LISTENING SCRIPTS ACCOMPANYING '*MY BOOK OF ENGLISH*'
(PRIMARY SCHOOL YEAR 3)

INTRODUCTION

The contents of the recorded listening scripts are provided with background sound effects in the activities that require it.

Furthermore, the voices of the main characters in the book are also recorded on the CD in the form of oral interaction that are real-life like, and help the learners to a better understanding of the communicative situations.

In the activities which contain the verbs 'Listen' and 'Look', the learners will listen to audios and react by 'saying', 'repeating', 'showing/pointing', etc.

MY FIRST ENGLISH CLASS

SCRIPT (activity 1/page 6) : *adult male or female voice*

– 'Show. / Point.'
– 'Listen.'
– 'Look.'
– 'Read.'
– 'Draw.'
– 'Colour.'
– 'Write.'
– 'Repeat. / Say.'
– 'Tick.'
– 'Cross.'
– 'Circle.'
– 'Match.'

SCRIPT (activity 2/page 6) : *adult male or female voice*

– 'Repeat after me, please.'

– 'Look at the picture, please.'

– 'Listen to the CD, please.'

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SCRIPT (activity 3-4-5-6/page 7) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds: vowels & consonants):

'A' ... **5 seconds pause/silence**... 'B' ... **5 seconds pause/silence**... 'C' ... **5 seconds pause/silence**...
'D' ... **5 seconds pause/silence**... 'E' ... **5 seconds pause/silence**... 'F' ... **5 seconds pause/silence**...
'G' ... **5 seconds pause/silence**... 'H' ... **5 seconds pause/silence**... 'I' ... **5 seconds pause/silence**...
'J' ... **5 seconds pause/silence**... 'K' ... **5 seconds pause/silence**... 'L' ... **5 seconds pause/silence**...
'M' ... **5 seconds pause/silence**... 'N' ... **5 seconds pause/silence**... 'O' ... **5 seconds pause/silence**...
'P' ... **5 seconds pause/silence**... 'Q' ... **5 seconds pause/silence**... 'R' ... **5 seconds pause/silence**...
'S' ... **5 seconds pause/silence**... 'T' ... **5 seconds pause/silence**... 'U' ... **5 seconds pause/silence**...
'V' ... **5 seconds pause/silence**... 'W' ... **5 seconds pause/silence**... 'X' ... **5 seconds pause/silence**...
'Y' ... **5 seconds pause/silence**... 'Z'

SCRIPT (activity 8/page 7) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds: vowels & consonants):

– ' /æ/ ' ... **5 seconds pause/silence**... '/b/ ' ... **5 seconds pause/silence**... '/k/ ' ... **5 seconds pause/silence**... ' /d/ ' ... **5 seconds pause/silence**... '/e/ ' ... **5 seconds pause/silence**... '/f/ ' ... **5 seconds pause/silence**... ' /g/ ' ... **5 seconds pause/silence**... '/h/ ' ... **5 seconds pause/silence**... '/ɪ/ ' ... **5 seconds pause/silence**... ' /dʒ/ ' ... **5 seconds pause/silence**... '/k/ ' ... **5 seconds pause/silence**... '/l/ ' ... **5 seconds pause/silence**... ' /m/ ' ... **5 seconds pause/silence**... '/n/ ' ... **5 seconds pause/silence**... '/ɒ/ ' ... **5 seconds pause/silence**... ' /p/ ' ... **5 seconds pause/silence**... '/kw/ ' ... **5 seconds pause/silence**... '/r/ ' ... **5 seconds pause/silence**... ' /s/ ' ... **5 seconds pause/silence**... '/t/ ' ... **5 seconds pause/silence**... '/ʌ/ ' ... **5 seconds pause/silence**... ' /v/ ' ... **5 seconds pause/silence**... '/w/ ' ... **5 seconds pause/silence**... '/ks/ ' ... **5 seconds pause/silence**... ' '/j/ ' ... **5 seconds pause/silence**... '/z/

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ME, MY FAMILY & MY FRIENDS

SCRIPT (activity 1/page 8) :

– **Mother** (*40 years old; warm, welcoming voice*): 'Hello, I'm Mrs Sidou.'

– **father** (*45 years old; warm, welcoming voice*): 'Hello, I'm Mr Sidou.'

– **Daughter 1** (*8 years old; warm, welcoming voice*): 'Hello, I'm Meriem Sidou.'

– **Brother** (*10 years old; warm, welcoming voice*): 'Hello, I'm Yassine Sidou.'

– **Daughter 2** (*3 years old; giggling voice*): 'Hello, I'm Lilia Sidou.'

– **All the family together**: 'Good bye!'

SCRIPT (activity 2/page 8) : *adult male or female voice*

– **'**Mrs Sidou.'

– **'**Mr Sidou.'

– **'**Meriem.'

– **'**Yassine.'

– **'**Lilia.'

SCRIPT (activity 3/page 9) :

1. (*Two primary schoolchildren's voices (one a boy, the other a girl) speaking at the same time in a friendly, cheerful voice):* **'Hello.'**

2. (*A primary schoolgirl's voice speaking in a friendly, cheerful voice):* **'Good bye.'**

SCRIPT (activity 5/page 10) :

– **Daughter 1** (***Meriem*** *Sidou – 8 years old; same voice as in script 3*): 'Hello, I'm Meriem. Meet my family.'

– **Grandmother Sidou** (*60 years old; warm, welcoming voice*): 'Hello, I'm the grandmother.'

– **Grandfather Sidou** (*70 years old; warm, welcoming voice*): 'Hello, I'm the grandfather.'

– **Mrs Sidou** (*40 years old; same voice as in script 3*): 'Hello, I'm the mother.'

– **Mr Sidou** (*45 years old; same voice as in script 3*): 'Hello, I'm the father.'

– **Brother** (***Yassine*** *Sidou – 10 years old; same voice as in script 3*): 'Hello, I'm the brother.'

– **Daughter 2** (***Lilia*** *Sidou – 3 years old; same giggling voice as in script 3*): 'Hello, I'm the sister.'

– **All the family together (cheerfully)**: 'Good bye!'

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SCRIPT (activity 6/page 10) :

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds: vowels & consonants):

– ‘ /æ/ ‘ … **5 seconds pause/silence**… ‘/b/ ‘ … **5 seconds pause/silence**… ‘/k/ ‘ … **5 seconds pause/silence**… ‘ /d/ ‘ … **5 seconds pause/silence**… ‘/e/ ‘ … **5 seconds pause/silence**… ‘/f/ ‘ … **5 seconds pause/silence**… ‘ /g/ ‘ … **5 seconds pause/silence**… ‘/h/ ‘ … **5 seconds pause/silence**… ‘/ɪ/ ‘ … **5 seconds pause/silence**… ‘ /ʤ/ ‘ … **5 seconds pause/silence**… ‘/k/ ‘ … **5 seconds pause/silence**… ‘/l/ ‘ … **5 seconds pause/silence**… ‘ /m/ ‘ … **5 seconds pause/silence**… ‘/n/ ‘ … **5 seconds pause/silence**… ‘/ɒ/ ‘ … **5 seconds pause/silence**… ‘ /p/ ‘ … **5 seconds pause/silence**… ‘/kw/ ‘ … **5 seconds pause/silence**… ‘/r/ ‘ … **5 seconds pause/silence**… ‘ /s/ ‘ … **5 seconds pause/silence**… ‘/t/ ‘ … **5 seconds pause/silence**… ‘/ʌ/ ‘ … **5 seconds pause/silence**… ‘ /v/ ‘ … **5 seconds pause/silence**… ‘/w/ ‘ … **5 seconds pause/silence**… ‘/ks/ ‘ … **5 seconds pause/silence**… ‘/j/ ‘ … **5 seconds pause/silence**… ‘/z/.

SCRIPT (activity 9/page 11) :

– **Miss Hind** (*25–30 years old; female English teacher; clear, warm voice*): ‘Hello, I’m Hind. What’s your name?’

– **Fennec** (*3 years old; main animal character in the book; cartoon-like funny voice*): ‘Hello. I’m Fennec.’

– **Robotkid** (*very young; robot character in the book; synthesised, robot-like voice but clear, comprehensible English!!! sounds excited, eager & in a hurry to answer the teacher*): ‘Beep! Beep! Hello. I’m Robotkid.’

