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manuel pédagogique

سند تربوي للأستاذة: د/ زكري وفاء... ZEKRI Wafa

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English**

المعد من قبل: د/ زكري وفاء... ZEKRI Wafa

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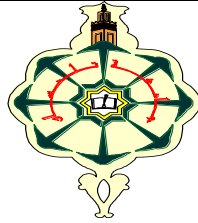
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**Comprehension and Oral Expression Course for Second Year
Students of English**

Presented by: Dr Wafa ZEKRI

Academic Year

2022-2023

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Preface

This pedagogic support is written for second year bachelor students of English. It aimed to develop their speaking and listening skills and reading and writing skills. As a writer of this pedagogic support, I believe that skills are complementary and students need to develop them adequately.

I tried to use materials that represents the classroom as a cultural context, a space that prepare the learner to become a global citizen, willing to share who they are, and evaluate their local issues with global issues. This ethno-relativeness was assisted with a variety of multimodal resources. Each semester ends with glossaries which learners need to complete their semestrial assignments.

Course Calendar

Semester 1

Sessions	Focus
S.1	Introductory Session & Language Test
S.2	How/What to Self-introduce
S. 3	Telling a story: Feeling, Behaviour, and Travel
S. 4	How to Tell a Personal Narrative: Language, Form and Structure
S.5	School Life & Narrative: Thematic Organisation
S.6	Digital Story Telling: Chronological and Thematic Summary
S.7	Wrap-up your narrative: Unity, Coherence
S.8	Story of a Homeless
S.9	Move up the Ladder
S.10	Assignment 1 Digital Story Telling (DST)
S.11	Exam
End of Semester 1	

Semester 2

S. 1	Introduction to Climate Change
S.2	Music and Climate Change
S.3	Climate Change and Disastrous Effects
S.4	Effects of Heat on the Ocean and Air Temperature: Cause & Effect
S.5	Arctic and Antarctic Oceans: Introduction to Glacier
S.6	Why do Glaciers matter?
S. 7	Travel and Climate change
S.8	Recycling: Discussing Sustainability
S.9	Assignment 2 Website Design
S.10	Blog-Writing Skills
S.11	Exam
End of Semester 2	

N.B

This course is adaptable and each oral expression teacher can update the course content and activities in conjunction with relevant worldwide issues that inform their students with methods of discussing global and local issues.

Teacher's Availability and Course Policy

Teacher's name: Dr Wafa ZEKRI

Availability: Monday-Tuesday-Wednesday (10 am- 14:00pm)

Classroom Location: Lab Room (Ground floor)

Course Lessons: Face-to-Face/ Hybrid (emails/ MTeams)

In-Class Writing and Assignment Submission: In-person and online.

Unit: Fundamental

Credit: 3

Coefficient: 3

Course: Comprehension and Oral Expression/COE

Course Aim: This course aims to support students' communicative, and intercultural competence skills in a variety of topics (socio-cultural, and socio-economic) through real-life situational-contexts.

Target Objectives

Students will be able to understand how language can be used in different real (authentic) communicative contexts; they will develop fluency and accuracy (pronunciation, vocabulary and collocation used in the target language), expanding on the other's social and cultural norms of language, and maintaining their own socio-cultural, and religious perspectives.

Teaching Materials: This course is based on audio-visual resources (podcasts, YouTube videos, Coursebook audios) which are used as language input, and activities for communicative output.

First, the language input is divided into two main approaches: 1- Form-oriented input refers to providing linguistic, pronunciation, grammar, and vocabulary instruction: students will be assisted to use appropriate language use (discourse competence) 2- content-oriented input focuses on knowledge produced in the material (topic, ideas, strategies, and moral)

Second, communicative output: students will have to tell a personal story, compare their views with the inner-group or the other's social and cultural norms and values (in forms of classroom discussions, and homework activities). They also produce audio /videos/websites/ that demonstrate not only their linguistic competence, but also other skills they need to integrate in learning such as use of technology to develop a composition competence through oral expression course.

Learning activities: The teacher used bunch of activities that involve different skills: listening, reading, speaking and writing. Students work on these activities individually, in pairs, and in groups. Types of activities are predictions, gap filling, matching, sentence completion, role plays, and production.

Teaching Approaches and frameworks: I use an integrated approach of the four skills, students will have texts to read, audios to listen, activities to write and speak through. In addition to content integration which will help them develop language proficiency. The teacher uses a variety of teaching frameworks: Presentation, Practice, and Production (PPP), and Practice, Produce, Use (PPU)

Evaluation: TD Mark total 100points (includes your homework 40pts assignments 60 pts) Exam mark (listening exam 40pts, speaking exam 60pts)

Students' Attendance: Students' attendance is obligatory, names list is taken into account each session, and it will be submitted to the head of department for administrative purposes.

Course Description

The Comprehension and Oral Expression Course is structured into three main components which are related to one another: 1- theoretical and practical which focuses on receptive skills: reading and listening, 2- productive skills: writing and speaking, 3- the teaching of vocabulary (phrasal verbs, lexis, and collocations), grammar and pronunciation, which aims to foster students' the four mentioned skills. Students have grammar and phonetics courses, which through this course the instructor designed two grammar sessions: if conditional type 2&3, and tenses, pronunciation is taught through vocabulary meaning and transcription provided in most of the content sessions. All of the mentioned skills are applied through classroom practice (in-person and online), assignments, and teacher-feedback.

Course Aim and Objectives

Cognitive objectives

1. Students will develop an understanding of the functions of reading, listening, speaking and writing in communication of a variety of content, and learnt topics.
2. Students will be able to apply grammar, and vocabulary in their productive works: classroom tasks, homework, and assignments.

Affective Objectives

1. Students will demonstrate a sensitivity to the diversity of concepts used in their context, and the other's.
2. Students will demonstrate their awareness of context differences in their compositions (videos, audios) they produced.

Meta-cognitive Objectives

1. Students will comprehend and retain vocabulary for better communication.
2. With contexts, students will develop word knowledge associations through visuality of words in texts, videos, and audios (Nagy and Thornbury, 1990).

3. Students will be able to evaluate the semantic meaning of items through synonyms, hyponyms, situations, and parts of speech (Barcoft, 2004)

Teaching Approach: Content-Based Foreign Language Instruction

CBI is "...the integration of particular content with language teaching aims...the concurrent teaching of academic subject matter and second language skills" (Brinton et al., 1989, p. 2). The integration of language and content in instruction respects the specificity of functional language use (it recognizes that meaning changes depending upon context) (Genesee, 1994), which provides us with the means to analyze, to talk about, and write about that content.

Why CBI

Coherent and meaningful knowledge presented to students enable them to deeply process the content instructed, and improve their learning to be not only recalled but also elaborated on (Anderson, 1990). Content-based instruction provides cognitive engagement; tasks that are intrinsically interesting and cognitively engaging will lead to more and better opportunities for second language acquisition (Byrnes, 2000). Content-based instruction brings real life issues and real-world skills (Curtain, 1995) to classroom learning, students in content-based classes have more opportunities to apply the content knowledge through tasks and discussions (they activate their prior knowledge which leads to increased learning of language and content material).

Materials

The teacher aims to provide authentic materials: texts, audios, videos, and transcripts. Selecting authentic materials in the digital era aims to support students' authenticity in self-presentation (beliefs, attitudes, views and understanding, and how they could develop new perspectives through this course).

Semester One
Personal Narrative and Digital Storytelling

Session 1: Introductory Session & Language Test

Part 1 Introduce yourself

Aim: This session aims to introduce students to the syllabus, which includes a course description, course policies, aims and objectives, and the course content of both semesters.

Objectives: Students will understand the difference between accuracy and fluency

Materials: About Video (See **Audio 1 Introductory Session**)

Learning Activities

Pre-listening Discussion: Students are asked to present themselves ‘Who are you?’

While listening: Students listened to the teacher’s introductory video (See **Audio 1 Introductory Session**)

and answered:

1. What do you want to learn?
2. How do you want to learn in this course?

Post-listening: In pairs, students shared their answers, and then shared with them with the group.

Part 2 Language Pre-test

Test Aim: Students have a language test in the first session. The test focused on evaluating students’ abilities in vocabulary, meaning, and grammar. The test aimed to check on students’ linguistic competence which would enable them to communicate effectively. The teacher aims to create a remedy session, or advance to the current course through the test.

Test Outcomes: The students show an intermediate level of vocabulary knowledge and tenses; however, their vocabulary needs to be expanded. For this reason, the teacher selects a content-based instruction approach to support lexis development of second year bachelor students. The lexis list includes idiomatic expressions, words, collocations, and phrasal verbs taught through context and tested to be produced through students’ productive content (written and spoken).

Section A. Vocabulary, Meaning, and Grammar

Activity 1: Choose the appropriate word

1. Well, they were both in perfect running order only this morning, but this one is now definitely out of You'll have to use the other one.

A) order B) business C) work D) employment E) job

2. I noticed that there were two buttons from his coat.

A) falling B) losing C) departing D) dropping E) missing

3. You seem to have developed a number of extracurricular interests which you from your studies.

A) distract B) obstruct C) arrest D) inhibit E) encourage

4. It is no injustice to say that the sense of a person has is closely bound up with his cultural background.

A) harbour B) rumour C) tumour D) labour E) humour

5. I tried to the car, but I couldn't see very well what was behind me.

A) reveal B) react C) reverse D) restore E) repair

Activity 2: Choose a sentence to complete the paragraph

1. We owe the name and the concept of Atlantis to Plato. It was first mentioned in his dialogues *Timaeus* and *Critias*, where he claims to be reporting a conversation that had taken place between his ancestor, Solon, and an Egyptian priest. The dialogues tell us the overwhelming of a culture by a catastrophe which by modern chronology would have occurred about 9600 BC, at the end of the last Ice Age. _____. Therefore, it's hard for archaeologists to believe that it's fictitious and this has given rise to a host of speculations about where Atlantis might have been and even to expeditions aiming to discover, vestiges of the civilisation itself.

- A) Nevertheless, the story doesn't appeal to the logical reader
- B) Atlantis was said to have been under the Atlantic Ocean in the accounts of Plato
- C) In the dialogues, epic voyages in primitive craft proved that they could have sailed immense distances simply by drifting with the current
- D) Atlantis was destroyed by a group of primitive huge creatures which had human intelligence but a body of a monster.

2. _____ It's the piece of paper listing previous qualifications and experience. Increasing reliance on paper qualifications and the multiplication of the number of qualifications now available have led to a situation where this particular qualification list and its presentation are an essential first step towards getting one's foot in the door of a job.

- A) In most of the job applications people tell lies or they pretend that they have passed all the subjects in examinations that they've failed
- B) Almost everyone who applies for a job these days must expect to attend an interview but whether or not they should have curriculum
- C) Companies are employing professional assessors to find out in the course of interviews whether candidates can substantiate their claims
- D) Many people prepare some documents related to their past before a job interview

Activity 3: Choose the relevant expression and fill in the gap

1. He didn't know _____ or go home.
A) to wait B) if that he should wait C) if to wait D) whether to wait
2. That's the man _____ yesterday.
A) which I was talking to B) what I was talking to C) I was talking to D) with who I was talking
3. _____ he was tired he went on working.
A) Even B) Yet C) Although D) In spite
4. How _____ is it from here to New York?
A) long way B) long C) far D) much far
5. I wish I _____ what to do.
A) knew B) have known C) know D) would know

Section B. Fluency test

1. You can speak English without translating in your head: do you think in English and produce in English or do you think in Arabic / Amazigh and produce in English

Never Rarely sometimes Very frequently Always

2. You make few errors and when you do you can catch your own mistakes

Never Rarely sometimes Very frequently Always

3. You can use a wide variety of phrases and expression including phrasal verbs, idioms or slang

Never Rarely sometimes Very frequently Always

4. You can talk about technical or specific topics confidently

Never Rarely sometimes Very frequently Always

5. You can use all grammar tenses easily

Never Rarely sometimes Very frequently Always

6. You peers are impressed by your English

Never Rarely sometimes Very frequently Always

7. You do not usually get stuck in English, but when you do you can find a way around it

Never Rarely sometimes Very frequently Always

8. You are not uncomfortable speaking English with your peers or your teachers

Never Rarely sometimes Very frequently Always

9. You feel you can express your true self in English

Never Rarely sometimes Very frequently Always

Session 2: How/What to Self-introduce

Aim: This session aims to assist students with British idioms, and American lexis. This variety of idioms and words aimed to increase students' fluency about taking initiatives in meetings.

Objectives: Some students feel intimidated to introduce themselves, and to communicate with others, this session encourage them to feel confident about their life skills which give them strength to introduce themselves through.

Materials: Images, Audio 2, and audio 3

Pre-listening: Predict and discuss



1. What do you think these people are doing?
2. At a party do you take the initiative in introducing yourself to others?

Vocabulary

Part 1 Listening to *Meeting New People* (Audio 2 Al&Bill)

Learning Activities:

Activity 1: Skim meanings, listen to the audio 2, and guess the correct idiom

1. What's bothering you?.....
2. Tell me what's bothering you?
3. To keep everything that bothers you inside
4. Have courage and tell me
5. Give yourself a chance.....
6. I wouldn't like to be with her.....
7. Forget it.....
8. Ok, I will make my decision.....
9. Maybe you can postpone it a little bit.....
10. You may get along together, who knows.....
11. That will never happen.....

Activity 2: Grammar Practice

Follow instructions and complete the sentences

Add an infinitive	He is bound to go to the art show
Add a gerund	I'm keeping it bottled up inside not to hurt others.
Add an article	Bit the bullet That'll be the day Take the initiative
Use the past simple	Yesterday I talked to him, but we didn't hit it off

Activity 1 key answers

- 1- what's eating you?
- 2- get it out of your chest
- 3- keep something bottled up
- 4- have the gut
- 5- give it a shot
- 6- wouldn't be caught dead
- 7- Skip it
- 8- bite the bullet
- 9- put it off
- 10- hit it off
- 11- that'd be the day

Part 2 Listening video: (See Audio 3 Stephen Wiltshire draws NYC for UBS)

Pre-listening: Predict and discuss

1. What is the man doing?
2. What do you think is his origin?
3. What do you think he likes doing?

While listening: Listen and discuss

1. Who was speaking at the beginning of the video?
2. Who talked on behalf of whom?
3. How did she introduce him?
4. How did she describe when the drawing is set on paper?
5. What did she wish to be?
6. How did she describe his disability?
7. How did she describe his passion?

Vocabulary

1. An
a
had

but
level
2. Come
make

Photo 2



Meaning

artistic savant:
person who
learning
difficulties,
has a high
of ability in art
alive: you
it look real

and interesting

3. To be in someone's mind/to read someone's mind: to know what or how someone is thinking.
4. Autistic: a mental disorder which disables someone to communicate or make social contacts, and often has repeated and limited behaviour.
5. Get tired of: to stop enjoying/doing an activity.

Activity 1: Listen to the audio and fill in the gaps

Annette introduced her brother Stephen Wiltshire who she described as (1)She described his art as an aspect that (2)..... on paper. She wished she can (3)She mentioned that he has a mental disability since his childhood, and she talks on his behalf because he is (4)She described his passion on his work, saying he has (5)

Key answers

1. Artistic savant
2. Come alive
3. Be in his mind
4. Autistic
5. Never tired of

Activity 2: Read the dialogue and fill in the gaps with necessary idioms and words

An: I think it's time to (1)

Ben: I need some help, I have been called to participate in an international fashion show, but I (be) (2) say yes.

An: Why are you (3) ,give it (4).....

Ben: I'm afraid I won't (5) with the best Netflix actress.

An: Yeah, I heard she has a communication disability, which is called (6)
..... but her performances make acting (7)

Ben: I wish I could (8)

Key answers

1. have the guts!
2. bound to
3. keeping it bottled up
4. a shot
5. be caught dead
6. autism
7. come alive
8. be in her mind.

Activity 3: In a group of two, discuss how you introduce yourself to someone you meet for the first time, then think of a conversation that happened to one of you, wherein you felt shy to introduce yourself, and what did your friends suggest you can do to initiate the talk. After that you or your friend introduce you to someone giving a few details about your job, and interests. Role play and write the whole conversation.

Students' Demonstrations

Example 1: The conversation is between A and F.

F: Hey A, you seem a bit lost. What's eating you?

A: Oh! Hi there, it's just the strange conversation I had earlier this morning with the new student Ahmed.

F: Tell me about it. Get it off your chest.

A: Well, when I said Hi to him, he didn't say it back till I insisted a few times. As our little talk went on, I noticed that his hands were shaking so much, and he began sweating. Plus, he never looked directly into my eyes the whole time. I felt bad and immediately ended the conversation.

F: Are you sure you didn't say anything wrong or inappropriate to him?

A: Yes, I'm positive.

F: Did you ask him why he was acting that certain way?

A: No, I didn't have the guts, though I was wondering what was on his mind.

F: You know what, maybe he is autistic.

A: Oh yes! It makes sense now.

F: Next time, I will go talk to him. We might hit it off. Who knows!

A: Yeah, you should give it a shot. Plus, since you love art and drawing, I advise you to bring that up to him.

F: Why?!

A: His backpack was full of mysterious paintings which I couldn't take in.

F: Do you mean dark and deep art?

A: Yes indeed. As if the colours black and grey have come alive.

F: Impressive! Next time I will show him some of my work. Maybe he will show me his too.

A: Hopefully.

F: After all, us artists never get tired of our passion

Example 2: The conversation is between F and D.

D: Hi!

