BILINGUAL TEACHER TALK IN MALTESE SECONDARY CLASSROOMS

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Appendix 1: Lesson transcripts

1i: List of lessons

1ii: Transcription conventions

1iii: Note
### List of lessons

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<td>Lesson A</td>
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Note: All Junior Lyceums have a population of about 1,500 students. The Boys' private school has a population of about 500 students.
11: Transcription conventions

normal mostly used language
bold lesser used language
underline reading a text in Maltese
**bold/underline** reading a text in English when the lesson is in Maltese
*(italics/underline)* researcher's comments
fresh line for each new turn
T: teacher speaks
L: learner (unidentified) speaks
Ls: learners (unidentified) speak together
TL: overlapping in the speech of the teacher and a learner
TLs: overlapping in the speech of the teacher and the learners
O: observer speaks
I: intruders (outsiders) speak
... dots represent pauses (number of dots roughly relate to length of pause, roughly one dot per second).
() unidentified speech
Note

The term 'alright' in English, spelt here in Maltese as 'orrajt' is used by teachers in both Maltese and English. In the transcriptions it is considered an English word if it is embedded within English speech, and a Maltese word if it is used within Maltese speech. Similarly, the word 'cheque' (see lesson D) is spelt in English when it is used in English speech, and 'čekk' when it is embedded in Maltese speech. The term 'o.k.' and names of people and places have not been assigned to any language.
Lesson A

(noise while class settles down)

1 L: ħadtuļi posti

2 T: āra you can move your tables. ressqhonom fīt () issa take out your files () ējja hurry up come on. u ējja come on sit down ()

3 now. ējja () now today we're going to talk. about. money management. orrajt. the money that. comes into the home. and the money. that. we spend. issa. when we talk about money. what is important for us. to do. let's say the money that comes into the family. to the home. .. mela budgeting. it is important that we will be able. to manage. our money properly. issa and how can we. manage. how can we budget our money. how can we say that. we are doing good budgeting we are managing our money well. how. .. issa. when can we really say that we are. budgeting well. our money

4 L: ()

5 T: mela we should. save up. some money. for the time. when we come in need of it. what else

6 L: ()

7 T: it should be well. distributed. mela. let me tell you what we are going to do. first of all we are going to see. what money. orrajt. can come. into the family. issa we are going to consider let's take an average. kind of family. orrajt. where there is the mother. the father. and two young children. sewwa. the mother. the father. and two young children. and only the father works. issa what is the money. that will be. coming. into this family. .. issa. what do we have. .. āra try to imagine your own situation at home. if only your father works. from where. do you get your money.

8 L: from the father

9 T: mela from the father's wage. from the father's job. what else

10 L: part-time job

11 T: it could be there could be a part time job issa let's forget for a while haw the part-time job what else

12 L: children allowances

13 T: children's allowance. what else

14 L: bonus

15 T: bonus .. and if the mother does not work and the father. does. not have a very high salary. a very good wage

16 L: they can work both

17 T: imma let's forget let us imagine there are still young children. and the mother doesn't work for now

18 L: l-allowance tal-mara

19 T: ehe there is an allowance for the mother who doesn't work. hux veru. and you'll know how much is that
two pounds a week. melahas put down this. ara let's take the
income. the family income (writes on b/b) melaghmlu l-father's
wage. orrajt. issa let's take. the average type of family orrajt
how much do you know how much is. the the minimum wage
it is thirty-five. melahas let's say. thirty-five issa that is the
minimum wage. issa it could be that the father can get a little bit
more because he may do. shift work or. he might have been
working in that post for quite a long time orrajt. he might have
extra allowances. now. what the father brings home. is it all.
the wage that he earns
no
no there will be deductions hux veru. and what are these
deductions
tax
income tax. it could be income tax. issa if he doesn't earn a lot
he doesn't pay income tax. orrajt. with thirty-five pounds. a
week. but what other deductions .. what else
il-kontijlet tad-dawl u ta' l-lma
le le dik we are talking about the wage. the money that he gets
home. ara. we have to pay income tax and something else
()
le isa
insurance
national insurance. national insurance. which makes good for
sickness benefit. when the father is sick. when the person is
sick. he will be paid. orrajt. melahas after deduction. melahas mill-
gross. the whole sum of money. that he earns. is called the
gross. sum of money. the gross. wage. orrajt. but we do not
get. all that. home. even. when you start to work now. you do
not get all the money that you earn. some deductions will be
made for. income tax. which is called payee. because it is
deducted. either every week. or every fortnight. it depends how
you get paid. or every month. and. we have to pay. ghanda
il-contributions. for the national insurance. sewwa. in-national
insurance so that when we are sick. we will. receive. the wage
just the same. orrajt. issa the national insurance if you work.
with somebody else let's say you work in an office. with the
government. if you work. in a factory. if you work. with other
people orrajt. you will pay half of it. and the other half will be
paid by the. employer. orrajt. people who are. self-employed
who work on their own let's say. who are shopkeepers or who
have. factories who work on their own orrajt. they have to pay
the whole contribution of the national insurance. melahas. we are
going to talk now. about the money. that the father. takes home
. and let's say it is. we say it is thirty-five (writes on b/b) thirty-five issa what else. do we get. issa you have mentioned
94 Ls: children's allowance
95 T: children's allowance (writes on b/b) issa jekk huma ghandhom
96 two children. sewwa. le two children ghandhom about. eighty
97 or eighty-one. sewwa. and it is every three months. mela jekk
98 ażna naghmluha. division by three. because we are going to
99 consider the. wage. the money. that we have each month
100 orrajt. kemm tği eighty-one division by two come on work it out
101 L: one three
102 L: twenty-seven
103 T: twenty-. seven. twenty-seven (writes on b/b) orrajt. now what
104 else. you have mentioned the mother's allowance. which is
105 Ls: two pounds
106 T: two pounds. eight pounds. mela tği eight pounds. issa din
107 multiply by. four orrajt. because that thirty-five pounds it's in a
108 week. mela qhandna-l-mother's allowance. because she doesn't
109 work. and. we have. to include. the bonus. orrajt. issa how
110 much is the bonus
111 L: one four o
112 L: thirty-five
113 L: one four o
114 T: issa the bonus. how much is the bonus. ghandna fifty-eight.
115 every six months. and then we've got another thirteen. work it
116 out. thirteen plus. fifty-eight
117 L: ()
118 T: and then you have to divide it by. six
119 L: twenty
120 T: let's let's put it. listen let's get it to a round figure. let's say
121 seventy-two orrajt. division by six it will be. twelve pounds hux
122 veru. mela we are going to add. all this up. orrajt. qhandna.
123 zero. seven and eight. and two. tği
124 Tls: seventeen
125 T: seventeen pounds. seven eight. the total is. one eight seven.
126 orrajt. we've got a total income. of one eight seven. issa this
127 sum of money. has to be distributed. on all the important items
128 that the family needs for a whole month. issa we are going to
129 see. together what is the expenditure of the family. on what do
130 we spend. money. orrajt. mela ha naghmlu hekk issa. family
131 (writes on b/b) now. what. do we have to keep in mind. what do
132 we have to pay. whether we like it or not
133 L: light
134 L: electricity
135 T: besides food. something. something which is more let's say
136 important you have to pay it whether you like it or not
137 Ls: water and electricity
mela water and electricity issa let's say listen that this family orrajt
yes this family does not

change of tape

t: hux veru . ejja niehdudu let's take one . so that . we will be on the
average side . let's take a flat . which can be lended haw rented
by people from the government . and we can say that the
average rent is . what

l: fifteen

l: sixty-seven

l: twenty-eight

l: twenty-eight . or even

l: a year . mela mhux twenty

l: ahdna qeqhda forty-five kull tlett xhur . forty-five

t: kull tlett xhur forty-five every six months x'iktar . ara let's
take it . ejja nghidu l-average . orrajt . because . there are . flats
who are rented for sixty pounds a year others . who are rented .
for seventy pounds a year . for eighty . for ninety . over hundred
. orrajt . mela let's take the one in between . let's take one over
ninety orrajt ejja nghidu . ninety-six halli jkollna a round figure .
ninety-six and we will be . on the average side . sewwa . ninety-
six per year . mela every month how much money do we have to
keep aside for the rent . division by . isa . ninety-six ... how much

ls: ()

t: twelve times eight ninety-six minn fejn gibniha ninety-two eh ...
mela for the rent of the house (writes on b/b) issa what else do
we have to pay

l: eh l-electricity

t: water . and electricity .. issa t-telephone we'll take we'll take them
one by one . how much do you pay fis-sena . you will be living in
a flat . orrajt we are living in a flat . let's take this family . living in
a flat . it wouldn't be too big hux vera . it wouldn't be . very often
. too cold . therefore we won't need . any heaters . in winter .
sewwa . imma if it is a flat which is sheltered it's different than if
you are living in a house . orrajt . which is . quite large and the
rooms are big . and they are more cold . let's say you make use
only of one heater . very often you will use it in the bathroom only
nineteen pounds

l: how much will it be you have a water geyser . orrajt

dak kull kemm jiği Miss il-kont

t: every quarter . every four months

l: ahdna twenty

l: xi thirty-five żgur

l: twenty-five

l: how much

l: ahdna fuq it-tletin lira

l: imma x'ghandkom what appliances do you have
washing machine

washing machine. you don't use any heaters

geyser

fridge geyser insomma

let's take it ara listen girls

u l-kuker

u l-heater dejjem mişgħul

electric mela le mela it should let's take it over twenty orrajt that's why

le imm'ahna

imma do you have a large house

ehe aħna kbira imm'ahna ma nahlux ħafna elettriku l-aħnar

wieħed li ġiena

(speak simultaneously)

imma ejja nghidu hekk if it is a small flat you are not going to use up . listen if you don't use . orrajt . if you don't use a lot of heaters sewwa . and . you don't have the cooker which works with electricity let's say . you use gas for cooking . orrajt . you have just . a water heater . a water geyser . orrajt . a normal type of refrigerator . let's say that there isn't a very large freezer because very often there won't be . enough space for a freezer . in the kitchen of a flat . orrajt . and you have shops which are very . near very close . and you can quite easily go and do . the shopping orrajt . mela . the mother is at home . there is no need for her to prepare a lot of food . from beforehand orrajt . therefore she's not all that in need of the freezer . she just have a normal type of refrigerator . the water geyser . and the washing . machine . orrajt . mela let's say it will be about . twenty pounds .

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twenty-four let's make it twenty-four. water *(writes on b/b)* and electricity. comes to six pounds. *issa* what else

they have a telephone let's say that they have a telephone because the majority of the people have a telephone

*issa* what else

*issa* listen. yes. it's true. *mela* how much phone calls

*issa* only the mother will be at home. and when the father returns from work. how much phone calls do you think that this family will make

*issa* in the average. range of hundred. orrajt

*issa* how much. is it

*issa* let's say there is one. orrajt one television set. *mela* twelve pounds it is twelve. therefore we have to pay
276 L: xi lira fix-xahar
277 T: one pound orrajt. issa what else. they own a car. orrajt
278 Ls: ()
279 T: mela they own a car. listen. they have to pay what
280 L: il-licenzja
281 L: tal-karozza
282 T: the insurance
283 L: car licence
284 T: the insurance. and the licence. issa the licence. is. fourteen.
285 pounds. a year. issa let's say they have the average type. of
286 car. not a very expensive one. orrajt. let's say. do you know
287 how much your father pays for the insurance of the car
288 Ls: ()
289 T: hm
290 L: haw Miss imma skond kif tkun
291 T: it depends. let's say. the average. listen. let's say it's the
292 average type of car not the very luxurious type orrajt. because
293 the more expensive the car is. the more insurance you have to
294 pay orrajt. .. let's say we take it twenty twenty-five. insurance ..
295 orrajt. mel'ara we've got. listen. fourteen. for the licence
296 L: twenty
297 T: and twenty. five sewwa. issa biex ngi round figure
298 L: aghmilha twenty-six
299 T: eija naghmluha din twenty-six orrajt so that it will be. forty. orrajt
300 . issa division by. twelve. .. how much
301 L: three u point four hu
302 T: eija naghmluha three fifty ahna (writes on b/b) naqtghuha fid-drít
303 orrajt ... mela car ... licence and insurance ... issa what else do
304 we need
305 L: il-petrol
306 T: issa il-petrol we'll talk about that later orrajt. issa for cooking .
307 what do we need
308 Ls: gas
309 T: we have a gas cooker mela gas. let's say the average family hux
310 veru one cylinder a month
311 L: wiehed fix-xahar
312 T: and it will come up to two
313 TLS: fifty
314 T: mela. let's add these up ... we've got nine nine and six
315 L: twelve
316 T: fifteen. fifteen and. five. twenty
317 L: twenty-six
318 T: twenty-five twenty-six ... issa. we've got other important items as
319 well sewwa .. which we have to pay .. issa we are going to . put
320 these. in the order of importance. sewwa. mela number one .
321 next to these what does it come
including il-food hu

food issa orrajt ... ara listen. let's mention the items on which we spend. the rest of the money and then we'll try to divide them orrajt. we'll try to budget. the sum of money that we have. mela we have food. what else do we need

L: medicine
L: medicines
T: medicine
L: clothes
T: clothes.
are very important...

let's mention the items on which we spend. the rest of the money and then we'll try to divide them orrajt. we'll try to budget. the sum of money that we have.

mela detergents. let's call them detergents and soap issa when we say detergents we include. toilet soap orrajt. scouring creams detergents. clothes. food what else .. isa. on what do you spend money. one of you has mentioned medicine hux veru. medicine. medicine goes with doctor issa. it could be they would make use of the polyclinic hux vera as well. if we can't afford to get our own doctor. what else. on what do you spend money.

personal
T: personal belongings ... ha nhalluha fitit
ir-rigali
T: presents. issa. something else which is more important than presents. if the father owns a car what does he need
ehm petrol
T: petrol .. sewwa listen. mela .. Nathalie. let's say it's money for transport. sewwa. let's call it transport (writes on b/b) what else transport you have mentioned. presents (writes on b/b) issa ...
what else .. the family. come on girls. let's say during the weekend the family need to
go out together mela. they spend money on what on let's call it entertainment orrajt or during their free time they spend money on entertainment (writes on b/b)
Miss
T: issa. we have. we can mention something else girls. let's say
L: savings
T: savings which are important as well. let's say. every now and again. you want to buy. something let's say. a piece of furniture. an appliance for the home. sewwa. and you don't want to pay for it. all at one go. in cash. you want to pay for it. by instalments
L: bin-nifs
T: sewwa. you want to buy it by instalments. mela we can. allot a sum of money. it could be small sewwa. every month. but. in a year it will amount. to quite a sum of money. to buy. let's say
either furniture or appliances on higher purchase when we buy by instalments when we pay by instalments we can say that we are going to buy on higher purchase moraj melo we are going to allow a sum of money for higher purchase what else we can include savings moraj can you think of something else if the children go to school melo what do they need

L: kotba
T: stationery and if they buy a newspaper at home sewwa they need money every day as well melo let's call it stationery writes on b/b melo let's come to this melo how much money do we spend on food in a week melo let's divide by this

L: skond x'tiekol
T: ghalhekk let's divide it like this we think in terms of meat how much money do we spend it's a family of four where there are two young children meat

L: skond x'ha tixtri hu
L: eh skond
T: melo you're we have said listen we have said at the beginning of the lesson that good management depends on our ability to live within our means melo if I don't have if I can't afford to spend a lot of money can I buy expensive food every day

Ls: no
T: no I can't hux vera melo ghandna the mother and the father and two young children they need meat x'ha naraw the items that we buy every week meat

L: potatoes
T: vegetables and fruits
L: preserves
T: sewwa vegetables and fruits eh
L: the bread
T: eh bread and food from the grocery sewwa if we take them separately this is the way that we buy food hux vera ghandna meat fruits and vegetables bread and food from the grocery melo how much are we going to spend on meat let's work this out