SCRIPT (activity 11/page 12) :

Adult male or female voice speaking at a slow pace

‘zero’ … **5 seconds pause/silence**… ‘zero’ … **5 seconds pause/silence**…

‘one’ … **5 seconds pause/silence**… ‘one’ … **5 seconds pause/silence**…

‘two’ … **5 seconds pause/silence**… ‘two’ … **5 seconds pause/silence**…

‘three’ … **5 seconds pause/silence**… ‘three’ … **5 seconds pause/silence**…

‘four’ … **5 seconds pause/silence**… ‘four’ … **5 seconds pause/silence**…

‘five’ … **5 seconds pause/silence**… ‘five’ … **5 seconds pause/silence**…

‘six’ … **5 seconds pause/silence**… ‘six’ … **5 seconds pause/silence**…

‘seven’ … **5 seconds pause/silence**… ‘seven’ … **5 seconds pause/silence**…

‘eight’ … **5 seconds pause/silence**… ‘eight’ … **5 seconds pause/silence**…

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'nine' ... **5 seconds pause/silence**... 'nine' ... **5 seconds pause/silence**...

'ten' ... **5 seconds pause/silence**... 'ten'

SCRIPT (activity 12/page 13) :

SCENE 1:

Meriem and her brother Yassine (see scripts 3 & 6: keep the same voices) are sitting on a bench at the park, eating hamburgers.

– **Background Noises:** *Pupils hear ducks quacking in a nearby pond; birds chirping; far away voices & laughter of children playing in the park.*

– **Meriem** (*eating and laughing, finding the hamburger very delicious*): 'mmmmm!!!'

– **Yassine** (*eating and laughing with his sister, finding the hamburger very delicious*): 'mmmmm!!!'

SCENE 2:

– **Background Noises:** *Pupils hear the crackling, crunching sound of tree leaves under the shoes of someone getting closer to Meriem & Yassine, whose laughter is still heard: It's Tin Hinan coming towards the bench.*

(She's an old friend of Meriem's, but they haven't seen each other since last year when they first met in the Hoggar, after Meriem went there on holiday with her grandparents without Yassine, who hasn't met Tin Hinan yet. Tin Hinan is visiting her relatives in Algiers.)

– **Tin Hinan** (*9 year old Tuareg girl, surprised to see her friend Meriem*): 'Oh!....Meriem!!!'

– **Meriem** (*very surprised & happy to see her friend Tin Hinan. She stops eating and nearly yells out*): 'Oh!....Tin Hinan!!!'

– **Yassine** (*doesn't know what to do or say, so he goes*): 'Uh...uh...uh.'

SCENE 3:

– **Background Noises:** *laughter of joy & happiness of both girls; sounds of kissing.*

– Meriem (*hugging & kissing her friend in an excited, happy voice*): 'Hello, my friend.'

– **Tin Hinan** (*hugging & kissing her friend in an excited, happy voice*): 'Hello, my friend.'

SCENE 4:

– **Meriem** (*introducing her Tuareg friend to her brother*): 'This is my friend, Tin Hinan.'

SHORT PAUSE...Then:

– **Meriem** (*introducing her brother*): 'This is my brother.'

– **Yassine** (*very happy to meet Tin Hinan*): 'Hello, Tin Hinan. I'm Yassine.'

– **Tin Hinan** (*very happy to meet Yassine*): 'Hello, Yassine...' (***short pause/silence***) ... 'How old are you?'

– **Yassine** (*calculating mentally...*): 'Hmm... I'm ten.'

– **Tin Hinan** (*giggling*): 'I'm nine.'

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SCRIPT (activity 13/page 13) :

SCRAMBLED ORDER OF SCENES

SCENE 3

– **Background Noises:** *laughter of joy & happiness of both girls; sounds of kissing.*

– **Meriem** (*hugging & kissing her friend in an excited, happy voice*): 'Hello, my friend.'

– **Tin Hinan** (*hugging & kissing her friend in an excited, happy voice*): 'Hello, my friend.'

Pause/Silence 6 to 8 seconds

SCENE 1

Meriem and her brother Yassine (see scripts 3 & 6: keep the same voices) are sitting on a bench at the park, eating hamburgers.

– **Background Noises:** *Pupils hear ducks quacking in a nearby pond; birds chirping; far away voices & laughter of children playing in the park.*

– **Meriem** (*eating and laughing, finding the hamburger very delicious*): 'mmmmm!!!'

– **Yassine** (*eating and laughing with his sister, finding the hamburger very delicious*): 'mmmmm!!!'

Pause/Silence 6 to 8 seconds

SCENE 4

– **Meriem** (*introducing her Tuareg friend to her brother*): 'This is my friend, Tin Hinan.'

SHORT PAUSE...Then:

– **Meriem** (*introducing her brother*): 'This is my brother.'

– **Yassine** (*very happy to meet Tin Hinan*): 'Hello, Tin Hinan. I'm Yassine.'

– **Tin Hinan** (*very happy to meet Yassine*): 'Hello, Yassine...' (***short pause/silence***) ... 'How old are you?'

– **Yassine** (*calculating mentally...*): 'Hmm... I'm ten.'

– **Tin Hinan** (*giggling*): 'I'm nine.'

Pause/Silence 6 to 8 seconds

SCENE 2

– **Background Noises:** *Pupils hear the crackling, crunching sound of tree leaves under the shoes of someone getting closer to Meriem & Yassine, whose laughter is still heard: It's Tin Hinan coming towards the bench.*

(She's an old friend of Meriem's, but they haven't seen each other since last year when they first met in the Hoggar, after Meriem went there on holiday with her grandparents without Yassine, who hasn't met Tin Hinan yet. Tin Hinan is visiting her relatives in Algiers.)

– **Tin Hinan** (*9 year old Tuareg girl, surprised to see her friend Meriem*): 'Oh!....Meriem!!!'

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– **Meriem** (*very surprised & happy to see her friend Tin Hinan. She stops eating and nearly yells out*): 'Oh!....Tin Hinan!!!'

– **Yassine** (*doesn't know what to do or say, so he goes*): 'Uh...uh...uh.'

SCRIPT (activity 14/page 14) :

Meriem (*in a warm, cheerful voice*):

– 'Hello, I'm Meriem. I'm 8.'

– 'Tin Hinan is my friend. She's 9.'

– 'Lilia is my sister. She's 3.'

– 'Yassine is my brother. He's 10.'

SCRIPT (activity 17/page 15) :

Meriem (*in a warm, cheerful voice*):

– 'Hello, I'm Meriem. I live in Blida. I speak Arabic.'

– 'Meet my friends.'

– 'Tin Hinan lives in Bordj Badji Mokhtar. She speaks Tamazight, Arabic, English and French.'

– 'Bakir is 6. He lives in Beni Izguen. He speaks Tamazight and Arabic.'

– 'Lotfi is 7. He lives in Jijel. He speaks Arabic.'

SCRIPT (activity 18/page 15) :

Robotten (*in a metallic, robot-like voice but speaking clear, comprehensible English at a slow pace– different voice fron Robotkid's voice!*):

– 'Hello, I'm Robotten. I'm ten. I live in Algiers. I speak Arabic, English and French.'

8-10 SECONDS PAUSE/SILENCE... Then:

Robotten: 'This is my friend, Peter. He's eight. He lives in London. He speaks English.'

SCRIPT (activity 1/page 16) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds: vowels & consonants):

– ' /ɪ/ ' ... **5 seconds pause/silence**... '/ɪ / ' ... **5 seconds pause/silence**... '/ɪ / ' ... **5 seconds pause/silence**... (*short vowel /ɪ/ repeated 3 times*)

– 'six' ... **5 seconds pause/silence**... 'six' ... **5 seconds pause/silence**... 'six' ... **5 seconds pause/silence**...

– ' /ɪ / ' ... **5 seconds pause/silence**... '/ɪ / ' ... **5 seconds pause/silence**... '/ɪ / ' ... **5 seconds pause/silence**... (*short vowel /ɪ/ repeated 3 times*)

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– ‘sisters’ ... **5 seconds pause/silence**... ‘sisters’ ... **5 seconds pause/silence**... ‘sisters’ ... **5 seconds pause/silence**...

– ‘ /ɪ / ‘ ... **5 seconds pause/silence**... ‘/ɪ / ‘ ... **5 seconds pause/silence**... ‘/ɪ / ‘ ... **5 seconds pause/silence**... (*short vowel /ɪ/ repeated 3 times*)

– ‘six sisters’ ... **5 seconds pause/silence**... ‘six sisters’ ... **5 seconds pause/silence**... ‘six sisters’

SCRIPT (activity 2/page 16) : *Phonics*

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds):

Please, read the initial number before you read each word. thank you.

– ‘One’ ... **2 seconds pause/silence**... ‘Tick’ ... **5 seconds pause/silence**...

– ‘Two’ ... **2 seconds pause/silence**... ‘Arabic’ ... **5 seconds pause/silence**...

– ‘Three’ ... **2 seconds pause/silence**... ‘seven’ ... **5 seconds pause/silence**...

– ‘Four’ ... **2 seconds pause/silence**... ‘Listen’ ... **5 seconds pause/silence**...

– ‘Five’ ... **2 seconds pause/silence**... ‘ship’ ... **5 seconds pause/silence**...

– ‘Six’ ... **2 seconds pause/silence**... ‘four’ ... **5 seconds pause/silence**...