F: Hello it's nice to meet you

D: thank you, it's nice to meet you too. So, what is your name??

F: My name is Farah

D: Oh! That's a good name. Where are you from?

F: I am from Algeria

D: great, what do you do?

F: I am an English student in the university of Abou Bekr Belkaid.

D: Oh, cool!

F: What about you?

D: So, I am D

F: beautiful name, don't be shy! and get it off your chest!!

D: Sorry, I feel shy meeting new people

F: Don't worry D, and give yourself a chance, try and never get tired of it.

D: Oh, thank you very much for your advice. So, you know my name D from Algeria.

I am an English student too.

F: Great, it is really a pleasure to know you D!

D: Thanks! and nice to meet you again

F: Thank you, see you later

D: Goodbye

Session 3: Telling a story: Feeling, Behaviour, and Travel

Aim: This session encourages students to think of their life chances, and decide on an action.

Objectives: Students will be able to put in context the expressions instructed in the context of (speaking and writing)

Materials: Video 1 Eat, Pray, Love- Divorce Scene, and Extracts from Eat, Pray, Love by Elisabeth Gilbert Chapter (See Appendix 1)

Learning Activities

Pre-listening: Predict and discuss

[Eat, Pray, Love - Divorce Scene - YouTube](#) (See Video 1)

1- What are they arguing about?

2- How did you feel about the couple?

While listening: Listen and answer (See Video 1 Eat, Pray, Love- Divorce Scene)

Activity 1: Listening Comprehension Questions:

1. How many characters appeared in the extracts?
2. What is the link between the extracts?
3. How did she describe her emotions in analogy with the planet?

4. How did the writer feel about her divorce?
5. What happened in a period of seven months of deep thinking of her marriage?

Meaning

To flip over: phrasal verb. To turn onto the other side or into a position in which the top is where the bottom normally is.

To make a decision: collocation. You choose what should be done or which is the best of various possible actions.

Brittle: adjective. /'bri-tl/ easily broken, hurt, and offended.

To have nothing against: idiom. To have no opposition with someone.

Busted-up:

Round the clock: phrase. If something is done around the clock or round the clock, it is done all day and all night without stopping.

Loss upon loss: losing in something concurrently, one over the other.

Activity 2: Define the highlighted words and phrases in the handout using online dictionaries such as Merriam Webster, Collin’s dictionary, and Oxford dictionary, you also can read and listen to transcribed pronunciation online.

Word/phrase	Meaning	Transcription
To flip over	To run something to the other side.	/fl'ɪp 'oʊvɜr/
Busted-up	The end of the relationship/ to break up	/bʌstɪd ʌp/
Brittle	to feel fragile/ easily broken	/brɪtl/
Have nothing against	To have no reason to oppose/ to dislike	/h'æv nʌθɪŋ əgeɪnst /
Make a decision		/tə meɪk ə dɪsɪzn/
round-a clock		

Loss upon loss	To decide about a particular decision	/raʊnd.ðə'klɒk/
	To work non-stop/continuously	/lɒs ə'pɒn lɒs/
	Losing/failure over the other	

Activity 3: Read this short text and fill-in the gaps with the right meaning

My friend's marriage (1),she felt sad and (2).....
 She suffered on her own for almost five years. She prayed a lot to feel in peace in her relationship with her ex-husband, who she admits that she has (3)him as a person. They lived, travelled, and worked (4)to make their marriage succeed, she could finally (5)to leave him.

Key answers

1. Busted-up
2. Brittle
3. Have nothing against
4. round-a clock
5. Make a decision

Activity 4: Read the dialogue and complete the sentences

A: Did you watch Channel4 last night? There was a show on how to win elections in the US!

B: I don't watch such programs, I have (1) them, but I believe the media gaze directs youths' ideas, which can lead to a political crisis.

A: Oh, no that's exaggerating, I have never (2)mybased on media talks. What do you watch then?

B: Well, I follow celebrity news, do you know that Gomez and Justin Bieber (3) They were in (4) relationship

A: Yeah! I think Gomez feels sad and (5) That he engaged to someone else!

B: Yeah, it must be devastating!

Key answers

1. have nothing against
2. made decision
3. busted-up
4. loss upon loss
5. brittle

Activity 5: Write a short story about a friendship loss, a divorce you experienced or witnessed, telling how did you feel about it? and what did you/others do to find balance in life.

Students' Demonstrations

Example 1: Story 1

Four years ago, my aunt and her husband were facing problems in their relationship. What it seemed to us as not a major issue. It was more complicated than we thought. My aunt was living in peace with her husband and three children till she started to notice the changes in him. He stopped taking care and responsibility of the house. He became rude and aggressive, and he was screaming at the kids and my aunt for the most ridiculous reasons. My poor aunt felt brittle and hurt. After a long period of keeping her emotions and feelings bottled up, she eventually made her decision and busted up and divorced him. She told me that she had nothing against him at all, and she loved him Despite everything. Now, she is living with her parents and the kids after loss upon loss. However, she is happy and content.

Session 4: How to Tell a Personal Narrative: Language, Form and Structure

Aim: This session aims to encourage students to reflect on their life stories and experiences.

Objectives: Students will develop vocabulary used in telling a story, and also develop skills on narrative telling in terms of form and structure.

Focus: Reading comprehension, Introduction to Personal Narrative Telling: language, form and organisation.

Materials: Extract 6&7 from Eat, Pray, Love (See **Appendix 1**), and a personal narrative model (See **Appendix 2**)

Vocabulary:

1. To track down
2. To walk through
3. Contented
4. Catch-up
5. To lean against
6. Relentless
7. Hand on
8. Find balance
9. Out of control
10. In peace

Part 1: Short Story Meaning, vocabulary, Structure, and Form

Learning Activities: Reading Comprehension and meaning matching

Activity 1: Read extract 6 (See Appendix 1) and answer the following questions

1. What is the topic discussed in extract 6
2. What is the topic discussed in extract 7
3. How did the writer demonstrate her sufferings? dialogue
4. Mention the tenses used in the extract 6&7?

Activity 2: Read extract 6 (See Appendix 1) and mention which statement is True or False

1. She stands on her balcony balustrade.
2. Depression and loneliness control her when she stands on the balustrade.
3. Loneliness doesn't leave her.

Activity 3: Explain the words, phrasal verbs, and the idiomatic expressions according to their meaning in the text.

Words	Meaning and Form
To track down	Phrasal verb. To search out something, or pursue someone until found
To walk through	Phrasal verb. To lead or accompany someone through an opening, arch or doorway.
Contented	adjective. /kən- 'ten-təd/ To feel satisfied and happy.
Catch up	Phrasal verb. To reach something you were unable to do before, or to reach a level of achievement.
Lean against	phrasal verb. To support or stand part of the body/object on a surface for support.

Relentless	To continue something in an extreme way
Hands on	Adjective. Someone or something that is involved in managing someone or something.
Find balance	Collocation. To know how to control or manage your life aspects
Out of control	Idiomatic expression. To lose control or management over an activity, or a feeling, or action.
In peace	Idiomatic expression. To be in a calm and quiet status

Part 2: Form and Structure

Reading Focus: Identify main Structure of a Narrative Telling

Materials: How to Tell a Personal Narrative: Language and Style (**See Appendix 3**) and How to Tell a Personal Narrative: Elements of Narrative Telling: Form and Organisation (**See Appendix 4**)

Learning Activities

Activity 1: Read the **model Narrative (See Appendix 2)**, discuss and analyse the following aspects:

1. Who do you think has written this narrative?
2. Who are the main characters in the narrative?
3. How did the writer begin her narrative?
4. What's the topic of the narrative?
5. What are the main components of the body paragraph?

6. What has changed the writer's perception?
7. Did the writer use the personal pronoun, why?
8. What tenses did the writer use?
9. Did the writer use transition markers?

Activity 2:

Write a short narrative (300 words) about an event that happened during your summer holidays, and tell how it changed your feelings or behaviour towards others.

Students' Demonstrations

Example 1

Last summer, something unexpected happened, I lost my best friend. I've known her for five years, we were laughing with each other and crying with each other, we were like twins she was always tell me that when I did not fulfil my dreams I have to have some hope that may be tomorrow will be better I did not know that she had a cancer till her mother told me after four year from our friendship I was shocked at that time and I could not believe her, why Mona did not tell me, I felt guilty at that time of not being kind to her I did not want to lose her, I was praying every night for her but death was a relief for her suffering with that disease. I learnt a lot from her that you should believe in fate and you should have a hope for your life.

Session 5: School Life & Narrative: Thematic Organisation

Aim: This session aims to develop students' writing/telling a personal narrative using different idiomatic expressions and descriptive language.

Objectives: Students will develop summarising skills to make sense of their real-life events.

Materials: Audio 4, and Video 2 ‘The Power of Telling a Personal Narrative’ By J. Christian Jensen

Focus: listening and Reading Comprehension

Listening Focus: Vocabulary, and narrative Organisation

Part 1

Pre-listening: discuss

1. What makes you feel bored?
2. Why do you find some university courses boring?

Vocabulary

Idiom	Meaning	Transcription
To be bored to death	To be extremely bored, it is used specifically to describe someone being bored, not something bored: in case of describing something, you can say: the movie is boring, not bored.	/bɔ:d tə `deθ/
To stick it out	Continue with something to the end, even if you face challenges.	/stɪk ɪt 'aʊt/
Spark interest	To create an unusual amount of interest in something is to	/spɑ:k 'ɪntrəst/

What a drag!	How horrible! That's terrible! That's too bad!	/wɒt dræg/
Once in a blue moon	Very rarely, not often	/wʌns ɪn ə blu: mu:n/
Minds are wandering	Someone whose mind is not focusing, not paying attention, and thinking about a different thing.	/maɪndz ɑ: 'wɑ:ndərɪŋ/
On the edge of my seat	Being extremely interested in listening/watching something	/ɒn ði: edʒ ɒv maɪ si:t/
Dawned on me	To suddenly think of something	dəʊnd ɒn mi:
What it comes down to	Shortly, the main point is	/ wɒt ɪt kʌmz daʊn tu: /
Fooling around	Do nothing in particular,	/'fu:lɪŋ ə'raʊnd/
Buckled up	Start to work seriously	/'bʌkəld ʌp/
Take you up	To accept an offer	/teɪk ju: ʌp/
Bomb a test	To fail	/bɒm/

Learning Activities

Activity 1: Guess the meaning of the following idioms

Paraphrase	Idiomatic Expression
How boring	Bored to death
Failed	Bomb
Accept	Take you up
I suddenly realised	Dawned on me
Very rarely	Once in a blue moon

Activity 2: Read and complete the sentences below

1. While I was reading the murder mystery, in the middle of chapter 6, it.....who did it.
2. I was,listening to every single word the teacher said.
3. A: The headteacher thinks he did it.
B: Why?
A: What.....that he had a motive and was near the scene of the students' fight.
4. A: What did you do during the holidays?
B: Nothing much, I just.....with my friends
A: What did you guys do?
B: Oh, we went to the movies and the beach. Slept a lot.
5. I didn't do well in the test, so I.....my test, I will ask the tutoring lab for help.
6. You've been fooling around for so long, it's time to.....if you want to succeed in your final exam.

Key answers

1. Dawned on me

2. On the edge of my seat
3. What it comes down to is
4. Fooled around
5. Bombed
6. Buckle up

Part 2: Learning about ‘Mentor’ and ‘Events’: Thematic Organisation of Telling a Personal Narrative

Materials: [The Power of Personal Narrative | J. Christian Jensen | TEDxBYU - YouTube](#) (See also Video 4)

Listening Focus: Thematic Organisation of Telling a Personal Narrative

Activity 1:

1. Listen to the video and identify the themes
2. Listen and Take notes of the main themes
3. Brainstorm your own ‘mentor’ and ‘event’ and plan your narrative.

In Pairs: discuss

1. Why do we need to tell your narrative?
2. Who has influenced you?
3. How did you think before meeting that person?
4. Why do you want to change?
5. What did you achieve through change?

Activity 2: Using the different idiomatic expressions, write and tell a narrative about a ‘mentor’ who is in this case your former school or current teacher, telling about a particular ‘event’ that happened and have helped you reshape your behaviour towards school or learning.

Students’ Demonstrations

Example 1

My mom is my mentor" I wrote this quote in my journal three years ago , and it still because my mom she was the only person who take me up whenever I need her, and her advices were true and helpful so many times , because I was listen to her once in a

blue moon, so I made a decision that I will stick it out and from that time I didn't bomb in my school and I buckled up to learning and I stopped fooling around, and that went very good, so whenever my mom is going to advise me about something I will be on edge of my seat because I trust her so much.

Example 2

I had a great mentor in my life and specially in my middle school, who had supported me and guided through every walk of my life, she was my teacher of my English, she made me who I am today, and made countless sacrifices for me. But the only reason that gives me the guts to stick it out on studying English when she passed away, so I decided to study English and never bombed in my English test. And that's help me to marked my life in unique ways

Example 3

When I was in middle school, I was sluggish with my studies, I was fooling around and I wasn't serious, I went to the school just because it was requirement until that day, I had session of French it was 4:30 p.m., I was bored to death then I slept, the teacher saw me, she kicked me out after that, I was sitting in the school yard accidentally I met the teacher of English.

He said: what are you doing here? You don't have the session now.

I told him: Actually, I have but my teacher kicked me out, because I have slept in class.

The teacher: I wasn't expecting you to sleep in class, that's a shame

In fact, I was ashamed and bowed my head

He said: do you like how you are like this? Everyone scolds you

I told him: of course not!

He said: if you want to succeed in your life you have to study and work hard and take things seriously, what it comes down to is not the time to play, exams are approaching you have to study. In fact, he woke me up from my slumber. From that moment, I

have become a good student who loves to succeed in her life. It's just a few words, but it affected my entire academic career.

Session 6: Digital Story Telling: Chronological and Thematic Summary

Aim: This session aims to assist students with knowledge of telling a narrative using digital apps (PPT recordings, flicker.com, and voicethread.com)

Objectives: First, students will be able to differentiate between written and digital narrative telling. Second, students learnt how to summarise their narratives.

Listening Focus: vocabulary, sensory language, and digital video making.

Learning Activities:

Activity 1: Listening Comprehension: Discussing Chronology and Organisation of Narrative Telling

Part 1: Use of Images and Back up Music (See Video 5)

1. How did the teller begin her narrative video, and what can we begin our narrative with?
2. What did the teller use after she raised the question?
3. Why do you think the teller used images in the video?

Part 2: About Telling: Plot & Events (See Video 5)

4. What is the story about?
5. Pause the video in 1:43 minutes, and mention what did the teller use to explain her event?
6. How was she considered in her school application form in the US?
7. How were the Chinese men looked at?
8. Why do you think the teller talked about herself and 'others' in the narrative?

Part 3: Resolution (See Video 5)

9. How did the teller show *change* in her perception of who she is at the end of the video?

Key answers

1. The video began with a **question**: How did I become an Asian American? We can begin a narrative with a quote also.

2. The teller used a short conversation/dialogue with her mother.
3. To illustrate her stories.
4. The story is about the history of Chinese discrimination in the US
5. She used an *example* from her primary school event to illustrate how she felt discriminated against at an early age of her life.
6. They considered her as ‘O’
7. Men were seen as demons, and women as ‘prostitutes’
8. She talked about herself and other cases like Japanese to explain that unity of minorities in the US helped them share their voice about their rights as citizens.
9. She views herself as a Chinese-American citizen.

Listening Comprehension

Activity 2: Listen to the rest of the video and mention whether the following statements are *true* or *false*

1. Chinese from Canada were included in the race-based quota.
2. When were the Chinese able to apply for immigration in 1943?
3. She considers herself Chinese only.
4. The term Asian-American was first used in 1968.

Key answers

1. True
2. False, 1965
3. False, Chinese American.
4. True

Activity 3: Listen to the digital narrative again, and summarise it logically, thematically and chronologically in 300 words.

Students’ Demonstrations

Example 1

As a child, I have always looked at myself as an American rather than Chinese, because I was born in America. Chinese people viewed me as white from the inside and yellow from the outside. Growing up in America, I was treated differently among

white people. We were discriminated and abused as Chinese-Americans in the early 1950s: Chinese men were portrayed as demons, because they were stealing the jobs of Americans, and Chinese women as prostitutes. However, the Chinese community resisted. In the end, I still see myself as American and Chinese, and I am proud to be like that.

Example 2

The teller started her narrative story asking her mom and wondering about her origins whether she is Chinese or American, she immigrated with her parents to USA when she was 6 years old. She described an early age of her life. She doesn't feel the equality in USA. They used to call her 'O' but she was never sure what 'O' means whether Oriental or other. She committed that Chinese people viewed as demons and women as prostitutes, they were included in the race-based quota.

Example 3

The story is about a Chinese woman who asks her mother if she is Chinese or American, and her mother says that she is Chinese and American because her father immigrated to China when she was six years old and grew up in America, but she was exposed to it. A lot of bullying and quarrelling because she is of Chinese origin, and they used to say that women are whores, and she was very different from them, but I accepted that she is a Chinese American and she is proud of that.

Session 7: Wrap-up your Narrative: Unity & Coherence

Aim: This session aims to support students' writing of narrative in relation to unity and cohesion, with respect to using standard language.

Objectives: Students will be able to tell their narrative using 'if' conditional types that can help them think about their behaviour and emotions, and how change occurs in their life journey which has reshaped how they perceive themselves and others.