L: twelve
T: no twelve is too much
L: seba' liri
T: for a family of four
L: meat
T: meat seven pounds six pounds
L: thali e'zatti e'zatti ghalihom
T: imma listen it doesn't mean that we have to abide by these sums of money moraj every morning or every week she will take out a piece of paper and look at the sum of money that
she has to spend hux veru but by practice it's the same way
when you do the preparation sheet here orrajt does your
mother do a time plan in order to prepare your meals and do
the housework and keep the home clean and take care of
your clothes and everything of the whole house no because
she will be experienced sewwa but at the beginning it's a
good thing that you sit down you plan things and you think
about the fuq the items which are important for you on which
to spend money sewwa issa mela on meat you have said
how much
414 L: ħames liri
415 T: five six pounds orrajt let's put it down to six pounds issa you
can put it down on your sheet of paper ejja ghandna six
416 pounds on meat issa what else on fruits vegetables bread
417 and groceries
418 L: bread tielt liri
419 T: no we are talking issa din maghluha every week imbaghad
we will multiply it orrajt
420 L: tielt liri ħobż
421 T: so that we will not be mixed up
422 L: xi tielt liri ħobż
423 L: five pounds
424 T: mela mhux five pounds
425 L: f'gimgha
426 T: f'gimgha kollox everything
427 Ls: ghaxar liri
428 T: ghandna fruits and vegetables
429 L: eh mela bilt-frott ukoll
430 T: kollox
431 L: twenty-five intihomlha jen
432 T: tghidlek thankyou
433 L: xi ghoxrin lira
434 T: kemm
435 L: xi ghoxrin lira
436 T: imma it doesn't mean that you are going to store up food sewwa
the food that you are going to use during the week
437 L: nonfqu mitt lira
438 T: ejja nghidu twenty pounds w inkunu naħseb quite reasonable
439 . ghax ghandek fruits and vegetables sewwa and where there
440 are young children children eat a lot of veg fruits sewwa
441 milk which is important and the other all it incorporates all
442 the other food items orrajt let's put it down to twenty twenty
443 plus the meat li tiği twenty-six issa twenty-six times four six
444 fours twenty-four two fours are eight and two ten one 0 four
445 a month so when you go home go and ask your mother
446 L: marret kolha l-paga
460 T: qed taraw. how much money do we spend on food. when you
461 go home go and ask your mother. how much money does she
462 spend. on food. issa clothes. issa if you are going to spend.
463 listen. so much money on food. can we afford to spend a lot of
464 money on clothes
465 Ls: no
466 T: with this sum of money
467 Ls: no
468 T: no hux vera. issa. since the mother issa let's take this situation
469 . the mother is at home orrajt. she doesn't work mela what can
470 she do. if she is wise enough and clever
471 Ls: thit hi
472 T: she can make her own clothes and the clothes. for her children
473 . sewwa. eq you have to do something. if you can't afford ready
474 made clothes. you have to do something. mela. how much or
475 else you have to find. another job. mela how much money can
476 we spend on clothes. in a month. issa it doesn't mean. that
477 every month. you are going to buy a dress for yourself. or for
478 the children. sewwa
479 L: ()
480 T: issa with clothes. let's include shoes as well. orrajt. with clothes
481 . we are going
482 L: tletin lira
483 T: le tletin lira it will be too much
484 L: tletin lira ikollok
485 T: drapp perhaps underwear
486 L: tajtisjiet. lira fil-ġimgħa
487 T: 'ma she doesn't go out every day to work. orrajt
488 L: ()
489 T: how much are we going to
490 L: eight pounds
491 T: eight pounds ftit let's take fifteen average let's put it down to
492 Ls: ()
493 T: imma you can't afford to spend let's say thirty pounds on a pair
494 of boots orrajt if you earn that sum of money only. issa
495 detergents
496 L: xi ħames liri
497 T: detergent for the washing of clothes toilet soaps. washing up
498 liquid
499 L: ħmistax-il lira
500 T: le ħmistax-il lira too much. she don't spend. no you don't waste
501 all that much
502 L: sitt liri
503 T: five six pounds. no. on what. on detergents
504 L: mela xi ħames liri fil-ġimgħa
505 T: it's too much imma .. but you don't use it all
506 L:  hãsil ta' l-art
507 T:  imma let's say you buy . listen
508 L:  xi ftit izjed żgur ta'lii
509 T:  let's say you buy . a large packet of detergent . sewwa . it will last
510 you for a whole month sewwa . and how much is a large packet
511 of detergent
512 L:  xi
513 T:  you can buy . one for three pounds . and four pounds . imbâgnad
514 it depends how much you can afford sewwa . mela let's say six
515 pounds for detergents . medicine
516 Ls:  ()
517 L:  mela sa toqghod timrad kull ġimgħa
518 T:  mhux sa toqghod timrad kull ġimgħa
519 L:  imma t-tfal żgħar ma jimirdux
520 T:  iva imma not every week () how much are we going to allow for
521 medicine . let's say
522 L:  tiatt liri
523 T:  three four pounds . it will be enough . right .. issa . transport . yes
524 (interruption - a student knocks on door, enters, speaks briefly to the
525 teacher and then goes out again)
526 T:  mela . transport come on . the father owns a car . how much
527 money does he need for petrol
528 L:  hãmes liri fil-ġimgħa
529 T:  five pounds . it's very reasonable mela . transport five pounds .
530 u ż-żgur
531 L:  hãmes liri fil-ġimgħa
532 T:  twenty-five
533 Ls:  qas ħa sservi
534 L:  ġejja bid-dejn
535 L:  dik bid-dejn
536 T:  eqq we have to reduce
537 L:  forsi ma jkollokx presents
538 (at this stage of the lesson the learners got very excited because they
539 realized that the budget they had planned for the fictitious family was
540 unbalanced - they were going to spend more money than they were
541 going to earn, and so they all started to talk excitedly at the same time)
542 T:  no let's say orrajt listen twenty pounds too much in a month that
543 sum of money
544 (interruption)
545 T:  listen girls ejj'issa ħa nkomplu
546 Ls:  ()
547 T:  no twenty pounds will be too much . let's say . if we can't afford
548 five pounds a week . if he can't afford to use his car . to go to
549 work . he has to use the public transport . orrajt
550 (the observer was asked to leave the class by an outsider)
551 T:  (asks observer if she were leaving) sejra inti
O:  thankyou very much

(bell rings marking the end of the lesson - end of tape-recording)
Lesson B

T: min ma kienx haw isib il-page eh tippruvawha w tikkupjawha 
tajkom ħafna notes nhar il-ġimgħa. Mela l-ewwel se ntikom l-
answers .. kellna page forty-four .. exercise five point one eight
tajjeb mela page forty-four number three l-answer hija seven point
two centimetres jew inkella seven and one fifth min ġabba fraction
.. number four hundred eighty centimetres squared .. issa
nagħmiż l-correction wara orrajt .. exercise five point one b
number five hija four metres .. u number eight hija hundred and
eight metres ... page forty-nine .. kellkom imbaghad exercise five
point two a number one .. four point .. four six centimetres ..
number two three point six six centimetres .. exercise five point
two b number one .. hija .. hundred and fifty four centimetres..
issa ha nibdew il-fractions orrajt .. five point one a .. number three
ta' four .. hands up min ghandu bżonn number three .. three u four
mela ejja naqrarwa naqra mħabba l-language .. issa number three
iridha xi ħadd

L: le il-four

T: il-four .. orrajt hands up min irid il-four .. orrajt mela ehm Daniela
jekk jogħġbok aqralli l-four ... mela ma ġibtux il-ktieb Daniela

L: ila haw qiegħed

T: mel ithnu hi ma jimpurtax ... page forty-four

L: (reads from textbook in English) A picture is surrounded by a
frame which is one centimetre () find the area of the square

T: orrajt mela hawnhekk ġhanda eh l-istorja ta' stampa u frame ..
issa ha nibdew hekk .. eh il-frame irid ikbar mill-istampa jew

L: ikbar

T: ikbar orrajt issa oqoghdu attenti biex nagħmiżluha wara (draws on
b/b) mela din hija l-picture tagħna .. orrajt forty-eight centimetres
by forty .. u il-frame qiegħed fuq barra ġhaddej in-naħa ta' barra
orrajt .. tghidu dan il-frame tagħna .. u il-frame qalilna li minn
kullimkien huwa l-istess .. minn haw s'ħaw huwa wiesa' kemm

Ls: one centimetre

T: one centimetre u minn haw s'ħaw

Ls: one centimetre

T: one centimetre ukoll .. issa .. aħna rridu nsibu l-area tal-frame l-
area tal-frame hija din li qed nixxejdjalkom eh jien .. dik
s'hemmhekk fihmiha .. x'irrid nagħmel jiena biex insib l-area tal-
frame

Ls: l-area tal-frame minus

L: minus

Ls: l-area ta' ġewwa

L: l-area ta' barra

T: ġewwa

L: minus l-area ta' ġewwa
46 T: minus tajeb . issa . l-area ta' ġewwa mhix problema għax il-qisien.
47 Ls: jikbru jew jikbru jikbru.
48 T: jikbru . issa . jekk hawnhekk huwa forty-eight . orrajt.
49 Ls: fifty.
50 T: mel'haw barra sa jiġi fifty centimetres . fehemni ġiża . huwa forty.
51 L: fifty.
52 T: mel'haw barra sa jiġi fifty centimetres . fehemni ġiża . mel'ha li jekk hawnhekk forty-eight.
53 Ls: forty-two.
54 T: times fifty centimetres.
55 Ls: times fifty centimetres.. zero five twos are ten.
56 L: (reads from textbook in English) a box of volume ninety centimetres cubed.
57 T: issa has a square carpet symmetrically placed in it . il-carpet.
58 Ls: five sides equal.
59 T: kollox indaq ġhandi a square room.
60 Ls: five sides equal.
61 T: kollox indaq ġhandi a square room.
62 Ls: five sides equal.
63 T: kollox indaq ġhandi a square room.
64 Ls: five sides equal.
65 T: kollox indaq ġhandi a square room.
66 Ls: five sides equal.
67 T: kollox indaq ġhandi a square room.
68 L: (reads from textbook in English) a box of volume ninety centimetres cubed.
69 T: le le exercise five point one b.
70 L: (reads from textbook in English) a square room has a square.
71 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
72 T: le le exercise five point one b.
73 L: (reads from textbook in English) a square room has a square.
74 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
75 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
76 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
77 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
78 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
79 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
80 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
81 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
82 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
83 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
84 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
85 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
86 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
87 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
88 T: izżgar Marica support qegħdin attenti u ma nitkbu.x . orrajt din ukoll ġiża square qed nimmarka is-sides jiena . ħall ma nitgerfixx ġħandna . eh this leaves the area uncovered of nine metres squared mela ġhandi l-biċċa t'hawnhekk . uncovered . taqblu mieghi.
92 T: u kemm hija din
93 Ls: nine metres squared
94 T: orrajt nine metres squared maħduma. ara ma tiġdux l-iżball li
tghidu three by three. dik m'għandhiex x'taqsam aħna tinsewxi.
95 biex ġibna dik l-area. biex ġibna dik l-area x'għamilna
96
97 Ls: ()
98 T: orrajt il-šbirra minus iż-żgħira u hekk. l-istess din in-nine. dik bl-
istess mod irridu ngibuh ma nistax ngħid three by three
99 għax hija square. għax naħseb hemm kien l-iżball tagħkom. issa
100 and the area of the whole room hija twenty-five. metres square
101. l-area tal-kamra kollha hija din ta' barra. orrajt. di t'haw. hija
twenty-five metres square. jekk nafu l-area ta' barra ara dik iva
102 nista' nista' nsib kemm huwa s-side. iva kif Frances għidilna
103 tagħmilha square root
104 L: very good għax dan l-isquare root
105 L: għax għandha l-erba' sides indaqs
106 T: għax għandha l-erba' sides indaqs. mela din għidna l-area
tagħha huwa length times breadth. imma aħna nafu li l-length
107 huwa daqs il-breadth. mela di daqs li kieku għandna length to
108 the power of two. biex insibu. wieħed minnu dan. ngħidu li
109 length huwa. square root ta' twenty-five metres squared. li jiġi
110 five
111 T: five metres. mela din hija five u hawhekk kemm huwa
112 Ls: five
113 T: orrajt kullimkien huwa five. issa. aħna rridu nsibu. l-area tat-
tapit. nafu l-area ta' barra. ma kellinx bżonnu ta' dak il-five imma
dan aħna exercise qed nagħ'mlu nafu l-area tal-kamra kollha. u
114 nafu l-area t'haw. nistgħu nsibu l-area tal-carpet
115 Ls: minus
116 T: orrajt nagħmlu minus mela attenti ħa nghid area. of room ..
equals twenty-five metres square għax maħduma. area
117 uncovered. x'tigifieri uncovered
118 Ls: mikxufa
119 T: orrajt hija nine metres square. mela jekk nagħ'mlu minus. insibu
120 x'hiex
121 Ls: area of the carpet
122 T: area of carpet. mela area. of carpet. that's right. equals sixteen
123 metres square. issa huwa talabna l-area tal-carpet
124 Ls: le
125 T: le x'talabna
126 Ls: il-length
127 T: il-length mela il-length huwa
128 Ls: sixteen division by two
129 T: għaliex division by two
130 L: by four
131 T: lanqas division by four
square root

L: square root . il-length huwa daqs il-breadth tal-carpet .
kumbinazzjoni tiği hekk . imma dik kumbinazzjoni oqoghdudu attenti

T: eh . mela l-length huwa daqs il-breadth . u l-area hija sixteen

metres square . Charmaine dak li għidna għat-twenty-five . irrid

nibqa' nghidu għal kull ḡaqqa li hija square . mela l-length huwa l-

isquare root ta' sixteen metres square u tiği

L: four

T: four metres ehm kumbinazzjoni Charmaine veru tiği l-istess għax

jekk nagħmilha division by two u nerqa' nagħmilha division by two

. imma dik mhix tajba ta . immaġina l-isquare root ta' thirty-six inti

. x'innhu l-isquare root ta' thirty-six

L: six

T: six u thirty-six division by four

L: nine

T: sixteen huwa l-uniku wiehed illi jekk nagħmi maltu division by four

jew insibu l-isquare root tiegħu . tiği l-istess . qegħdin niftiehmu

jien mhux hekk għamiltha u ġietni tajba

T: issa halli nara x'għamilt mellissa ara min għandu jikkopja malajr

ħalli nkomplu l-correction . imma ħa nara x'għamilt eh għax jista'

jkn .. le ħażina

L: ħażina

T: u ż-żgur li ħażina .. ma tistax tagħmel in-nine division by four . ma

tinħadimx hekk . jekk għamilthta division by four dik mhix tajba

(silence in class as learners copy sum from the b/b onto their

booklets)

T: Nathalie inti kont lestejt minnhom

L: ()

T: qed tikkupjawhom hu

L: ()

T: le issa t-tests nagħmilhom ()

(silence in class as learners copy sum from the b/b onto their

booklets)

T: xi ġralek

L: dik x'innhi

T: uncovered . area uncovered

L: thankyou

(silence)

T: lesti girls nistgħu inkomplu

Ls: le

T: di t'hawnhekk minn hawnhekk lesti minnha kulħadd

Ls: ehe

T: (silence while a learner rubs off the b/b)

T: nlestu eh . orrajt hands up min irid number eight

T: Romina aqralna inti number eight

L: (learner reads sum from textbook) a room five metres by four by
three metres high () what length of paper is required
meta nghidu a room is to be papered . ažna forsi ma tantx
naghmlu hekk imma x'tifhmu biha

T: tiksih

188 T: tkun ha tiksi . fejn ha nikiṣu

189 L: il-hajt

T: il-hajt orrajt ha naghmlulu l-wall paper . issa tiftakru area of walls
kif insibuha

192 L: ()

T: is a kif

194 L: perimeter

T: perimeter . ma studajtux ta . dawn l-affarijiet bil-fors tridu tkunu
tafuhom bl-amment inkella ma taslux (writes on b/b) mela area of
walls . huwa perimeter times height . issa . fakkruni perimeter kif
issibu

199 L: length plus breadth times two

T: length plus breadth times two gha dan huwa () ha nha ſarsu lejn il-
measurements li ghandna . hawnhekk qailina illi . il-kamra hija
five metres . by four metres . mela five u four jiği

203 L: nine

T: nine metres . times two jiği

205 L: eighteen

T: eighteen metres . times il-height u l-height huwa

207 L: three metres

T: three metres . u l-answer jiği fifty-four metres squared u daqshekk
għandibżonn jiena . orrajt issa . eh hu qailina li il-karta hija fifty
centimetres wide . mela għandi problema għax il-fifty centimetres
211 . mhx one metre . sewwa . issa . one metre . orrajt kemm fiha
centimetres

213 L: hundred

T: mela one metre . fih hundred centimetres u ažna l-karta rridu
naghmluha fifty centimetres wiesgha . sewwa mela ažna fifty
x'għandu x'jaqṣam mal-hundred

217 L: nosfu

T: nosfu mel allura hawnhekk irridu

219 L: id-doppju

T: id-doppju tieghu . meta nžitu libsa ažna . ma tafux min jitkellem
fuq jekk hux wiesa' tant jew tant u dejjem nghidu rridu nieħdu d-
doppju . skond il-wisa' li jkollok issa . fifty kulhadd jinduna li huwa
nofs il-hundred hux veru . mela . jien biex naghmel il . biex
nikkaverja kullimkien . irrid id-doppju . tal-fifty centimetres square
of fifty metre square mela . orrajt irrid naghmlu times two ghal dir-
раğuni pero di importanti eh . illi tridu tiftakruha din . għax dak
huwa l-half a metre . mela għalhekk għamilna times two kieklu flok
fifty kienet twenty-five centimetres il-karta tagħna

229 L: times four
T: orrajt oqoghdu attenti biex inkun naf kemm għandi bżonn jiena

wall paper u f'dal-każ tiġi one o eight metres square

(teacher writes on b/b - silence while learners copy sums from b/b)

T: orrajt issa mbaqgħad ġejna fuq circle area of circle hu u perimeter
tas-circle .. five point two a .. one u two irriduhom

Ls: ehe

T: yes

L: jien gietni bil-half in-number one . ġiet fifty-four il-five over eleven

Ls: anke jien
tajjeb u jien ġhīdtilkom . il-whole number qabillek

L: ehe

T: ġħax intom tafu li mħabba l-five . orrajt . f'dal-każ hija tajba . dik
in-number one ġhīdli Romina

L: iva

T: sewwa number two . number two . issa (reads from textbook) the
area of a circle is forty-two centimetres squared find the radius .
area of circle kif insibuha x'inhli l-formula

Ls: pi r squared

T: area of circle hija pi r squared . issa tiftakru mela biddilna il iċ-
changes of the soltu formula orrajt mela ġhīdna radius squared
equals pi r squared division by five ġħax pi u pi jinaqtgu hux
veru . issa . biex insib radius waħdu x'nagħmel . issa l-opposite ta'
square din

Ls: square root

T: x'inhlu

Ls: square root

T: square root ta' area over pi issa aħna qalilna li l-area huwa forty-
two . forty-two metres square . eh pi ma qalilinx kemm hu forty-
two x'tindunaw li kienet

Ls: (/)

T: orrajt it-table tas-seven mela l-aħjar li pi nużaha twenty-two all
over seven imma jekk ma nagħmilx hekk xorta tiġi tajba eh .
ġhaliex ġħax ġhīdna illi hija l-istess ħaġa u forsi din hawn min
ħadem bil-logs tiġi l-istess . issa . tinsewx . meta ġħandi divided
by twenty-two all over seven x'irrid nagħmel haw