– ‘Seven’ ... **2 seconds pause/silence**... ‘fish’ ... **5 seconds pause/silence**...

– ‘Eight’ ... **2 seconds pause/silence**... ‘English’

SCRIPT (activity 3/page 16) : *Phonics*

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds):

– ‘six’ ... **5 seconds pause/silence**... ‘s’ ... **5 seconds pause/silence**... ‘i’ ... **5 seconds pause/silence**... ‘x’ ... **5 seconds pause/silence**...

– ‘six’ ... **5 seconds pause/silence**... /s/ ‘ ... **5 seconds pause/silence**... ‘/ɪ/ ‘ ... **5 seconds pause/silence**... ‘/ks/ ‘ ... **5 seconds pause/silence**...’ ‘six’

– ‘tick’ ... **5 seconds pause/silence**... ‘t’ ... **5 seconds pause/silence**... ‘i’ ... **5 seconds pause/silence**... ‘c’ ... **5 seconds pause/silence**... ‘k’

– ‘tick’ ... **5 seconds pause/silence**... /t/ ‘ ... **5 seconds pause/silence**... ‘/ɪ/ ‘ ... **5 seconds pause/silence**... ‘/k/ ‘ ... **5 seconds pause/silence**...’ ‘tick’

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MY SCHOOL

SCRIPT (activity 1/page 19) :

– **Lilia** (*Me*riem's little sister, in a curious voice): 'Hmm... What's this, Meriem?'

– **Meriem**: 'It's an eraser.'

– **Lilia** (*in the same curious voice*): 'And what's this, Meriem?'

– **Meriem**: 'It's a pen.'

– **Lilia** (*in a curious voice again*): 'Hmm... What's...'

– **Meriem**: 'It's a pencil, Lilia. Look, this is my schoolbag... And this is my tablet.'

SCRIPT (activity 2/page 19) : Adult male or female voice speaking at a slow pace

– 'tablet'

– 'table'

– 'chair'

– 'schoolbag'

– 'book'

– 'eraser'

– 'pen'

– 'pencil'

– 'coloured pencil'– 'crayon'

SCRIPT (activity 3 and 4/page 20) :

Adult male or female voice speaking at a slow pace

'red' ... **5 seconds pause/silence**... 'blue' ... **5 seconds pause/silence**... 'yellow' ... **5 seconds pause/silence**... 'green' ... **5 seconds pause/silence**... 'brown' ... **5 seconds pause/silence**... 'black' ... **5 seconds pause/silence**... 'white'

SCRIPT (activities 8 /page 22 and 10/page 23) : Adult male or female voice speaking at a slow pace

SCENE 1:

In the classroom: Fennec has lost some of his school objects and is looking for them. he's irritated, in a bad mood.

– **Background Noises:** *faint schoolchildren's noises from next door classrooms.*

– **Fennec** (*irritated*): 'Please, Katia, Where's my book of English?'

– **Katia** (*Fennec's 8-year-old classmate, sitting next to him, giggling*): 'hihihi!'

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– **Miss Hind, the teacher** (*see script activity 9-p. 11*): 'Look. It's **in** your bag!'

– **Fennec** (*embarassed*): 'Uhhh... Uhhh... Thank you, miss.'

– **Miss Hind, the teacher**: 'My pleasure!'

SCENE 2:

– **Background Noises:** *Noises made by Fennec looking for his eraser in his schoolbag.*

– **Fennec** (*irritated again*): 'Please, Katia, Where's my eraser?'

– **Katia** (*laughing at Fennec*): 'Look. It's on the table!'

– **Fennec** (*embarassed*): 'Uhhh... Uhhh... Thanks, Katia.'

– **Katia**: 'My pleasure, Fennec! You're my friend.'

SCENE 3:

– **Background Noises:** *creaking, squeaking noise made by a chair.*

– **Fennec** (*irritated again, talking loudly to himself*): 'Oh, Where's my pen?'

– **Robotkid**: 'What colour is it?'

– **Fennec** (*thinking*): 'Hmmm... It's red.'

– **Robotkid**: 'It's under your chair.'

– **Fennec** (*embarassed*): 'Uhhh... Uhhh... Thanks.'

– **Robotkid**:: 'My pleasure!'

SCENE 4:

– **Background Noises:** *Noises made by Fennec looking for his pencil in his schoolbag.*

– **Fennec** (*perplexed, talking loudly to himself*): 'Oh, no! Where's my pencil?'

– **Miss Hind, the teacher** (*calmly*): 'What's this, Fennec?'

– **Fennec** (*embarassed*): 'It's... Uhhh... It's a pencil, miss.'

– **Miss Hind**: 'What colour is it?'

– **Fennec** (*embarassed*): 'It's... Uhhh... It's green, miss.'

– **Fennec** (*suddenly realising it's HIS pencil*): 'Oh... Thank you, miss.'

– **Miss Hind, the teacher**: 'My pleasure!'

– **Background Noises:** *class laughter at Fennec's silliness.*

SCRIPT (activity 9/page 22) :

(Do the same as: activity 12/page 13)

Scrambled Order of Scenes

SCENE 2

– **Background Noises:** *Noises made by Fennec looking for his eraser in his schoolbag.*

– **Fennec** (*irritated again*): 'Please, Katia, Where's my eraser?'

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– **Katia** (*laughing at Fennec*): 'Look. It's on the table!'

– **Fennec** (*embarassed*): 'Uhhh... Uhhh... Thanks, Katia.'

– **Katia**: 'My pleasure, Fennec! You're my friend.'

Pause/Silence 6 to 8 seconds

SCENE 4

– **Background Noises:** *Noises made by Fennec looking for his pencil in his schoolbag.*

– **Fennec** (*perplexed, talking loudly to himself*): 'Oh, no! Where's my pencil?'

– **Miss Hind, the teacher** (*calmly*): 'What's this, Fennec?'

– **Fennec** (*embarassed*): 'It's... Uhhh... It's a pencil, miss.'

– **Miss Hind**: 'What colour is it?'

– **Fennec** (*embarassed*): 'It's... Uhhh... It's green, miss.'

– **Fennec** (*suddenly realising it's HIS pencil*): 'Oh... Thank you, miss.'

– **Miss Hind, the teacher**: 'My pleasure!'

– **Background Noises:** *class laughter at Fennec's silliness.*

Pause/Silence 6 to 8 seconds

SCENE 1

In the classroom: Fennec has lost some of his school objects and is looking for them. he's irritated, in a bad mood.

– **Background Noises:** *faint schoolchildren's noises from next door classrooms.*

– **Fennec** (*irritated*): 'Please, Katia, Where's my book of English?'

– **Katia** (*Fennec's 8-year-old classmate, sitting next to him, giggling*): 'hihihi!'

– **Miss Hind, the teacher** (*see script activity 9-p. 11*): 'Look. It's **in** your bag!'

– **Fennec** (*embarassed*): 'Uhhh... Uhhh... Thank you, miss.'

– **Miss Hind, the teacher**: 'My pleasure!'

Pause/Silence 6 to 8 seconds

SCENE 3

– **Background Noises:** *creaking, squeaking noise made by a chair.*

– **Fennec** (*irritated again, talking loudly to himself*): 'Oh, Where's my pen?'

– **Robotkid**: 'What colour is it?'

– **Fennec** (*thinking*): 'Hmmm... It's red.'

– **Robotkid**: 'It's under your chair.'

– **Fennec** (*embarrassed*): 'Uhhh... Uhhh... Thanks.'

– **Robotkid**:: 'My pleasure!'

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SCRIPT (activity 13/page 24) : Meriem's voice, speaking at a slow pace.

– 'Number one is my book of Arabic.'

– 'Number two is my book of maths.'

– 'Number three is my book of history and geography.'

– 'Number four is my book of science and technology.'

– 'Number five is my book of Islamic education.'

– 'Number six is my workbook of French.'

– 'Number seven is my book of civics.'

SCRIPT (activity 14/page 24) : Adult male or female voice.

– 'Arabic.'

– 'maths.'

– 'French.'

– 'history and geography.'

– 'science and technology.'

– 'civics'

– 'Islamic education.'

SCRIPT (activity 17/page 26) : Adult male or female voice.

– **Background Noises:** *school bell ringing the morning break... noises of children coming out of their classrooms and playing in school yard... These same noises continue during all the break, till the end of the script, but more faintly. Yassine is talking to his sister Meriem and Fennec. (please keep the same voices as in the previous scripts).*

– **Yassine**: 'Hello, Meriem. Hello, Fennec.'

– **Meriem and Fennec** (*together, in one voice*): 'Hello, Yassine'

– **Yassine**: 'Hmmm... When do you have Arabic, Meriem?'

– **Meriem**: 'On Monday and Wednesday. When do you have maths?'

– **Yassine**: 'Hmmm... On Tuesday and Thursday.'

– **Yassine**: 'And you, Fennec. When do you have English?'