Materials: Lean In: Women, work, and the will to lead, by Sheryl Sandberg Chapter 5 (See Appendix 5)

Focus: Unity & Coherence skills (See **Appendix 6**), and grammar (Conditional type 1&3)

Activity 1: Skim the chapter (Appendix 5) and answer the following questions.

1. What is the idea discussed in the chapter?
2. How did she define a ‘mentor’?
3. How do you define it?
4. How is the chapter structured?
5. In relation to formatting, how did the author organise the text?
6. What does each paragraph present?
7. What do you think of how she described different characters in her chapter?
8. Did she use a dialogue or a conversation? What did she use as an alternative to what others say?
9. How did she end paragraph eleven?
10. Why do you think she used two types of ‘if’ conditional?
11. How many tenses did he use, and what are they?
12. Going back to the first line of the chapter, how did she begin the chapter?

Key answers

1. What is a mentor
2. A ‘mentor’ is someone who gives advice.
3. Define it, as someone who gives us guidance, help, and assistance.
4. It is structured logically, and thematically.
5. She has used indentation in the beginning of each paragraph,
6. Each paragraph presents one idea.
7. She has mentioned different names, as her mentors in different jobs she worked in.
8. Yes! She used Q&A and reported speech; example. She once explained, “I mentor when I see something and say, ‘I want to see that grow.’”
9. She ended with ‘advice’
10. ‘If’ conditionals help to express regret, advice, and present facts.
11. Past simple, present simple, past continuous, past continuous

12. She began the chapter with an analogy between the bird in a children's book and how women in the workplace, both looking for a mentor, in the form of a 'question'.

Activity 2: Reading Comprehension questions: Give full answers from the chapter (See Appendix 5)

1. What did the children's book try to pinpoint by giving the story of the bird wandering around about who her mother is?
2. How does the author feel when people ask her to be their 'mentors'?
3. How did women with a career look after when they attended seminars?
4. What pieces of advice did she provide in her talk in Harvard Business school?
5. What has encouraged her to talk publicly about women in the workforce?

Key answers

1. If someone has to ask the question, the answer will probably be no.
2. The interaction is flattering, but awkward.
3. If they want to scale the corporate ladder, they need to find mentors.
4. 1. If current trends continue, fifteen years from today, about one-third of the women in this audience will be working full-time and almost all of you will be working for the guy you are sitting next to. 2. If you want the outcome to be different, you will have to do something about it.
5. If it hadn't been for Paley Center CEO Pat Mitchell's encouragement and support, I might never have spoken publicly about women in the workplace.

Activity 3: Read the handout on 'if' conditional rule and function, and complete the story with the correct forms of 'if' conditional types.

I met Sandra in the carpark, we walked through the pavement on our way to the company that we both work in, she told me about a seminar she attended last week. I asked her, "What was it about?" She said, "The seminar was held by Elizabeth Gilbert, she talked about her last book 'Big Magic' "I see" I said. My co-worker

mentioned how she was proud and delighted to meet with her best book writer, as she was always inspired by her writing style and stories she brings to life through her narrative skills. At the mid of our chat, she mentioned that she has wanted Elisabeth to be her 'mentor'. She said, "After the end of the seminar, I went close to Elisabeth and asked her, "What do I need to become a good writer?" and "Can you be my mentor? She said, "Elisabeth wandered for a while and said, "Look, I can tell you one thing about how to become a good writer, but I myself have a lot of people in my life whom I regard as my 'mentors', but I haven't asked them to be" However, if you (1) (to want)to write memoirs, you would (not give up)on your ideas. I believe only writers can decide upon when to lean in, or surrender, but one more advice I can give is if you (2) (to have).....stories, you (move on).....with your ideas. Actually, I started new creative activities, because writing has huge stakes in me, I started gardening to be cool. I have a theory I talk about in 'Big Magic' "if you don't like the art you do, find a thing to do" keep that. If I (3) (not to be) actively creating something, I (destroy).....something; it can be my own peace of mind, or my relationship. I said "I think what she said is a way of mentorship, you could have not asked her directly" I agree, I should act smartly in my future meetings, she said.

Link: The text is adapted from [Writer Elizabeth Gilbert on her new book "Big Magic" - YouTube](#)

Key answers:

1. If you want to write memoirs, you would have not given up on your ideas.
(hypothetical advice)
2. If you have stories, you will move on with your ideas.
3. If I hadn't been actively creating something, I would have destroyed something; it can be my peace of mind, or my relationship.

Activity4: Write in pairs about an event that might have never happened if you had not taken your decision immediately, rather you had waited for someone to ask. You and your peer should think of a dialogue, showing that your peer has reassured you that you will do better in your future decisions. For this, make sure you are using a dialogue and different types of ‘if’ conditional, using at least three tenses, and two idioms we have learnt from the previous sessions.

Students’ Demonstrations

Example 1

I remember that one day when I did something I'm still regretting it till this time and my friend helped me to get over it.

Lynda: Hey, Assil, I hope you're doing well, but I just did a bad thing.

Assil: wait! What happened? Tell me now get it out of your chest

Lynda: well today I made a bad decision because I was in rush when a friend of mine told to come with her.

Assil: Okey, but what's wrong with that? I hope you told your parents, did you?

Lynda: that's the problem I wish I did, but I didn't know it would be a such a big deal

Assil: Seriously! Of course, it is a big deal, they're your parents, they worry about you, just put yourself in their shoes, and honestly if I were you, I would have told them.

Lynda: Well, is there anything to do now?

Assil: I mean there's nothing to do now it's too late but the only thing you can do now is apologizing to them, and in the Next time you should ask for permission

Lynda: Yeah sure! I will and I want to repeat it again, thank you so much!

Example 2

When I was a dress seller in a store, I saw my boss talking to a woman that seems she knows her very well like a family member or a close friend. After that she came back for a dress and one of the conditions of work that I must to take the identity card to rent the dress, but she had forgotten her card then i decided to give it to her without any guarantee, few moments later the boss asked about the card, I told her that i didn't take anything because I thought you know her well, she started to scream and yell at me. I left the store and went to Riyad’s store, I told him about the problem he answered me; “if you were responsible, you wouldn't rent her with any guarantee

because you don't own the store” I said: “I thought that she knew her well”. Riyadh answer me: if you had respected the roles of your boss, you will not be blamed now, any ways it’s ok! It happens for all of us and this is a lesson that you learn from it. I advise you to be careful in your job because this is a responsibility and tell your boss that you will pay for it if she will not bring it back”. He was my mentor and I was happy to have him, since that day I decided to buckle up in my work.

Example 3

“It wasn’t an end road another view was there”

After choosing my bench in university, I've struggled a lot; to the point when I started doubting my own decisions, which opened the door to any regret thoughts, such as, If I hadn't been studying my whole three years in high school, I might have been at ease right now. This kept eating me up so I called a friend of mine. However, I couldn't bring myself to hide my frustrated tone. “Hi there! What’s wrong? Is something off?” she asked immediately. “Not really, I just feel down a little bit”

I answered, “It's fine dear, get it off your chest” her tone loosened, telling me that she’s here from me. “Actually, it’s eating me up, that I didn't choose foreign languages as my high school studies and now I'm having such a hard time with my current one” I said, “Would you relax first, what’s that supposed to mean? You had chosen Science for a reason, hadn’t you?”

because you enjoyed it and found it interesting. Do not regret what you’d enjoyed once”

she asked and answered as she was willing to remember the reason: “Yeah, I did. However, now I've found myself in a hard position as an EFL student, you know.” I clarified, “I totally understand since they are too different branches, and the hardships start from the beginning, but you have managed to gain a lot of scientific methods and ways of thinking that are quite impressive”

She said: “That cannot be denied, indeed I have a quick understanding of certain modules” suddenly I realised such a point. “See!! Who is decision beneficial?” she barley shouted through the phone; I believe she stands up by herself as well. I smiled, “Yeah for real, talking to you did help a lot. Thanks! dear”. “Nothing to mention you over-thinker, let’s meet soon”. The phone hang, and I thought about it positively.

Session 8: Story of a Homeless

Aim: In this session, students will develop interviewing skills.

Objectives: They will develop linguistic competence using the ‘past continuous’

Focus: Listening & Reading

Materials: All Clear 3 Audio (See Audio 5)

Learning Activities

Pre-listening:

1. Why do you think some people in your neighbourhood are homeless?
2. What do you think you can do to help them?

Activity 1: Listen to the interview (See Audio 5) between the reporter and the homeless and answer the following questions.

1. How did the reporter answer the homeless when he asked him why he is in the neck of the woods?
2. How did the homeless evaluate/describe himself when he talked about his job?
3. What did his wife tell him before she left?

Key answers

1. The reporter said: “I was wondering if I could interview you”
2. He said: “I think I was doing a pretty good job”
3. She said: “I was getting burned out and had no time for a life”

Past Continuous: Form and Function

1. Form

Form	Example
To be (in the past)+Verb+ing	They were climbing for twenty-seven days.

2. Use

The past continuous is used when a past action is interrupted with another action

Example; We were eating dinner when he called.

3. Function

It can be used in narrative telling to illustrate how one action ended when the other occurred which is usually in the past.

Example; I was in the garden when he was playing indoors.

Activity 2: Read the text and fill in with the correct form

I remember I was in the library. I (1)(try) to read all those pages. I (2) (read), but I couldn't remember anything, so I started to panic. Then, all of a sudden, my professor (3)(sit)? Next to me. He asked me the strangest question: “What (4)(do)? I looked at him, I was crazy, and told him that I (5) (try) to do the work that he had assigned, and that I was upset because because I couldn't remember anything I (6)(read)

Key Answers

1. I was trying
2. Was reading
3. Was sitting/ sat
4. What were you doing?

5. I was trying
6. Was reading

Activity 3: Run an interview with your best football player, ask him how he ended up being a good player, and how much do they gain?

Students' Demonstrations

Example 1

Interviewer: What is your secret for becoming one of the best players at such a young age?

Interviewee: Personally, I think that no one outworks me. I wake up at 4 a.m. every single day and head up to the training field. My coach kept telling me that I was burning myself out, and I should rest. However, I always thought that If I took a day off, someone would eventually catch up to me eventually. In the end, I would say that hard work determines who you are.

Interviewer: How were you feeling before the match?

Interviewee: I was on the edge of my seat I might say. I couldn't wait to hug the world cup and make the dream real.

Example 2

I had an interview with my best football player, and I was asking him how he ended up being that good in his career. He interrupted me saying that he was climbing up the ladder and his success was not overnight, but through hard work and consistency. He said: "My desire to achieve my goals was growing every day to gain that title 'The best football player'"

Example 3

In a meeting with my favourite French player, his name is Antoine Grizman.

Interviewer: I want to ask you if you can tell me how you become a good player?

A: When I was a child of 10 years old, I was playing football with my friend in my hometown. After that I registered in a club in my city until I entered the French national team and achieved great success.

Interviewer: Thank you for accepting to talk with me.

A: The pleasure is mine Hind.

Example 4

Interviewer: Today, I'm here to meet a successful football player. I was willing to ask you questions about your career

The football player: Yes sure, go ahead!

Interviewer: We'll see that you always when you get in the stadium, you light it up. I was wondering about the secret that ended you up by being a good player?

The footballer: Actually, it isn't easy to be a successful one but all you need is that you should keep moving and don't lose your faith, you should believe in yourself and trust your team.

However, due to the nature of the job it is important to have extensive knowledge on how to handle the ball.

Interviewer: How are you feeling before you get into the football team?

Footballer: My parents were always refusing to be a football player even though I got a college degree. I have experienced a job in a company, but I wasn't satisfied with it. So, thanks to my friend who helped me to achieve my dream of becoming a soccer player. And I'm quite sure that my parents are turning over in the graves. I'm really proud of myself and I'm so excited to win the world's cup.

Session 9: Move up the Ladder

Aim: This session aims to support students with a story of a homeless life,

Objectives: Students will develop idioms used to express humour, support, and continuity.

Focus: Listening skills

Materials: All Clear 3 Audio (See Audio 5)

Part 2: Vocabulary

Pre-listening

1. How do you imagine can be the life of a homeless person?
2. What do you see in the photo?

Activity 1: Listen to the audio again, and mention which statement is *True/False*, or *not mentioned*.

1. The reporter asks the man many questions
2. The man worked 13 hours a day
3. The man still sees his children
4. The man isn't optimistic about starting over

Activity 2: Listen and answer the questions: *elicitation*

the academic career ladder if you
can't get your research published
in high-impact journals



1. How did the homeless refer to the place where the reporter sat (in a figurative sense)?
2. What did he use to express 'how I support myself'?

3. How was the alternative expression of living as a homeless person?
4. How to tell someone that you have false interpretations?
5. How to describe that a dead person would feel upset if they knew about your deeds?
6. How to say that you will never give up?
7. You have exams, and you feel too much pressure, as the week is coming to the end, how does the pressure feel?
8. You think that you are doing great in your studies because you have passed from high school to university, what do we call when we move up in our studies?
9. When you work day-by-day without having the weekend off, how do you feel?
10. What do you say when you feel lost, or at risk?
11. How do you describe a repetitive action which you do on a daily basis?
12. A shop in your street has shut down forever, how do we say that?
13. How do we tell someone that his thinking is not going to happen?

Key Answers with Definitions

1. **The neck of the woods:** in this area, in this place. It is used when you find someone sitting in an unexpected place. This is used to emphasise a particular place, not another.
2. **Live on:** to support oneself; to survive
3. **To live from hand to mouth:** someone who lives their lives begging, and they get their food from soup kitchens.
4. **Dead wrong:** to be wrong about something. To be dead tired: to be extremely tired.
5. **Would turn over in their graves:** to describe that someone may be upset, but that someone should be dead, hypothetically you know that a story, or a deed will turn them sad or angry.

6. **Keep up with:** to not fall behind; to continue
7. The pressure **let up:** gradually comes to an end.
8. **Move up the ladder:** To advance in a career, to be promoted in a job.
9. **Get burned out:** to feel tired, and frustrated of doing the same work for a long period of time, and you have no spark on the job.
10. **Be at stake:** to be at risk or in danger
11. **Day in and day out:** an action that repeatedly happens, but the agent feels bored when talking about it.
12. **Close down:** to close a place/shop permanently
13. **That's wishful thinking!:** to say that a particular idea is unlikely to happen because it is unrealistic.

Activity 3: There is a list of phrases of five of the idiomatic expressions in the conversation. On your own, try to guess their meaning.

Meaning	Idioms
Absolutely incorrect	Dead wrong
Tired	Get burned out
Not real	That's wishful thinking!
Daily practice	Day in and day out
Stopped	Close down

Activity 4: Read and complete the sentences with the right meaning

Oh, my nightmare was terrible, I was almost (1) I saw my business went down, and I couldn't bear it. The next morning, I started thinking if I will be homeless, and I would (2)I had a sleepless night, I remember my father, and how he spent years making this business for our family living. I stopped thinking for a while, I changed my clothes and went out for a walk. It was dark, and there was a breeze hitting my face trying to wake me up. I had thought

over to (3) the shop without letting space for recognising that a nightmare might provoke a business failure that is not based on a logical decision. The street was lightened, but empty. There was a homeless man sleeping on a wide green bench. I felt I wanted to speak my thoughts loudly and tell him about my troubling nightmare, he was completely covered under a white sheet, dead asleep, as if peace was in his company. I observed the space and said “Look at me (4)””

His situation was an example to (5)my business. I decided to return home, settle down in my coach, properly self-discussing my nightmare and bringing reality to my current income and expenditure. I told myself, a cold shower in this freezing morning will help me get rid of these thoughts; I doused myself with cold water, I flinched for a while, but water cooled me down. In the morning, I went to my office, started writing my year resolutions, which were full of achievable ideas that sprung off my long-standing wills in this career. I took a deep breath still thinking of ‘failure’ whispering (6) “.....!””

Key answers

1. At stake
2. Live from hand to mouth
3. Close down
4. Sitting in the neck of the woods
5. Keep up with
6. That’s wishful thinking!

Activity 5: In a group of four, write 300 words about a story similar to the narrative above, using emotional descriptive language, and idioms.

Students’ Demonstrations

Example 1

One day I was in my father's Thombs I Saw a homeless man, at the first moment I thought that he is a crazy man but he get close to me and I couldn't say anything he told me If you think I am a crazy man, you are dead wrong I'm a homeless man with a broken heart, I said why? tell me your story he told my wife and my daughter are dead in horrible car accident o



crazy man but and I couldn't told me If you man, you are homeless man heart, I said story he told daughter are car accident o

couldn't find something that make me feel better but faith on god it what I live on, I felt so bad for him and I told him I lost my father too in air crush he was shocked and he told me you are brave enough to carry on living he also said I close down my market because I lost All my money on alcoholism . I told him it is never too late to start over so he smiled and told me that is wishful thinking.

Example 2

I had a bad nightmare, I saw my life in the future, and it was really terrible. I was burnt out. I saw myself as a housewife with four children and a jobless husband, I felt like a prisoner, I had no time to take breath. When I woke up, I thought what will happen if it becomes real, what will happen to me if that is really my future, I was so scared, I kept thinking about it all the day, I felt at stake, and I started thinking how to don't make this nightmare real, so I started studying day in and day out to succeed in the future instead of wishful thinking.

Session 10: Assignment 1 (TD Mark)

In Pairs

1. Why do we need to tell our narrative?
2. Who has influenced you?
3. How did you think before that person?
4. Why do you want to change?
5. What did you achieve through change?

Slide 1: Ask yourself: who is my audience?