Ls: seven over twenty-two

T: mela forty-two metres square times seven all over two ġħax
allavolja qegħda t-table tas-seven . eh hemmhekk peress illi
ndawru l-fraction ma dahliqilxin ma bit-two tiġi eleven u two tiġi
twenty-one u dik tibqa' seven seven twos are fourteen seven all
over eleven u square root ta' dan . ma nistax insibu bl-amment
orrajt issa . ehm min jaħdem bil-logs . min ma jaħdimx bil-logs .
u ħa nużaw . ġħax ġħandkom bżonn practice . il-four figure tables
. u se nsibu l-isquare root . taghom . ħallli naħdmu ħalli naraw
daqxejn . mela sa nagħmlu number . u log . orrajt . issa . one
hundred forty-seven x'inhlu l-characteristic hija tiftakru
276 L: fourteen all over seven
277   Ls: two two two
278 T: le l-ewwel characteristic irridu nagħmluha aħna x'inhu l-
279 characteristic
280   Ls: two
281 T: two point orrajt. two point. one four seven. x'jiği
282   Ls: one six seven three
283 T: one six seven three. eh il-characteristic ta' eleven. x'inhuwa
284   L: one
285 T: one. le mhux zero. ghax dak huwa one point one times kemm
286 . orrajt mela to the power of one u dak huwa l-characteristic.
287 eleven
288   Ls: o three point one four two
289 T: mela four plus jew minus
290   Ls: plus
291 T: plus jew minus
292   Ls: minus
293 T: minus jew plus
294   Ls: minus
295 T: ghax minus
296   Ls: ghax division
297 T: ghax division. six u three. ehm jagħmlu nine. five two one.
298    ghandna square root x'nagħmlu
299   Ls: division by two
300 T: yes that's right division by two. mela zero point
301   Ls: six
302 L: five
303 T: five
304 TLs: (while T works sum on b/b) six. two. nine
305 T: nagħmlu division issa antilog ta' five six two nine
306   Ls: three six five six
307 T: three six five six fejn ġej il-point
308   Ls: wara t-three
309 L: wara s-six
310 T: wara t-three. wara t-three jew wara s-six
311   Ls: wara t-three
312 T: mela fl-istandard formula fej imur il-point
313   Ls: wara t-three
314 T: mela hawnhekk fejn jiği l-point
315   Ls: wara t-three
316 T: meta għandna zero orrajt daqs kieku l-istandard form. issa. mela
317   l-answer hija centimetres. ghax. sibna. ir-radius ta' dan. jekk
318    itini biex nagħmlilha wara d-decimal place
319   Ls: three point seven
320 T: three point seven jekk jitlobni up to three significant figures
321   Ls: three point one four six
T: oqoqhidu attenti xjistaqsina fil-question iss hawn ma saqsina xejn. orrajt. mela nistghu inhallu s-summa kif inhi..

L: ()

T: imma ahhna l-iskop taghna huwa li nahdmu biex inqabblu l-answer jew inkella. li nahdmu tajeb. imma attenti jekk ma jghidli xejn inhalliha kif inhi. meta jghidli. rrid naghmlilha **to three significant figures**

T: immaafinal-iskoptagfinahuwalinalidmu biexinqabblu l-answer jew inkella. li nafidmu tajjeb. imma attenti jekk ma jghidli xejn infialliha kif inhi. meta jghidli.

T: number one ta' five point two b. gfiamiltuha. mela. lesti mill-blackboard. attenti. number one. page fifty

T: mela ftakru. x'inhija **semicircle**

T: nofs circle

T: nofs circle. fejn hu id-diameter

T: orrajt. mela is-circumference ta' dik il-window. ghax ahhna rridu nsibu il-perimeter. u l-perimeter huwa t-tpinjija kollha li ghanda

fejn ghahml jiena bil-gibs orrajt. huwa maghmul gidhna l-ahhar darba. minn. nofs circle hux veru. veru jew le

T: orrajt. plus is-circumference plus

T: id-diameter le mhux radius. ghax ir-radius huwa minn hawn s'hawn. orrajt issa oqoqhidu attenti. hu qallina li ir-radius igifieri minn hawn. sa hawn

T: huwa thirty centimetres. ha nibdew minn hemm. jekk ir-radius huwa thirty centimetres id-diameter kemm huwa

T: huwa thirty centimetres times two hux vera mela dak huwa d-doppju igifieri sixty centimetres. issa. mela dik sibna. minn haw s'haw biss. issa fadilina nsibu d-dawra. kif se naghmulu biex insibu d-dawra.. kieku kienet dawra shiha kif insibu. dawra shiha

T: two pl r

T: two pl r. circumference hija two pl r. issa two pl r

T: over two

T: over two. w allura tiği

T: pl r

T: pl r. orrajt. issa pl r ha nohduh three point one four two di d-darba halli nvarjaw. u r-radius kemm huwa

T: thirty

T: times thirty centimetres. zero three twos ara ahdmu mieghi six three fours are

T: twelve

TLS: nine
368 T: fejn ġej il-point
369 Ls: wara n-nine
370 Ls: wara l-four
371 T: one two three, one two three. dika tinqata' għax issa ma tiswa xejn issa dik sibtu d-dawra ta' barra. sixty huwa il-base mela
373 T: plus
374 T: mela plus biex nagħmlu t-total. u s-sixteen orrajt oqoqghdu attenti dan huwa centimetres centimetres. six four mela one plus six
376 T: one plus sorry four point two six centimetres (silence) issa ġha nibdew il-lezzjoni ta' illum (silence - learners copy form b/b) orrajt issa sa nkomplu ma' dak li diġa bdejna .... iġifieri xi ġhaġa li ġhandu x'jaqsam mieghu ġha nkomplu area. mela rrid nara 'l kulhadd wieqaf ġija l-pitazzi magħluqin aħjar. oqoqghdu attenti. issa (writes on b/b) orrajt hemmhekk immarkejiltikom żewġ circles jien. illi ġhandhom l-istess centre. sewwa. iġifieri. minn hawn s'ħawn. huwa ir-radius tas-circle il-kbira jew iż-żghira
378 Ls: iż-żghira
379 T: u minn hawn s'ħawn tar-radius
380 Ls: il-kbira
381 T: orrajt daw is-circles dawk ġhandhom isem speċjali dawk is-circles jissejhū (writes on b/b) concentric circles. għax ġhandhom the same centre. orrajt l-istess. centre. issa din suppost tfakkarkom ġha nittkellmu fuq din l-area thawnekk aħna. tfakkarkom f'xi ġhaġa li bdejna biha illum fil-correction
383 Ls: ()
384 T: aħna bdejna bl-area ta'. l-isquare issa ġha jkollna area. between two concentric circles. orrajt. issa. aħsbu naqra x'irrid nagħmel jien biex insib l-area shaded
385 T: area l-kbira
386 Ls: (learners talk simultaneously)
387 T: a swimming pool
388 T: orrajt jew a swimming pool. surrounded by a path. u madwaru hemm passaġġ. orrajt issa. eh ftakru il-kelma surrounded. itfisser. 'il barra. orrajt ġha jikber da iġifieri pereżempju dan huwa swimming pool. u hawnekk ikollu passaġġ. sewwa. jista'. jkollna girls flower bed. orrajt. hawnekk ġhandna l-flowers u madwarha ġhandna passaġġ. biex. orrajt insibu issa. eh intom għidtuli. big area (writes on b/b) minus small area. qed nghidu circles eh. sa l-area tas-circle il-kbira. formula. kif ġha nsibuha
389 T: pond
390 T: pond
391 Ls: a swimming pool
392 T: orrajt jew a swimming pool. surrounded by a path. u madwaru hemm passaġġ. orrajt issa. eh ftakru il-kelma surrounded. itfisser. 'il barra. orrajt ġha jikber da iġifieri pereżempju dan huwa swimming pool. u hawnekk ikollu passaġġ. sewwa. jista'. jkollna girls flower bed. orrajt. hawnekk ġhandna l-flowers u madwarha ġhandna passaġġ. biex. orrajt insibu issa. eh intom għidtuli. big area (writes on b/b) minus small area. qed nghidu circles eh. sa l-area tas-circle il-kbira. formula. kif ġha nsibuha
393 Ls: of idtuli. big area (writes on b/b) minus small area. qed nghidu circles eh. sa l-area tas-circle il-kbira. formula. kif ġha nsibuha
394 Ls: area l-kbira
395 T: pond
396 T: pond
397 Ls: a swimming pool
398 Ls: minus iż-żghira
399 T: ġha nittkom eżempju. eh għax () ... girls eh pond. orrajt. x'inhuwa
400 T: pond
401 Ls: a swimming pool
402 T: orrajt jew a swimming pool. surrounded by a path. u madwaru hemm passaġġ. orrajt issa. eh ftakru il-kelma surrounded. itfisser. 'il barra. orrajt ġha jikber da iġifieri pereżempju dan huwa swimming pool. u hawnekk ikollu passaġġ. sewwa. jista'. jkollna girls flower bed. orrajt. hawnekk ġhandna l-flowers u madwarha ġhandna passaġġ. biex. orrajt insibu issa. eh intom għidtuli. big area (writes on b/b) minus small area. qed nghidu circles eh. sa l-area tas-circle il-kbira. formula. kif ġha nsibuha
403 L: pi r square
404 T: yes
405 T: pi r squared
406 T: pi r squared. araw x'sa nagħmel differenti jiena.
414 Ls: ()

415 T: u tas-small area

416 Ls: pi r square

417 T: u hawhekk pi r square kif ŋa niktibha

418 Ls: ()

419 T: orrajt biex niddistingwu bejn ir-radius iż-żgħir u r-radius il-kbir

420 issa għamilna i-factors. tiftakru x'għandi common factor

421 hawhekk

422 Ls: il-pi

423 T: il-pi. biex innaqqas ix-xogfiol ta' jiena din. R squared minus r squared issa ngħidulhom girls illi ir-radius il-kbir huwa five

424 metres u r-radius iż-żgħir huwa four metres mela sa naħdmu ġol-bracket l-ewwel. R squared sa jkun five squared. five

425 squared huwa

426 Ls: twenty-five

427 T: twenty-five. minus r squared huwa

428 Ls: sixteen

429 T: orrajt minus sixteen. fifteen minus five twenty sixteen jiġu nine.

430 Ls: ninate mirtiżol li trid orrajt jew three point one four

431 T: two. jew twenty-two over seven li trid. orrajt. mela nine twos are

432 eighteen. seven. twenty-seven fejn ġej il-point

433 Ls: wara s

434 T: orrajt. irridha l-answer. din hija centimetres squared hux veru orrajt. jien qed nitllokom correct to three significant figures

435 Ls: twenty-eight point three

436 T: twenty-eight point three. orrajt. mela dik l-ewwel. tip ta' area li jkollna issa. ŋa nitkellmu fuq cylinder. x'inhu cylinder.. isa

437 Ls: għiduli

438 Ls: ()

439 T: sewwa sewwa circle fuq circle isfel. u d-dawra ta' barra. issa ŋa nitkellmu fuq is-surface area tas-cylinder. u din importanti mela is-surface area tiegħu (writes on b/b) għandu two circles. plus il-biċċa l-mibruma nsejfalha curved part. biex tiftakru eżatti ara l-aħħar darba. użajna il-pocket (T picks up and shows a learner's pocket in the shape of a cylinder) orrajt ta' Doreen u ġħidna dak qiegħed forma ta' cylinder arah. circle u cylinder. u l-biċċa. il-mibruma. issa. eh jekk ighidilna total surface area irridu nagnosticità ta' w-liċċ tiqiegħ . u l-biċċa l-imdawra. orrajt biex noqgħdu attenti. jekk. ighidilna li s-cylinder m'għandux qiegħ. jew m'għandux għatu. orrajt noqgħdu attenti x'jitlobna. aqrawhom sewwa il-questions. issa eżja nieħdu total surface area ta' dan. l-area tal-wiċċ hija

450 L: circle

451 T: circle. area ta' circle

452 Ls: pi r squared

453 T: orrajt mel'għandna pi r squared (writes on b/b) issa din u din
ikunu dejjem

l-istess

l-istess orrajt mela times two mela tiġi two pi r squared issa . l-area l-mibruma jekk ikelli nsib l-area ta' din insibha billi nagħmel

length times breadth

length times breadth orrajt oqogħdu attenti għax issa di jien ħa nobromha u ħa tiġi forma ta' cylinder veru . orrajt issa biex insib l-area tagħha intom għidtuli length . times . il-breadth . issa jekk ikun wieqaf l-oġġett ma jkollux breadth ikollu height . mela di ħa ssir

height

height issa . il-length sar . is-circumference tas-circle

pi r

orrajt mela di sa tiġi circumference

times height

iġifieri

(end of tape-recording)
Lesson C

This is the second lesson of a double lesson. The teacher is demonstrating an experiment. Most of the rest of the lesson is taken up by group work. One group was recorded. It was not possible to identify learners on the recording.

T: in the second part of the experiment, you are going to have the bulb...with the screen...placed before the bulb. and the screen is going to be considered as the object...then you're going to take the...lens...place it...at a distance around the focal length from the first experiment. say if in the first experiment you found out that the focal length is ten centimetres. now you should know that the distance between the object and the lens must be around nine...or ten...centimetres. then you've placed the mirror just behind the lens...and try to obtain the image near the object...ok...any questions...yes

L: ix-shiny surface tal-mirror fuq in-naħa jew
T: sorry
L: ix-shiny surface tal-mirror
T: ix-shiny surface tal-mirror ovvjament irid ikun. qed imiss. mal. lens
L: Miss għax ()
T: eżatt kif għamilthom jien. ok. issa... għandkom l-instructions kollha fuq il-handout.... le se nibdew...yes

(Ls take a few minutes to settle down to group work. in groups of 4 or 5. The T goes round each group. repeating the demonstration of the experiment. sometimes explaining in Maltese and sometimes in English even to the same group. The tape-recorder is placed very close to one group at the back of the class as they try out the experiment. The learners were very shy at the beginning and kept as silent as possible)

L: bil-kemm nistgħu nitkellmu
L: ċuċ
L: le għidilha x'għidtlek
(silence)
L: eh dik metre ruler
(silence)
L: tal-physics qatt ma ttihulna t-test ġhaqqa. lanqas ġhaqq għadta nistudja
L: il-Ħadd gqħadta ġewwa biex naghmlu. biex nistudja cioe
(silence)
L: Miss. fl-eżami jista' jsaqsina dawk il-.. lenses li semmejtilna hemmhekk
T: le
L: le
T: dawk għall-information tagħkom
(silence)
T: mela. kif sa jsir l-ewwel experiment. ġarsu 'l hawn. please...sa
tiehdu l-object ... u se tippruvaw iggibu l-image ... tal-hgieg fuq

L: iscreen . kif inkun gibt l-image ta' l-scren tal-hgieg fuq l-
screen . kemm niehu r-riga . u nkejjel ... bejn . il-lens . u bejn l-
screen . u nkun lesta . dik tkun irrepetejthi xa erba' darbie ... issa
ndawwar ... u nerغا' nkejjel . u nkun spiccija' b'xi erba'