– **Fennec** (*hastily, without thinking*): 'On Saturday.'

– **Meriem and Yassine** (*laughing at Fennec's silly answer*)

– **Fennec** (*correcting himself*): 'uhhh... uhhh... Sorry. I have English on Sunday.'

– **Background Noise:** *school bell ringing again.*

– **Yassine**: 'Good bye, Meriem. Good bye, Fennec.'

– **Meriem and Fennec** (*together, in one voice*): 'Good bye, Yassine.'

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SCRIPT (activity 1/page 27) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds: vowels & consonants):

– ‘ /ʌ/ ‘ ... **5 seconds pause/silence**... ‘/ʌ / ‘ ... **5 seconds pause/silence**... ‘/ʌ / ‘ ... **5 seconds pause/silence**... (*short vowel* / ʌ / *repeated 3 times*)

– ‘c**u**p’ ... **5 seconds pause/silence**... ‘c**u**p’ ... **5 seconds pause/silence**... ‘c**u**p’ ... **5 seconds pause/silence**...

– ‘ / ʌ / ‘ ... **5 seconds pause/silence**... ‘/ʌ / ‘ ... **5 seconds pause/silence**... ‘/ʌ / ‘ ... **5 seconds pause/silence**... (*short vowel* / ʌ / *repeated 3 times*)

– ‘r**u**g’ ... **5 seconds pause/silence**... ‘r**u**g’ ... **5 seconds pause/silence**... ‘r**u**g’ ... **5 seconds pause/silence**...

– ‘ / ʌ / ‘ ... **5 seconds pause/silence**... ‘/ʌ / ‘ ... **5 seconds pause/silence**... ‘/ʌ / ‘ ... **5 seconds pause/silence**... (*short vowel* / ʌ / *repeated 3 times*)

– ‘**u**nder’ ... **5 seconds pause/silence**... ‘**u**nder’ ... **5 seconds pause/silence**... ‘**u**nder’ ... **5 seconds pause/silence**...

– ‘ / ʌ / ‘ ... **5 seconds pause/silence**... ‘/ʌ / ‘ ... **5 seconds pause/silence**... ‘/ʌ / ‘ ... **5 seconds pause/silence**... (*short vowel* / ʌ / *repeated 3 times*)

– ‘A c**u**p **u**nder the r**u**g.’ ... **5 seconds pause/silence**... ‘A c**u**p **u**nder the r**u**g.’ ... **5 seconds pause/silence**... ‘A c**u**p **u**nder the r**u**g.’ ... **5 seconds pause/silence**...

SCRIPT (activity 2/page 27) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds):

Please, read the initial number before you read each word. thank you.

– ‘One’ ... **2 seconds pause/silence**... ‘d**u**ck’ ... **5 seconds pause/silence**...

– ‘Two’ ... **2 seconds pause/silence**... ‘b**u**s’ ... **5 seconds pause/silence**...

– ‘Three’ ... **2 seconds pause/silence**... ‘bed’ ... **5 seconds pause/silence**...

– ‘Four’ ... **2 seconds pause/silence**... ‘j**u**g’ ... **5 seconds pause/silence**...

– ‘Five’ ... **2 seconds pause/silence**... ‘blue’ ... **5 seconds pause/silence**...

– ‘Six’ ... **2 seconds pause/silence**... ‘tr**u**ck’ ... **5 seconds pause/silence**...

– ‘Seven’ ... **2 seconds pause/silence**... ‘pen’ ... **5 seconds pause/silence**...

– ‘Eight’ ... **2 seconds pause/silence**... ‘t**u**b’ ... **5 seconds pause/silence**...

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SCRIPT (activity 3 /page 27) : *Phonics*

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds):

– 'bus' ... **5 seconds pause/silence**... 'b' ... **5 seconds pause/silence**... 'u' ... **5 seconds pause/silence**... 's' ... **5 seconds pause/silence**...

– 'bus' ... **5 seconds pause/silence**... /b/ ' ... **5 seconds pause/silence**... '/ʌ/ ' ... **5 seconds pause/silence**... '/s/ ' ... **5 seconds pause/silence**...' 'bus'

– 'jug' ... **5 seconds pause/silence**... 'j' ... **5 seconds pause/silence**... 'u' ... **5 seconds pause/silence**... 'g' ... **5 seconds pause/silence**...'

– 'jug' ... **5 seconds pause/silence**... /dʒ/ ' ... **5 seconds pause/silence**... '/ʌ/ ' ... **5 seconds pause/silence**... '/g/ ' ... **5 seconds pause/silence**...' 'jug'

MY HOME

SCRIPT (activity 1 /page 30) :

Tin Hinan is visiting Meriem's house for the first time. Meriem is showing her around...

– **Background Noises:** *door bell ringing... Meriem's footsteps... door opens.*

– **Tin Hinan**: 'Hello, Meriem!'

– **Meriem**: 'Hello, my friend! Welcome in my home.'

– **Tin Hinan**: 'Wow! This is a beautiful garden!'

– **Meriem**: 'Oh, yes!'

– **Tin Hinan**: 'Your house is very big!'

– **Meriem**: 'Well... There are five bedrooms. There's a kitchen... hmm, there's a dining room... a living room... a bathroom... and a toilet, of course!' (*Meriem is giggling*)

– **Tin Hinan**: (*giggling, too.*)

SCRIPT (activity 2/page 30) : Adult male or female voice

– 'garden'

– 'bedroom'

– 'kitchen'

– 'dining room'

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– ‘living room’

– ‘bathroom’

– ‘toilet’

SCRIPT (activity 4/page 31) : Adult male or female voice

Please, read the initial number before you read each sentence. thank you.

– ‘ONE ... He’s sitting next to his sister.’

– ‘TWO ... He’s sitting opposite his sister.’

SCRIPT (activity 5/page 31) : Adult male or female voice

– ‘Meriem’s bedroom is opposite the bathroom.’ ..... 5 second pause/silence .....

– ‘The parents’ bedroom is next to the living room.’ ..... 5 second pause/silence .....

– ‘Yassine’s bedroom is next to the kitchen.’ ..... 5 second pause/silence .....

– ‘Lilia’s bedroom is opposite the grandparents’ bedroom.’ ..... 5 second pause/silence .....

– ‘Lilia’s bedroom is next to Meriem’s bedroom.’ ..... 5 second pause/silence .....

– ‘Meriem’s bedroom is opposite the bathroom.’ ..... 5 second pause/silence .....

SCRIPT (activity 12/page 34) :

Adult male voice, speaking at a slow pace.

– ‘Hello, **I**’m Robotten *... 2 second pause...* **I** live in a flat in Algiers *... 2 second pause...* In my flat, there are five bedrooms, *... 2 second pause...* a kitchen, *... 2 second pause...* a dining room, *... 2 second pause...* a living room *... 2 second pause...* and a bathroom. *... 2 second pause...* My bedroom is next to the kitchen.’

..... 5 second pause/silence .....
Child male voice

– ‘Hello, **I**’m Peter *... 2 second pause...* **I** live in a house in London *... 2 second pause...* In my house, there are four bedrooms *... 2 second pause...* a kitchen *... 2 second pause...* a living room *... 2 second pause...* a dining room *... 2 second pause...* and two bathrooms *... 2 second pause...* My bedroom is opposite the garden.’

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SCRIPT (activity 1/page 35) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds: vowels & consonants):

– ' /p/ ' ... **5 seconds pause/silence**... '/p/ ' ... **5 seconds pause/silence**... '/p/ ' ... **5 seconds pause/silence**... (*short vowel* / p / *repeated 3 times*)

– '**p**en' ... **5 seconds pause/silence**... '**p**en' ... **5 seconds pause/silence**... '**p**en' ... **5 seconds pause/silence**...

– ' / b / ' ... **5 seconds pause/silence**... '/b/ ' ... **5 seconds pause/silence**... '/b/ ' ... **5 seconds pause/silence**... (*short vowel* / b / *repeated 3 times*)

– '**b**ed' ... **5 seconds pause/silence**... '**b**ed' ... **5 seconds pause/silence**... '**b**ed' ... **5 seconds pause/silence**...

– ' / p / ' ... **2 seconds pause/silence**... '**p**en' ... **5 seconds pause/silence**...

– ' / b / ' ... **2 seconds pause/silence**... '**b**ed' ... **5 seconds pause/silence**...

– ' / p / '–' / b / ' ... **2 seconds pause/silence**... '**p**en' –'**b**ed' ... **5 seconds pause/silence**...

– 'A **p**en on the **b**ed.' ... **5 seconds pause/silence**... 'A **p**en on the **b**ed.' ... **5 seconds pause/silence**... 'A **p**en on the **b**ed.' ... **5 seconds pause/silence**...

SCRIPT (activity 2/page 35) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds):
Please, read the initial letter of the alphabet before you read each word. thank you.