- School
- Company: job application
- Teacher: Essay

Slide 2: Know who is your Mentor!

- Father/mother/sister
- A teacher
- A leader
- A neighbour
- A friend

Slide 3: How did your Mark/event begin?

- Child
- Early school age
- Middle age
- Adulthood
- A conversation with someone

Slide 4: Why did it happen?

- Reasons
- Examples

Slide 5: What has changed?

- Perception
- Attitude
- Finding a way
- Building a relationship

Slide 6: How do you feel about...

Threatened- elegant- lonely- isolated- fuzzy-satisfied- sad- terrified-devoted- powerless-ashamed-sore-upset-perplexed- alone- encouraged- disappointed- lousy-anxious- scared- afraid- unsafe-

Slide 7: Which sentence is more detailed?

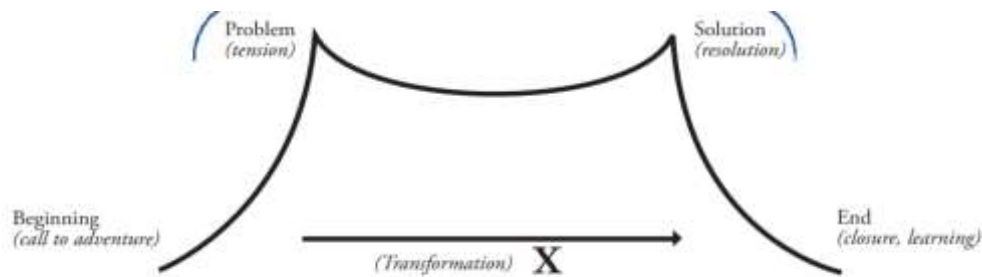
- 1- A few years ago, a young woman came to my desk and asked if she could speak to me privately.
- 2- A woman asked if she could speak to me.

Slide 8: Listen to the video and use the themes to build your narrative

<https://www.youtube.com/watch?v=TuCUgD3Si-M>

- 1- What are the main themes the speaker mentioned?

Slide 9: Portrait of Telling a Narrative



Visual Portrait of a Story (dillingham, 2001), with transformation (ohler, 2003)

Slide 10: Write and Present Your Assignment

1. Organise your story Logically/ chronologically/ thematically
2. Find a tension/conflict in your life and use it to make the reader understands how you made your life choices (to pray, to study, to find a job, to gain friendship, to choose studies over marriage, and explain reasons for your choice)
3. Include a dialogue to illustrate how it shaped your perspective (with parents, a teacher, relative, or a friend)
4. Present your moral or a lesson with (a quote) from your first language either in the exposition of your narrative or at the end, which gives meaning to your story.

Slide 11: Guidelines

1. Use a variety of tenses
2. Use different types of sentences
3. Use descriptive language/ idioms, and collocations to help you describe and analyse the events
4. Use conditional type 1 & 2
5. Use a variety of lexis: collocations, idioms, and phrasal verbs.
6. Use Times New Roman, size 12 (written version)
7. Use only one colour (Word Office Document)
8. Write 3 main paragraphs
9. Indentation
10. If you used a quote from a book/article, use the reference

Slide 12: Assessment



THE POINT
↓
●

Slide 13: Assessment

1. Engagement: Respect time of the video (3pts) refers to ethics Ethos
2. Inventiveness: Students responded to narrative language and style (2pt)
students respond to narrative (organisation: logical/thematic/chronological (4pts) This refers to the Latin word: Logos
3. Execution: Students used images, and natural speaking voice with good/average pronunciation (6pts)
4. Communication: Telling a **PERSONAL STORY** about a person, event, place that profoundly impacted you or someone you know. your narrative should be compelling and emotionally connect your Reader/Listener (5pts) Pathos
5. Total assessment: 20pts.

Slide 14: Submission and Deadline

- 1- Written (500 words) (word office document)
- 2- Video recorded version illustrated with images <https://www.flickr.com/>
- 3- that are meaningful to your story.
- 4- VoiceThread Conversations in the cloud (voicethread.com)
- 5- PowerPoint recording/ or google Drive Slide presentations
- 6- Video through a YouTube Link
- 7- Your video should be from 5-7 minutes

8- In 01/12/2022- 15/12/2022 submission is through MTeams/Emails (individual messages)

Slide 15: Further Links

- The Power of Personal Narrative | J. Christian Jensen | TEDxBYU - YouTube
- Pixar on storytelling — 20 principles that will make you a better storyteller - YouTube
- Roxane Gay (New York Times) Shares Writing Tips: On Finding the Why | Class Excerpt - YouTube

Students' Demonstrations of Assignment 1:

(See Video 15 Student's assignment 1)

Session 11: Exam

University of Abou Bakr Belkaid. Tlemcen

Department of English

Dr Wafa ZEKRI

Speaking Exam: Semester 1 (L2/G6)

Read the conversation below, pick the idiomatic expression mentioned; and use it to describe yourself through the following say;

Interviewer: How do we properly train people for the jobs in the future?

Walmart CEO: I think together, we need to be figuring out how to design education for the future, so it works. And that may be collaboration with vocational schools in a different way so that people can actually move up the ladder. There are a lot of people who are not ready for that, but I think they can be ready.

Interviewer: What do you think we can do to help people in their current jobs to move up the ladder?

Walmart CEO: I sometimes dream of the idea of taking these academics, we partner them with Google, when Google convenes with these academics, we can teach them to use facilities, and ask them if they can stay in Wal-Mart. I don't think right now the agenda of the country is appropriately focused on education as a root issue.

You picked the idiom, ok. Now, you need to read the saying;

If I haven't chosen education, I would have chosen another path

- Comment on this saying, and tell what it does mean for you
- You can use a short dialogue to present your thoughts in a speech (realistic or creative)
- You need to use a variety of words, phrases, and idioms
- You need to illustrate using a sensory language (description and emotions)
- You need to give a personal view about the conversation/dialogue you had with someone, or a lesson you've learnt from your story.
- Your recording should not exceed 5minutes.

References: Adapted from: Walmart CEO Explains How to Properly Train People for Jobs of the Future | Google Zeitgeist - YouTube

**University Abou Bakr Belkaid,
Tlemcen.
Department of English
Dr Wafa ZEKRI**

Listening Exam: Semester 1 (L2/G6)

Activity 1: Listen (Audio 9 Hanif Kureishi) and answer which statement is True or False (3pts)

1. He has 'golden ears'
2. He enjoys going to parties as he can stand up to talk
3. He envies his wife's career, but she doesn't feel the same with him

Activity 2: Listen again and answer the following question (2pt)

How might he be looked at if he does not chat with people around in parties?

.....
.....

Activity 3: Give the appropriate idioms in the infinitive form ‘to’ to the following explanations: (6pts)

- 1- To waste your time, by doing nothing.....
- 2- To not fall, rather to carry on.....
- 3- To advance in your career.....

Activity 4: Listen to the audio and fill in the gaps (9pts)

Unlike my friends, I have never ceased being (1). in others or (2).
..... and politics. In a general traffic of mankind, I’ve wanted to be a good
enough father, despite that necessary (3).....at me at times. I enjoyed the kids,
and I like their company so far I can say I have been a terrible husband overall, Margo
claims that I have often written for (4)....., (5). and women’s (6)
..... I love what I do too and that continues to fascinate me. I have been
told by at least (7).....different people, I am (8).lost in
myself, envious, and constantly in need of (9).

Key answers

Activity 1: Key answers

- a. False
- b. False; he doesn’t go to parties, because he cannot stand up
- c. False, she envies him too

Activity 2: Key answers

- a. He might seem abrupt or arrogant

Activity 3: Key answers

1. To fool around
2. To keep up with
3. To move up the ladder

Activity 4: Key answers

1. Interested
2. Culture
3. Hatred
4. Fame
5. Money

6. Affection
7. Three
8. Unstable
9. reassurance

Language List

Words -Phrases-Idioms-Collocations

- To flip over: to turn something upside down / to the other side
- To bust-up / busted-up: the end of a relationship / to break up
- Brittle: adj. To feel fragile / easily broken
- To have nothing against something: to have no reason to oppose or dislike something
- To make a decision: to decide about a particular decision
- Round the clock: non-stop / continuously
- Loss upon loss: losing / failure over the other
- To track down: to find something or someone after looking for it, him, or her for a long period of time
- To walk through: to lead or accompany someone through an opening, arch or doorway
- Contented: adj. To feel satisfied and happy
- To catch-up: to reach a level of achievement
- To lean against something: to support or stand part of the body / object on a surface for support
- Relentless: adj. To continue something in an extreme way / someone who is relentless is determined to do something and refuses to give up, even if what they are doing is unpleasant or cruel.
- Find balance: to know how to control or manage your life aspects

Idiomatic expressions:

- What's eating you?: What is bothering you?
- Get it off your chest: tell me what's wrong / tell me about it
- To keep something bottled up: to keep an emotion or a feeling inside you
- Have the guts: have the courage
- Give it a shot: give it a try
- Wouldn't be caught dead: it expresses dislike / embarrassment
- Skip it: postpone it till later
- Bite the bullet: to force yourself to do something you dislike
- Take the initiative: take the first step / take the lead
- Put it off: to postpone / delay something
- Hit it off: get along / fit each other
- That'll be the day! : that will never happen
- Be bound to: most likely / probably to happen
- In peace: to be in a calm and quiet status
- Out of control: to lose control or management over an activity, or a feeling, or action

- To be bored to death: it describes someone being extremely bored
 - To stick it out: to continue with a difficult and challenging situation till the end
 - To spark someone's interest: to make them feel interested
 - What a drag! : how terrible and bad a situation is
 - Once in a blue moon: very rarely / not often
 - Minds are wandering: someone whose mind is not focusing, not paying attention, and thinking about a different thing
 - On the edge of my seat: very excited and giving one's full attention
 - It dawned on me: to suddenly think of something / a moment of realization
 - What it comes down to: the main point is / the most important part is
 - Fooling around: wasting time and doing nothing
 - Buckle down: to start working seriously
 - Take you up: to accept an offer
 - Bomb a test: to fail
-
- The neck of the woods: in this area, in this place. It is used when you find someone sitting in an unexpected place. This is used to emphasise a particular place, not another.
 - Live on: to support oneself; to survive.
 - To live from hand to mouth: someone who lives their lives begging, and they get their food from soup kitchens.
 - Dead wrong: to be wrong about something / to be dead tired: to be extremely tired.
 - Would turn over in their graves: to describe that someone may be upset, but that someone should be dead, hypothetically you know that a story, or a deed will turn them sad or angry.
 - Keep up with: to not fall behind; to continue.
 - The pressure let up: gradually comes to an end.
 - Move up the ladder: to advance in a career, to be promoted in a job.
 - Get burned out: to feel tired, and frustrated of doing the same work for a long period of time, and you have no spark on the job.
 - Be at stake: to be at risk or in danger.
 - Day in and day out: an action that repeatedly happens, but the agent feels bored when talking about it.
 - Close down: to close a place/shop permanently.
 - That's wishful thinking: to say that a particular idea is unlikely to happen because it is unrealistic.

Semester Two
Climate Change

Session 1: Introduction to Climate Change

Aim: This session aims to get students to know about climate change as a hot topic of discussion.

Objectives: Students will understand the meaning of how extremes of temperature is influencing the environment around them, learning vocabulary related to climate change.

Materials: Text (See below), PPT slides, and video (See Video 6)

Learning Activities

Pre-listening: Read the text and discuss why we need to talk about climate change in education

Education systems do not currently address the gravity of the climate crisis, warns UNESCO, the UN's leading education agency, ahead of the first joint meeting of environment and education ministers at COP26 in Glasgow on 5 November 2021. New UNESCO data from 100 countries shows that only 53% of the world's national education curricula make any reference to climate change and when the subject is mentioned, it is almost always given very low priority. Furthermore, fewer than 40% of teachers surveyed by UNESCO and Education International were confident in teaching about the severity of climate change and only about one-third felt able to explain the effects of climate change on their region or locality.

The climate crisis is no longer the threat of a distant future, but a global reality. There is no solution without education. Every learner needs to understand climate change, and be empowered to be part of the solution, and every teacher given the knowledge to teach about it. States must mobilize for this.

Audrey Azoulay, UNESCO Director-General

When asked about the challenges of teaching climate change, 30% of the 58,000 teachers surveyed reported that they were not familiar with suitable pedagogies. Over a quarter of those surveyed felt some approaches to teaching climate education were not suited to online teaching. This is of particular concern given that 737 million students in 66 countries are still affected by full or partial school closures. UNESCO will underscore the need for collaboration between the education and environment sectors to successfully integrate climate change in education systems worldwide in every level of schooling.

PPT slides discussions

1. What is the difference between 'weather' and 'climate change'?
2. How do we describe the 'weather'?

3. How do we say 'we tackle climate change'?
4. How to say 'decrease temperature'?
5. What does CO₂ do? How does it affect the temperature?
6. How can cutting down trees affect the atmosphere?
7. What are renewable energies?
8. What do you see in the picture?



9. How can a cow contribute to the greenhouse effect (methane produced from cow)?
10. How does this picture connect with climate change (traffic jam)?



11. How does clothes connect with climate change?



12. What are the changes that you have noticed on climate?

Key answers

1. Climate: inhospitable, severe, mild, tropical. It's long-term change. Weather: it's a short-term change.
2. Beautiful, nice, hot, cold, dry, bony dry (very dry)
3. To tackle a problem; to address climate change, example; Let's address climate change head on (we talk about it directly, not another topic)
4. Mitigate climate change; reduce or alleviate, minimise
5. Gas emissions: carbon dioxide. Greenhouse effect: CO₂, makes the earth hotter, effect which increases temperature on the earth, trapping of gases like CO₂ in the atmosphere. Fossil fuels: carbon, oil, gases that are non-renewable.
6. Deforestation: cutting down of trees reduces oxygen in the atmosphere.
7. Hydro (water)- sun- wind
8. A cow!
9. Cow produces gas - which contributes to greenhouse effect. The cow emits 'methane'
10. Cars produce carbon emissions-gas emissions- emission of greenhouses gases

11. Producing clothes, consume fabric, most of fabrics are not recyclable, man-made fabric, consumerism, unnecessary clothes.
12. It rains any season which leads to flooding. We cannot farm effectively on lands: deforestation leads to soil erosion. Getting hotter which leads to droughts (Pronunciation check: repeat after me droughts)

While-listening: listen to the audio and take notes, compare your notes in pairs.

Activity 1: Listen (See Video 6 What is climate change) and answer the following questions

1. When did the CO₂ begin to change?
2. What are the reasons leading to climate change?
3. How high is our planet's temperature now?
4. When did the experts expect the planet temperature to become 1.5 degrees?

key answers

1. 1950
2. Burning fossil fuels
3. 1degree
4. In ten years (2030)

Activity 2: Listen and take-notes of the main reasons mentioned to cause climate change, then compare your answers with your pair

Key answers

1. Fossil fuels are used to power factories, homes, and aeroplanes
2. Release of methane which gets into the air, some of the heat gets trapped (caught), and the planet gets warmer, they call it the greenhouse effect

Activity 3: Listen (See Video 6) and discuss what catastrophes can occur due climate change

Key answers

1. Sea level rises about 3 millimetres a year, sea water expands as temperature gets warmer and this can lead to flooding in some areas.
2. People will have to move their cities, some will be underwater and completely disappear in 80years, such as Miami.

Activity 4: Using your notes and discussions, write a summary of the main issues that lead to climate change.

Students' Demonstrations

Example 1: Climate change refers to changes in the earth's environment. The main reason for this phenomenon is the increase in the earth's global population.

Deforestation, the rising of the sea levels, and the gas emissions such as carbon dioxide emitted from factories are all Human activities that lead to the increase of our planet's temperature: it is called the greenhouse effect. Eventually, the earth will no longer be liveable for us: people will have to move their cities and homes. Some will even be underwater and completely disappear in 80 years.

Example 2: There has been a significant change in the climate in recent years due to what humans have done to the environment, such as cutting down trees, while causing the death of animals and plants. It has severe damage to humanity, and all of this caused many natural disasters, such as melting ice and floods, which caused many disasters, such as people leaving their homes, and also carbon dioxide, which spread quickly.

Example 3: Climate change means long-term shifts in temperature and weather patterns, and a major reason for this is man through his movements and actions that distort nature, such as using gasoline to drive a car or coal for a heater that emits carbon dioxide, as well as cutting down trees in forests and smoke, and this leads to a scarcity of rain, global warming, glacier melting, rising sea levels and floods.

Example 4: Climate change refers to the long-term changes in the climate, it is caused by rapidly increasing greenhouse gases in earth's atmosphere due to the burning of fossil fuels such as : coal, oil, and natural gases .. , so when they burned they emission large amount of carbon dioxide so that will cause global warming called greenhouse effect , and that will cause a lot of catastrophes such as the rising of sea levels because of the melting of ice in the poles , it has already increased by 1 Celsius. Deforestation is also one of the main issues because the trees absorb carbon dioxide, so when we cut

them that will have a very negative impact on us, as well as consuming the animals and the increasing population will have an impact on us and on food and on cities and the climate and everything.

Learning Outcomes

1. Students showed that they understood new terms presented in this session
2. Students showed their ability to use the terms into contexts (greenhouse effect, global warming, deforestation, atmosphere, earth)
3. They develop an ability to connect reasons and catastrophes
4. They are able to explain global warming through examples
5. They explained several issues and how they can influence other phenomena (food shortage, moving up)

Session 2: Music and Climate Change

Aim: This session aims to widen students' scope of climate change and its relationship with the music industry.