measurements . li sa trijzluhom hawnhekk sewwa . . se nahdmu
l-average taghthom . ghandkom kif se jsir ... dik hija l-ewwel parti
ta' l-experiment . it-tieni parti ta' l-experiment . li . se nerغا'
nikkonferma l-ewwel parti . ta' l-experiment u nsib il-focal length
... ghandna l-object . se tkun ... vara l-lens ghandi l-mera . . u
nerوها' ... sabiex itlik l-image hdejn l-object . ok
L: Miss imma meta inti . l-ewwel bicca ta' l-experiment
L: ehe
L: met'inti . haw tmexxiha 'l quddiem u lura . l-ewwel darba.
L: ehe
L: it-tieni . it-tielet u r-raba' darba mhux l-istess ha jibqa' l-focal
length
T: l-istess . u a'hna ghalieix nirrepetuha izjed minn darba . tahseb
to ensure the result
T: ezatt
T: allura dan jibqa' . din tkun hazina u din tkun tajba xorta thalliha
T: erga' ccekjkaha hu . jekk jiena nahseb
T: kif ha naghmel erboğa erboğa jekk iridu jigu l-istess
T: mhux jejjin ezatt l-istess . a'hna ghaliej niehdu l-average .. dak
ten point five . dan ten point three . dan ten point two . . u dan two
centimetres . liema hu liema li rrid nerغا' niččekkja
L: two centimetres
T: two centimetres . liema tahseb li hu haza'in . terغا' tiččekkja dan ..
u ta' l-ofhrain tiehlu l-average
T: Miss dawn ()
T: dawn jibqg'hu l-istess
L: t'sfel hemm
L: le dik t'hemmhekk
L: trid tghaddi minn hawn hekk tidher
L: tghaddi minn hawn
L: ghal ftit millimetres
T: imhabba li parti mil-lenti qed tiği through refraction . in the lens .
o' .. Issa ibdew
(silence)
L: fejna l-biro
L: anka t'hemm wara
()
L: xi tfisser ghid
L: x'hiex
L: hemm one . lens wahda
(giggling)
92 L: ara il-lenti
93 L: Miss di l-1 I x'igiżifieri
94 T: lens
95 L: le din
96 T: lens
97 L: lens lens one
98 L: dik l-1 I x'igiżifieri lens
99 ()
100 L: naqta' qalbi
101 L: Miss Miss Miss . wara li nikkuppjaw dan l-experiment
102 ()
103 L: m'hemmx g'halfejn nikkupjawh issa
104 T: le
105 L: x'inhu le
106 (giggling: noise)
107 L: le mhux hekk dik lens
108 L: mhux hekk . issa . it-tieqa ta ġiet
109 L: neħħu jdejkom min-nofs ha jgħaddu r-rays
110 L: ixgħalu
111 L: u le
112 L: xi trid tixgħel
113 L: mhux issa
114 L: le xi trid tixgħel mhux issa
115 L: ejjja kejlj kejżej . ejjja ᴵ ha b'di kejlj għax
116 L: u ejjja
117 L: u le dik tagħna
118 L: u dik twila
119 L: xxx
120 L: u b'dik minn tant . qed lċċaqlaqha
121 L: qas jafu jekk il-focus taJJeb . iktar hekk
122 L: hekk eighteen centimetres
123 L: ejjja tiċċaqlaqhiex
124 L: xxx
125 L: le taJJeb ġejja
126 L: il-lens fejnh . haw
127 L: il-lens min-nofs
128 L: mit-toqba ġibtha
129 (giggling: noise)
130 T: eighteen . point . three . three . three
131 L: eighteen point three min sa jniżżel
132 L: niżżel Claire
133 L: eighteen point three
134 L: issa terġa' tipprova
135 L: issa ddawwar
136 L: eighteen jew nineteen
137 L: le eighteen
138 L: eighteen . mhux nineteen
139 L: eighteen point three
140 L: le mhux issa
141 L: mhux issa l-ewwel trid taghmilha erba' darbiet
142 L: b'idejk qed tghatti Veronica nahseb
143 L: le mhux b'idejja
144 L: jew b'ras xi ḥadd
145 L: b'ras xi ḥadd nahseb
146 L: hekk
147 Ls: le
148 L: nirrangawha
149 L: b'dawn
150 L: ressqu naqra l-affarrijiet
151 L: b'din b'din
152 L: ar'iṣsas seventeen ġiet
153 L: iridu jdaḥḥluha vičin biex tiği eżatt qaltīlna l-Miss
154 Ls: seventeen
155 L: seventeen issa
156 L: differenti ta' imma
157 L: seventeen point two
158 L: qeghduha differenti
159 (laughter)
160 L: min qalaghāha . kemm jien goffa . ajma subghajja
161 L: itlaq 'l hemm
162 L: eija tlaqtha
163 L: ajma ḥa nieḥdu gost
164 L: x'ghamilt
165 L: x'ghamiltu Miss
166 L: u tafx fejn orrajt
167 L: eh x'qaltīlna l-lens
168 (giggling)
169 L: ghamilin/Card seventeen it-tul
170 L: dik mhix eżatti
171 L: ehe seventeen point two qalulu lili
172 L: seventeen . point
173 L: seventeen point four
174 L: issa l-ahhar darba
175 L: le darbtej oħra baqa'
176 L: oħra
177 L: le darba
178 L: oħra
179 L: le le le għax mhux qed jidher erssqu naqra hekk
180 L: kullimkien jista' jidher ta
181 L: il-madoffi
182 L: il-anġli
183 L: x'giffieri
dritta
mhix tajba
kemm ilna
le sixteen point
le fifteen point
sixteen ezatti
iċċekkjaw
eighteen point three
eighteen point three
is-sixteen u nineteen point three
di tiġi
le le
le Nadia tista' tara ghax jien qegħda bil-kontra
eżatti eighteen point three
mela mhix tajba hi
mhux tajba mhix focus . hekk focus għall-inqas
u le melfinti ħa ddahħalha haw jew
hekk focus ħa naralkom jien żommu 'l di
hekk sabiha
xorta dik nahseb sixteen ġejja
sixteen
eżatti mela l-ofrajn ħżiena
le
kollha ħżiena iġifieri
insibu l-average tagħhom
fifteen point two
stenna
sixteen point two
dik l-ewwel waħda
dik biddilha ehe sixteen point two l-ewwel waħda . l-ewwel waħda
eżagerata
sibu l-average
x'irridu nsibu l-average
fl-aħħar dak
issa x'naġħmlu
issa dawwarha
ma tridx tkun eżagerata
Miss .. Miss .. Miss . jekk ikun hemm one centimetre point two .
ħażina . differenza
ġew naqra kbar biss . ippruvaw erġġu x'ċiġifieri ġew kbar
hekk ġewna
sixteen point two
tajbin
iċċekkjaw naqra dawn
sixteen
sixteen
230 L: sakemm tiġina ċara Miss
231 T: allura iċċekkjaw naqra l-oħrajn hu ħa nara
232 L: is-seventeen nikkupjawha
233 L: sakemm tiġina ċara sixteen Miss dak
234 (giggling)
235 T: mexxi il-lens lura . hekk . narah ċar jien
236 L: għalhekk langas sixteen
237 L: sixteen . point
238 T: ħa nara seventeen point
239 L: ġietna . ġiena xi tnej seventeen
240 L: ank eighteen ġiena
241 T: għalhekk
242 L: mel eighteen brodu
243 L: ħa nara hekk
244 L: ġiet ank eighteen point three
245 L: sixteen point eight
246 L: sixteen point nine iktibha
247 L: sixteen point eight
248 L: u ijwa
249 L: issa ndawruha
250 T: issa dawru l-lens w erğgħu
251 L: dawwarniha l-lens
252 L: le ma dawwarnihiex
253 T: issa trid tieħu . jekk tara . l-instruction għandek issib l-average ta'
254 dak tiktbu haw . u qallek ħa . so focal length is
255 L: l-average
256 T: second value of the focal length . the reading you're going to take
257 now .. then you may start the second experiment
258 L: fejn niktbumhom Miss
259 T: and do the calculations later
260 L: fejn niktbumhom
261 L: dawn ħa naġħmluhom eh magħhom
262 L: Veronica taf x'qalet
263 ()
264 L: dawwarha
265 L: u dawwarniha
266 L: il-calculator ta
267 ()
268 L: Miss dak aħna dawwarha l-mera fejn ħa nkunu nafu
269 T: dawwartuha issa
270 L: ehe dawwartha
271 L: le ma dawwarnihiex
272 L: iva l-mera
273 L: l-mera
274 L: mel'issa kif nafu kif għamlitha l-mera Lorna
275 L: m'hemmx differenza dritta
...centimetres

283 L: le mhux centimetres

284 L: vera ghax mhux focus sew hekk hekk sew

285 L: kemm ġiet żgħira

286 L: fifteen point five

287 L: fifteen point five

288 L: Michelle iktibha haw fifteen point five . le haw .. issa

289 L: ixgheluha issa

290 L: irridu nagħmlu l-average . irridu nagħmlu l-average tagħhom ta

291 L: calculator malajr

292 L: eija nagħmlu l-average tagħhom . calculator

293 L: ixghal ixghal issa

294 L: irridu niktbuh dan

295 L: stenna rridu nagħmlu l-average

296 L: le

297 (simultaneous talk)

298 L: seventeen point two l-average

299 L: x'inhuma

300 L: le

301 T: orrajt . hawnhekk

302 (silence)

303 L: kemm ġhandna date illum sixteen January hu

304 L: seventeen

305 L: seventeen

306 (silence)

307 L: illum sbatax ta' Jannar elf disa' mija wieħed u disgħin

308 L: m'ghadhiex iddoqq din

309 L: le

310 (giggling)

311 L: focal length equals

312 ()

313 L: sixteen point eight

314 L: fifteen point two

315 L: focal length

316 (noise)

317 L: x il madoff haw haw

318 L: banketta

319 L: mela neħħiha min-nofs

320 ()

321 L: eija Newton . x'kien jismu Newton
John

fifteen point five . equals

hi tuni naqra l-calculations

kif taghmilha din Mar

(noise)

ha nara

(noise)

setting

soddisfatta

(noise)

ejja nagħmi lu s-second experiment haw

l-ewwel ahjar nagħmluh ġħax dak

veru . iktibha

() tmien minuti baqa'

imbagħad iktubh il-calculation t'hawn

l-ewwel experiment lest

it-tieni wieħed . nagħmluh Miss jew niktbuż

aghmluh . imbagħad iktbuż . wara . tistgħu tkomplu 1d-dar hu .
l-experiment kemm tagħmluh ġaw . biss

Miss di kif taghmilha din ġaw

issa dik il-mera . ċaqlaqtuha minn kif ġħamithielkom jien . . biex
toqgħod wieqfa

(silence)

focal length . kemm tieħu

sixteen point two

sixteen point nine

sixteen point two

(silence)

l-image

cemm ġie . x'tagħmel Miss dak . kemm hu distant

aħna x'konna qegħdin nagħmlu ġaw

id-distanza

tal-mirror sa l-screen . imbagħad tistgħu tkomplu tikbu . u

timlew ()

il-bieraħ lili ġietni

żommli din

of course

thieli

(giggling)

x'tagħmel

fifteen point two

hekk ġara

hekk ġara . u mhux hekk kien . hekk . gerfixtu issa . biex niċċajta

ara din tinkwieta
368 L: naqrahielek
369 L: le le għax iktar tħawwadni
370 L: ifuha naqra l-bozza . isma' ifuha naqra l-bozza . ifuha naqra l-
371 L: bozza
372 L: inħawdu l-physics
373 L: isma' l-ōhra
374 (silence)
375 L: xi dwejjaq iss English
376 L: poetry llum
377 L: ma kellnix inġibu dak il-ktieb hu
378 L: jien ma ġibtx ow grejdijiet
379 L: qas jien
380 L: qas jiena
381 L: il-questions mhux għal-lum kienu hu
382 L: xi questions
383 U le tivvintalix
384 L: Nadia forsi l-bierah ma semgħekx . ff
385 L: il-focal length hu l-ff il-focal length
386 L: le dak fl skużi
387 L: le . focal length
388 (silence)
389 L: eija mmorru nsaqsuha eija mmorru nsaqsuha
390 L: u xe
391 ()
392 L: ehe ehe e tat-tikka . ehe . ehe u ija billi nisimgħuhom
393 L: mela . għalfażn ma tiktibx int
394 L: għax iktar neat
395 (silence)
396 L: m'intix sa tikkopja int
397 L: issa ttihomli Michelle
398 L: mhix ideja ħażina mbagħad ttihom lili
399 L: x'għidt
400 L: le mhux inti . mhux inti . ħadd ma kellmek lilek . imbagħad ttihomli
401 inti
402 L: ara ma ġgibulix tard ta' imma tal-physics
403 L: le ara jekk ittihuli ġhada ntihulek it-Tnejn . happy . happy
404 L: x'jiġi
405 L: Physics ma nafx ta . ħa nara t-time table le għadni
406 L: da l-istudju . le l-physics lest jien Economics lest . English lest
407 L: cbs cold blooded crocodile
408 L: le cp u mhux cb
409 L: jien bp toghżobni British Petroleum
410 L: jk sabiħa
411 L: joe
412 (end of tape-recording)
Lesson D

(unclear - learners settle down for the start of the first lesson of a double lesson)

T: ok mela b'halissa qed nag'hmlu it-topic ta' banking remember.
ehm Vany can you tell me Vany. let's remember a little bit ok what we've been doing so far. fil-bidu a'na ghidna li ghanda lezzjonijiet fuq money. u issa qed naraw illi we can put them in a bank. when you put money in a bank. what do we call that.

we say we have a. hands up. Josette

L: account

T: we have an account with the bank very good we also say that we.

can have money either as. cash .. and that means what does cash mean.

hands up. Josette

T: we have an account with the bank very good we also say that we.

can have money either as. cash .. and that means what does cash mean.

(now while T fills in the cheque)

T: mela waqt li l-ofira fidimniha. tridu tippruvaw tiftakru dawk il-points li ġa ghidna fuq iċ-ċekk. remember what is the first thing that we have to write when we are filling up a cheque let's see Marisa .... we are going to fill up a cheque first we are going to write a cheque what did we write

(learners put their hands up)

T: l-isem tal-

tal-persuna li sa n'allsu. x'żjed Marilyn

L: id-date

T: id-date. illum ghanda eighteenth jew seventeenth

L: eighteen

T: eighteen (writes date in English on b/b) imbaghad irrdu nag'hlmu l-isem lil min sa n'allsu. mel. l-ahħar darba x'isem ghamiena

Ls: D. Mifsud

(interruption - a student knocks and enters the class to pick up something)

T: (to intruder) yes come in .. xi trid (intruder looks for something)

(teacher continues with the lesson as soon as intruder leaves class)
Charmaine

L: kemm flus ħa nagħtu

T: kemm flus ħa nagħtu tajjeb. u the amount of money that we want to pay do we write it in figures or in words or both

Ls: both words

T: both words and figures good. what is the amount we paid last time

Ls: ten fifty

T: (writes on b/b) mela ten. Maltese. liri. and. fifty. cents only..

min jaf ġhidli ġhafl fejn niktbu il-kelma only. Michelle

L: għax jista' jkun hemm xi ħadd ieħor u jikteb

T: sewwa mela dejjem irridu niktbu only. imbaghad ħara rridu niktbu in-numbers (writes on b/b). ehm hekk bħala ċekk tajjeb. lest

Ls: le

T: le x'baqaghlu

Ls: il-firma

T: il-firma (writes on b/b) tajjeb. imbaghad ħara bdejna. eh nillejbiljaw. id-different. parts. of a cheque. we saw the date.

we saw the date

Ls: (talk simultaneously) J. Borg

T: mela min hu il-persuna litti ħa jħallas iċ-ċekk dak x'ngħidulu

Ls: (put their hands up and answer) the drawer

T: mela J Borg is the drawer the person who are paying hands up

Ls: payee

T: the payee in this case it is

Ls: D Mifsud

T: D Mifsud. mela J Borg is the drawer he's the person who's writing the cheque. D Mifsud is the

Ls: payee

T: payee good. mela konna wasalna hawnhekk fid-date hu veru....

illejbiljaw bħala id-date number eight. lesti number eight. ok

kemm tiktbu mel'issa ikktbu number eight (dictates notes) the date

. in brackets nagħmlu number eight .... must be .... given .... the date must be given. on which. payment .... may be made ....

fullstop. this means (learners look up and listen). that if the cheque. is dated. no. if the date. is eighteenth January. ok.

from eighteenth January. onwards. the person D. Mifsud can go to the bank. and he will give him money for it. issa. jista' jkun

. litti ċ-ċekk. pereżempju ħa niktbu ilum ilum huwa eighteenth. u

jien ma rridx litti D Mifsud imur jiġbed il-flus. mill-ewwel imur isarrfu mill-ewwel. nista' niktet date fil-futur. pereżempju jiena rrid inħalssu ten pounds fifty xtrajt xi ħaġa mingħandu 'l D Mifsud u rrid inħalssu. u niktet ċekk. fi-istess ħin naf litti fil-kont tieghi.
m'għandix biżżejjed flus l-ewwel irrid immur indaħħal il-flus.

l-ibank. mela id-date naghmlu fil-futur naghmlu pereżempju
twenty-second. January. sadanittant jien ghandi i-fin immur
il-ibank. u ndaħħal flus kemm irrid indaħħal. D Mifsud.
sat-twenty-second January ma jistax isarrfu. wara
t-twenty-second second January isarrふhulu. mela. iktbu ftit.
magħħa din tkompli. (T dictates notes which learners write) a
cheque ... that is .... made out .... for a future date .... is called
writes on b/b)

T: pardon
L: niktbu
T: le. is called. a post-dated cheque. hekk tinkiteb a post dated
cheque .... underline post-dated .... point number nine .. ħarsu ftit
' il fuq qabel ma tiktbu n-notes. fuq kuli ċekk. ikun hemm miktub
l-isem. tal-bank. Mid-Med Bank Ltd or Bank of Valletta Ltd.
Lohombus Bank. il-bank li jkun. fejn inti jkollok il-kont .... u
l-branch. ġigifieri fejn ikun pereżempju jekk hux Valletta jew Luqa
jew Attard. Balzan. orrajt mela point number nine .. (T continues
to dictate notes) at the top of the cheque there will be printed ...
the name .... and address .... in brackets iktbu number nine of the
bank .... and of the account .... for .... sorry I made a mistake . at
the top of the cheque there will be printed the name and address
of the bank . hux hekk għiditlikom