– 'A' ... **2 seconds pause/silence**... '**p**ie' ... **5 seconds pause/silence**...

– 'B' ... **2 seconds pause/silence**... '**b**ye' ... **5 seconds pause/silence**...

– 'C' ... **2 seconds pause/silence**... '**p**ea' ... **5 seconds pause/silence**...

– 'D' ... **2 seconds pause/silence**... '**b**ee' ... **5 seconds pause/silence**...

– 'E' ... **2 seconds pause/silence**... '**p**ear' ... **5 seconds pause/silence**...

– 'F' ... **2 seconds pause/silence**... '**b**ear' ... **5 seconds pause/silence**...

– 'G' ... **2 seconds pause/silence**... '**p**ush' ... **5 seconds pause/silence**...

– 'H' ... **2 seconds pause/silence**... '**b**ush' ... **5 seconds pause/silence**...

– 'I' ... **2 seconds pause/silence**... '**p**ull' ... **5 seconds pause/silence**...

– 'J' ... **2 seconds pause/silence**... '**b**ull' ... **5 seconds pause/silence**...

– 'K' ... **2 seconds pause/silence**... '**p**in' ... **5 seconds pause/silence**...

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– ‘L’ ... **2 seconds pause/silence**... ‘**b**in’ ... **5 seconds pause/silence**...

SCRIPT (activity 3/page 35) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds):

Please, read the initial number before you read each word. thank you.

– ‘One’ ... **2 seconds pause/silence**... ‘**p**ie’ ... **5 seconds pause/silence**...

– ‘Two’ ... **2 seconds pause/silence**... ‘**p**ea’ ... **5 seconds pause/silence**...

– ‘Three’ ... **2 seconds pause/silence**... ‘**b**ear’ ... **5 seconds pause/silence**...

– ‘Four’ ... **2 seconds pause/silence**... ‘**p**ush’ ... **5 seconds pause/silence**...

– ‘Five’ ... **2 seconds pause/silence**... ‘**b**ull’ ... **5 seconds pause/silence**...

– ‘Six’ ... **2 seconds pause/silence**... ‘**p**in’ ... **5 seconds pause/silence**..

SCRIPT (activity 4 /page 35) : *Phonics*

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds):

– ‘pin’ ... **5 seconds pause/silence**... ‘p’ ... **5 seconds pause/silence**... ‘i’ ... **5 seconds pause/silence**... ‘n’ ... **5 seconds pause/silence**...

– ‘pin’ ... **5 seconds pause/silence**... /p/ ‘ ... **5 seconds pause/silence**... ‘/ɪ/ ‘ ... **5 seconds pause/silence**... ‘/n/ ‘ ... **5 seconds pause/silence**...’ ‘pin’

– ‘bin’ ... **5 seconds pause/silence**... ‘b’ ... **5 seconds pause/silence**... ‘i’ ... **5 seconds pause/silence**... ‘n’ ... **5 seconds pause/silence**...’

– ‘bin’ ... **5 seconds pause/silence**... /b/ ‘ ... **5 seconds pause/silence**... ‘/ɪ/ ‘ ... **5 seconds pause/silence**... ‘/n/ ‘ ... **5 seconds pause/silence**...’ ‘bin’ ... **5 seconds pause/silence**...

– /p/ ‘ ... **5 seconds pause/silence**...’ ‘pin’

– /b/ ‘ ... **5 seconds pause/silence**...’ ‘bin’

– /p/ - /b/ ‘ ... **5 seconds pause/silence**...’ ‘pin’ - ‘bin’

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MY PLAYTIME

SCRIPT (activity 1 /page 38) :

Lilia Sidou (3 years old) is showing her toys in her playroom to her Algerian little friend Rania (4 years old)...

– **Lilia**: 'This is my playroom, Rania.'

– **Rania** *(amazed)*: 'Wow! ... **2 seconds pause/silence**... What's this, Lilia?'

– **Lilia**: 'Where?'

– **Rania**: 'under the bed.'

– **Lilia**: 'Oh... It's a kite.'

– **Rania**: 'Hmmm... and what's this?'

– **Lilia**: 'Ah... It's a computer. I play video games with my sister Meriem .'

– **Rania**: 'And this?'

– **Lilia**: 'It's a robot.'

– **Rania** *(amazed)*: 'Wow! ... **2 seconds pause/silence**... What's your favourite toy, Lilia?'

– **Lilia** *(giggling)*: 'It's my doll.'

– **Rania**: (*giggling, too.*)

SCRIPT (activity 2/page 38) : Adult male or female voice

– 'kite'
– 'computer'
– 'robot'
– 'doll'
– 'ball'
– 'car'
– 'train'
– 'bike'

SCRIPT (activity 3 /page 39) :

– **Meriem**: 'What's your favourite toy, Yassine?'

– **Yassine**: 'It's my computer!'

– **Meriem**: 'And what's your favourite colour?'

– **Yassine**: 'It's blue!'

– **Lilia**: 'My favourite toy is my doll, and my favourite colour is yellow! ... **2 seconds pause/silence**... And you, Meriem? What's your favourite toy?'

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– **Meriem**: ‘It’s a kite!’

– **Yassine**: ‘And what’s your favourite colour?’

– **Meriem**: ‘Green! I love green!’

SCRIPT (activity 1/page 42) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds: vowels & consonants):

– ‘ /æ/ ‘ ... **5 seconds pause/silence**... ‘/æ / ‘ ... **5 seconds pause/silence**... ‘/æ/ ‘ ... **5 seconds pause/silence**... (*short vowel* / æ / *repeated 3 times*)

– ‘black’ ... **5 seconds pause/silence**... ‘black’ ... **5 seconds pause/silence**... ‘black’ ... **5 seconds pause/silence**...

– ‘ /æ/ ‘ ... **5 seconds pause/silence**... ‘/æ / ‘ ... **5 seconds pause/silence**... ‘/æ / ‘ ... **5 seconds pause/silence**... (*short vowel* / æ / *repeated 3 times*)

– ‘cat’ ... **5 seconds pause/silence**... ‘cat’ ... **5 seconds pause/silence**... ‘cat’ ... **5 seconds pause/silence**...

– ‘ /æ/ ‘ ... **5 seconds pause/silence**... ‘/æ / ‘ ... **5 seconds pause/silence**... ‘/æ/ ‘ ... **5 seconds pause/silence**... (*short vowel* / æ / *repeated 3 times*)

– ‘bag’ ... **5 seconds pause/silence**... ‘bag’ ... **5 seconds pause/silence**... ‘bag’ ... **5 seconds pause/silence**...

– ‘ /æ/ ‘ ... **5 seconds pause/silence**... ‘/æ / ‘ ... **5 seconds pause/silence**... ‘/æ/ ‘ ... **5 seconds pause/silence**... (*short vowel* / æ / *repeated 3 times*)

– ‘black cat’ ... **5 seconds pause/silence**... ‘black cat’ ... **5 seconds pause/silence**... ‘black cat’ ... **5 seconds pause/silence**...

– ‘ /æ/ ‘ ... **5 seconds pause/silence**... ‘/æ / ‘ ... **5 seconds pause/silence**... ‘/æ / ‘ ... **5 seconds pause/silence**... (*short vowel* / æ / *repeated 3 times*)

– ‘black bag’ ... **5 seconds pause/silence**... ‘black bag’ ... **5 seconds pause/silence**... ‘black bag’ ... **5 seconds pause/silence**...

– ‘ /æ/ ‘ ... **5 seconds pause/silence**... ‘/æ / ‘ ... **5 seconds pause/silence**... ‘/æ / ‘ ... **5 seconds pause/silence**... (*short vowel* / æ / *repeated 3 times*)

– ‘A black cat in a black bag.’ ... **5 seconds pause/silence**... ‘A black cat in a black bag.’ ... **5 seconds pause/silence**... ‘A black cat in a black bag.’ ... **5 seconds pause/silence**...

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SCRIPT (activity 2/page 42) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds):

Please, read the initial letter of the alphabet before you read each word. Thank you.

– 'A' ... **2 seconds pause/silence**... 'fish' ... **5 seconds pause/silence**...

– 'B' ... **2 seconds pause/silence**... 'hat' ... **5 seconds pause/silence**...

– 'C' ... **2 seconds pause/silence**... 'bat' ... **5 seconds pause/silence**...

– 'D' ... **2 seconds pause/silence**... 'dad' ... **5 seconds pause/silence**...

– 'E' ... **2 seconds pause/silence**... 'mum' ... **5 seconds pause/silence**...

– 'F' ... **2 seconds pause/silence**... 'apple' ... **5 seconds pause/silence**...

– 'G' ... **2 seconds pause/silence**... 'doll' ... **5 seconds pause/silence**...

– 'H' ... **2 seconds pause/silence**... 'rat' ... **5 seconds pause/silence**...