Objectives: Students will be able to use the lexis, and develop speaking skills (accuracy and fluency) in the context of how to go green in their local environment.

Materials: Audio adapted from Sky News (See Audio 6), and Video 7

Vocabulary: Rock 'n' roll

Lexis (students' individual search):

Hostile: adj. Opposing/resisting towards the other, example: His parents are hostile to our friendship. He is a hostile witness.

Net zero: to create balance between greenhouse gas produced, and emissions taken out by the atmosphere.

Example: By 2020 all new homes built in California will have to be *net-zero* buildings that produce enough power to offset all their energy needs...K. Kaufman.

Zero carbon: net-zero carbon emissions.

Being green: it's an activity practised by business owners which aims to reduce waste, and prevent pollution. Example, producing products that do not harm the environment, creating green packages.

Going green: to be conscious about the environment through your daily practices.

Credibility: to practise with honesty

Idiom: Rock and roll: to make a move.

Phrasal verbs: swap between: to move between two things.

Learning Activities

Pre-listening

1. How do you think music can affect the climate?

Activity 1: Listen (See audio 6) and mention if statements are true or false

1. There is no public consciousness towards climate change
2. Industries are aware, but there is lack of consistencies among them, in their beliefs about carbon emissions
3. Her sector is not hostile toward net-zero target

Key answers

1. False
2. True
3. True

Activity 2:

Interviewer: What are the problems of carbon footprint?

The interviewee: We have to talk about rapid emissions from moving (1) and (2), we have looked at emissions from (3)....., and energies supplied from (4)..... , and (5).....

Key answers

1. People
2. Equipment
3. Venues
4. Festivals

5. Audience travel

Activity 2: Listen and match ideas from group A and B

Group A

1. To make super low carbon
2. If you care about CC
3. Even if you talk about flying
4. Look at your own practice

Group B

- B. We can use of private transport, but not private jets
- C. **you swap between** private jet and business class in aeroplanes
- D. don't put yourself in a position **further down the lane**
- E. **credibility**

Key answers

1. 1 and B
2. 2 and D
3. 3 and C
4. 4 and E

Activity 3: Listen and fill in the gaps

Adam Gardner is a musician and his wife is an environmentalist. We had regrets about the climate. I was aware of a few consumptions. Roughly forty things that can be changed, but (1) what is the bad example that happened in your tour that has been helped by you? (2).....wasn't even happening (3)in general needs to be looked at. We eliminated (4).....We offered (5).....

Does (6) Feel like (7)

Key answers

1. Pick out
2. Recycling
3. Waste management
4. Plastic water bottles
5. Water stations
6. Going green
7. Rock and roll

Activity 4: Writing: Make a conversation with your partner about how you or your community are going green (your conversation should be presented in a dialogue)

Students' Demonstrations

Example 1

Interviewer: What does to go green mean?

Me: Going green means embracing a way of life that helps preserve the environment by reducing, reusing and recycling items.

Interviewer: So, how can we make our community go green?

Me: I think by going net zero, which means to balance between the amount of greenhouse gases produced such as carbon dioxide and methane, and the amount removed from the atmosphere. We can achieve it by reducing emissions by picking out acts that are hostile to pollute the environment and the air such as : generate electricity without emissions, swap between using vehicles that are powered by electricity, recycling items, reduce pollution and saving the energy by using it efficiently, be paperless , reduce the using of fossil fuels like oil and planting trees ... , and much more Going green is great and it helps decrease the number of pollutants released to the environment, it will decrease the amount of carbon dioxide that can cause global warming.

Example 2:

Going green means having a plant based diet instead of meat, and it also means doing whatever is necessary to make the environment a healthier place to live in. In my country it can be done through reduce, reuse, and recycle pop bottles, tin cans, and

paper. Those recycling bins out there are not for decoration. This concept is very simple and easy to practice by everyone, and is necessary for the protection of the natural resources.

Try to use electric lights as little as possible; turn off the electric devices like the TV, computer, laptop before you go to bed at night. I mean, why have it on if it is not used! And unplug cell phone chargers when they are not used.

Use cars less often. If you do not absolutely need to take your car, ride your bicycle everywhere, or just walk.

Try cleaning up parks and other common areas, and plant trees.

Let's go green, let's start to save the planet together.

Example 3:

Climate change has become the issue of our time. Everyone is experiencing major changes in weather patterns. The first reason for this change is that human beings should reduce their activities because, if we continue in this way, we will destroy our planet and get a lot of damage, disasters such as floods so we must follow some of the activities that may contribute to modifying the climate and living in a healthy environment. First step is to start the process of afforestation instead of deforestation where one small tree can absorb carbon dioxide at a rate of five kilograms every year as trees also remove all kinds of other harmful gases from the air including sulphur dioxide, nitrogen oxides. Second, don't use plastic. In other words, we have to decrease it, as it also causes pollution in the environment. People nowadays are consuming many water bottles, drinks. In addition to plastic bags, it is better to replace them with bags made of cloth. This helps to reduce the climate pollution. It is preferable to walk or use the bike to try to keep your car off the road for two days or week or more, this will reduce the gas emissions from the car and you can also take advantage of local transportation. Another reason for this change is that fires have a negative impact it causes air pollution. Moreover, we have to stop it. It is harmful to health and the environment at the same time. Factories should be built in secluded areas away from the city and people. Climate change is the only person responsible for its change so man must decrease his activities and follow these steps in order to preserve our environment.

Example 4:

We mean by going green embracing friendly and ecological actions, that helps to keep our planet a little safe. Lately, me and my friends are trying to go green by following some tips. First, we decided to reduce our consumption of electrical appliances that we don't need like switching off lights, computers... The second step we set is trying to plant more trees around us, as trees give fresh air and are resilient to disturbances that can affect our nature. Another thing that can change our environment would be walking instead of taking the car that contributes to the pollution of the air we breathe. We also find that reusing some items before throwing them can be useful, for example transforming empty water bottles into flower and plant pots can be very creative. Little steps towards going green add up to huge positive changes on earth, this way we should all contribute to work on it.

Learning Outcomes

1. Students could use terminology related to climate change (going green, recycling)
2. Students develop awareness of how 'to go green' and develop their metacognitive skills to adjust change into their local environment.
3. Students at the end of the session were able to provide alternative suggestions to protect their environment.

Session 3: Climate Change and Disastrous Effects

Aim: This lesson supports students' understanding of how the change in climate can affect developing countries more than developed countries. This aims to enable them to think of their climate issues in a global and a local context.

Objectives: Students will develop lexis related to climate change, correct their spelling mistakes, and new lexis into contexts.

Focus: Listening and reading skills

Materials: Video 8 climate and the developing world, and text (See text below)

Vocabulary

At the edge: (phrase) to be near to a point, to be close to the end/conditions, to survive means to stay alive even though you had a difficult situation, crisis, illness. On/at the edge of survival means you rescue business from danger/failure

Low income: someone who has low earnings, or who earns low, but they aren't fully poor, they have access to public transport, and food, but less likely to personal transport.

Resilient: the ability to withstand or bounce back from difficult conditions

Adjust to change: to get used to it, to become ready to live with it.

To predict: to estimate something will happen in the near future.

Drought: the effects of low rainfall, leading to a shortage of water

Come after: to chase something, to try to find or catch something

Blow off: (phrasal verb) something that explodes/ makes a sound when it is removed.

Stay indoors: to do activities from home.

Blizzard: a severe snow with wind

Red warning means 'dangerous weather is expected'

Discussing Climate Change Disastrous Effects

Pre-listening

1. How do you think climate change is influencing your country?
2. What do you think you can do to protect the increase in air temperature?

Activity 1: Listen (See Video 8) and answer the questions

1. What is Bill Gates talking about?
2. What do you think of the video?

Key answers

1. He talks about climate change, and how some developed countries' agriculture might be affected more than developing countries.

2. The video is green, there is a wood bench, and a green plant, his clothes were made of wool and simple coloured.

Activity 2: Listen to Bill Gates video (See Video 8) and mention which statement is True/False

1. Low earning countries work make their living mostly from land and farming
2. Agriculture needs to be bounced back to protect countries from hunger
3. Setting technology policies to reach Net Zero emissions

Key answers

1. True
2. True
3. True

Activity 3: Explain the words in the table (words are explained above)

Words	Meaning
At the edge	
Low income	
Resilient	
Adjust to change	
To predict	
Come after	
Blow off	
Stay indoors	

Blizzard	
Red warning	

Activity 4: Use these words (low income, resilient, adjust to change) into full meaningful sentences

Students' Sentences

1. Reducing emissions and adapting to changes require considerable effort.
2. Winter heating bills generally hit people with low income.
3. Services has generally proven to be resilient

Activity 5: Listen to the instructor and write your manuscript accordingly (dictation)

Storm Eunice: Red 'dangerous' weather warning issued as UK facing gusts up to 90mph

The high alert for southwest England and south Wales comes after the Met Office upgraded its "danger to life" amber alert covering almost the whole of England - warning of more outages and travel chaos on the roads and train lines.

A rare red weather warning has been issued for Storm Eunice as it looks set to batter the UK with gusts of up to 90mph.

The warning is in place from 7am to 12pm on Friday for along the coastline of Devon and Cornwall as well as the south coast of Wales as extremely strong winds are predicted - and residents are being warned to stay at home.

The Met Office said the turbulent weather could see "flying debris resulting in danger to life" and "damage to buildings and homes, with roofs blown off and power lines brought down".

The highest level of alert for southwest England comes after the Met Office upgraded its "danger to life" amber alert covering almost the whole of England - warning of more outages, flooding and travel chaos on the roads and train lines.

A major incident has been declared in Cornwall with residents being advised not to travel unless absolutely necessary, and to stay away from exposed coastal areas - with dozens of schools set to be closed on Friday.

Forecasters have warned Eunice will be more damaging than Dudley, which left tens of thousands of homes without power, downed trees, disrupted travel services and caused flooding in areas.

The Met Office said a red warning means "dangerous weather is expected" with it "very likely that there will be a risk to life, with substantial disruption to travel, energy supplies and possibly widespread damage to property and infrastructure".

Activity 6: Summarise the manuscript

Students' Demonstrations

Example 1:

The UK is known with a storm EUNICE which can set a provisional record for the fastest wind gust recorded in England, the met office announced the red warning means dangerous weather is coming "they warned that the storm might bring flying debris posing a threat to life as well as damage to buildings, with roofs blown off and electricity lines down.

Everything will be cancelled as a result they are advised to stay at home better and not travelling unless absolutely necessary. The UK was particularly hard hit and caused so many injuries.

Example 2:

Almost the whole of England was covered by amber alert and chaos on the roads and train lines, storm Eunice set to batter the UK with gusts of up to 90mph. The residents are warned to stay at home from 7am to 12pm on Friday. The met office said the turbulent weather could see many damages and danger to life, more warning for outages flooding and travel on the roads and train lines, and even schools were closed on Friday. Forecasters warned Eunice will be more damaging than Dudley which destroyed homes, trees, and caused flooding in areas. The met office said a red warning means damages to property and a big danger to life.

Example 3:

The met office announced the high alert for southwest England and South Wales and warning for more outages and travel Chaos on the road and train lines, the turbulent weather will damage the building and homes, in Cornwall they advised the residents to not to travel unless if it is necessary and to stay away from exposed coastal areas. Some forecasters warned that Eunice is more dangerous than Dudley. It will destroy

everything; the red warning means dangerous weather is expected and very likely it will be a risk to life.

Learning Outcomes

1. Students share their views about the Bill Gates views on how developing countries might be more affected with climate change in regards to agriculture and economies.
2. Students were able to learn new vocabulary from the materials
3. Students could put in context new vocabulary learnt.
4. Students developed some spelling mistakes, and punctuation through dictation self-assessment.
5. Students summarised their dictated text into a short text.

Session 4: Effects of Heat on the Ocean and Air Temperature: Cause & Effect

Aims: In this session students will be introduced to the relationship between the ocean and the atmosphere.

Objectives: By the end of the sessions, students will be able to speak about the relationship between the winds, the ocean and the air temperature using lexis demonstrated in class.

Focus: Listening and Writing

Materials: Video 9 NASA The Ocean is a driving force, Cause & Effect Language Vocabulary and Fluency

Wind steering: The steering winds are the low to mid-level winds in the atmosphere which dictate the direction of thunderstorms and rain-bearing cells.

Heat: Energy that is transferred from one body to another as the result of a difference in temperature.

Extract: to take out something from its place

Sustainability: the ability to continue for a long-term.

Density: the number of people overrated the size of the place.

Types of Oceans: *the Atlantic/Pacific/Indian/Arctic/Antarctic Ocean*

Pronunciation: Corrected in last activity production.

Pre-listening

1. What does water represent?
2. What does the surface represent?
3. What do you think is the cause of increasing air temperature?

Activity 1. Listen (See Video 9), think and share your answers with your peer whether each statement is True/false

1. The ocean stores less heat than the atmosphere
2. Both the ocean and the atmosphere displace heat
3. The change of cold water to warm water leads to air temperature and humidity

Activity 2: Listen again (See Video 9) and answer the questions individually

1. Does the ocean influence only people living in the coastal areas?
2. Does the ocean control the weather/climate change?
3. Explain why the ocean slowly absorbs more heat than the atmosphere, describe what happens? and how will this impact air temperature?
4. What does the shift of rainfall influence?
5. How does heat in the ocean influence the surface?
6. What does heat transported from the ocean create?

Key answers

1. The ocean influences people in all the world
2. Yes, it does
3. Water heats and cools more slowly than land, therefore, air temperature over water is less extreme than air temperature over land.

At the ocean surface winds drive the currents, temperature helps to drive ocean circulation. What happens is the change of weather patterns by steering storms to

warm and cool water. Cold water is replaced with warm water leading to air temperature, and changes in humidity. This steers storms and rainfall to new locations.

4. Shift in rainfall affect plant growth, and areas impacted by drought
5. When heat moves from water to land (surface), it influences climate
6. Heat extracted from the ocean creates storms and hurricanes.

Activity 3:

Using your discussion notes, write a short summary (50-100words) of how the ocean and the surface are influenced by heat and can impact climate.

Students' Demonstrations

Example 1

The ocean has less absorption of heat, it influences the atmosphere and creates climate changes that impact different areas (coastal and drought)

Example 2

On earth global and the water surface, the ocean impacts the surface and its living beings. The ocean absorbs the heat slower than the atmosphere due to air density, which makes it warmer than the surface. The difference in the air atmosphere transforms the air temperature either in heat or in rainfall, by shifting circulation of ocean or creating climate change like wind or flood.

Example 3

The wind transforms water from cold to warm, it leads to air temperature and humidity. The ocean absorbs heat slower than the atmosphere because of the difference in density.

The ocean absorbs more heat, and stores it than the atmosphere, and its driving force is weather. The winds can transform water from cold to warm, which can result in a rainfall. This rainfall affects plant growth and some areas impacted by drought

Learning Outcomes

1. Students were able to speak about the ocean and its effects on air temperature.
2. Students will develop news lexis such as 'sustainability' 'density'

Wind steering

Session 5: Arctic and Antarctic Oceans: Introduction to Glacier

Aim: This session introduces students to different oceans in the world, with the aim to increase their geographical knowledge on oceans existing on earth.

Objectives: Students, by the end of the session will be able to employ skills of comparing geographical places using geographic features.

Materials: Video 9&10

Google Earth: [Google Earth](#)

Definition and localisation of oceans: The Arctic, the Antarctic

The Polar Regions

They refer to the Antarctic and Arctic regions. Antarctica is a continent. The Arctic is not a single continent, rather a vast ocean that is surrounded by the land of many countries in the northernmost region of the Earth. The Arctic countries include the big island of Greenland (which is a territory of Denmark), the United States, Canada, Russia, Norway, Sweden, Iceland and Finland. The Arctic and Antarctica are remote areas, with limited human development. The impact on these two distant regions will have a major impact on the rest of the world. The increase of warming temperature is making the edge of the ice sheets to melt and which directly to sea level.



Pre-listening

1. How many found on

the ice flow faster, contributes

oceans are earth?

2. What are they?
3. Where are they situated?

Key answers

1. 5
2. Atlantic, Pacific, Indian, Arctic, Southern Ocean: Antarctic
3. Demonstration using Google Earth map

Activity1: Listen (See Video 9) and answer the following questions

1. What is the arctic?
2. Which ocean is warmer?
3. Which ocean has more months during the summer?

Key answers

1. Sea of ice surrounded by land
2. Antarctic is colder; Arctic is warm
3. Antarctic has 6months of summer

Activity 2: Listen (and fill in the gaps

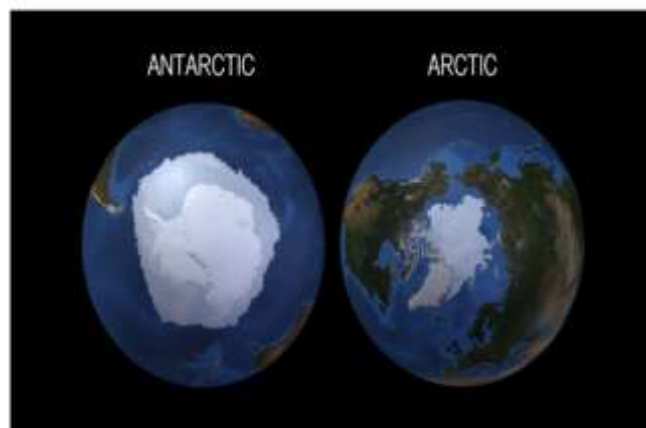
The thickness of the Arctic is (1).....to (2).....