Ls: yes
T: and branch . and branch . żidu . and branch
L: ()
T: branch (writes on b/b) .... il-kelma branch tfisser illi l-Mid-Med
Bank għandu ħafna banek differenti hija kumpanija wal'da
il-Mid-Med Bank. imma ghandha postijiet. ħandha banek
miftu'n fpstijiet differenti f'malta. dawk nghidulhom branches
bħall-'wienet. pereżempju s-Saint Michael's hemm Tas-Sliema
u hemm. il-Belt. dawk huma żewġ branches ta' l-twess.
kumpanija. l-Isquare Deals tas-Sliema Paceville il-Belt huma
branches . l-twess. għall-banek. insibu fpstijiet differenti imma
huma kollha Mid-Med. jew kollha Bank of Valletta. dawk huma
branches ok. hawnhekk għandkom il-fullstop . the last point is
number ten .... account holder .... issa number ten qed tirreferi
ghan dan in-number thawn isfel. ħarsu ftit 'l hawn .. kull ċekk.
ikollu n-numbers. the numbers refer to . some numbers . are
referring to . the bank . and the branch. it will be. eh magnetic
. x'fin ġiġu biex jiċċekkjaw iċ-ċekkijiet idaħħluhom qisus ġo magna
. u it will identify the number. number oħra din two three nine
two three five l-ewwel parti ikun in-number taċ-ċekk. inti meta jkollok
cheque book fil-ktieb ikollok xi għaxar ċekkijiet . u kull wieħed
ikollu number one two three . ikollu two three nine five three three
two three four three five inti fuq kull čekk għandek number
miegħu biex inti tkun tista' tirreferi checking tkun taf x'inh u
l-account number iċ-ċheque number tużah ukoll meta tagħmel
l-accounts . meta nżommu l-accounts inkunu rridu nkunu nafu
iċ-ċheque number ok .. meta number ten (T continues to dictate
notes) every cheque .... has a number .... printed .. at the bottom
.. full stop .... this is a code number this is a code number (T
writes on b/b) c. o. d. e. code number .... of the branch .... in
. magnetic . ink in. magnetic ink .... for .... electronic .... sorting
(writes on b/b) here . are there any difficulties .. any questions ..
no . orrajt . meta dak fuq cheques . li rridu niftakru żgur . illi what
is a cheque ħa nara min jaf ġhidli what is a cheque .. qrajtuhom
in-notes id-dar . sejra nikteb čekk x'qed nagħmel ħa nara ftit
L: bhal receipt
T: bhal receipt . le mhux eżatti
(learners put their hands up)
T: Josette
L: ()
T: very good . a cheque is . giving instructions . jiena jkollli l-flus
il-bank . x'account irid ikollli biex ikollli ċ-ċheque book . x'tip ta'
account ikollli biex ikollli cheque book
L: current account
T: a current account . irid ikollli a current account . biex ikollli cheque
book . issa . eh . meta jiena nikteb iċ-ċekk . qed nagħti
instructions . qed navża lill-bank tiegħi . illi f'dal-każ . J Borg . li
huwa id-drawer . li qed jikteb iċ-ċekk qiegħed jagħti instructions
lill-bank tiegħu he's ordering his bank . to pay . D Mifsud meta
qiegħed ġhidli mill-flus tiegħi . li għandi fil-current account .
Ħallas lil D Mifsud . għaxar liri w nofs . ftehma .. ok issa fuq
iċ-ċheques daqshekk issa ħa nkomplu ftit fuq services ta' banks
L: naqtguhu line
T: tistguh taqtguhu line . issa ħa naghmiu ftit group work .... intom
kellkom tmorru l-banek . hux veru you had to go to make . to to
see the bank . let me see . who managed to go Vany did you go
.... how come you didn't go . x'kienet il-problema .. Marisa inti
mort .. laqqas . x'qed tistenna eh . min mar
(learners put their hands up)
T: ok ħa nara Michelle . inti fejn mort . liema branch mort
L: il-Mid-Med
T: il-Mid-Med Bank . ta' fejn mort inti
L: tal-Marsa
T: tal-Marsa għax inti toqghod il-Marsa
L: le il-Bank of Valletta tal-Marsa
ehe
L: u il-Mid-Med tal-Ħamrun
T: tal-Ħamrun . u x'għamilt hemmhekk . iċifiieri
T: taz-Zurrieq
196. T: ta' Hal-Luqa u x'ghamlit kellimit lil xi hadd
197. T: le. kienu hemm. taqbad u tiehu
198. T: taqbad u tiehu intom u dehlin. xi hadd iehor minn hawnhekk
dawn l-erbgha hadd ma mar. May ma mortx. Sharon inti mort.
ehе ghdilina isе fejn mort
201. T: taz-Zurrieq
202. T: taz-Zurrieq. ehe. u x'ghamlit hemmhekk
203. T: qbadt u dhalt
204. T: qbadt u dhalt. kellimit lil xi hadd jew
205. T: le
206. T: kemm kienu hemmhekk u stajt tohodhom. orrajt. issa illum. sa
naghmu hekk. irridkom diddivajjaw fgroups ta' four mel'intom
208. l-erbgha tmorro filmien tistghu iddawwru s-siğgijiet. intom
l-erbgha. intom l-erbgha. u intom l-erbgha
(learners move around with chairs to form groups of four)
211. T: dawk il-leaflets li ghandkom. dawk il-leaflets li tawkom. intom
filmien se tistudjaw. se taqraw wahda mi-leaflets li ghandkom
212. kull grupp irid jaqra xi leaflet. min m'ghandux jiena ghandi
ğiibthomkom. qabel ma tibdew halli nkunu čari x'irridu naghmli
issa .... mela. Marisa. eja .... listen a little bit quiet .... kulfadd
irid ikollu almenu leaflet differenti issa niği ndur u nara x'leaflets
217. ghandkom. u taqrawhom bejniękom. tippruvav tifhmuhom. biex
imbaghad wara. kull leaflet tkun qed tirreferi ghal servizz li jaghti
219. il-bank. pereżempju jien ghandi leaflet hawnheka li tiddeskri
s-service of a. visa card. biex tiehu credit card .. ghandi ofra
221. hawnheka. fuq il-loans li jaghmel il-bank .. ghandji ofra fuq
222. il-cashlink dik il-magna li tistghu tpoğh u l-card fiha u toňorgu l-flus
223. . mela kull group ha jipprova jithem . din il-leaflet . u mbaghad
224. wara jiddeskriwha lill-klassi . ok . filmien se taqrawha . tiktbu
225. il-main points taghha . umbaghad . tiddeskriwha . lill-klassi .
226. ftehmna . mela .. ha nara inti

(noise - observer places tape-recorder on a table near one of the groups
and asks the learners to carry on without taking notice of it)
227. O: tatux kaž orrajt komplu sejrin . orrajt . daqsikelu mhux qiegħed
hawn
(observer retreats while the teacher joins this group. Then she goes round and talks to each group for a few seconds)

T: intom ħa nara x'għandkom .. intom ġħamlu fuq il-cashlink .. kemm ġħandkom .. il-cashlink. dawk l-listess ħaġa

L: Miss dawn m'ħumiex tajbin hu

T: ħa nsibu differenti . u il- . eurocards

L: ġhandi

T: ippruvaw ġħamlu fuq il-eurocards . ippruvaw dawn it-tnejn intom ok

L: (noise)

L: naqra jiena

L: mεxxiħa

(noise)

L: ġejja hawn

(noise)

L: ġeijja hemm holders of the bank (reads leaflet in English)

L: ikteb xi ħaġa

L: (reads leaflet) cashlink is the easy way to manage the account

and interest may be paid directly to a savings account interest

and

T: fhimtu x'għandkom tagħmi ġlu

L: ehe qed niktbu Miss

T: tridu tifhmuha fuq il-cashlink . imbagħad tiddeskrivuha lill-ohrajn . ok . taparsi huma ma jafu xejn . ok tridu tiddeskrivu x'inhlu l-cashlink

L: nerġghu nibdewha

T: x'għandek tagħmel x'inhuma l-vantaği . ok . bejnietkom

L: kompli mbagħad nerġghu naqrawha

L: (reads: laughter)

L: toqghodx iddaħhaqna

L: (reads)

L: ikteb xi ħaġa

T: mela fhimtu . mela tridu taqrawha x'inhlu l-card imbagħad tiktbu l-main points ħalli tippreżentawha lill-ohrajn

L: Miss bl-Ingliż imma

T: bl-Ingliż

L: (reads)

L: issa hawnhekk

L: (reads: noise)

L: (dictates) just insert cashlink the card into the cashlink machine identification number, i.d.e.n, and the atn.a.t.n insert the card into the machine. insert method to use it

L: withdraw up to twenty pounds
le tiktabix mall-ewwel. u le tiktabhiex dik
withdraw up to twenty-five pounds
are you ready
leh Miss
jeja kompli
dik ħażin
le tajba
leh hemm
u x'hemm
mela neħhiha
the following
ara of the following
ħażina ma tagħmilx sens
is ready daqshekk minn hawn
u jeja m'hemmx ħaftejn
cashlink is an easy way to manage the account
saving account
ghamel l-interest
u daqshekk
and cash
only when
and interest
cashlink is completely confidential ()
tiktabix iktar ta
it is safe to carry a card
cashlink machines are being installted by the Bank of Valletta
ejja x'inhli
cashlink,... cashlink machines are being installted by the Bank of Valletta
outside the major branches
Bank of Valletta
outside its major branches
ok shall we get together again so that
cashlink stenna Miss
cashlink
waħda biss
ghid
Malta and Gozo
lesti ħalli tippruwaw tghidu lill-ohrajn
outside its major branches
in Malta and Gozo
branches
lesti intom
issa naqraha jen ħalliha
L: issa din twenty-four hours a day aqraha inti
(noise as learners finish off group work)
T: (addresses the whole class) ok lesti ha nibdew (noise) lesti ha
nibdew
T: Bank of Valletta
L: aqtaghli Bank of Valletta
L: Bank of Valletta
L: lesta
L: outside the Bank
L: outside the Bank
L: method to use it
L: issa Bank of Valletta
L: il-Bank of Valletta
T: (addresses the whole class) ok lesti ha nibdew (noise)
L: Bank of Valletta
L: Bank of Valletta
L: Bank of Valletta
L: Bank of Valletta
L: overnight security for your cash
T: overnight security for your cash x'igifieri fejn kellkom x'igifieri
L: overnight security for your cash
L: tista' ssakkarhom ghal bil-lejl
T: biex tpoqgi l-flus tieghhek ghal bil-leji ehe mela kif inhi kif
tahdem
L: (reads in English from own notes prepared during group work)
T: ok mela ijifieri so what do you have to do so that you use it.
this this night safe
L: tpoqghom. hu jaghtik il ič-čavetta. biex tkun tista' tpoqghom inti
T: u min jużahom dawn perezempju hekk xi ħadd tad-dar hekk.
jużah dan in-night safe jew ghal min jaqbillu jużah
L: il-businessmen u t-traders
T: u t-traders. ghaliex perezempju tistghu tispjegawlna .... eija
L: Charmaine approva ghidilna
T: sewwa ijifieri intom qed tghidu li wara ġurnata xogħol. tħimu kif
tahdem din in-night safe. nagħtu każ inti għandek. ħanut u
taghlaq il-ħanut fis-sebgha ta' filgħaxija. fis-sebgha ta' filgħaxija
il-banek ikunu magħluqin. w inti kont tkun daħħalt ħafna flus mill-
bejgh. issa x'tista' tagħmel. spjegawlna mħabba din in-night safe
Miriam. kif tużah inti in-night safe
L: tmur tpoqgi l-flus
T: ikolok dan il-wallet. iddaħħal il-flus fil-wallet iddaħħlu fin-night
safe. ok are there any more advantages tan-night safe
L: ()
T: x'hemm ċżed
L: there are two types of wallets
there are two types of wallets yes

ok . that means that once you have put the wallet . in the night safe . then . who is going to open the wallet to put the money in the account . with the dual control . there will be two bank officials . with the single control you yourself go orrajt ħa nara intom x'kellkom service tal-bank

T: il-cashlink

T: il-cashlink (T notices that another learner put her hand up and lets her ask a question) ghandek question

jekk il-bank ikun magħluq kif tista' tmur

ok . tafu kif tirrisponduha

() il-flus tmur meta l-bank ikun miftuħ filghodu

ok imma mħagħad kif tużah in-night safe allura . inti ġjeli mort mal-ħajt ta' bank . ikun hemm qisa xi ħaġa tal-metall ġjeli rajtu tijvetah u ddaħħal il-wallet ikollok ċavetta . tiftaħ in-night safe u ddaħħal il-wallet . ikun mal-ħajt tal-bank mal-bieb ġjeli rajtu

T: ok

L: il-cashlink card . ħa nara spjegaw

b'hal taqīna

ma jimpurtax . Mary tispjegalna ftit x'inhī . tispjegalna ftit kif taħdem din

din magna

ehe

iddaħħalha taqīnas in-number tiegħek . tista' tqiegħed . il-flus jew toħroġ

tista' tqiegħed jew toħroġ . tajjeb u hemm xi limit ta' kemm tista' toħroġ . tista' toħroġ

twenty-five pounds daily

twenty-five pounds daily . ok . allura inti x'taħsbusu intom l-erbgħa nsomma . eh irrid nisma' anke 'l oħrajn x'inhuma l-vantaġġi li jkollok dan il-card . ma tistax taqbad u tmur il-bank ħa nara Marisa għidilna

ma toqghodx ħafna wara l-kju mall-ewwel

sewwa very good ġjeli rajtu dawn il-machines li qed nghidu aħna . dik huwa l-vantaġġ . li m'hemmx għaffejn toqghod wara l-kju hemm xi vantaġġ ieħor .... isa aħbsu qrajt f'dik il-leaflet kienx hemm xi vantaġġ ieħor

li ħadd ma jkun jaf l-account number tiegħek

daka veru . daka ħadd ma jkun jaf l-account number tiegħek

imma nsomma dika iġifieri bil-fors anka . ehm jekk tmur il-bank m'hemmx għaffejn ilkollok il-card biex ikun hemm secrecy rigward il-bank account number . intom . hux intom kellkom il-cashlink
ok that’s what we’ve said twenty-four hours a day. seven days a week. intom x’servizz kellkom intom. what did you try and understand what is a current account. yes. what did you learn about the current account

ok can you explain to us in your own words mela. why do you use a current account. Marthene why do we use a current account. what you read and what we did last time in the lesson .... insejna. . x’inhu current account. ehe

you’re talking about the wage ġifieri hawnhekka is-salary mela dawn qed ġhidu ara illi jekk inti per ġejempju ġaddiem tiffhallas il-paga. minflok inti tirċievi ġ-ċekk u mbaghad trid tmur il-bank tiddepożitah. tista’ tirranġa ma’l-employer. li hu. ġ-ċekk tiegħek minflok ġibgħatulek id-dar. ġibagħtu mill-ewwel fl-account tiegħek . fl-current account. jaqilgħu interesst fuq il-current account ..

taqla’ interesst fuq il-current account

le . mela x’vantagħ hu il-current account

li tkun tista’ tieħu il-flus meta

meta trid u anke jkollok servizz tal

cheque book

cheque book orraġt ok ġejja nkomplu issa .... dawk ġhalissa ġommuhom biex issa nagħmolu l-project fuq il-file di tiegħek. ok daqshekk fuq services issa ġa’ nduru ġallli nkomplu (noise as learners rearrange their chairs to original positions) dina ġallkom sewwa biex intom titgħallmu titgħallmu tmorru intom taraw kif inhu . bank taraw kemm hemm nies jahdmu fih.. taraw hemm il. ikun
hemm it-tabella fejn tghid savings account jew il-fixed deposits account next week insaqsikom ner'ga' halli nara min ma marx il-
bank . imur is-Sibt filghodu jkollkom čans is-Sibt filghodu pprova sib ħin u mur anke min għadu ma marx hawnhekk . jekk hawn xi ħadd li għadu ma marx ippruvaw u morru . ok issa . ħa nagħmlu fuq .... fuq s'issa tkellimna fuq cheques nistgħu inħallu . u fuq il-cashlink . xi metodi oħrajn . ħa nagħmluhom issa

(end of tape-recording)
Lesson E
(towards the end of the first lesson of a double session: the teacher occasionally reads a line from her notes in English (indicated by underlining) and amplifies on it in Maltese)

T: pereżempju tieħu () l-fibres u tagħmilhom għall-ixxejjer. m'ahniex ħa nilbsu l-ixkora għaliex tkun .. ix Hewwek. issa il-cotton u . il-woollen infatti huma dawk il-fibres li huma sof biżżejjed biex nilbsuhom .. ok .. mellissa. mela fejn konna wasalna

L: fuq il-cotton

T: għidna li hu jixxiebħu ħafna cotton . u light cotton . it can be easily washed infatti nistghu nibblijcjawh u nistghu nghalluh .. u ma jiğri xu ħejn . dries quickly. but () and crease muhx kollox tal-cotton s'issa

Ls: ehe

T: ok. issa . some linen materials are sheeting li jagħmli l-lożor . ma tajtx għadhom ta' għax kif għidtilkom huma expensive . issa il-lożor forsi issibu ta' xi dotta tan-nanna tagħkom . li jkun tal-linen . ok ikun abjad u ġeneralment ikun irrkakmat u jkollu jew xi rakkmu hekk sabiż . bil-fjuri . Irish linen l-Irish linen huwa drabb li għadni kif semmejtilkom li jkun . mal-bizzilla . ta' Malta . mad-doilers tal-bizzilla jew id-dvalji tal-bizzilla . innutaw li jkun daqxejn aktar ileqq mill-cotton . ikun fdat iktar ileqq . issa f'dan il-każ . this is pure Irish linen . eh biex tarawha . innutaw li qisu cotton imma jkun aktar ileqq . issa . jew inkella id-damask id-damask huwa dak li jagħmli . aħmar tal-knejjes issa. dak dari . kienu jagħmli ħafna għas-sufani issa għalfen taħsib li kienu jużaww għas-sufani ma kiņux jużaw xi ħaġa oħra . għaliex għidna li hu l-aktar natural fibre .. b'żaffitu

L: strong

T: strong . ok . għalhekk kienu jpoqgguh . għas-sufani . melaw. any questions fuq il . vegetable fibres

L: no

T: mela ħa nibdew . il .. eh il l-animal fibres mela l-animal fibres għidna li jistghu jiġu mix minn fejn