– 'I' ... **2 seconds pause/silence**... 'flat' ... **5 seconds pause/silence**...

– 'J' ... **2 seconds pause/silence**... 'bed' ... **5 seconds pause/silence**...

SCRIPT (activity 3 /page 42) : *Phonics*

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds):

– 'dad' ... **5 seconds pause/silence**... 'd ... **5 seconds pause/silence**... 'a' ... **5 seconds pause/silence**... 'd' ... **5 seconds pause/silence**...

– 'dad' ... **5 seconds pause/silence**... /d/ ' ... **5 seconds pause/silence**... '/æ/ ' ... **5 seconds pause/silence**... '/d/ ' ... **5 seconds pause/silence**...' 'dad'

– 'hat' ... **5 seconds pause/silence**... 'h' ... **5 seconds pause/silence**... 'a' ... **5 seconds pause/silence**... 't' ... **5 seconds pause/silence**...'

– 'hat' ... **5 seconds pause/silence**... /h/ ' ... **5 seconds pause/silence**... '/æ/ ' ... **5 seconds pause/silence**... '/t/ ' ... **5 seconds pause/silence**...' 'hat'

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MY PETS

SCRIPT (activity 1 /page 45) :

*Lilia Sidou (3 years old– same voice as in **script**: **activity 1/page 8)**), with her dad Mr Sidou, is at the pet shop to buy a pet...*

– **Background noises**: *Shop door opens, creaking... shop bell clinking... footsteps...*

– **Pet shop owner** *(50 year-old male, in a welcoming voice)*: 'Hello, sir! Hello, my little baby! Can I help you?'

– **Mr Sidou** *(same voice as in **script 1–page 8**)*: 'Hello, sir. We're looking for a pet.'

– **Pet shop owner**: 'Well, there are many pets here. There are dogs ... 2-second pause/silence... cats ... 2-second pause/silence... chicks ... 2-second pause/silence... canaries ... 2-second pause/silence...'

– **Lilia** *(in a surprised voice)*: 'Dad, what's this?'

– **Mr Sidou**: 'It's a goldfish.'

– **Lilia** *(in a surprised voice)*: 'It's very small!'

– **Pet shop owner** *(laughing)*: 'Just like you!'

– **Lilia** *(giggling)*: 'No, I'm a big girl!'

– **Mr Sidou & Pet shop owner** *(laughing)*

SCRIPT (activity 2/page 45) : Adult male or female voice

– 'dog'

– 'cat'

– 'chick'

– 'rabbit'

– 'canary'

– 'goldfish'

SCRIPT (activity 3/page 46) : Adult male or female voice reading at a slow pace, as always.

– 'The big dog is yellow.'

– 'The short snake is yellow.'

– 'The small dog is brown.'

– 'The long snake is brown.'

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SCRIPT (activity 6/page 47) : Adult male or female voice reading at a slow pace, as always.

– 'The small yellow fish has got small fins.'

– 'The big blue fish has got big fins.'

– 'The small brown cat has got a short tail.'

– 'The big black cat has got a long tail.'

SCRIPT (activity 7 /page 47) :

A boy and a girl are talking. Both are 9 years old ...

– **Boy**: 'Have you got a pet, Nora?'
– **Girl**: 'yes, I have.'
– **Boy**: 'What is it?'
– **Girl**: 'It's a rabbit.'
– **Boy**: 'What colour is it?'
– **Girl**: 'It's white ... 2-second pause/silence... Have you got a pet, Nabil?'
– **Boy**: 'No, I haven't but I like pets!'

SCRIPT (activities 8/page 47 and 10/page 48) :

SCENE 1:

In the classroom

– **Background Noises:** *Pupils hear the teacher's footsteps on the floor.*
– **Miss Hind, the teacher** (please keep the same voices – *see* ***script activity 9-p. 11***): 'Tell me, Kamel, have you got a pet?'
– **Kamel** (*9 year old pupil*): 'Yes, I have.'
– **Miss Hind, the teacher**: 'What is it?'
– **Kamel**: 'It' a canary, Miss. It has got short yellow feathers.'
– **Miss Hind, the teacher**: 'Sit down, Kamel. Thank you.'
– **Kamel**: 'You're welcome, Miss.'

SCENE 2:

– **Background Noises:** *Pupils hear the teacher's footsteps on the floor, moving towards another pupil.*
– **Miss Hind, the teacher** : 'Let's see ... hmmm .... Katia. Have you got a pet?'
– **Katia** (*shyly*): 'No, I haven't.'
– **Miss Hind, the teacher**: 'It's all right, Katia. Sit down. Thank you.'
– **Katia** (*shyly*): 'You're welcome ... Miss.'

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SCENE 3:

– **Background Noises:** *Pupils hear the teacher's footsteps on the floor, moving towards another pupil.*

– **Miss Hind, the teacher** : 'hmmm .... Tell me, Robotkid. Have you got a pet?'

– **Robotkid**: 'Yes. I have a small fennec. A baby fennec. It has got a small tail and long ears.'

– **Class** *(laughing quietly*)

– **Miss Hind, the teacher** *(giggling*): 'Sit down, Robotkid. Thank you.'

– **Robotkid** *(giggling*): 'My pleasure.'

SCENE 4:

– **Background Noises:** *Pupils hear the teacher's footsteps on the floor, moving towards another pupil.*

– **Miss Hind, the teacher**: 'And you, Fennec? Have you got a pet?'

– **Fennec** (*slurping, sounding hungry and excited*): 'Oh, yes, miss. I've got three small chicks!'

– **Background Noises:** *class laughter at Fennec's visible hunger.*

– **Miss Hind** (*warning*): 'Be kind to your chicks, Fennec!'

– **Fennec** (*embarassed*): 'Uhhh... Yes, miss ... Uhhh... Of course, miss ... I **love** chicks!'

– **Background Noises:** *class and teacher's laughter at Fennec's last statement*

SCRIPT (activity 9/page 48) :

Scrambled Order of Scenes

SCENE 3

– **Background Noises:** *Pupils hear the teacher's footsteps on the floor, moving towards another pupil.*

– **Miss Hind, the teacher** : 'hmmm .... Tell me, Robotkid. Have you got a pet?'

– **Robotkid**: 'Yes. I have a small fennec. A baby fennec. It has got a small tail and long ears.'

– **Class** *(laughing quietly*)

– **Miss Hind, the teacher** *(giggling*): 'Sit down, Robotkid. Thank you.'

– **Robotkid** *(giggling*): 'My pleasure.'

Pause/Silence de 6 to 8 seconds

SCENE 4

– **Background Noises:** *Pupils hear the teacher's footsteps on the floor, moving towards another pupil.*

– **Miss Hind, the teacher**: 'And you, Fennec? Have you got a pet?'

– **Fennec** (*slurping, sounding hungry and excited*): 'Oh, yes, miss. I've got three small chicks!'

– **Background Noises:** *class laughter at Fennec's visible hunger.*

– **Miss Hind** (*warning*): 'Be kind to your chicks, Fennec!'

– **Fennec** (*embarassed*): 'Uhhh... Yes, miss ... Uhhh... Of course, miss ... I **love** chicks!'

– **Background Noises:** *class and teacher's laughter at Fennec's last state*

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Pause/Silence de 6 to 8 seconds

SCENE 1

In the classroom

– **Background Noises:** *Pupils hear the teacher's footsteps on the floor.*

– **Miss Hind, the teacher** (please keep the same voices – *see* ***script activity 9-p. 11***): 'Tell me, Kamel, have you got a pet?'

– **Kamel** (*9 year old pupil*): 'Yes, I have.'

– **Miss Hind, the teacher**: 'What is it?'

– **Kamel**: 'It' a canary, Miss. It has got short yellow feathers.'

– **Miss Hind, the teacher**: 'Sit down, Kamel. Thank you.'

– **Kamel**: 'You're welcome, Miss.'

Pause/Silence de 6 to 8 seconds

SCENE 2

– **Background Noises:** *Pupils hear the teacher's footsteps on the floor, moving towards another pupil.*

– **Miss Hind, the teacher** : 'Let's see ... hmmm .... Katia. Have you got a pet?'

– **Katia** (*shyly*): 'No, I haven't.'

– **Miss Hind, the teacher**: 'It's all right, Katia. Sit down. Thank you.'

– **Katia** (*shyly*): 'You're welcome ... Miss.'

SCRIPT (activity 1/page 49) : ***Phonics***

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds: vowels & consonants):

– ' /ɒ/ ' ... **5 seconds pause/silence**... '/ɒ/ ' ... **5 seconds pause/silence**... '/ɒ / ' ... **5 seconds pause/silence**... (*short vowel* / ɒ / *repeated 3 times*)

– 'd**o**g' ... **5 seconds pause/silence**... 'd**o**g' ... **5 seconds pause/silence**... 'd**o**g' ... **5 seconds pause/silence**...