Composed of (3) However, the Antarctic is (4).....

The Arctic has more types of (5).....1700 species of (6).....

live in the Arctic. However, the Antarctic has a few (7) such as (8)

.....and (9)this continent does not have.....



Key answers

1. 1
2. 3
3. Frozen sea water
4. Entire continent
5. Animals
6. 1700
7. Plants
8. Vegetation
9. Hair grass
10. Pearlwort
11. Permanent inhabitants

Activity 3: Brainstorm and discuss how we can compare between two geographical places?

1. Similarities
2. Differences
3. Characteristics
4. Presenting data (numerical data)
5. Giving Examples

Activity 4: Do your own research and discuss the difference between the Pacific and the Atlantic oceans in terms of weather, biodiversity (animals, vegetation: plants) and humans

Example 1

Our earth has two mysterious oceans that cannot mix, the largest and the deepest ones and it's had so many differences and we find out that the Pacific Ocean is the largest ocean in the world located in between the Americas and Asia, Australia, and it's

called the ring of fire because it carries many volcanoes. The Pacific Ocean is warmer than the Atlantic Ocean.

In contrast we find The Atlantic Ocean the second largest ocean in between Europe, America and Africa-and the greatest width one. And it is known as a sea of atlas and as a home of many species of sharks, whales and so many creatures. The Atlantic Ocean is the shallowest ocean in the world. It is saltier than the Pacific Ocean which makes the water denser, creating the rough border along the sea. Another important difference between the two oceans: water is the strength of molecules connection or surface tensile strength and because they have opposite directions, they just don't have time to meet and mix.

Example 2

The Pacific Ocean is larger and deeper than the Atlantic. The North Atlantic is warmest and saltiest, the South Atlantic is coldest and densest, and the North Pacific is least dense and least salty, The Pacific is loosely shaped like a triangle, opening widely to the south but barely at all to the north, while the Atlantic is shaped like an hourglass with the choke point located very loosely at the equator. Most of the Atlantic Ocean has a mild and moderate climate because ocean water has a balancing effect on temperatures. When cold air mixes with warm water it causes fog, which sometimes poses a big problem for ships. The Atlantic Ocean has proved to be about 16 degrees F (9 degrees C) warmer than the Pacific Ocean. The Pacific Islands all enjoy tropical weather all year-round, with patterns generally similar across all the islands. Average temperatures throughout the year sit between 72°F and 82°F, with relatively high humidity of around 80 percent. The Atlantic was the most populous of the coastline regions, with about 44.4 million people, followed by the Pacific (34.4 million). Lastly, the differences in total biodiversity were observed between the Atlantic and Pacific oceans at the same latitude. In the north of the continent, the Tropical East Pacific is richer in species than the Tropical West Atlantic.

Example 3

The Pacific Ocean is the largest body of water on the face of the planet. It extends from the Arctic to the Antarctic Ocean, and is bordered by Asia and Australia to the

Americas. It has a volcanic chain and what is also called the Ring of Fire, and it is also known for frequent earthquakes. Its vegetation is represented by coral reefs, islands, and a large number of fish, molluscs and sea fruits. The temperature near the South Pole in winter is freezing and reaches 30 degrees near the equator. There is a line between the Atlantic and the Pacific Ocean that does not allow them to mix, as one water colour is green and the other is blue. From the scientific point of view, it is said that this happens due to the melting of ice at the poles, which constitutes a difference in the water molecules. As for the religious aspect, as Allah said: ("مَرَجَ الْبَحْرَيْنِ يَلْتَقِيَانِ " "بَيْنَهُمَا بَرْزَخٌ لَا يَبْغِيَانِ") The Atlantic Ocean lies between Africa and South America. As for the richest fishing resources in the world are in the ocean, with large fish such as cod, bass, herring, mackerel, and haddock. Sea snakes, lobsters and whales also appear in large numbers in different regions of the Atlantic Ocean.

Learning Outcomes:

1. Students develop skills of comparing between oceans using data
2. Students learnt to localise on google earth oceans

Session 6: Why Do Glaciers Matter?

Aim: Students in this session are introduced to glaciers and their impact on air temperature.

Objectives: They will develop lexis and meaning of the process of glaciers melting. Then, they develop skills of reading the process of glaciers changing over time, using sequencing language.

Materials: Video 11 Chasing Ice captures largest glacier calving ever filmed, Audio 7 Audio 7 Melting Ice-Rising Seas, and Video 12 How do glaciers shape the landscape Animation.

Vocabulary

Expression: Doom and gloom: sad and tragic events: a feeling or attitude that things are only getting worse

Glaciers: are large masses of ice that flow slowly downhill.

A glacier grows wherever snow accumulates faster than it melts. It retreats—that is, its terminal edge, the end of the glacial tongue, ends at progressively higher

elevations—whenever melting exceeds accumulation. Most of the world’s mountain (alpine) glaciers have been retreating since about 1850.

Pre-listening

1. What do you see in the video? (See Video 11 Chasing Ice captures largest glacier calving ever filmed)
2. What do you think are the reasons for the glacier retreat? (natural)

Activity 1: Listen (See Audio 7) and mention if the following statements are true/false

1. Glaciers flow downhill
2. Glaciers can shape the land in two ways

Key answers

1. True
2. false

Activity 2: Listen (See Video 12 How do glaciers shape the landscape Animation) and fill in the gaps

Glaciers take out material which is as a process known as (1) when the water flew into the rock, it freezes and opens cracks in the rock, a process known as (2) Pieces of rock come loose, and the glacier pulls them along with it, this is called (3) the rock takes more stones, and this is known as (4)The glacier then (5) The eroded material. When the glacier melts, and material is left behind, we call this (6)The melted ice turns into melt water and flows downhill to (7).....or (8)

Key answers

1. Erosion
2. Freeze-thaw weathering
3. Plucking
4. Abrasion
5. Transports
6. Deposition
7. River or lake

Activity 3: Grinnell Glacier in Glacier National Park has been retreating over the past 70 years. Explain the process of glacier retreat



Students' Demonstrations

Example 1

Glaciers are formed in 3 ways. First, glaciers pick up materials called erosion. Warm water collects along the bottom of the glacier to the bottom of the rocks. When it freezes, cracks open in the rock, which we call weathering. When the glacier flows, pieces of rock break apart and the glacier pulls them up, and we call it plucking. The glacier transports these materials as it flows down there, it becomes warm and begins to melt, as we notice in the two pictures 1938 to 2005, showing a large decrease between these two years due to climate changes around the world, and this decline with a rise in climate temperature, which was estimated at 0.15.

Example 2

Grinnell Glacier, the most famous glacier in the park ecological value as a source of cold meltwater in the otherwise dry late summer months, and aesthetic value as the park's namesake features. While the decrease of glaciers since the end of the little ice age is due to both natural and human caused climate changes. This glacier has been one of the most photographed glaciers. When we compare it with other images taken over subsequent years, the glacier has obviously retreated. It lost almost half percent of its acreage. I think this retreat has happened as temperatures in the region leave behind boulders and masses, this meltwater caused catastrophic floods. Studies of local topographic effects show that variations in glacier geometry, ice thickness,

elevation, shading, input from avalanching, and the contribution of wind-deposited snow, likely account for each glacier's unique rate of change and as we see in 1938 to 1981 there was an ice started to move because the ice at the bottom or sole of the glacier melts under intense pressure from the weight of the ice to move in what's unknown as rotational slip and this called erosion, freeze thaw weathering take place above the glacier as ice thaws and then refreezes inside cracks in the rock each time as we see in 1998. most of material is carried near the base of the glacier from where it was plucked, any rocks and boulder's embedded in the bottom and sides of abrasion (2005)

Example 3

The impressive mountains and valleys within the park are the result of approximately 1.6 billion years of earth history. The Grinnell Glacier goes through several stages including erosion, sediment deposition..... This location took its shape due to different geologic processes starting in 1938 to 1981 which refers to the sedimentation deposition of the rock. Then later from 1981 to 1998 comes the uplift of the mountains. After that from 1998 to 2005 is the glaciation or carving out of mountain valleys. Those steps and processes took place overtime and with heat and pressure sedimentary rock became metamorphic. Grinnell Glacier is the consequence of many changes in a very large period of time.

Learning Outcomes

1. Students learns about Glaciers process
2. They also developed language 'terms' used to describe and analyse the process of glaciers change over time.
3. They developed a skill to describe a process of change over time.

Session 7: Travel and Climate change

Aim: Students will develop knowledge of how flights can influence climate change.

Objectives: Students will develop their lexis which they can use to describe and analyse the topic of travel and its impact on changes of the climate.

Materials: Video 12 How do glaciers shape the landscape Animation, and Text (See below)

Vocabulary

Collocation: to hold into account, to look for alternatives, to take the elevator, to restrict travel, to reduce flights, to build trust, to have access, to get something done.

Phrasal verbs: left out, miss out.

Carbon footprint: the amount of greenhouse gases and methane produced by human activity. To decrease this amount from 4 tons to 2 tons by 2050, we should take less connecting flights, and eat less meat.

The bulk of emissions:

Pre-listening

1. What do you see in the image?



2. How do you think travel can influence climate change?

Activity 1: Read the text and answer the questions

1. How do transit flights affect glaciers?
2. How can we reduce the personal carbon budget?
3. What can people and governments do to reduce climate change damages?
4. What are the alternatives of aircraft travel?

To combat climate change, should you stop flying?

Summer time is travel time, and that's great for the airline business. But it's not so great for the planet. Jet aircraft contribute 2% of all greenhouse gases. And, it's increasing. "The International Civil Aviation Organization is estimating that by 2050 we'll see upward of 700 %growth in air travel volume compared to 2005," Umair Irfan of Vox.com said. As to a single journey, "A round trip on a trans-Atlantic flight emits enough CO₂ to melt 30 square feet of Arctic ice."

So, Earth and Atmospheric Sciences Professor Kim Cobb at the Georgia Institute of Technology has started taking air travel seriously. "I started doing a carbon inventory of my own life and I had these massive spreadsheets that are pretty simple but they're been going on for quite a while now and what I quickly realized was that flying was about 80 to 90%of my personal carbon budget." Instead of flying to events overseas, she has replaced face-to-face meetings with video conferencing. That has reduced her "personal carbon budget" by 75%. "We can all of us cut down much, much of the travel that we do, which in some cases really doesn't bring much value," she said.

Of course, it will take more than individual choices to make a real difference. Governments around the world are falling behind, and the Trump administration denies the validity of climate science. "It's not going to happen fast enough unless we really roll up our sleeves and get it done at whatever scale we can achieve," said Cobb. Alternatives to flying include travel by sea, which has tradeoffs of a different kind, and by rail, which requires massive infrastructure. Cobb said she stays home a lot more than she used to. "I want to live in concert with my values and I want to envision a world where my four children are able to see climate stability on the horizon not climate catastrophe. So, I really have to start walking the walk personally."

Text adapted from: [To Fly or Not to Fly? | To the Point | KCRW](#)

Key answers

1. A round trip on a trans-Atlantic flight emits enough CO₂ to melt 30 square feet of Arctic ice.
2. By cutting down travel times and replacing face-to-face meetings with video conferencing
3. They should roll up their sleeves and act quickly ‘get it done’
4. The alternative to flying is travelling by sea or rail.

Activity 2: Listen (See Video 13) and answer the following questions

1. How are airport terminals acting to reduce carbon footprint?
2. What is producing the bulk of emissions?
3. How different are the experts’ views?

Key answers

1. Switching YVR vehicles to electric
2. Jets loaded with passengers and cargo
3. The Canadian believes that travel increases carbon footprints, however, we should keep face-to-face meetings. However, the British expert thinks that it is better that conferences will be held online as the best example to reduce greenhouse gas emissions caused by aircrafts.

Activity 3: Listen (See Video 13) and fill in the gaps

Particularly this conference, as there are ministers, economists, scientists, and more (1).....in a week period, than that (2).....in a year in between (online) not being there can make you (3) a lot of conversations. (4)critical voices are just (5) Canada is a country with a small population, so we need to fly. We need a healthy aviation sector, we don’t need to see aviation as the enemy, my question is how can we (6).....aviation?

Key answers

1. Get done
2. Miss out
3. Left out
4. Decarbonise

Activity 4: Match the words with their verbs to find the appropriate collocation.

to hold	Elevator
To look for	Travel
To take	Alternatives
To restrict	into account
To reduce	Trust
To build	Flights
To have	It done
To get	Access

Activity 5:

Write with your partner, discuss what you think of the relationship between travel and climate change, and if you would like to contribute to decrease your carbon footprint.

Students' Demonstrations

Example 1

The relationship between travel and climate change is that climate change has a strong influence on tourism and vice versa, thus, tourism generates 8% of the world's bulk of

carbon emissions. The causes are that the emissions released from flight will stay in the atmosphere and it will warm it, so when we travel on planes, carbon emissions will be left out due to our trips, while flying is considered as a source of these emissions. As a solution, my peer and I suggest that people should reduce their travel and decarbonize aviation by replacing fossil fuels with sustainable aviation fuels.

Example 2

There is a strong and undeniable relationship between travel and climate change. Most people take aeroplanes due to their comfort and speed, forgetting that they generate carbons which cause air pollution. I would like to contribute and reduce the carbon footprint to do so we have to restrict flights, use electric and rechargeable cars along with adapting walking or biking for the short regular trips instead, accompanied by reducing the amount of energy we use, and look for an alternative such as the hydropower (solar energy, wind and water energy), and most importantly set our minds to reach net-zero and get it done.

Example 3

The relationship between travelling and climate change is that aeroplanes produce carbon that causes a negative effect that causes climate change, and one of these effects is air pollution. Finding a new way to travel such as using a train or shipping makes us contributing decarbonized and being part of the carbon footprint.

Students' Outcomes

1. Students develop knowledge of collocations that they can use in the context of travel and climate change
2. They developed skills of how aircrafts can help in reducing greenhouse gases from experts' points of view.

Session 8: Recycling: Discussing Sustainability

Aim: To raise awareness of sustainability issues, to identify vocabulary related to upcycling.

Objectives: By the end of the session students will develop knowledge and vocabulary related to recycling and reducing effects on climate change.

Material: Video 14 What's the answer to our plastic problem, and PPT Slides.

Vocabulary and language

Bio-plastic, food compost, busting, and biograde.

Pre-listening: Answer these questions individually, then share with your peers

1. What was the last item you threw away?
2. Why did you throw it?
3. Look at the images and express what you think compost items are used for?

Slide 1: What do you know about food compost?



Slide 2:



Slide 3: What do you know about bags waste?

Types of waste: recyclable vs non-recyclable



Slide 4:

1. Do you own a piece of clothe that you weak once a year?
2. How do you think clothes effect climate?



Slide 5:



Learning Activities

Activity 1: Listen (See Video 14 What's the answer to our plastic problem) and fill in the gaps

Are bioplastic made from organic materials, the answer? Can't supermarkets make all plastic (1).....? And doesn't plastic (2).....keep food fresh and prevent (3).....? Today we are (4)the top three myths about plastic solutions. The term bioplastics have two meanings, one plastic that (5)into pieces, or plastic made up of (6).....organic biomass resources.

Key answers

1. Recyclable
2. Packaging
3. Food waste
4. Busting
5. biodegrade/break down
6. renewable

Activity 2: Order the story using 'which in turn.....can lead to' phrase to show the relationship between plastic waste and food waste. A.b.c.d.e.f.

Example; There is an increase use of food compost which in turn can lead soil to absorb nutrients and regrow food.

- a. Plastic can increase shelf life
- b. Food that doesn't conform to plastic size and shape standard can be rejected
- c. food waste in other ways.
- d. An increase of food waste before reaching the shelf
- e. Packaging can make people buy more than they need
- f. Food to be forgotten in the bottom of your fridge, and eventually get thrown away.

Key answers

1. a with c: Plastic can increase shelf life which in turn can lead to food waste in other ways
2. b with d: Food that doesn't conform to plastic size and shape standard can be rejected, which in turn can lead to an increase of food waste before reaching the shelf
3. e with f: Packaging can make people buy more than they need which in turn can lead food to be forgotten in the bottom of your fridge, and eventually get thrown away.

Activity 3: Write a story about an item that you have thrown away:

1. What is it made of?
2. Where was it manufactured?
3. How did it travel from there to your country?
4. How long have you been using it?
5. How did you throw it away?
6. What happened to it after you got rid of it?
7. Suggest how you can recycle plastic products?

Example 1

The last time I remember there were many plastic bottles in our house and when I saw this mess of bottles, I decided to collect it and throw it away. These bottles are made of plastic and are manufactured in the bottle factory of course. I travel by bus to throw it in the garbage, I have been using the bottles for a week and when I go to throw, it I put it in a bag and throw it. After I get rid of it the bottles are recycled. There are different types of plastic and this makes it impossible to recycle all plastic in the same way however there are two methods of recycling plastic the first one is traditional recycling this method is the most widespread recycling method. The second one is that advanced recycling is a process through which the effect of chemicals breaks down plastic material.

Example 2

The last item I threw away was a broken glass. Glass is made of a mixture of sand with some chemical additives and under certain thermal conditions we get that pasty substance that cools to give us glass, and glass is one of the most useful materials in the world. It is made mainly of silica sand, soda and lime and it travelled by planes or big ships. I have been using my glass for almost a year because it was my favourite glass, and then I threw it away in the garbage, and I think when I get rid of it , it can be manufactured into new glass over and over because I think glass can be recycled forever.