Ls: mingħand ix-sheep

T: mix-sheep u x'sheep x'taghżina

Ls: wool

T: wool . u n-nofs l-ieħor x'inhu

Ls: silk worm

T: silk worm . u x'inhu bil-Malti

Ls: dudu tal-ħarir

T: u x'jaqhtina

Ls: silk

T: ħarir . ok issa . mela ħa nibdew fuq il-wool .. issa wool comes from the hair of the sheep issa . hemm ħafna annimali oħrajn..
46 barra x-sheep pero l-aktar komuni hija ix-sheep . hemm
47 pereżempju rabbits hemm il-camel . u hemm . certain goats . ok
48 .. the best breed of wool is from the merino . and the vicuna issa
49 L: merino x'inhu
50 T: merino x'inhu . il-merino huwa . in-naghaq li hemm fil-Awstralja u
51 New Zealand ġieli rajtu xi stampa
52 Ls: yes
53 T: ikollhom ġafna . ikunu chubby ġafna . fir-reading comer ġa
54 jkollkom
55 L: ()
56 T: yes eżatt ikollhom ġafna ġafna ikunu chubby very chubby . u .
57 ehm it is the best breed . l-aktar suf . iriq . fine . u soft u white
58 issa barra minn hekk għandkom il-vicuna issa il-vicuna hija tip ta'
59 mogħża . li tkun fil-muntanji ta' l-Argentina . il-. wool il-wool tal-
60 merino . irnexusielhom . jagħmlu l-farms tagħhom pero din il-
61 mogħża vera mqrba . salvaġġa ġafna għadhom ma nexxielhom
62 iġifieri jagħmluha domesticated
63 L: ()
64 T: ehm ehe . pero l-aktar li nagħrufuha ikollha ġafna suf . fin ġafna
65 very very soft . and it is . very expensive . vicuna wool it is more
66 expensive mill-mink .. orrajt mis-suf mill-fair tas(-) orrajt ma ssibux
67 tixtruh iġifieri Malta ma ssibux tixtruh żgur coats tal-vicuna issa .
68 England . Australia New Zealand South Africa and Argentina are
69 the best . producers of wool dawk l-aktar li għandhom nagħaġ .
70 dawk l-aktar li . għandhom farms li ġrabbu n-nagħaġ għas-suf ok
71 . l-England tghiduli minn liema post England għandhom Scotland
72 magħrufin tant għall-. wool u ġersijiet taġħhom . ok pereżempju
73 il in-nagħaġ . ta' Malta u Għawdex jużawh . għall-ġersijiet
74 Ls: le
75 T: għaliex għaliex is-suf tagħhom m'huwiex daqshekk
76 L: fin
77 T: għalfiejn jużawh mela
78 L: biex jagħmlu s-suf
79 Ls: ()
80 T: imma mbagħad għalfiejn jużawh l-aktar għall-ġersijiet jew għal xi
81 ġaġa oħra
82 Ls: ()
83 T: bħal x'hiex
84 L: ()
85 T: ehe fil-ħwienet tan-knitwear ikun hemm minnhom . tapiti . l-iktar
86 għat-tapiti . ok . għaliex għax huwa stiff ġafna huwa oħxon stiff
87 ikolli naħdem ġersi tas-suf tan-nagħaġ nużawh ukoll għall-
88 blankets . mela wool għalfiejn jintuża . bħall-cotton u bħal-linen .
89 jintuża biss biex nilbsuh jew għal xi affarrijiet oħrajn
90 Ls: għal xi affarrijiet oħrajn
91 T: bħal x'hiex
92 Ls: bḥat-tapiti
93 L: xi xalpa
94 T: yes accessories lożor le x'ngḥidulhom
95 Ls: kutri
96 T: ok mela . one is warm to wear and comfortable . ṣa naraw ghalfenj . il-wool . ghandu . perežempju min ikollu xaghru twil ḥafna . isaḥḥan aktar minn meta . i-listess . infatti jaqṭghuhom ix-
97 . sheep they shear them for summer ghax inkella ihossu ḥafna
98 shana fis-sajf (bell goes but lesson goes on into the second session) orrajt allura iqaxxruhom . ġiġżuhom in-nagḥaṣ . u ḥa
99 lurkom stampa .... ta' farmer qieghed . shearing
100 L: ()
101 T: yes . ok . imbagḥad dak is-suf jaḥsluh ehm jagḥmlulu ġerzu
102 L: jaghmlu l-kutri . kutri tas-suf tan-nagḥaṣ
103 T: yes . u jispinjawh . jispinjawh ḥajt . orrajt dak jekk ikun . suf . soft biżżejjed biex nagḥmlu il- . ġersijiet . jew xi xalpa jew accessories . anything you can imagine issa it is very warm . issa
104 is-suf huwa ṣaḥxon minn mill- . cotton gḥidna li il-cotton it is very cool to wear in summer . issa il-wool it is very warm to wear . mela meta nilbsuh
105 Ls: fix-xitwa
106 T: u ghalfenj taḥsbu huwa very warm
107 L: ghax ()
108 T: issa il-wool jekk narawh under a microscope ghandu ḥafna scales
109 . orrajt issa ġdawk l-iscales . jittreppja l-arja u meta nilbsuh . peress li jkolli ḥafna arja ġo ﬁh
110 L: ma tidḥolx l-arja
111 T: hm il-kesḥa ma tidḥolx ikollu l-arja imma il-kesḥa ma tidḥolx . allura aḥna inkunu ṣhan u nibqghu ṣhan . ok . issa
112 L: ()
113 T: issa l-mohair iġibuh minn ġerzu tip ta' rabbits . ikun tip ta' rabbit
114 ikollu ḥafna it-tip ta' rabbit li qed tağḥmel int fuq il-collage ikollu ḥafna suf abjad . u . jinsguh mal-wool yes
115 L: u dak jersey wool x'ikun
116 T: ehe jersey wool huwa . materjal . mill- . wool . magḥmul mill-wool
117 . m'huwiex . minsiḏu . huwa innittjat . pero is-sena ddieḥla l-iktar li nagḥmlu . tip ta' drappijiet . ġhax intli jista' jkollok . wool . hekk iriq . jista' jkollok . pero jersey wool bḥall-jersey tieghed . that is jersey . wool . jersey magḥmul mill-wool .. issa it does not crease
118 but it has to be washed with care issa din importanti ma gḥidtilkomx illi . 'kk ikollu nara xaghrā jew sufa waḥinda under the microscope ghandha qisha ḥafna scales . tal-huta
119 Ls: hm
120 T: issa jekk ma nahslux sewwa dawk l-iscales jitgḥaqqdu ġa xulxin
121 . u . indahḥal ġersi daqshekk . ġol-washing machine . u nohoṛgu
daqshek. għax jixxirkjali. jiffeltja. u jitgħaqqad kollu. infatti
x'nużaw. naħšluh bis-sapun il-wool il-mummy gżersijiet.
tagħmilhom fil-washing machine

T: taħsilhom. very carefully. taħsilhom bi'dejha. ma toqqoqodx
tirrajshahom aħna għidna li. l-cotton tant huwa strong when wet
tilli nogħrkuh nghalluh u ma jiġrily xejn. il-wool. it is weak when
wet. il-wool weak m'huwiex strong. allura jiġrilu ħafna ḥsara
Ls: aħna naħshluhom
T: issa hawn ċertu tip ta' washing machines li tista' taħsilhom. mhux
ħa ġġibhom ta. wara sena igżifieri tarmi ġersi jekk taħslu dejjem
fil-washing machine
L: anke hawn washing machines li jaħslu l-blazers
T: i know yes. it is true. issa. it does not create. il-cotton għidna
li jikkrijsja pero dan ma jikkrijsax. titgħaffeq u toqqoqod bilqieqgħa
fuq ikolok ftit tikmix pero wara li tqum wara ħames minuti jibda
jix. jiġi sewwa. issa some woolen materials are felt gabardine
tweed. issa ħa naraw liema huma. felt huwa il-pannu .. użajnih
għall-collage .. ok. u għalfejn nużawh il-felt .... blazers. kowtijiet
. ok. u nużawh ħafna ghas-soft toys

T: ehe nużawh ukoll peress li. nagħmluh dritt mill-fibres għall-drapp
nużawh ukoll għall-kpiepel. għax il-felt. iċċebbu. jiehu l-forma
li trid int għhalhekk nużawh ukoll ħafna ghas-soft toys .. issa .. hm
gabardine huwa tip ta' drapp .... biex nagħmlu s-suits minnu jew
libiesi. huwa qisu pannu imma iriqi. ħafna. ok għadduh daqxejn
biex taraw. bejn wieħed w ieħor id-differenza .... issa wasalna
għall-ahħar. għhall-ahħar. natural fibre li huwa is-silk. ok is-silk
bil-Malti x'għidna li hu

T: ħarir. u l-ħarir minn fejn inġibuh
Ls: mis-silk worm mid-dudu tal-ħarir
T: mis-silk work mid-dudu. tal-ħarir. mela issa ħa naraw daqxejn ...,
l-istorja tas-silk worm. l-ewwelnett. eluf ta' snin ilu. fiċ-Ċina
derba kien hemm. Orrajt. kien hemm prinċipessa Ċiniz u kienet
qegħda tieħu t-te. .. unter a mulberry tree taħt siġra tat-tut u fit-te
derba minnhom waqqajitilha xi ħaġa. u

T: l-mishun gjielu te. issa din waqqajitilha xi ħaġa u ma kinitx
faf x'waqqajitilha. u infatti kienet waqqajitilha cocoon tad-dud tal-
ħarir ..
Ls: cocoon x'inxhu

T: issa ħa nghidilkom xi'ikun cocoon.
L: il-bejta
T: il-bejta l-fosdaq .. tad-dudu tal-ħarir waqqajitilha got-te. peress li
225 T: imma
218 T: mela
metal-hanut
is-silk jaghmлу d-
drappijiet. issa ħa
naraw kif isir minn
dak il-hajt. jaghmлу.
is-silk jaghmлу d-
drappijiet. issa ħa naraw kif i-ewwel. kif. issir il-cocoon. l-ewwel
ikollok il-moth. ok. from the caterpillar of the silk worm l-ewwel
ikollok il. silk moth. which lays up to four hundred eggs in
summer fis-sajf dan jaghmelu. ibid erba’ mitt bajda. issa minn kull
erba’ mitt bajda ifaqqas. u joħorgu d-dud żgħar. grubs
ighidulhom. grubs hatch and turn into tiny silk worms. u jibdew
jieklu il-weraq. il-weraq tal- tut ġieli rajtu dudu tal-ħarir
194 Ls: ehe
217 T: u battikata biex inġibu il-weraq. kemm jieklu. timlihom il-kaxxa
sa l-aħħar tal-ġurnata. jisparixxuħa ġibihu kaletru l-weraq.
dawk imbagħad after five weeks. the silk worm is seven point
five centimetres long. daqshekk (shows length with a hand
gesture) vera jikber il-ħin kollu jiekol xha jaghmelu. jikber biss
200 L: ġejxien
201 T: ġejxien. ġejxien u jitwal. wara li ġejxien u jitwal u ġiġi seven.
point five centimetres long. jibda. jaghmelu il-fosdqa. għandu
żewġ toqob hawnhekk. fuq imniĝru. u jibda joħroġ qisu. ċertu
substance qisu skużi bżieg. u ma l-arja. dak. il-. liquid li joħroġ
jaghqad. u jkun trasparenti. trasparenti very silky tkun () u jibda
jdawwar il-fosdqa miegħu. ok. issa. aħna s’hawnhekk importanti
tagħna. x’hin jaghmelu dik il-fosdqa.. ġewwa tkun isir dudu.. u
wara fitj joħroġ. joħroġ isir farfett. issa ġerom. qabel issir dil-biċċa
xogħol meta jispinjaw il-cocoon. madwarhom. il x ġidulul is-silk
211 worm. dawk. li jkunu fil-farms fis-silk farms. ġejduhom. il-kukuni
kollha. ipoġġuhom in boiling water ipoġġuhom ġol-miştun
imsieken joqtuhom. ħalli joqtu. ta’ ġewwa. u jieħdu sitta sitta
u jagħmuluha ħajta. silk fibres mela ħajta ssir mis-silk. ok. ġhax
meta tkun waħda rqiqa jkun iriq ħafna u jkun
215 L: ()
216 T: x’inhu
217 L: ()
218 T: mela ħajta tas-silk jagħmuluha minn six cocoons. sitt bajdiet ta’
cocoon orrażt u tkun twila ħafna. thousands and thousands.
immens tkun twila yes very very long issa. mela ħa naraw. u
jagħmuluw jew ħarir ħajt biex tirrakma bih. jew inkella jagħmuhl.
material. this is pure silk issa nagħirfuħ is-silk tkun shiny. u barra
minn hekk
224 L: ()
225 T: imma ma ġjaqċaqq ġhax hawn ħafna tip ta’ drappijiet. tas-silk.
ok. illi tawh is-silk ġamluħ il-eqq. u m’hωwiex silk. pereżempjju
dan m’hωwiex silk. allavolja jleqq. ġhax ħafna drabi jidħqu bina
tal-ħanut ġidulu le dik seta pura w ma tkunx. tkun polyester biss
u nindunaw jekk naħarquh. jew inkella. meta tkun kapaċi
Taghrfu meta tkun ilek tarah. Tinduna li hu silk. ok. mela

Miss jiżżarrat malajr

T: jiżżarrat hafna malajr yes. u daqxejn antipatku biex ħitu wkoll mela. *silk which comes from the silk worm is usually produced by China and Japan*. issa the most important. eh countries are. China. Japan. India. anke xi ftit fl-Ewropa l-Italja. issa silk taghrfu wkoll li jkun minghand tal-ħanut. ikun very expensive. ok

L: ()

T: () mill-inqas girls jekk ma jkunx seven eight pounds a metre
drapp iriq q ma jkunx silk. forsi jkun ftit fih. ftit silk imma. ikun imħallat b'xi ħaqa oħra

L: ()

T: bejn wieħed w ieħor it is seven pounds eight pounds a metre.
drapp iriq daqshekk. u ma jkunx mill-wiesa'. ok u jekk ikun raw silk mill-bqija twelve pounds ikun very expensive. u qata' ta' libsa tīgik qisa sixty pounds bejn wieħed u ieħor

L: aħjar tixtriha lesta

T: imma mbaghad ma tkunx tas-silk jekk tixtriha lesta. issa. *it is cool to the touch but warm to wear*. scarf tas-silk. hija very cool x'thin thossra mhix bhas-suf. pero issahhan xorta waħda. qisek għandek muffler qisek għandek muffler tas-silk it is very. issaħħneq hafna. ok. *it is very strong does not crease easily but must be carefully washed* issa. ma rajnix li l-oħrajn jixxiemhu.

L: is-silk u l-wool m'humieq jixxiemhu wkoll

T: you have to. wash it very carefully u mhux kull silk. tista' taħslu. ok. ikollu xi rakkmu jew xi beads fuqu l-ħajjar toħduh ld-dry cleaning ok. pereżempju din meta ħsiltha dil-biċċa drapp. din ma ħsilthiex eh. pero kelli biċċa drapp bħalha meta ħsiltha ġiet qisha tissue paper titkemmex u tīgī ma tibqax sabiha ma tibqax tieqq sabiha issa. silk. is usually. very. very. expensive. some silk materials aren't. georgette chiffon u velvet mela. ha nurikom pero m'humieq tas-silk. *velvet* huwa il-bellus. dan m'huwiex tas-silk imitation dan m'huwiex tal xijgħidul li huwa araw. is-silk. dan huwa raw silk igħidulu. *georgette* u chiffon .. chiffon ikun m'huwiex silk dan. jixbaħ is-silk imma m'huwiex silk. chiffon huwa dat-tip ikun trasparenti u dan georgette ma jkunx trasparenti daqshekk. ok. għadduhom. ħallli tkunu tafu bejn wieħed w ieħor x'inhuma

L: Miss. kelli dak. tal-ħarir. imbagħad ħaslihieli w saret ()

T: aktarx li jiġri hekk meta jkun iriqq ħafna. u ehm l-aktar li għandhom is-silk pereżempju waħda mill-. hwienet Indjani ġieli ikolhom dawk is-silk ikunu rarrkkmati kollha. jista' jkun cotton iriqq ħafna jkun trasparenti pero issib tas-silk. pero mbagħad hawn dawn l-iscarves li jkunu tas-silk l-aktar ok mela. .. ser. tkomplu tikkupjaw. minn fejn bdejna jekk għad baqafżilkom xi diagrams
276  x'tagħmlu tkompluhom issa kkupjaw **the natural fibres** kif għandkom fuq il-**handouts** s'hawnhekk s'hawnhekk aslu sa **velvet**  . **short note on man-made fibres**
279  L: Miss l-aħħar darba kkupjajt s'hemm isfel
280  T: issa aġħmel ta' din id-darba ġejja ġallli tkompli ġlisten fabrics **section** tal-fabrics ma għidtilkomx page ġdida żgur ŋa tiġi din
281  L: **section**
282  T: ma tistax tkompli ġehe issa komplu wara din it-table il-handout **.. girls hands up** min għadu ma lestiex il-collage
283  L: ()
284  L: ()
285  T: ma rridx inkun naf first min għadu ma lestiex id-dawra ta'
286  barra kulħadd lestieha
287  L: ()
288  T: ehe int u int
289  L: **l-embroidery** tieghi ()
290  T: orrajt int għadek ma lestejthiex f'kollox lura qegħda .. mela intkom ejjew ġdejjja min għadu ma lestiex imbagħad nibda
291  ngħajjatlu
292  (end of tape-recording)
Lesson F

(This lesson took place in the school library)

