track 33)*

3.	/æ/	/ʌ/	/e/
c**ou**ple	☐	☐	☐
apple	☐	☐	☐
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:** ~~rag~~, ~~rug~~, sack, suck, ~~head~~, had, sat, said, set, met, mat, mad, dead, dad, dud, red, fed, blood, bled, drag, drug, jump, lump, bump. *(CD, Track 34)*

/æ/	/ʌ/	/e/
……*rag*.....…	……*rug*.....…	……*head*.....…
……...	……...	……...
……...	……...	……...
……...	……...	……...
……...	……...	……...
……...	……...	……...
……...	……...	……...
……...	……...	……...

● **Tasks 9 and 10. I listen and tick the correct pronunciation of the letters in bold.** *(CD, Track 35)*

Letter "t"		
	Silent	Pronounced
bouque**t**	☐	☐
bucke**t**	☐	☐
bus**t**le	☐	☐
has**t**en	☐	☐
has**t**y	☐	☐
sof**t**en	☐	☐
mor**t**gage	☐	☐
buffe**t**	☐	☐

Letter "w"		
	Silent	Pronounced
ans**w**er	☐	☐
wrinkle	☐	☐
wrangler	☐	☐
t**w**o	☐	☐
t**w**elve	☐	☐
wrap	☐	☐
writing	☐	☐
wreath	☐	☐

● **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.** *(CD, Track 36)*

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

● Tasks 1 and 2: Dr Abderrahim Bourouis

I listen to the text and complete Dr Bourouis' ID card. *(CD, Track 37)*

Dr Abderrahim Bourouis was born in Tlemcen. He is 29 years old. His father is a mechanic and his mother a housewife.

Dr Abderrahim Bourouis went to primary, middle and high schools in Tlemcen, an old historic town in the west of Algeria. After that, he went to *Abou Bekr Belkaid* University in Tlemcen, where he did his undergraduate and postgraduate studies, and got his Bachelor's and Master's degrees of Engineering (BE and ME) in 2009. He also holds a PhD in Telecommunication from the same university (2014).

Dr Bourouis is a researcher and engineer at *Algerie Telecom*, which he joined in 2014. One of his inventions was a smart shirt for patients suffering from Alzheimer's disease. This shirt is equipped with microelectronic devices, which prevent patients from getting lost. This invention won Dr Bourouis the *Arab Youth Creativity Award* in 2013.

● Tasks 6 and 7: **Interview with Professor Belgacem Haba (Part 1)**

I listen to part (1) of the interview between the Algerian scientist and inventor Prof. Haba and the Algerian researcher Dr. Baghdadi, and complete the dialogue bubbles. *(CD, Track 38)*

Prof. Haba: After graduating, I was contacted by a Japanese company. 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 a small company. Our aim was to miniaturise the mobile phone. Phones were big and we knew that if we managed to make them smaller, they would sell more.

● Tasks 8, 9, 10, 13 and 14: Interview with Professor Belgacem Haba (Part 2)

I listen to part (2) of the interview and do the tasks. *(CD, Track 39)*

Dr. Riyadh Baghdadi: When was this?

Prof. Haba: In the nineties. By 1998, we started to see results and the technology that we produced has been in use ever since.

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 another company 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".

● Tasks 15 and 16: **Interview with Professor Belgacem Haba (Part 3)**

I listen to part (3) of the interview between Prof. Haba and Dr. Baghdadi, and circle only the words I hear between brackets.

(CD, Track 40)

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 you must do is to know your weak points. 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 ourselves; 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 will help.

● Tasks 17 and 18: A History Class (Part 1) *(CD, Track 41)*

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.

● Tasks 19 and 20: A History Class (Part 2) *(CD, Track 42)*
I listen to my history teacher and complete the timeline (Part B).

Teacher: Our great Maghribin 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.

SCRIPTS FOR: MY PRONUNCIATION TOOLS

Pronunciation of the consonant sounds /f/ and /v/

a. I listen and repeat. *(CD, Track 43)*

/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 - 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. *(CD, Track 44)*

/f/	/v/
fan	**v**an
fast	**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.** *(CD, Track 45)*

– 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.** *(CD, Track 46)*

1.	/f/	/v/
free	☐	☐
in**f**ormation	☐	☐
vitamin	☐	☐
sta**ff**	☐	☐
vaccine	☐	☐
brie**f**	☐	☐
rou**gh**	☐	☐
photo	☐	☐

2.	/f/	/v/
pharmacy	☐	☐
friend	☐	☐
lo**v**e	☐	☐
al**ph**abet	☐	☐
dri**v**e	☐	☐
ele**ph**ant	☐	☐
hea**v**y	☐	☐
phenomenon	☐	☐

● **Tasks 5 and 6. I listen and write the phonetic symbol (/f/ - /v/) corresponding to the pronunciation of the letters in bold type in each word.** *(CD, Track 47)*

Al-**F**arabi /…/ (870-950 CE) was an Islamic **ph**iloso**ph**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**iloso**ph**y /…/, **ph**ysics /…/, mathematics, music and medicine.