– ' / ɒ / ' ... **5 seconds pause/silence**... '/ɒ / ' ... **5 seconds pause/silence**... '/ɒ / ' ... **5 seconds pause/silence**... (*short vowel* / ɒ / *repeated 3 times*)

– 'd**o**ll' ... **5 seconds pause/silence**... 'd**o**ll' ... **5 seconds pause/silence**... 'd**o**ll' ... **5 seconds pause/silence**...

– ' / ɒ / ' ... **5 seconds pause/silence**... '/ɒ / ' ... **5 seconds pause/silence**... '/ɒ / ' ... **5 seconds pause/silence**... (*short vowel* / ɒ / *repeated 3 times*)

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– ‘got’ ... **5 seconds pause/silence**... ‘got’ ... **5 seconds pause/silence**... ‘got’ ... **5 seconds pause/silence**...

– ‘ / ɒ / ‘ ... **5 seconds pause/silence**... ‘/ɒ / ‘ ... **5 seconds pause/silence**... ‘/ɒ / ‘ ... **5 seconds pause/silence**... (*short vowel* / ɒ / *repeated 3 times*)

– ‘long’ ... **5 seconds pause/silence**... ‘long’ ... **5 seconds pause/silence**... ‘long’ ... **5 seconds pause/silence**...

– ‘ / ɒ / ‘ ... **5 seconds pause/silence**... ‘/ɒ / ‘ ... **5 seconds pause/silence**... ‘/ɒ / ‘ ... **5 seconds pause/silence**... (*short vowel* / ɒ / *repeated 3 times*)

– ‘The dog and the doll have got long hair.’ ... **5 seconds pause/silence**... ‘The dog and the doll have got long hair.’ ... **5 seconds pause/silence**... ‘The dog and the doll have got long hair.’ ... **5 seconds pause/silence**...

SCRIPT (activity 2/page 49) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds):

Please, read the initial letter of the alphabet before you read each word. Thank you.

– ‘A’ ... **2 seconds pause/silence**... ‘stop’ ... **5 seconds pause/silence**...

– ‘B’ ... **2 seconds pause/silence**... ‘bus’ ... **5 seconds pause/silence**...

– ‘C’ ... **2 seconds pause/silence**... ‘knot’ ... **5 seconds pause/silence**...

– ‘D’ ... **2 seconds pause/silence**... ‘hot dog’ ... **5 seconds pause/silence**...

– ‘E’ ... **2 seconds pause/silence**... ‘pot’ ... **5 seconds pause/silence**...

– ‘F’ ... **2 seconds pause/silence**... ‘boat’ ... **5 seconds pause/silence**...

– ‘G’ ... **2 seconds pause/silence**... ‘frog’ ... **5 seconds pause/silence**...

– ‘H’ ... **2 seconds pause/silence**... ‘lamb’ ... **5 seconds pause/silence**...

– ‘I’ ... **2 seconds pause/silence**... ‘box’ ... **5 seconds pause/silence**...

– ‘J’ ... **2 seconds pause/silence**... ‘fox’ ... **5 seconds pause/silence**...

SCRIPT (activity 3/page 49) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds):

– ‘stop’ ... **5 seconds pause/silence**... ‘s’ ... **5 seconds pause/silence**... ‘t’ ... **5 seconds pause/silence**... ‘o’ ... **5 seconds pause/silence**... ‘p’ ... **5 seconds pause/silence**...

– ‘stop’ ... **5 seconds pause/silence**... /s/ ‘ ... **5 seconds pause/silence**... ‘/t/ ‘ ... **5 seconds pause/silence**... ‘/ɒ/ ‘ ... **5 seconds puse/silence**...’ /p/ ... **5 seconds pause/silence**... ‘stop’

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– ‘frog’ ... **5 seconds pause/silence**... ‘f’ ... **5 seconds pause/silence**... ‘r’ ... **5 seconds pause/silence**... ‘o’ ... **5 seconds pause/silence**...’ ‘g’ ... **5 seconds pause/silence**...

– ‘frog’ ... **5 seconds pause/silence**... /f/ ‘ ... **5 seconds pause/silence**... ‘/r/ ‘ ... **5 seconds pause/silence**... ‘/ɒ/ ‘ ... **5 seconds pause/silence**...’ /g/ ‘ ... **5 seconds pause/silence**...’ ‘frog’

– ‘fox’ ... **5 seconds pause/silence**... ‘f’ ... **5 seconds pause/silence**... ‘o’ ... **5 seconds pause/silence**... ‘x’ ... **5 seconds pause/silence**...’

– ‘fox’ ... **5 seconds pause/silence**... /f/ ‘ ... **5 seconds pause/silence**... ‘/ɒ/ ‘ ... **5 seconds pause/silence**... ‘ /ks/ ‘ ... **5 seconds pause/silence**...’ ‘fox’

SCRIPT (activity 4/page 49) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds):

Please, read at a slow pace, respecting the 2-second pauses, as indicated. Thank you.

– ‘A fox pops out of a box.’ ... **2 seconds pause/silence**... ‘He stops two frogs...’ ... **2 seconds pause/silence**... ‘from eating two hot dogs...’ ... **2 seconds pause/silence**... ‘on top of the rocks...’ ... **2 seconds pause/silence**...

MY FANCY BIRTHDAY

SCRIPT (activity 1 /page 52) :

It’s Meriem Sidou’s birthday. The mother, the little sister (Lilia-3 years old) and Meriem are busy preparing for the fancy party, putting drinks, sweets, etc. on the brass tray or traditional ‘sni’, in their traditional Andalusian style living room...

– **Background noises**: *spoons, forks clinking... footsteps...*

– **Mrs Sidou/Mother** *(same voice as in SCRIPT: **activity 1/page 8**)*: ‘Is everything ready, Meriem?’

– **Meriem (*sounding very excited*)** *(same voice as in SCRIPT: **activity 1–page 8**)*:

‘Well... I think so, mum... Hmm... Here’s the birthday cake ... 2-second pause/silence... the spoons ... 2-second pause/silence... forks ... 2-second pause/silence... knives ... 2-second pause/silence... glasses ... 2-second pause/silence... sweets ... 2-second pause/silence... and juice. ’

... 3-second pause/silence...

– **Lilia**: ‘How old are you today, Meriem?’

– **Meriem (*sounding very happy*)**: ‘Well... I’m eight! I’m a big girl!’

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... 3-second pause/silence...

– **Lilia**: 'What colour is your birthday cake?'

– **Meriem (*sounding very happy*)**: 'It's pink, Lilia. Pink's my favourite colour!'

– **Lilia**: 'Oh! I love this colour!'

SCRIPT (activity 2/page 52) : Adult male or female voice

– 'candle'

– 'cake'

– 'sweet'

– 'juice'

– 'spoon'

– 'fork'

– 'knife'

– 'plate'

– 'glass'

SCRIPT (activity 3/page 53) : Adult male or female voice

– 'He got **9** on the English test ... 2-second pause/silence... He's **happy**.'

– 'She got **5** on the English test ... 2-second pause/silence... She's **sad**.'

SCRIPT (activity 7/page 55) : Adult male or female voice

– 'Colour his small ears yellow.'

– 'Colour his small eyes blue.'

– 'Colour his big lips and mouth red.'

– 'Colour his big nose green.'

– 'Colour his small cheeks pink.'

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SCRIPT (activity 8/page 56) : Adult male or female voice speaking at a slow pace

Please read each initial letter of the alphabet, before you read each word. Thank you.

– '**A.** a mouth.'

– '**B.** an eye.'

– '**C.** a nose.'

– '**D.** an ear.'

– '**E.** a face.'

– '**F.** a tree.'

– '**G.** an ant.'

– '**H.** an orange.'

– '**I.** an umbrella.'

– '**J.** an iron.'

SCRIPT (activity 1: part 1/page 58) : *Phonics*

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds: vowels & consonants):

– ' /e/ ' ... **5 seconds pause/silence**... '/e / ' ... **5 seconds pause/silence**... '/e / ' ... **5 seconds pause/silence**... (*short vowel* / e / *repeated 3 times*)

– 'ten' ... **5 seconds pause/silence**... 'ten' ... **5 seconds pause/silence**... 'ten' ... **5 seconds pause/silence**...

– ' /e/ ' ... **5 seconds pause/silence**... '/e / ' ... **5 seconds pause/silence**... '/e / ' ... **5 seconds pause/silence**... (*short vowel* / e / *repeated 3 times*)

– 'red' ... **5 seconds pause/silence**... 'red' ... **5 seconds pause/silence**... 'red' ... **5 seconds pause/silence**...

– ' /e/ ' ... **5 seconds pause/silence**... '/e / ' ... **5 seconds pause/silence**... '/e / ' ... **5 seconds pause/silence**... (*short vowel* / e / *repeated 3 times*)

– 'pen' ... **5 seconds pause/silence**... 'pen' ... **5 seconds pause/silence**... 'pen' ... **5 seconds pause/silence**...