T: ok . sit down .. bilqeghda sewwa .... ok pay attention . pay
attention please . pay attention . illum . nintrodotik . ghandna .
Miss
O: Miss Camilleri
T: ghandna 'l Miss Camilleri . li se tkun qeghda maghna waqt
il-lezzzjoni.... se tkun qeghda maghna waqt il-lezzzjoni . u ....
togqhdhux tiddejqu tirrispondu ghax haw il-Miss ta . irriu ngaqibu
ruhna bhalma ngibu ruhna s-soltu bhass-soltu orrajt .. ok . illum
huwa l-hmistax tax-xahar .. issa . a'hna .. is-soltu .. iftaqh daqxej
il-bieb .... eija hi ejja ha nibdew ghax qa bdeja suppost .... tafu
li illum as such hija gurnata xi ftit jew wisq .... spejiali . u nixtieq
hafna .... u din qed naghmlua . mhux ghax haw il-Miss ta ..
imma . ghax naheb illsi huwa veru bzon .. nixtieq illi nghidu talba
zhghira .. ha nara .. raise up your hand ghalfejn sa nghidu talba
spejali Stefan illum
L: ghall-gwerra biex jaghmu l-paçi
T: sa nghidu talba . sa nghidu filmkien . Missierna . u Glorja .... halli
Alla l-Imbierek . jekk jista' jkun . iwwarrab . din il-gwerra ghalhekk
.. ningabru fit . u mhux nghiduha biex nghiduha ghidniha . nghiduha
bil-qalb u veru ogoghidu sewwa . mela filmkien
TLs: fl-isem tal-Missier u ta' l-Iben u ta' l-Ispirtu s-Santu
T: filmkien sa nghiduha
TLs: Missierna . li inti fis-smewwiet jitmaddes ismek . tiqi saltmatek ikun
li trid int kif fis-sema w hekk da fl-art . Hobzna ta' kuljum . aghtina
illum . a'hrifina dubietna bhalma nafru ill min hu hati ghaliex
.. u dda'nhañix fit-tiqrib izda eñlisna mid-dení Amen Glorja
T: filmkien
TLs: Glorja lill-Missier u lill-Iben u lill-Ispirtu s-Santu kif kien mill-bidu
issa w dejjem u jibqa' ghal dejjem ta' dejjem Amen . Fl-Isem
tal-Missier u ta' l-Iben u ta' l-Ispirtu s-Santu Amen
T: semmejna l-gwerra .... il-gwerra .... ig'gib .. il-kerda .... w ghalix
.. generalment . il-bnedem . jibzghu mill-gwerra . ghalix
L: ghax
T: le le gholljidejk
L: ghax imuto n-nies
TL: jiktar naheb li hija importanti . ghax imuto n-nies kif ghidjli int
ghax iggib il-kerda tal-bnedem .. u minbarra l-kerda tal-bnedem
.. x'kerda ohaa gggib
Ls: sir sir
L: ta' l-ambjent
T: iggib il-kerda ta' l-ambjent bravu hafna .. bravu hafna .. iggib ..
il-kerda . ta' l-ambjent . l-ambjent . huwa . dak kollu . illi ghandna
.. madwarna .. naturalment kif ghamilna l-ahhar darba .. kif ghdina
l-ahhar darba ghandek (interruption - headmaster makes an
announcement on the P.A. system) l-ambjent soċjali. x'inhu
l-ambjent soċjali
is-siġar
le soċjali minn fejn ġejja l-kelma soċjali
tan-nies hu telephone u hekk
ġejja mill-kelma soċ
soċjeta
that's right soċjeta it involves people Stefan soċjeta. mela
l-ambjent soċjali joħolqu min g'hollu jdejkom min joħolqu
il-bniedem
joħolqu l-bniedem. kif semmejtli inti. imma umbagħad għandek
affarijet bħal m'huma s-siġar. il-pjanti. l-annimali. dawn flimkien
x'joħolqu
. x'joħolqu
. il-bniedem
. jofiolqu l-bniedem...
kif semmejtli inti. imma umbagħad għandek
affarijet bħal m'huma s-siġar. il-pjanti. l-annimali. dawn flimkien
x'ofiolqu
l-ambjent naturali
. jofiolqu. l-ambjent naturali aħna. diġa spjegajna. xi ftit fuq
l-ambjent soċjali. u fuq l-ambjent naturali. huwa dmir tagħna.
illi l-ambjent kull fejn inkunu. naghmluh dejjem isbaħ.. kien
hemm tfal. illi anka ġabu dawn il-pjanti ġol-librerija dawn huma
ġabuhom ta mhux jien. dak mhux jien ġibthom.... ġabu pjanti. ġalli kemm jista' jkun. isebbħu. il-ambjent tal-post. fejn qegħdin
. t'fal-każ fil-librerija. hawn xi ġadd delettant tal-pjanti hawn. eh
. min hu delettant. inti. tagħraf xi waħda minnhom taf x'jisimha
. ehe sir imma
ta' ġewwa forsi. pjanti ta' ġewwa dawn ta' ġewwa ġafna
minnhom. ġa nara għidli
ta' din naħa għandha pot blu. gallett
din u din ma tafux x'jisimha di eh
. jien
. x'inhdi
dik spider
. spider plant bil-Malti x'inhlu. ram.. rampil jew rampilja jgħidulha..
din tafu x'inhlu di. eh. di
. qargħa twila
ara bil-Malti jgħidulha San Severja.. bil-Latin cioe San Severja w
bil-Malti jgħidulha. x'għidulha. ilsien
. in-nisa
ilsien in-nisa jgħidulha u hekk igħidulha San Severja
. ghax twil sir
umbagħad orrajt that's enough. hemmhekk għandkom il-jukka
ghax twil
. jukka igħidulha. u. din hija. belladonna. u għandkom il-cactus
. issa
sir di x'inhlu
eh
dil-pjanta
eh dik il-jukka. issa attenti lil ħaw oqoqghdu attenti please pay
attention .. pay attention .. lestejtilkom .... pay attention ...

lestejtilkom xi ftit kotba . illi qegħdin ġol-library ... li qegħdin ġol-library ... u li kollha ġhandhom x'jaqsmu ... ma' l-ambjet ....

hemmhekk . fuq l-aħħar mejda . qed nisma' . id-diskors jien

(silence)

L: sir
T: yes
L: allura
T: ghidli hi

101 L: l-ambjet naturali
T: ghidli
djak dependi . min-natura . għalhekk naturali
ara l-ambjet naturali .. huma dawk l-affarijiet . ara niftiehmux hekk . ħa naghmluha hekk ara kemm hi sempliċi .... illi ġhadhom
m'humix mimsusa mill-bniedem . minuta ħa nirrispondiħ .

ħalaqhom Alla . min ħalaqhom il-muntanzi

ls: Alla
T: mela dawk huma ambjent
tls: naturali
T: il-baħar min ħalqu
ls: Alla
T: ambjet naturali . il-widien min ħalaqhom
ls: Alla
T: ambjet naturali .. hawnhekk ambjent naturali haw
ls: le
din hija bini ħolqu l-bniedem daw aħn'għamilnihom . ambjent maliq mill-bniedem . mhux naturali . qed niftiehm u . kultant
ighidulu ambjet fiżiku . il-fiżiku ukoll . ghidliħ ħi

ls: Mia
T: ambjet naturali .. hawnhekk ambjent naturali haw
ls: le
din hija bini ħolqu l-bniedem daw aħn'għamilnihom . ambjent maliq mill-bniedem . mhux naturali . qed niftiehm u . kultant
ighidulu ambjet fiżiku . il-fiżiku ukoll . ghidliħ ħi

L: sir imma l-pjanti m'humix naturali ġħax in-nies jagħmluhom
iħawwilhom
T: ara il-bniedem jinqeda b'affarijiet li tatna n-natura . pereżempju
n-natura tatina s-siġar . sewwa . il-bniedem jinqeda bihom .
iħawwilhom fejn irid hu . ħalli johloq ambjent sabiħ
imma hu . ikun ġhamlu
min
il-bniedem ikun ġhamlu
T: il-bniedem ikun ġawwilha s-siġra imma s-siģra m'għamilhiex Alla
. ħa ntiq eżempju . jiena nagħmel rock garden . umbaghad nagħmel vaska nifta' l-hut ta' l-ilma ħelu . biex permezz ta' xi ħaġa
naturali . li huwa dak il-ġebel tal-gagazza dak il-hut u hekk
jinholoq ambjet kif irrid . jien . bħal meta l-bniedem jagħmel public garden public garden il-bniedem ġhamlu . imma l-affarijiet ta' ġo fiħ ħafna drabi huma naturali .. lestejtilkom numru ta' kotba
. illi kollha ġhandhom x'jaqsmu

ls: man-natura
T: man-natura . hawnhekk ara .. interessanti li din is-siģra .. il . pine

58
California u għandha **four thousand** . **six hundred years**

T: **four thousand six hundred years** haw Malta naħseb illi l-iktar .

L: **ir-Rabat**

T: naħseb jien . illi jinsabu .. illi jinsabu fuq l-ġolja tal-Wardija ġo
San Pawl il-Bahar . huma tal-Ballut .tal-Ballut . u huwa smat ili għandhom **over eight hundred years** . is-siġar tal-Ballut . illi hemm illi hemm . il-Wardija

L: **Sir**

T: hawhekk għandhom iktar

L: mhux anka l-Buskett sir

T: **imma mhux eight hundred** . għandkom iktar fuq siġar .

il-McDonald reference orrajt il-Junior Reference ħalli meta nagħtitkom xi biċċa xogħol . tarawhom imbagħad nispjegalkom

in-number ta' l-ispine ħalli tkunu tafu fejn qegħdin

L: **Sir**

T: yes

L: minn dawk il-kotba nistgħu noħorġuhom jwaw narawhom haw

T: biċċa minnhom huma reference . ġiżierti . tarahom ġol-library . biċċiet oħrajn ikunu lending . ġiżierti jistgħu johorġuhom

L: **Sir**

T: **yes**

L: għalfefjn tal-ħodor taqrahom hawnhekk

T: w imbagħad nispjegalkom fuq hekk ġhax inkella sa naħlu l-lesson . dak mhux ġa għamilna konna xi haġa fuq hekk qed nftiehmu .

T: għandek nofs il-library reference ġhidtilkom fuqha

Ls: x'igaileri

T: ġiżierti tarahom haw il-kotba in-nofs l-ieħor lending . orrajt issa attenti .... mhux siġar biss taf huma parti mill-ambjent naturali

L: fjuri

T: semma' l-fjuri da . issa fjuri għandek .. għandek fjuri . illi . inkabbruhom aħna .. u għandek fjuri oħrajn . illi jikbru waħedhom dawk li nghidulhom **wild flowers** .. titel . kien għamel .. dawn ara kemm huma sbieħ kien beda jiġibor .. minn dawn il-wild flowers u għaqqad

T: **Cover**

L: żewġ . **Scrap books** . mimlijin bihom . issa jiena nheğiġiġkom .

T: biex min jiġibor . m'hemmx għalfefjn ikisser . u ġhaffeg . u jagħmel ġafna ġsara . imma billi inti . taqta' fjura . u tippressaha .

tagħmiha . ġeneralment kienu jagħmluha bejn żewġ biċċiet xuga . imbagħad jagħmlu **weight** fuqha . fiżmu . kull ġurjata jew kull jumejn . ix-xuga . tbiddilha . jew mhux sa toqghod tbiddel ix-xuga .

T: x'tagħmel . taqbad il-fjura tbiddilha l-pożizzjoni għalfefjn biex jekk ikun ġareġ dak il-juice minn ġa fiha . ma tnawwarx . u tpoğgi
weight fuqha. umbaghad dawk jiġu ppressati w ara kif jibqghu
. anka l-kuluri jżommu. daw ilhom tlett snin jew erbgħa. qed
.tarawha is-silla. il-qarsu
.Ls: ta' veru daw Sir
.T: skużi
.L: ta' veru daw
teqq mela xiġifieri mela daż-żgur li ta' veru mela tpingijiet ħa. u
jibqghulek hekk haw mas-sebghin hawnhekk
.L: project
.T: it was a project yes Stefan
.L: sir imma dawk qataqghom u wahhalhom hemmhekk
.T: l-ewwel taqtaghom. imbagħad tpoqgihom bejn xi xuga jew
inkella xi karta li tixrob il-juice li joħroġ minnhom. tpoqgi xi ħaqa
tqila fuqhom. pereżempju tpoqgi setta ta' kotba fuqhom. eh
sakemm huma joħroġ dak il-juice kollu. u jiġu ippressati. u
mbagħad twahhalhom fuq l-iscrap book
.T: haw ħafna hawnhekk sbieħ ara. xi darba nagħmilkom lezzjoni
fuq il-wild flowers biss. araw dan ir-ritratt kemm hu sabiħ
.T: ()
.T: iva veru ġax ma tantx nista' niği hemm. imħabba. it-tape. ara
dan ir-ritratt kemm hu sabiħ boys dan huwa. ta' dik il-pjanta. jew
fjura. li tikber waħedha. ngħidulha. Jack in the Pulpit. dan
huwa Jack. ġax qiegħed ġewwa. u l-pulptu ġax qisu pulptu.
.T: bil-Malti. eh issa naqralkom poezija ġelwa ħafna. arawha
ppressata dik .. araw kif tiġi. u tibqa' tajba qed tarawha Jack. in
the Pulpit
.T: u ż-żgur li minn Malta. daka jridu ħafna umdita. bħal issa haw
kullimkien mimli bihom jgħidulhom ganim tal-pipi bil-Malti
.Ls: lja lja
.T: ħa naqralkom dil-poeżija w ippruvaw isimgħuha. araw kemm hi
helwa
.L: bl-Ingliż sir
.T: iva bl-Ingliż. isimgħuha Jack in the pulpit. is preaching today.
.T: għax qiegħed qisu jippriedka fil-pulptu Jack in the pulpit is
preaching today. what do you think he is going to say I think I
know well the message he'll bring be glad for a green world be
glad it is Spring tghiduli met'issa Spring. għadek kemm għidilna
li haw kullimkien mimli bihom. le m'huwiex Spring imma
minħabba li għamel dak it-temp sabiħ. minħabba li għamlu dawk
il-hmistax temp sabiħ. fil-fatt in-natura għandha ġabta. kif. 
tidhaq biha nnifisha. u ħafna fjuri. li normalment. jibdew jikbru
diġa bdew jikbru għalkemm issa. erġajna qisia qlibna. xi
daqxejn. ġax-xtitwa. arawhom daqxejn daw il-kotba. kollha
230 ghandhom x'jaqsmu man-natura. haw stampi sbieh fuq fjuri. jien
231 qed nisma' xi kliem minn hemm ġej .. min qed jitkellem hemm ..
232 min irid ġiġid xi ġaġa jrid ġgolli jdejh u ġgolidha illi
233 (change of tape)
234 T: ghandkom fuq fjuri sbieh. fjuri tal-basal. fjuri biż-żerriegha. ehm
235 fejn naf jien. ghandkom fuq siġar differenti. kollha qegħdin haw
236 daw available. qed niftthemu tafu tużaw l-index. u tistgħu .
237 tużawhom. ehm huwa ... huwa interessanti ġafna boys meta inti
238 tiği ġol-library .. u . tghid. ha nftttx nghidu aħna. fuq dik il-fjura
239 . eh . u tibda tfitttx . u tfitttx fuq l-encyclopedia . u tigbor
240 l-informazzjoni . x'ngħidulu dak aħna
241 Ls: information
242 T: research work eh . tkun qed tagħmel dak li jissejja in-research
243 work. hawnhekk ghandkom ġafna. ghandkom ġafna fuq
244 l-ġhasafar. u interessanti li ghandkom kotba inkluzzi ta' Malta .
245 pereżempju dan huwa l-ktieb ta' Sultana. u ta' Gauci . illi jittratta
246 fuq
247 L: Birds of Malta
248 T: Birds of Malta. ghandkom bl-Ingliż
249 L: dak għandi
250 T: u aħjar jekk għandek . hi . jimporta tgholli jdejk . ta . ġgolli jdejk
251 .. għidli hi
252 L: jiena
253 T: yes
254 L: jien għandi d-dar bħalhom
255 T: tajjeb aħjar. ghandkom bl-Ingliż . u ghandkom l-istess ktieb
256 bil-Malti . yes
257 L: Birds of Malta ta' l-agh ساعة tista' toħodhom id-dar dawk
258 T: dan qiegħed reference . imma dan lending . orrajt. jidher hu .
259 dan għadu ġdid . għax jiġi kkontsalt hawn . u dan ilu jintuża .
260 aħna l-kotba jintużaw irriduhom ta . inżommuhom haw mhux biex
261 ma jinqrawx . biex nibżgħu ftit għalihom Miss . għax ġafna
262 minnhom . irrabu s-saqajn. ghandkom fuq l-agh ساعة .
263 ghandkom l-istess min ra ' da l-Junior Reference fuq ir-rettii u
264 l-anfibi. qed niftthemu. ghandkom ġafna affarijiet sbieħ ġafna .
265 ġafna affarijiet sbieħ ġafna . x'fin kont qed inqalleb dal-ktieb ..
266 ġiet f'idejja .... din il-poem ukoll ġielwa ġafna .... illi jisimha . A
267 Little Seed. min jixtieq jaqraha
268 Ls: jien sir sir sir
269 T: imma xi ġadd li għandu leħnu ġgħajjat ta
270 Ls: sir sir
271 T: ġgħajjat minn ġaw . darbtej sa jaqraha. ġalli darba miskin ġjkun
272 għadu qed jipprattika. mbagħad jerġa' jaqrahielkom kif suppost
273 (starts to read a poem in English)
274 L: sir minn ġaw mhux jinstema'
275 T: issa jiġi hemmhekk
(continues to read the poem)

that is that

(continues to read the poem)

ara. ha nispiegahielkom. issa jeṛga' jiği jaqraha. isimghuha kemm hi ħelwa. a little seed for me to sow a little earth. iğiiferi ftit ħamrija. to make it grow. għandek. il-kiem. jirrajmja. illum m'intomx qed iġġibu rufkom tajjeb bizżejjed ta. qegħdin nitkesshū u mhux qegħdin attenti ... a little hole

għax inti. meta tiżra' ż-żerriegħa. tagħmliliha

toqba

toqba a little pet speci. żżiegħel biha

(augher)

a little wish xi tkun il-wish. li ż-żerriegħa

tinbet

tinbet u
tikber

tikber. a little sun għax ix-xemx hija mportanti. għax inkella mingħajr ix-xemx. ma tikbirx a little shower iğiiferi ftit. xita a little while and then. a flower. issa araw kemm hi ħelwa ha jeṛga' jaqrahielkom. mur hemmheck issa. ta. aqrahielhom. u araw kemm hi. poem ħelwa ħafna. ieqaf daqxejn hi qabel tibda. għax haw xi tifel hemmheck qed jinkwetani ħafna lili. min minnkom qed jikkellem il-ħin kollu. min. ma tafx toqoghdu kwieti. ibda hi a little seed for me to sow. a little earth to make it grow. a little hole. a little pet. a little wish. and that is that. a little sun. a little shower. a little while and then a flower

and then a flower. u normalment dan jiġri. fi Spring hux veru. Spring x'inh il-Malti

rebbiegha


naturali

għollu ħdejkom

t-ambjent

t-ambjent naturali. u diża għidna. illi il-bniedem jinqeda bl-ambjent naturali. il-bniedem jinqeda bl-ambjent naturali. biex johloq. affarijiet sbieħ. li imbagħad jistgħu jiġu ukoll ikkunsidrati wkoll bħala parti mill-ambjent soċjali. ġo l-iskola tagħna. . għandek ambjent. soċjali għax holqu l-bniedem. pero. għamel użu. minn fjuri. minn siġar. biex t-lambjent ikompri. isebbħu sir allura aħna niġu naturali aħna

eqq eqq il-bniedem huwa parti mill-ambjent naturali sa ċertu punt
. il-bniedem huwa annimal. maħluq minn Alla. u jifforma parti mill-ambjent naturali. imma. minħabba li l-bniedem huwa wkoll intelligienti. .. il-bniedem jat joħloq hu fi. mhux hekk bdejn nughid l-ewwel. għax il-bniedem huwa intelligienti. fis-sens illi jekk inti għandek kelb. sa jażu l-affarijiet normali naturali fiżiċi biex joqgħod fihom. mhux ħa joqgħod jibnilek id-djar