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. *(CD, Track 48)*

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.

● Tasks 6 and 7: Algeria's National Parks (Part 2)
I listen to the UNESCO representative 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. *(CD, Track 49)*

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 are all three located in north-western Algeria, in Kabylia. 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 Aissa 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 she gives about "Biosphere Reserves". *(CD, Track 50)*

Text (Part 3): 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. In 1986 Tassili n'Ajjer was the first Algerian park to be designated 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.

● Tasks 11, 12, 13 and 14: Algeria's National Parks (Part 4)
I listen to the UNESCO representative and complete the table.
(CD, Track 51)

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 bird 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.

● 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. *(CD, Track 52)*

Many Algerian plants, trees and animals have been added to 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. The 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 zoos around the world.

● Tasks 21, 22, 23, 24, 25 and 26: Saving the Barbary Macaque.
An interview with Dr. Sian Waters. *(CD, Track 53)*

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 of 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.

● Tasks 27 and 28: Eco-Schools (Part 1) *(CD, Track 54)*

"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.

● Tasks 29 and 30: Eco-Schools (Part 2) *(CD, Track 55)*

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) *(CD, Track 56)*

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!

● **Tasks 35, 36, 37, 38, 39 and 40: Eco-Schools (Part 4)** *(CD, Track 57)*

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!

SCRIPTS FOR: MY PRONUNCIATION TOOLS

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

a. I listen and repeat. *(CD, Track 58)*

/ʒ/ ➡ **g**enre - lei**s**ure - televi**s**ion - conclu**s**ion - equa**t**ion - u**s**ually - massa**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. *(CD, Track 59)*

/ʒ/	/dʒ/
lei**s**ure	le**dg**er
plea**s**ure	ple**dg**er
le**s**ion	le**g**ion
massa**g**e	messa**g**e
bei**g**e	bad**g**e

2. Silent letters: "k"; "w"; "h"; "t"

I listen and repeat. *(CD, Track 60)*

➡ 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. *(CD, Track 61)*

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. *(CD, Track 62)*

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 letters in bold.** *(CD, Track 63)*

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

☐ /dʒ/ ☐ /ʒ/

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

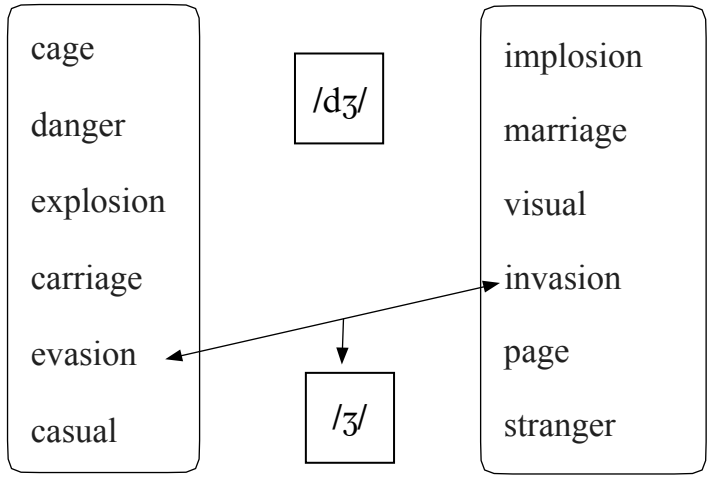
☐ /ʒ/ ☐ /dʒ/

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 (/ʤ/ - /ʒ/). *(CD, Track 64)*

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. *(CD, Track 65)*

1.	Pronounced	Silent
honour	☐	☐
knuckle	☐	☐
fas**t**ener	☐	☐
w**h**ere	☐	☐
honesty	☐	☐
knit	☐	☐
T**h**ames	☐	☐
r**h**inoceros	☐	☐

2.	Pronounced	Silent
cheeta**h**	☐	☐
w**h**ale	☐	☐
t**w**o	☐	☐
w**h**y	☐	☐
writer	☐	☐
knot	☐	☐
w**h**en	☐	☐
wrap	☐	☐

● **Tasks 9 and 10. I listen and mark the intonation of each question: ↘ or ↗.** *(CD, Track 66)*

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?