– ' /e/ ' ... **5 seconds pause/silence**... '/e / ' ... **5 seconds pause/silence**... '/e / ' ... **5 seconds pause/silence**... (*short vowel* / e / *repeated 3 times*)

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– ‘ten red pens.’ ... **5 seconds pause/silence**... ‘ten red pens.’ ... **5 seconds pause/silence**... ‘ten red pens.’ ... **5 seconds pause/silence**...

SCRIPT (activity 2/page 58) : *Phonics*

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds):

Please, read the initial letter of the alphabet before you read each word. Thank you.

– ‘a’ ... **2 seconds pause/silence**... ‘pet’ ... **5 seconds pause/silence**...

– ‘b’ ... **2 seconds pause/silence**... ‘hen’ ... **5 seconds pause/silence**...

– ‘c’ ... **2 seconds pause/silence**... ‘can’ ... **5 seconds pause/silence**...

– ‘d’ ... **2 seconds pause/silence**... ‘bed’ ... **5 seconds pause/silence**...

– ‘e’ ... **2 seconds pause/silence**... ‘cat’ ... **5 seconds pause/silence**...

– ‘f’ ... **2 seconds pause/silence**... ‘jet’ ... **5 seconds pause/silence**...

SCRIPT (activity 3 /page 58) : Phonics

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds):

– ‘pet’ ... **5 seconds pause/silence**... ‘p’ ... **5 seconds pause/silence**... ‘e’ ... **5 seconds pause/silence**... ‘t’ ... **5 seconds pause/silence**...

– ‘pet’ ... **5 seconds pause/silence**... /p/ ‘ ... **5 seconds pause/silence**... ‘/e/ ‘ ... **5 seconds pause/silence**... ‘/t/ ‘ ... **5 seconds pause/silence**... ‘pet’

– ‘bed’ ... **5 seconds pause/silence**... ‘b’ ... **5 seconds pause/silence**... ‘e’ ... **5 seconds pause/silence**... ‘d’ ... **5 seconds pause/silence**...’

– ‘bed’ ... **5 seconds pause/silence**... /b/ ‘ ... **5 seconds pause/silence**... ‘/e/ ‘ ... **5 seconds pause/silence**... ‘/d/ ‘ ... **5 seconds puse/silence**...’ ‘bed’

– ‘jet’ ... **5 seconds pause/silence**... ‘j’ ... **5 seconds pause/silence**... ‘e’ ... **5 seconds pause/silence**... ‘t’ ... **5 seconds pause/silence**...’

– ‘jet’ ... **5 seconds pause/silence**... /dʒ/ ‘ ... **5 seconds pause/silence**... ‘/e/ ‘ ... **5 seconds pause/silence**... ‘ /t/ ‘ ... **5 seconds puse/silence**...’ ‘jet’

SCRIPT (activity 4 /page 58) : Phonics

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds):

– ‘ten’ ... **5 seconds pause/silence**... ‘tan’

– ‘pen’ ... **5 seconds pause/silence**... ‘pan’

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– ‘pet’ ... **5 seconds pause/silence**... ‘pat’

– ‘bed’ ... **5 seconds pause/silence**... ‘bad’

SCRIPT (activity 5/page 59) : *Phonics*

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds):

Please, read the initial letter of the alphabet before you read each word. Thank you.

– ‘A’ ... **2 seconds pause/silence**... ‘gem’ ... **5 seconds pause/silence**...

– ‘B’ ... **2 seconds pause/silence**... ‘pan’ ... **5 seconds pause/silence**...

– ‘C’ ... **2 seconds pause/silence**... ‘net’ ... **5 seconds pause/silence**...

– ‘D’ ... **2 seconds pause/silence**... ‘bag’ ... **5 seconds pause/silence**...

– ‘E’ ... **2 seconds pause/silence**... ‘tent’ ... **5 seconds pause/silence**...

– ‘F’ ... **2 seconds pause/silence**... ‘ant’ ... **5 seconds pause/silence**...

SCRIPT (activity 6: part 2/page 59) : *Phonics*

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds: vowels & consonants):

– ‘ /f/ ‘ ... **5 seconds pause/silence**... ‘/f / ‘ ... **5 seconds pause/silence**... ‘/f / ‘ ... **5 seconds pause/silence**... (*short vowel* / f / *repeated 3 times*)

– ‘fan’ ... **5 seconds pause/silence**... ‘fan’ ... **5 seconds pause/silence**... ‘fan’ ... **5 seconds pause/silence**...

– ‘ /v/ ‘ ... **5 seconds pause/silence**... ‘/v / ‘ ... **5 seconds pause/silence**... ‘/v / ‘ ... **5 seconds pause/silence**... (*short vowel* / v / *repeated 3 times*)

– ‘van’ ... **5 seconds pause/silence**... ‘van’ ... **5 seconds pause/silence**... ‘van’ ... **5 seconds pause/silence**...

– ‘ / f / ‘ ... **2 seconds pause/silence**... ‘fan’ ... **5 seconds pause/silence**...

– ‘ / v / ‘ ... **2 seconds pause/silence**... ‘van’ ... **5 seconds pause/silence**...

– ‘ / f / ‘–‘ / v / ‘ ... **2 seconds pause/silence**... ‘fan’ –‘ van’ ... **5 seconds pause/silence**...

– ‘A fan on a van.’ ... **5 seconds pause/silence**... ‘A fan on a van.’ ... **5 seconds pause/silence**... ‘A fan on a van.’ ... **5 seconds pause/silence**...

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SCRIPT (activity 7 /page 60) : Phonics

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds):

– 'fat' ... **5 seconds pause/silence**... 'f' ... **5 seconds pause/silence**... 'a' ... **5 seconds pause/silence**... 't' ... **5 seconds pause/silence**...'

– 'fat' ... **5 seconds pause/silence**... /f/ ' ... **5 seconds pause/silence**... '/æ/ ' ... **5 seconds pause/silence**... '/t/ ' ... **5 seconds puse/silence**...' 'fat'

– 'vat' ... **5 seconds pause/silence**... 'v' ... **5 seconds pause/silence**... 'a' ... **5 seconds pause/silence**... 't' ... **5 seconds pause/silence**...'

– 'vat' ... **5 seconds pause/silence**... /v/ ' ... **5 seconds pause/silence**... '/æ/ ' ... **5 seconds pause/silence**... '/t/ ' ... **5 seconds puse/silence**...' 'vat'

– 'fest' ... **5 seconds pause/silence**... 'f' ... **5 seconds pause/silence**... 'e' ... **5 seconds pause/silence**... 's' ... **5 seconds pause/silence**...' 't' ... **5 seconds pause/silence**...'

– 'fest' ... **5 seconds pause/silence**... /f/ ' ... **5 seconds pause/silence**... '/e/ ' ... **5 seconds pause/silence**... '/s/ ' ... **5 seconds puse/silence**...' /t/ ' ... **5 seconds puse/silence**... 'fest'

– 'vest' ... **5 seconds pause/silence**... 'v' ... **5 seconds pause/silence**... 'e' ... **5 seconds pause/silence**... 's' ... **5 seconds pause/silence**...' 't' ... **5 seconds pause/silence**...'

– 'vest' ... **5 seconds pause/silence**... /v/ ' ... **5 seconds pause/silence**... '/e/ ' ... **5 seconds pause/silence**... '/s/ ' ... **5 seconds puse/silence**...' /t/ ' ... **5 seconds puse/silence**... 'vest'

SCRIPT (activity 8 /page 60) : Phonics

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds):

– 'fast' ... **5 seconds pause/silence**... 'vast'

– 'fat' ... **5 seconds pause/silence**... 'vat'

– 'fest' ... **5 seconds pause/silence**... 'vest'

SCRIPT (activity 9/page 60) : *Phonics*

Adult male or female voice speaking at a slow pace (with very good pronunciation of English sounds):

Please, read the initial letter of the alphabet before you read each word. Thank you.

– 'a' ... **2 seconds pause/silence**... 'fast'

– 'b' ... **2 seconds pause/silence**... 'vest'

– 'c' ... **2 seconds pause/silence**... 'fin'

– 'd' ... **2 seconds pause/silence**... 'vet'

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– ‘e’ ... **2 seconds pause/silence**... ‘fat’

– ‘f’ ... **2 seconds pause/silence**... ‘vat’

SCRIPT (activity 10/page 60) : *Phonics*

Adult male or female voice speaking at a slow pace(with very good pronunciation of English sounds):

Please, read the two sentences at a very slow pace, marking short pauses between each group of words as indicated by the forward slashes. Thank you.

– *‘one* ... **2 seconds pause/silence**... A fat vet / felt fine / under the vine.’

– *‘two* ... **2 seconds pause/silence**... A ferry sails / very fast / on the vast sea.’

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