Plastic can be recycled also and in our home we don't usually get rid of plastic products like plastic bags, we always use them over and over again, as well as plastic bottles like we fill them with water and we put them in the refrigerator and also plastic bowls when we buy new one's we do not threw the old but we put plants in them , and like these small actions we do in home, we can protect the environment and recycle our things in easy way .

Example 3

Yesterday I threw away a bottle in the garbage, which was made of plastic. Typically, the plastic bottles used to hold potable water and other drinks are made from polyethylene terephthalate (PET), because the material is both strong and light. Bottles are usually formed through blow moulding. Although there are several techniques, including reheat and blow moulding, extrusion blow moulding, and

reciprocating blow moulding. I have been using it for two days. Plastics can be converted into crude oil or other types of products through pyrolysis, a high heat process that does not use oxygen. There are different types of plastics. And this makes it impossible to recycle all plastics in the same way. However, there are two methods of recycling plastic, such as food storage, and bird feeder.

Homework: Search for how products (plastic bottles, batteries) can be recycled or disposed of. How would you raise awareness about recycling at three main levels: personal, local, and national to reduce carbon footprint?

Personal: any action you take to reduce your carbon footprint

Local: any action you think schools, universities can take to raise awareness, how to use cycle bins, clean-up areas such as forests and streets.

National: How can the government contribute to recycling procedures? How can you raise awareness at a national level (signing petitions)

Session 9: Assignment 2 Website Design (TD Mark)

Slide 1: Website Design

Your website is an ending project for this semester, you will collaborate using different of your language, and technological skills to design a website that promotes for the importance of protecting the eco-system through controlling climate change.

Slide 2: Themes

Available topics include, but are not limited to: Global Warming and Climate Change, Air Pollution, Water Pollution, Agricultural Impacts, Soil Degradation, Deforestation, Plastic Pollution, Renewable Energy, and Wildlife Conservation,

- Why glaciers matter?
- How fashion influences climate change
- Sustainable development?

Questions you may ask to find out a topic for your blog:

Is there an issue in your local area that you would like to bring to national attention? Is there a species or a habitat that needs to be protected? Does the issue point to a larger problem occurring on a daily basis at a global scale? There are so many vitally important things that you can write/speak about!

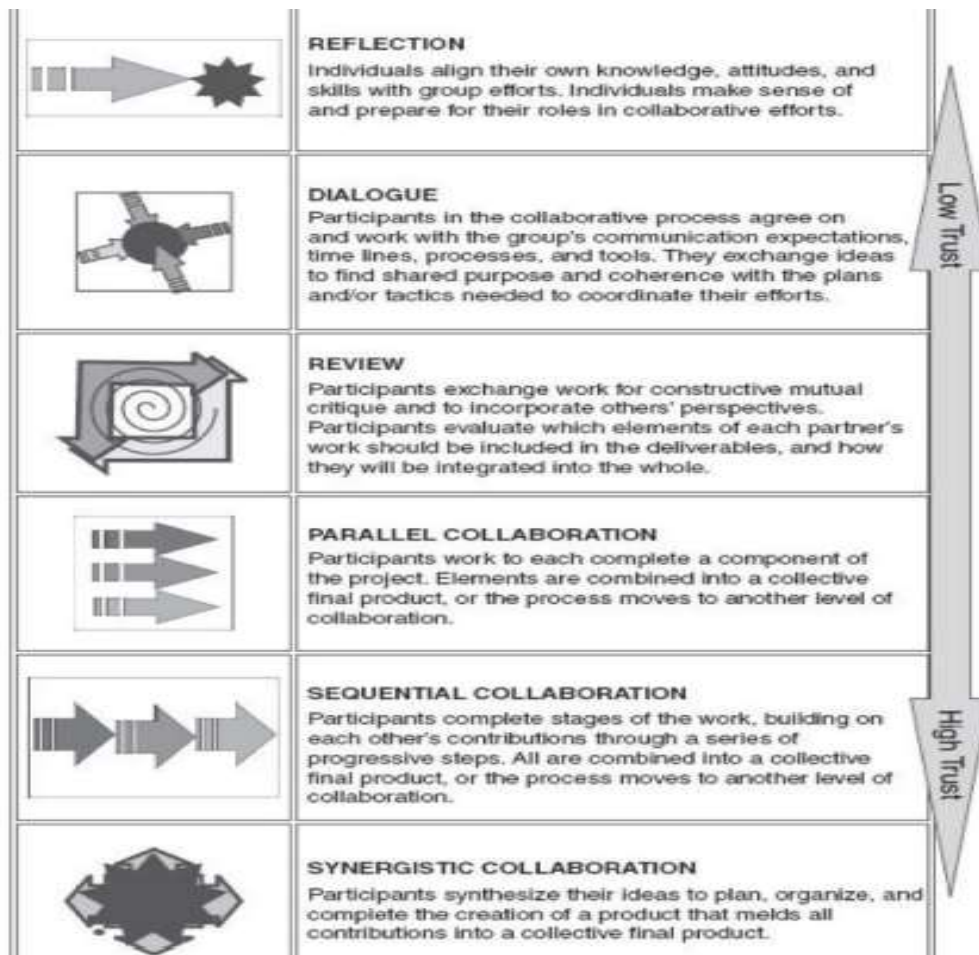
Slide 3: Blog Posts

- Your post should contain up to three (3) research articles.
- Your video report/ blog post should include images, and a video (if it's a website)

Slide 4: Language

- Purposeful Use of Personal Pronouns (I, we, you, he, she, it, they) Inclusion (close reader-writer relationship): You can see that frogs have eyes that stick out so they can see well. Exclusion (distant reader-writer relationship): Frogs have protruding eyes, which allow for excellent vision.
- Infrequent use of adverbs of time.
- Use of linking verbs (to be, to have)
- **Connectives** (as signposts for reader) Clarifying: to put it another way, in particular, to illustrate, etc. Showing Cause/Effect: is caused by, so that, etc. Indicating Time: initially, soon, until, before, etc. Sequencing Ideas: first, second, next, in summary, etc. Adding Information: additionally, furthermore, etc. Condition/Concession: if...the, even though, etc.
- **Conjunctions** (to link clauses within sentences) Clarifying: for instance, in other words, that is, namely, etc. Showing Cause/Effect: consequently, accordingly Indicating Time: meanwhile, previously, until then Sequencing Ideas: first, second, finally, in the first place, etc. Adding Information: and, most convincing, likewise, moreover, furthermore, etc. Condition/Concession: when...then, although, but, however, otherwise, nevertheless, despite this, etc

Slide 5: Collaborate



Salmons, J. (2019). *Learning to collaborate, collaborating to learn: Engaging students in the classroom and online*. Stylus Publishing, LLC.

Slide 6: Group Deliverable: Project Organisation and Parallel collaboration

Group of 3:

- Students develop a work plan: choose resources, slides each student will talk about, format guidelines, decide about deadlines, mode of presentation: synchronous/asynchronous, decides who submits the project to the website designer..

- exchange what you found in references: main points, arguments, and findings to include in the presentation/report. They create the slides/videos and prepare the presentation talk. They divide each student's role in the presentation.

Slide 7: Sequential collaboration

- Discuss together references you want to use, images, or videos to integrate in your presentation
- One reads the reference and explains, one summarises the reference (notes) one drafts the introduction, and the conclusion of the report/ presentation.
- The 3 review the report, check the reference list and the presentation slides, and submit it to the teacher.

Slide 8: Synergic collaboration

- You need to meet at least 3 times: online or f-2f to decide about the topic, the reading list.
- You need to conduct research and talk it through, and choose what you think is relative to your project idea.
- You need to analyse and evaluate your findings, and brainstorm solutions and recommendations (what research you think academic should conduct, what action you think citizens can take, what is your responsibility with them: your position as students)

Session 10: Blog-Writing Skills

Aim: This session aims to introduce students to website design using WordPress.com

Objectives: Students have been shown many examples of websites and how blogs are written, they produce by the end of this semester their own website promoting for climate change.

Material: Blog Post

What is a blog post?

It is any article, news piece, or guide that's published in the blog section of a website. It discusses a topic or a particular inquiry, which has educational purposes. It can include videos, images, audios, infographic, and chats.

Blog Post Aims

It can help you publish ideas, insights and disseminate your topic (S), blogs can help you boost to new conversations, research interests, which can lead your website to be interesting and looked at.

How to make your website interesting?

1. Know your audience
2. Think of topics you will post

Who do I want to write to? How well do I understand this topic? Is this topic relevant?

3. Check your competition
4. Identify your unique angele (ideas)

What problem will you solve for readers? Will you share your opinions on trending debates? Teach your readers how to do something?

Compare or share original research?

5. Create your blog domain
6. Name your blog

Keep your blog name easy to say and spell. Link your blog name to your brand message. Consider what your target audience is looking for.

7. Create a CMS

A CMS (content management system) is a software application that allows users to build and maintain a website without having to code it from scratch. CMS platforms can manage domains (where you create your website) and subdomains (where you create a webpage that connects to an existing website).

8. Customise the outlook of your blog (For example, if you're writing about sustainability and the environment, green might be a colour to keep in mind while designing your blog)

9. **About Page:** your blog statement

10. Write your first blog

11. You can write different posts in a form of:

Listing, curated collection (10 things to avoid), PPT Slides, news piece

12. Create links (videos, URLs, audios, Googledrive doc, google website page)

How to write a blog?

1. Make your introduction captivating: describe your purpose, how you will address the causes and their effects, what possible solutions you will provide.
2. Each paragraph about a different aspect (one can be your introduction, one can be your body where you discuss the cause of the phenomenon using examples to attract your reader)
3. If you don't know how to start, begin with a short story of three lines, as a hook
4. Each sentence should not present more than one idea.
5. Use Alt text, so that other engines can find your posts

How to write a blog post adapted from: [How to Write a Blog Post: A Step-by-Step Guide \[+ Free Blog Post Templates\] \(hubspot.com\)](#) Adapted in 20/4/2022.

Students' Demonstrations of Assignment 2 Website Design:

(Click on the link: [Save Planet Earth – Go green, breathe clean \(wordpress.com\)](#))

Student's assignment 1)



Click on link: [DEFORESTATION – Save Planet Earth \(wordpress.com\)](https://www.wordpress.com)

Session 11: Listening Exam

University of Abou Bakr Belkaid. Tlemcen

Department of English

Dr Wafa ZEKRI

Listening Exam: Semester 2 (L2/G6)

Activity 1: Listen (Audio 8 Fuel) and answer the following questions

Gasoline is polished from (1)The energy in gasoline comes from a class of molecules called (2).....There are hundreds of different hydrocarbons.in crude oil, and different ones are used to make gasoline and diesel the reason which cannot be used (3).....

5. 16%
6. Emissions
7. Plant waste
8. Plant
9. zero-carbon

Climate Glossary

Term	Definition
ecosystem	An ecosystem includes all the living things (including plants, animals and organisms) and non-living parts (such as water, sun, air, climate and land) that are found in a particular area. There is a complex interaction of all these things, and each has a role in helping to sustain the system
Evaporation	Evaporation is the process by which water changes from liquid to a gas or vapor
Flood	A flood is an overflowing water beyond its normal levels, especially over what is normally dry land
Fossil fuel	Carbon or hydrocarbon-based fuels– such as natural gas, coal and oil. They are called fossil fuels because they form over long periods of time in the ground from organic material, like very old plants and animals. When burned, they release carbon dioxide
Glacier	A glacier is a year-round mass of ice that originates on land. Glaciers are made of snow that has accumulated and compressed into ice over many years
The Greenhouse effect	The greenhouse effect is the process in which greenhouse gases trap heat and warm the surface of the Earth. It is a naturally occurring process that enables Earth to maintain a warm, life-supporting climate
Hotspot of biodiversity	A hotspot of biodiversity is a biogeographic region that is high in biodiversity, meaning that it has a lot of plants and animals, and is also threatened with destruction.
Hydrosphere	It is the combined mass of water found on, under, and over the surface of our planet

Ice caps	It is a glacier, thick of ice and snow, that covers few than 50,000 square kilometers.
Ice sheets	They are enormous masses of ice found only in Antarctica and greenland. These ice sheets contain vast quantities of fresh water.
The intergovernmental Panel on Climate Change (IPCC)	The Intergovernmental Panel on Climate Change (IPCC) is the leading international body for the assessment of climate change. It was established by the United Nations Environment Programme (UNEP) and the World Meteorological Organization (WMO) in 1988 to provide the world with a clear scientific view on the current state of knowledge in climate change and its potential environmental and socio-economic impacts. Thousands of scientists from all over the world contribute to the work of the IPCC on a voluntary basis.
Drought	It is a prolonged period of low rainfall and overall dryness. Droughts typically cause extensive damage to crops or prevents their successful growth.
Mountain glacier	"alpine glaciers" are found throughout the world's highest mountains. Some mountain glaciers, such as Alaska's Columbia Glacier, are literally rivers of ice, flowing down mountains and carving valleys.
Pollination	It is the process by which pollen is transferred from the anther (male part) to the stigma (female part), thereby enabling fertilization and reproduction.
Renewable energies	They are defined as energy that come from resources which are naturally replenished on a human timescale, such as sunlight, wind, rain, tides and geothermal heat.
Respiration	It is the process in living organisms involving the production of energy, typically with the intake of oxygen and the release of carbon dioxide from the oxidation of complex organic substances.

Link

Glossary Terms: Retrieved in 29/12/2021 from [Getting the Picture | Glossary](#)

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- How to write a blog post adapted from: [How to Write a Blog Post: A Step-by-Step Guide \[+ Free Blog Post Templates\] \(hubspot.com\)](#) Adapted in 20/4/2022

Appendix 1: Extracts from Eat, Pray, Love by Elisabeth Gilbert

Extract 1

This part of my story is not a happy one, I know. But I share it here because something was about to occur on that bathroom floor that would change forever the progression of my life—almost like one of those crazy astronomical super-events when a planet flips over in outer space for no reason whatsoever, and its molten core shifts, relocating its poles and altering its shape radically, such that the whole mass of the planet suddenly becomes oblong instead of spherical. Something like that.

Extract 2: In New York

If I'd had any way of knowing that things were—as Lily Tomlin once said—going to get a whole lot worse before they got worse, I'm not sure how well I would have slept that night. But seven very difficult months later, I did leave my husband. When I finally made that decision, I thought the worst of it was over. This only shows how little I knew about divorce.

Extract 3: About Friendship in Italy

Oh, but there are so many reasons why this would be a terrible idea. To begin with, Giovanni is ten years younger than I am, and—like most Italian guys in their twenties—he still lives with his mother. These facts alone make him an unlikely romantic partner for me, given that I am a professional American woman in my mid-thirties, who has just come through a failed marriage and a devastating, interminable divorce, followed immediately by a passionate love affair that ended in sickening heartbreak. This loss upon loss has left me feeling sad and brittle and about seven thousand years old. Purely as a matter of principle I wouldn't inflict my sorry, busted-up old self on the lovely, unsullied Giovanni.

Extract 4: The Concept of God

when I pray, I do not address my prayers to The Universe, The Great Void, The Force, The Supreme Self, The Whole, The Creator, The Light, The Higher Power, or even the most poetic manifestation of God's name, taken, I believe, from the Gnostic gospels: "The Shadow of the Turning." I have nothing against any of these terms. I feel they are all equal because they are all equally adequate and inadequate descriptions of the indescribable. But we each do need a functional name for this indescribability, and "God" is the name that feels the most warm to me, so that's what I use.

Extract 5: Getting divorce

And in the middle of all that, a book that I'd written a few years earlier was being published in paperback and I had to go on a small publicity tour. I took my friend Iva with me for company. Iva is my age but grew up in Beirut, Lebanon. Which means that, while I was playing sports and auditioning for musicals in a Connecticut middle school, she was cowering in a bomb shelter five nights out of seven, trying not to die. I'm not sure how all this early exposure to violence created somebody who's so steady now, but Iva is one of the calmest souls I know. Moreover, she's got what I call "The Bat Phone to the Universe," some kind of Iva-only, open-round-the-clock special channel to the divine.

Extract 6: in Italy

Depression and Loneliness track me down after about ten days in Italy. I am walking through the Villa Borghese one evening after a happy day spent in school, and the sun is setting gold over St. Peter's Basilica. I am feeling contented in this romantic scene, even if I am all by myself, while everyone else in the park is either fondling a lover or playing with a laughing child. But I stop to lean against a balustrade and watch the sunset, and I get to thinking a little too much, and then my thinking turns to brooding, and that's when they catch up with me.

I say to them, "How did you find me here? Who told you I had come to Rome?"

Depression, always the wise guy, says, "What—you're not happy to see us?"

"Go away," I tell him.

Loneliness, the more sensitive cop, says, "I'm sorry, ma'am. But I might have to tail you the whole time you're traveling. It's my assignment."

"I'd really rather you didn't," I tell him, and he shrugs almost apologetically, but only moves closer. Then they frisk me.

They empty my pockets of any joy I had been carrying there. Depression even confiscates my identity; but he always does that. Then Loneliness starts interrogating me, which I dread because it always goes on for hours. He's polite but relentless, and he always trips me up eventually. He asks if I have any reason to be happy that I know of. He asks why I am all by myself tonight, yet again.

Depression has a firm hand on my shoulder and Loneliness harangues me with his interrogation. I don't even bother eating dinner; I don't want them watching me. I don't want to let them up the stairs to my apartment, either, but I know depression, and he's got a billy club, so there's no stopping him from coming in if he decides that he wants to.

