

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**

**MINISTRY OF NATIONAL EDUCATION**

# **3MS Teacher's Guide**

**2017 – 2018**

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# Introduction

Dear colleagues,

We are greatly pleased to meet our colleague teachers for the third time to introduce for them 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 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 learner's' 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 course book 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 learners whose cognitive capacities are to a certain extent more developed. The title *my Pictionary* does not exist anymore and 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 their learners opportunities to find the answers to questions arising from their own daily life to become autonomous learners. 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 pronounce” 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 course book.

## 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 that they learn better. Learners feel the things and understand them each time an application immediately follows from the theory. Hence, the idea of *I practise* 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 course books, 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 course books 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 learned 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 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
- Use punctuation and capitalization correctly and write cohesive and coherent paragraphs which hold together from the point of view of form and meaning ,respect correct syntax (subject, verb, object, ) and use tenses effectively.
- Write an outline (plan) and organize his 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 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 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 organizing data. In short, the teacher will not be surprised to discover the seven 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
- Organiser
- 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. It has a beginning, a middle and an end-it should be coherent, expressive and meaningful; it should bring something new, a researchable topic 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 three languages combined.

# **The Pedagogical Function of Cross-References**

## **in the Coursebooks/key-stage2**

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 intra-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 listening scripts**

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

## **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 1**

## **Suggested lesson plans**

# 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 organize 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 your learners to work in groups.
- 10- who Identify the best learners can help in group work.

# **A SAMPLE SUMMATIVE TEST**

# Online resources

## General Study Skills Sites

- [www.skills4study.com](http://www.skills4study.com)
- [www.open.ac.uk/skillsforstudy/](http://www.open.ac.uk/skillsforstudy/)
- <http://www.intute.ac.uk>
- [www.oup.com/uk/orc/biosciences](http://www.oup.com/uk/orc/biosciences)

BBC KS2 Bitesize - English

- <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](http://www.how-to-study.com)

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

- [www.homeworktips.about.com](http://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](http://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](http://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.

**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 ESL 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 practicing 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

\***Everything ESL**: 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://bogglesworld esl.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.

\***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

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