I took on my depression like it was the fight of my life, which, of course, it was. I became a student of my own depressed experience, trying to unthread its causes. What was the root of all this despair? Was it psychological? (Mom and Dad's fault?) Was it just temporal, a "bad time" in my life?(When the divorce ends, will the depression end with it?) Was it genetic?(Melancholy, called by many names, has run through my family for generations, along with its sad bride, Alcoholism.) Was it cultural? (Is this just the fallout of a postfeminist American career girl trying to find balance in an increasingly stressful and alienating urban world?)

I remember asking myself one night, while I was curled up in the same old corner of my same old couch in tears yet again over the same old repetition of sorrowful thoughts, "Is there anything about this scene you can change, Liz?" And all I could think to do was stand up, while still sobbing, and try to balance on one foot in the middle of my living room. Just to prove that—while I couldn't stop the tears or change my dismal interior dialogue—I was not yet totally out of control: at least I could cry hysterically while balanced on one foot. Hey, it was a start.

Extract 7: Meditation and Ketut the 'medecine'

"So what can we do about the craziness of the world?" "Nothing." Ketut laughed, but with a dose of kindness. "This is nature of the world. This is destiny. Worry about your craziness only—make you in peace." "But how should we find peace within ourselves?" I asked Ketut. "Meditation," he said. "Purpose of meditation is only happiness and peace—very easy. Today I will teach a new meditation, make you even better person. Is called Four Brothers Meditation."

Appendix 2: Personal Narrative Model 1

Dr. William Copeland (2013) a professor of psychiatry says “Kids, the victims, and the bully-victims are continuing to have troubles a decades after the bullying has stopped. » Life is not full of rainbows and butterflies as most of many children think, there are those who had a terrible childhood, and they remain scarred for life due to all acts of bullying.

Alex Libyy (2013) a teen activist who was himself a victim of bullying said that this process pushed kids to be afraid of being harassed, if they showed who they really are, and he also added something that marked me. He said: « Being me, I learnt that it was not me, it was them” and that is what of bullying deprives us, of being ourselves. I pretended to be someone else for years. Every act of bullying that I had to go through lives in my brain, my heart, and all my being. This is what makes me stronger but also brings out my weakness.

When I was young, I was bullied at school, and even the few people who I thought were my friends, talked to me only to steal my school supplies. People around me were taking advantage of my kindness and naivety. I was creative; therefore, I was used to drawing imaginary stories. Then, one day I brought my precious drawings to school to show them to my classmates; however, they laughed at me, and there was a guy who took them and tore them. He hit me, pushed me down, and everyone left the class. I stayed on the ground motionless, and I cried for a while. Also, they gave me the surname “Al ghariba”; therefore, I did not hear my real name at school for 4 years. Moreover, my teacher used to beat me until my hand bled. He was always insulting, belittling, and making fun of me when I made mistakes. While, when it came to others, making mistakes was a part of learning. This is why today I am suffering from school anxiety; I cannot control my stress during oral presentations, and I am afraid to raise my hand even if I have the correct answer. I played a role just to be integrated. I knew that if I talked about it to my parents, they would support me, but I was ashamed, for that reason I have not told anyone. One day, my classmate bullied me

outside, and my older sister defended me. On the way back home, we had a discussion that I could never forget.

My sister: "Is he used to harassing you? if someone annoys you, you have to tell me."

Me: "He is my friend, he was angry because I broke his ruler, don't worry ."

My sister: "A friend never hurts you, don't force yourself to be loved."

Me: "But if I don't, I will be alone."

My sister: "In the future, you will meet people who will love you for who you really are, so be yourself, and do whatever you like, even if you have to stay alone on the playground."

I understood that I have to love myself. This is how I fought bullying, and became stronger. I am so grateful for everything she does for me, and she is my mentor. I am proud, because today I am able to disagree, to say "I don't want you to stay in my life because you are toxic", and to be enough for myself. I am fighting my fears, and I am making great results. Besides, my friend put an end to her life because of bullying. She had a lot of things to discover in life, but it deprived her of that. Therefore, I don't want others to make the same mistake, because I survived, and it is really worth it.

Bullying was a hard period that has marked my soul for life, but it is a blessing in disguise. It taught me that bullies were frightened because they saw in me brightness; therefore, they used violence to dim it. Today, I am unreachable, and happy in my life. I am surrounded by people who really love me, and support me. Also, I am a feminist, because women are powerful, and I am living proof among so many others.

Appendix 3: How to Tell a Personal Narrative: Language and Style

- Use transition markers: the use of transitional words help in putting together a sequence of ideas (a few not many)
- You write in first person: use personal pronoun (I).
- Use *Subordinating Conjunctions*: *as soon as, before, after, when, and while in complex sentences* (See the link on Teams about different types of sentences).
- Use adjective and adverbs to describe your characters, dialogues, feelings and emotions: [Adjectives and Adverbs // Purdue Writing Lab](#)
- Use a variety of tenses, the past to tell about an event that happened in the past;

present perfect when you analyse/give your opinion about the past in the present;

the past continuous when you write about two related actions in progress during their occurrence, for example when you present a conversation between characters in the form of a dialogue, past continuous can be relevant for the telling.

- You can develop your event in one body paragraph only.
- You can use a quote in any language of your choice, which represents meaning to you (in your 1st or other languages)
- Choose words that are relevant to your events telling
- Use correct punctuation (stop, comma, colon and the semi-colon)
- Use a variety of sentences: simple, compound and complex sentences.
- Create *pathos*: explicitly show your attitudes, and decisions out of your events.
- Show the lesson learnt due to the story.
- Conclusion: This paragraph should present a resolution to the story.

Appendix 4: How to Tell a Personal Narrative- Elements of Narrative Telling: Form and Organisation

Begin with an 'Exposition'. It is the first part of the main event 'plot' should catch the readers' attention. It introduces the main conflict.

Your body paragraph should include your event (s)

Your event(s) should be described with details; description of a setting, and emotions and feelings.

Your description should explain and illustrate the character (s) emotions using sensory language (adjectives, adverbs) to create a descriptive image for the narrated story.

Example:

The taste of our breakfast coffee brings with it that vague hope of fine weather which so often long ago, as with the day still intact and full before us, we were drinking it out of a bowl of white porcelain, creamy and fluted and itself looking almost like vitrified milk, suddenly smiled upon us in the pale uncertainty of the dawn. (Proust 1981: 924).

Analyse your event (s) by explaining your feelings and actions, and others' actions and reactions.

Include a dialogue by adding quotations that were part of a conversation you or others had about the event. This can bring a writer's experience to life and show the identity of key characters.

Appendix 5: Lean in by Sheryl Sandberg

Chapter 5

Are You My Mentor?

When I was a child, one of my favourite books was *Are You My Mother?* the story of a baby bird that emerges from its shell to discover an empty nest. The hatchling heads off in search of its missing mother, asking a kitten, a hen, a dog, and a cow the burning question: “Are you my mother?” Each animal responds, “No.” The hatchling grows more desperate, eventually shouting, “Are you my mother?” at a car, a boat, a plane, and even a steam shovel, which can only respond with a loud “Snort!” Stuck in the shovel’s jaws, the hatchling appears doomed until, miraculously, the shovel lifts the bird back to its nest. The mother returns and the hatchling announces, “You are a bird, and you are my mother.”

This children’s book poignantly mirrors the professional question “Are you my mentor?” If someone has to ask the question, the answer will probably be no. When someone finds the right mentor, it is obvious. The question becomes a statement. Chasing or forcing that connection rarely works, and yet I see women attempt this all the time. When I give speeches or attend meetings, a startling number of women introduce themselves and, in the same breath, ask me to be their mentor. I cannot recall a single man asking me to do the same (although men have asked me to mentor their wives or girlfriends).

The question is a total mood killer—the equivalent of turning to a pensive date and asking, “What are you thinking?” Every senior woman I have talked to about this is deluged with the same request. Their reaction is unanimous: “Oh, I

never know what to say when people I don't know ask me to be their mentor.” The interaction is flattering, but awkward. Even media mogul Oprah Winfrey, who has taught so much to an entire generation, admits that she feels uncomfortable when someone asks her to be a mentor. She once explained, “I mentor when I see something and say, ‘I want to see that grow.’”

In part, we've brought this on ourselves. For the past decade, talk of mentorship and sponsorship has been topic number one at any women's career seminar. It is the focus of blogs, newspaper articles, and research reports. Many of these young women are responding to the often repeated advice that if they want to scale the corporate ladder, they need to find mentors (people who will advise them) as well as sponsors (people who will use their influence to advocate for them).

The emphasis on finding a mentor became especially clear to me when I went back to speak at Harvard Business School in the spring of 2011. I was invited by Dean Nitin Nohria, who joined me onstage and conducted the interview. His first questions centred on Facebook and what it was like to work for Mark. I told him that I loved it, except on days when co-workers said things like, “Sheryl, can you look at this? We need to know what old people will think of this feature.” We discussed the Arab Spring and a slew of other timely topics. Dean Nohria then asked me a question about women in the workforce. I'm not sure what possessed me, but I turned to look at the audience, paused, and answered with brutal honesty. “If current trends continue, fifteen years from today, about one-third of the women in this audience will be working full-time and almost all of you will be working for the guy you are sitting next to.”

Dead silence in the large auditorium. I continued, “I'm sorry if this sounds harsh or surprises anyone, but this is where we are. If you want the outcome to be different, you will have to do something about it.”

On that strained note, Dean Nohria ended the interview and turned to the audience for a Q&A. A number of men leapt to the microphone and posed thoughtful, big-picture questions like “What did you learn at Google that you are applying at Facebook?” and “How do you run a platform company and ensure stability for your developers?” Then two women rose to the microphone. The first asked, “Do you think it’s okay to work for a company that competes with the company you worked for before business school?” The second asked, “How can I get a mentor?” My heart sank.

The men were focusing on how to manage a business and the women were focusing on how to manage a career. The men wanted answers and the women wanted permission and help. I realized that searching for a mentor has become the professional equivalent of waiting for Prince Charming. We all grew up on the fairy tale “Sleeping Beauty,” which instructs young women that if they just wait for their prince to arrive, they will be kissed and whisked away on a white horse to live happily ever after. Now young women are told that if they can just find the right mentor, they will be pushed up the ladder and whisked away to the corner office to live happily ever after. Once again, we are teaching women to be too dependent on others.

To be clear, the issue is not whether mentorship is important. It is. Mentorship and sponsorship are crucial for career progression. Both men and women with sponsors are more likely to ask for stretch assignments and pay raises than their peers of the same gender without sponsors. ² Unfortunately for women, men often have an easier time acquiring and maintaining these relationships. ³ One recent study shows that men are significantly more likely than women to be sponsored and that those with sponsors are more satisfied with their rates of advancement ⁴

Because it is harder for young women to find mentors and sponsors, they are taking a more active role in seeking them out. And while normally I applaud assertive behavior, this energy is sometimes misdirected. No matter how

crucial these connections are, they probably won't develop from asking a virtual stranger, "Will you be my mentor?" The strongest relationships spring out of a real and often earned connection felt by both sides.

I have been lucky to have strong mentors and sponsors over the course of my career. The acknowledgments in this book include a long list of people who have been generous enough to guide and advise me. During my junior year of college, I took Larry Summers's public sector economics class. He offered to supervise my senior thesis—something very few Harvard professors volunteer to do for undergraduates. Larry has been a major part of my life ever since. I met Don Graham, chairman of the Washington Post Company, more than fifteen years ago when I was working in D.C., and he has helped me navigate some of my most challenging professional situations. If it hadn't been for Paley Center CEO Pat Mitchell's encouragement and support, I might never have spoken publicly about women in the workplace. These three, among so many others, have encouraged me, made introductions, and taught me by example. Their wisdom helped me avoid mistakes—and clean up the ones I wasn't smart enough to avoid.

In turn, I have tried to mentor others, including friends of friends, and as I get older, children of friends. I get so much joy out of watching the career of Emily White, who started working with me right out of college and now runs mobile partnerships for Facebook. When I first met Bryan Schreier, he had never worked in a tech company or traveled abroad, but he displayed unusually strong leadership and analytical skills. I hired him to help build Google's global operations, and he exceeded every expectation. Years later, when he wanted to pursue a new career as an investor, I introduced him to his current partners at Sequoia Capital. He is now a highly successful early stage venture capitalist, and I can see the impact he has on the companies he advises. I am fortunate to have Emily and Bryan and so many other talented people in my life. Studies show that mentors select protégés based on performance and potential. 5

Intuitively, people invest in those who stand out for their talent or who can really benefit from help. Mentors continue to invest when mentees use their time well and are truly open to feedback. It may turn into a friendship, but the foundation is a professional relationship. Given this, I believe we have sent the wrong message to young women. We need to stop telling them, “Get a mentor and you will excel.” Instead, we need to tell them, “Excel and you will get a mentor.”

Clara Shih is a superb example. I met Clara about five years ago at a conference and was immediately impressed by her ideas about social media. She went on to write a thoughtful book on the subject and founded Hearsay Social, a software company that helps businesses manage their social media presence. Every so often, Clara would contact me, always with an interesting point or a thoughtful question. She never asked to get together to “catch up.” She never asked a question that she could have found the answer to on her own. When I was leaving the Starbucks board of directors in 2012, I gave them a few names of social media experts who might join in my place and included Clara. She was only twenty-nine years old at the time, but she was invited to join the board.

While asking a stranger to be a mentor rarely, if ever, works, approaching a stranger with a pointed, well-thought-out inquiry can yield results. Garrett Neiman stopped me after I gave a speech at Stanford to explain that he had founded CollegeSpring, a nonprofit that provides SAT tutoring and college counseling to low-income students. He wanted to meet with me and made it clear that he only needed a few minutes of my time to ask for introductions to some people who could help expand his organization. He had done his homework and knew that I care deeply about education. In our first meeting and in every interaction we’ve had since, Garrett has been respectful of my time. He is crisp, focused, and gracious. And he always follows up to let me know the results of our discussion.

Capturing someone's attention or imagination in a minute can be done, but only when planned and tailored to that individual. Leading with a vague question such as, "What is Facebook's culture like?" shows more ignorance than interest in the company, since there are hundreds of articles that provide this answer. Preparation is especially important when looking for a job. When I left the Treasury Department, former chief of staff Josh Steiner gave me great advice about asking for advice. He told me to figure out what I wanted to do before I went to see the people who had the ability to hire me. That way I would not waste my one shot seeking general guidance, but would be able to discuss specific opportunities that they could offer.

Book Link: [Lean In: Women, Work, and the Will to Lead \(topnaija.ng\)](http://topnaija.ng) Chapter 5: **Are You My Mentor?**

Appendix 6: Unity & Coherence

Writing a narrative essay should be effective, it should contain the following aspects:

Unity, coherence, and adequate development.

Unity

The paragraph should focus on a single idea, the focus is the major point of discussion, it should not end with a new idea, rather stick to the focused one. If you write your narrative in three paragraphs, each idea should be presented in one paragraph, remember the rule (1idea = 1 paragraph).

To attain logical order in your written/digital narrative telling, you can use transition markers (words, groups of words, or sentences) that connect one idea with another (1idea=1sentence/1paragraph) they help you to make a flow from one idea to another.

N.B You don't have to use all of them, but choose what is convenient to the meaning you are communicating.

Time – before, after, during, in the meantime, nowadays

Space – over, around, under

Examples – for instance, one example is

Comparison – on the other hand, the opposing view

Consequence – as a result, subsequently

Coherence

It is concerned with making your text read logical bridges and verbal bridges.

Logical bridges

One idea should be carried over one sentence and sentence.

You should construct your sentences in parallelism.

Chronological bridges

You can structure your idea by date, events, or steps.

Verbal bridges

Keywords: They reflect the topic of your narrative and can be used repeatedly, as repetition here is related to the main idea of your presentation. However, repetitiveness of some nouns in sentences can be inappropriate:

Example; The female waitress works night shifts.

The word waitress refers to a female waiter, it is, therefore, unnecessary to use the word female.

Example; The waitress works night shifts.

Wordiness: it is the use of more than necessary to express a thought. Good writing is concise, a few words are enough to communicate the idea.

Example;

The University of Tlemcen is one of the most famous colleges in Algeria and Africa, that attracts many students inside and out of Algeria, in which, the counsellors made two discussions in analysis of the college admission process, including: accepting students with high test scores, or students with strong extracurricular backgrounds.

Example;

The university of Tlemcen is one of the famous national Higher Education institutions in Africa. It attracts local and international students, which made counsellors to study the applications with regard to two analyses. First, they accept

students with high test scores. Second, they accept students with strong extracurricular backgrounds.

Synonyms of verbs: you can also be used to describe, analyse or interpret your main ideas.

Pronouns can be used to refer to nouns (they, it)

Standard English: We know that you don't have to use one variety of English when writing a narrative, rather in some cases the use of standard English is required, remember that you are writing an audience (in this case it is a teacher who will assess different features of your text)

Example; thru, rather though/ lge. rather language/ u, rather you

Formatting

Your written narrative should include your name, your instructor's name, and your group name, and date of submission.

Your narrative should have a title: it can be a question? An anecdote, or a proverb, you can use your first language if you provided an anecdote, a quranic line, or a proverb. This is recommended.

Each paragraph should be indented;

Use font **Size 12, and double line spacing.**

Each paragraph should have a topic sentence that gives an overall idea about your paragraph.