L: mur arah
T: se jmur joqgħod ġo caves. ġo. kif kien jagħmel il-bniedem fil-bidu mhux hekk. x'ma semmejnix area vasta tremenda. li hija parti mill-ambjent naturali

L: il-ħażar
L: l-ożon
L: l-żirja
L: l-bahar

T: eq id-dinja qed nitkellmu fuqha
T: l-żirja
T: il-ħażar
T: l-ożon
T: l-bahar
T: l-żirja
T: l-bahar
T: l-ożon
T: l-żirja
T: l-bahar

L: reference

T: tistgħu tagħmlu użu minnu. hemm żewġ kopji. wieħed reference. u l-iehor le. għandek mhux biss informazzjoni fuq il-ħut. imma fi-aħħar. għandek l-sketches. tal-ħut. kollu. available. illi ħaw Malta. nispera. illi jekk ikollkom bżonn. forsi fil-geography. jew f'xi sugġett ieħor jew fis-socijal studies stess. illi tagħmlu xi project fuq hekk. tiftakru fihom. u tkunu tistgħu tużaww

L: sir


L: Wied Speranza

T: hemm Wied l-Iesperanza. li. Wied Speranza hija biċċa żgħira eh jaqbad ma' Wied il-Ġhasel. eh. iktar. widien
iċ-Chadwick Lakes

Wied il-Kbir

daqxejn ... bilqieġda. il-Wied li haw ħdejna haw. ħdej l-iskola

dan liem hu. għollu jdejkom

Wied il-Ġhasel

gle le haw haw

Wied il-Handaq

Wied il-Kbir jaqbad ma' Wied Qirda min-naħlet ta' Ħaż-Żebbuġ u
tas-Siġġiewi. u jibqa' jdur. imbagħad jaqbad ma' Wied Inċita fej
qegħdin Ħal Qormi haw ara hawn. u jibqa' tiela' fuq. igħaddi.

Wied ara jaqbad ma' Wied Inċita. qed niftthienu. wied kbir ħafna

sir

Wied Inċita dak il-wied. illi hemm. Ħ'Attard. fil-main road.

fil-ġenb m'hemmx l-isptar tal-moħħ. hemmhekk hemm wied Inċita

għidli hi x'rinhi d-diffikulta li għandek

sir hemmhekk ikabbru s-siġar

u kemm ikabbru siġar hemm

sir. il-volcanoes ukoll naturali

daż-żgur huma xi ħaġa naturali. u huma parti mill-ambjent fiżiku

imma hu jeqred l-ambjent

ibiddlu. mhux jeqrdiu. ibiddlu

kit

in-natura .... in-natura. ma teqridx. tbiddel iva. għalina jista'
jidher. illi tkun qegħda teqred. imma ma tkuxn qegħda teqred.
l-affarijiet naturali tista' tghid illi kollha huma importanti. tafuha
l-istorja tar-riħ

l-affarijiet naturali tista' tghid. fl-aħħar jkunu biż-żerriegfia

meta kien igħid dan ir-riħ dan ir-riħ ma rrudux. u mingħajr ir-riħ
.iż-żerriegħa x'jiġriλha

tmut

mhux tmut ma ttirx. ma ttirx. anka r-riħ. huwa importanti iġifieri

kollox huwa importanti. qed niftthienu. ħallli nara. da semma'
il-vulkani. haw Malta

m'għandnix

m'għandnix pero għoljiet. li speċi. għandna. tafu ssemmuli

Għawdex

imma dak Għawdex. tafu ssemmuli xi għoljiet li għandna Malta

sbieħ. illi jekk tmur fuqhom tara veduti sbieħ. ejjja min sa jghidli

xi ħadd li ma qallix

jien sir sir

stenna da ma qaix
in-Nadur Għawdex in-Nadur Għawdex qiegħed fil-ġholi. u. tara veduti sbieħ anka ta’ Kemmuna yes

sir

Dingli Cliffs fejn għandek .. iva. kif ħadtuli mohhi. dalgħodu

niżżlu daqxej idejkom. niżżlu ftit idejkom

ibda minn haw sir

ara ħa nagħmlu hekk. kif nagħmlu s-soltu. ħa nibda minn haw

veduti sbiefi aka ta’Kemmuna yes

sir

dingli cliffsf jejn għandek. .. ħoll. jien inħoss boys. u intom taf daqsi li dan huwa veru. li ma tistax tapprezzaz. is-sbuħija. ta’l-ambjent naturali. jekk inti. ma taf bih .. fhimtuni. mela oqogħdu sewwa biqlaqgħa kollha

sir

oqoqghu sewwa biqlaqgħa. ħallli nara. ibda minn haw. jew wied jew bajja. jew xi għolja

haw

ma jafx x’irid jagħmel

sorry

ma jafx x’irid jagħmel

you’ve got to mention

eh

either a valley. or a hill. or a nice view you know. about Malta always about Malta. ibda

Ħad-Dingli Cliffs

orrjajt għandna d-Dingli Cliffs. illi. għandek veduti sbieħ. eh tista’ tghaddi mbagħad għall-Fawwara. w ikomplu dawk l-ġoljiet sbieħ iktar

l-ġoljja tal-Wardija

l-ġoljja tal-Wardija dak qed ighid hekk Miss ta’ għax dak minn San Pawl il-ħaħar ta. l-ġoljja tal-Wardija illi. tara l-veduti ta’ ħtek ta’ Burmarrad. tara il

ta’ San Pawl il-ħaħar

il-gżejjjer ta’ San Pawl iktar

jien il-Buskett

le il-Buskett mhux fil-ġholi. ara ħdejn il-Wardija hemm għolj’oħra

is-salib ta’ l-ġoljja

ħdejn il-Wardija intom laqqas taf x’jiena nghid

l-ġoljja ta’ San Martin
460 T: ħdejn il-Wardija hemm ġholja oħra il-.. Bid
461 Ls: il-Bidnija
462 T: il-Bidnija .. għandek attenti lil hawn . attenti ara . għandek
463 Burmarrad .. min qieghed jitkellem hemm wara
464 Ls: dan
465 T: attenti . għandek l-ġholja tal-Wardija . l-ġholja tal-Bidnija . haw xi
466 l-ġholja tal-Bidnija sorry . ha nara hawnx xi hadd minnkom jaf
467 igħidli hemm wied bejniethom . sabiż ħafna . ma tantx huwa
468 msemmi
469 (change of tape)
470 T: int u dieħel l-Imġarr ehe . yes
471 L: ()
472 T: orrajt għandek l-ġholja mill-Imdina tista' tara anka l-Belt hux vera
473 Ls: l-Ahrax tal-Mellieħa
474 T: l-Ahrax tal-Mellieħa sabiż ħafna
475 L: l-Imtarfa
476 T: l-Imtarfa qegħda fil-ġholi
477 Ls: sir sir
478 T: is-salib ta' l-ġholja is-Sigġiewi stenna stenna stenna intom lesti
479 kollha issa
480 L: le sir
481 L: darba morna ntlifna mal-Kappillan
482 T: minuta daqxejn . oqogħdu sewwa . oqogħdu sewwa . oqogħdu
483 sewwa . please . pay attention pay attention iktar
484 L: il-bajja tal-Mellieħa
485 Ls: sir
486 T: ara ħalli nara ..
487 (interruption - headmaster speaks on intercom: "two J imorru
għall-inoculation")
488
489 ħa nuri xi postijiet .. u . nistaqsi ħalli nara x'knowledge għandna
490 futqhom . pay attention please . m'inx sa nillimita ruħi għas-south
491 jew għan-north . postijiet differenti . li huma kollha . ta' sbuħija .
492 ta' sbuħija ambientali . daw l-postijiet li ħa nsemmi kollha . orrajt
493 . haw xi hadd minnkom jaf igħidli . haw fuq ara haw fuq
494 L: eh sir
495 T: x' bajjijet insibu . le tghidulix sir . yes
496 L: San Pawl
497 L: Armier Bay
498 T: bravu . hemm fuq . għandna l-Armier . Little Armier etc . haw xi
499 ħadd minnkom . jaf igħidli . di l-area t'haw . x'jisimha
500 Ls: sir sir sir sir
501 L: iċ-Cirkewwa
502 T: le
503 L: sir il-Marfa
504 T: le
505 L: il-bajja tal-Mellieħa

66
T: mhux il-bajja

506 T: mhux il-bajja
507 L: sir
508 T: min hu mill-Mellieġa
509 L: Paradise Bay sir
510 T: min hu mill-Mellieġa
511 L: Golden Bay
512 T: ʰədd . ara ha ngʰidilikom l-ewwel kelma u malajr tɡʰiduli . l-Aħrax
513 TLs: tal-Mellieġa
514 T: ghandek veduti sbiэ̄h ʰafna . dik li aʰna ngʰidulha
515 TL: l-Għadira
516 T: Chris . għidli . da x'inxu
517 L: San Pawl
518 T: San Pawl il-Baħar
519 L: sir
520 T: xxx . daw qed jinkwetawni Miss illum ta . ghandhom bżonn
521 Ls: (teacher's pointer breaks - learners laugh)
522 T: qed tara x'ğaralha l-pointer
523 L: għal naqra mhux f'għajnejja sir
524 Ls: sir sir
525 T: ghandkom bżonn daqqtejn illum
526 Ls: (laughter)
527 T: ejjja ħallli nkomplu attenti
528 L: sir
529 T: le le le m'hemmx sir iktar niżżu jdejkom . niżżu jdejkom . pay
tention . niżżu jdejkom . attenti . please pay attention .... ma
ridx . kelma oħra . jekk ma tɡħollix idejk jew nistaqsi jien .
m'hemmx kliem .... ejjja ninżżu haw isfel . hawn xi ʰədd jaf ighidli
. hawn isfel x'inxelhulu
530 L: bajja ta' Marsaxlokk
531 L: Delimara
532 T: le trid tɡħollix jejk
533 L: Delimara
534 L: sir Delimara
535 L: lejn Delimara u lejn Xrobb l-Għaġin
536 T: lejn Delimara u lejn Xrobb l-Għaġin
537 L: Xrobb l-Għaġin
538 T: fuq il-pitazz . aqʰmlu dan li sa nqʰid . iktbu d-data ta' llum .
id-data ta' llum . ħmistax . ta' Jannar . ejjja . ħmistax . ta' Jannar
539 L: natural
540 T: oqghod kwiet . it-title l-ambjent
541 L: naturali
542 T: naturali . l-ambjent naturali
543 L: x'topic sir
544 L: x'topic sir
545 T: mhux ma' topic twelve għadu jew thirteen . l-ambjent naturali . u
546 L: sa nagħtikom ftit xogħol x'naqʰmlu mistoqsijiet
547 L: sir
548 T: mistoqsijiet
549 L: ħa nikteb sir
550 T: mistoqsijiet
551 L:
mistoqsijiet. number one. x'tifhem x'tifhem meta tghid....

ambient naturali x'tifhem. meta. tghid. ambient. na. tu. ra. lì

question mark

inhalu line

bhas-soltu ma nhallux spazju imbaghad tikteb il-kelma twegibiet

number two question mark eh number two. number two

question number two .... aghmel mappa ta' Malta. aghmel...
tinsew trid tibda bil-a. ghax imperattiv. a gh m e l. aghmel
mappa ta' Malta. u. immarka fuqha. w immarka. fuqha

556 T: le titrejsjaha bhalma naghmlu s-soltu hi. tittrejsjaha

563 L: sir is-soltu

tittrejsjaha bhalma naghmlu s-soltu. w immarka fuqha. hames
widien. hames widien

ghad baqa' hames minuti

comma. hames. gholjiet

hames bajjiet

u hames bajjiet

567 T: yes

Ghajn Tuffieha bajja

tiva melà hì. daż-żgur. question number three

daw ghad-dar

tiva hì. number three. question number three. jiena. kif nista'.
. jiena. kif. nista'. niehu hsiab. jiena. kif. nista'. niehu. hsiab
. l-ambient. l-ambient. naturali. l-ambient naturali. tal-post. fejn
. noqghod. tal-post. fejn. noqghod.... u l-aħħar mistoqsija li sa
ntkom hija din. stenna Stefan daqxejn hì. xi tfisser.... il-kelma
. tniġgis. aghmluha bil-highlighter. jew inkella aghmlu sing tahtha
hà nispellilha
	niġgis

T: tiva. t.n.i. ġ. ġ oħra. i. s. tniġgis. tkompli magħha. tkompli
magħha

ghid xi hağa

b'limestone mod. b'limestone mod... isir. it-tniğiż. fil-baħar. b'limestone
mod. isir. it-tniğiż. fil-. baħar. għalissa fil-baħar sa nullimitaw
naghmlu line sir

T: issa stenna daqxejn aqtghu line ċkejken. u. sa niddiskutu ftit.
fadilina qisu żewġ minuti jew tlieta. tiva. sa niddiskutu ftit. kif isir
. it-tniğiż. fil-. baħar l-ewwelnett attenti. tniġgis x'inhu bl-Inglīż

dirt

T: bl-Inglīż x'inhu tniġgis

dirt

għollu jdejkom please. poll

pollution

T: pollution issa. il-kelma tniğiż. xi tfisser
L: sir
T: thammeq . mela meta nghidu li xi haqa hija nniqqsa . hija
mahhmuqa b'xi haqa . issa it-niqqis fil-baagnar . kif isir . orrajt skart
Li jistgfu jarmu n-nies imm'iktar minn hekk
603 L: sir
T: zjut li jintremew fil-baagnar iktar
604 L: jittghu il-fliexken biex jifqughhom
605 T: u nsomma ikunu qed ihammuq imma laqqas hu tniqqis propja dak
606 L: perezempju s-sajjieda jaghtu l-bombi ghall-hut
607 T: imma daka mhux tniqqis
608 T: orrajt skart jintrema min-nies
610 L: b'xi karta
612 T: id-drainage . ukoll . jispiċċa ġol-baagnar w hemm affarijiet oħrajn li
ma semmejnihomx . fabbriği ġieli x'jitgfu
614 L: il-ħmieq
615 T: duħħan mhux ħa jmur ġol-baagnar . ġieli ehe ġieli jittgfu kimiċi .
616 L-fabbriği dak li jissejjaħ waste . il-waste ġieli jittgfuħ ukoll .
617 ġewwa ġol-baagnar . dana ukoll huwa tniqqis issa . oħorgu rough copy
618 book . u dak ix-xoghol . tistgfu tibdewh . issa . hawnhekk
619 (bell)
620 T: lestefna bl-eżatt bil-wiegħta please
621 (end of tape-recording)
Lesson G

1 (noise)
T: all present
2 (noise)
L: Miss jien it-ten cents insejtha
3 (noise)
T: now no more talking please se toqoghdu tiskantaw ohorgu il-kotba w il-files
4 (noise)
T: take out your books and your files on page forty we're starting a new topic today
5 (noise)
T: right can I have silence now (learners quieten down) irridkom toqoghdu attenti hafna. ghall-lesson ok ghalleex hija. sa nibdew unit gdid xi xit mill-affarijiet li. sa naghmlu f'dan il-unit. sa jokollkom zgur fl-eżami allura tridu toqoghdu attenti iktar. secondly ... you must also have noticed that we have a visitor today. we have Miss Camilleri here with us. sa toqghod kwiesta hemmhekk. nittama li kulladd jogghod kwiet daqs kemm toqghod kwiet Ms Camilleri. tisma'. u jekk. Ms Camilleri mhux sa tippetecipa fil-lezzjoni. intom sa tippetecipaw pero mhux bil-mod. tas-soltu. fejn tgedwdu. eh. . so. . page forty. topic . Eric. fuqhiex inhu
6 (noise)
T: I will collect your ten cents. later meta tkunu qed taghmlu x-xi hağa ohra
7 L: water movement
8 T: water. ghadna qed ničćaqalqu hemm wara. issa ogoghdu attenti ghall-explanation. wara ghandkom activity. mhux sa noqghod inpačpač iż-żewg lessons shah. tinkwetawx. imma waqt li qed naghmlu l-explanation irridkom toqoghdu attenti hafna so water. water. water is very important. fl-opinjoni tieghi huwa . wished mill-aktar substances. essenzjali. importanti. iġifieri. minghaaju. ma tghaddix. fil-hajja. what can you tell me about water
9 L: Miss
10 T: think about. water. its uses
11 L: Miss
12 T: Dwain
13 L: we can use it for the fish to drink
14 T: fish to drink. what about us
15 L: no. I mean. for fish for fish. you can put fish in a bowl full of water. or. you. drink water
16 T: what else. hemm wara
17 L: wash the clothes
18 T: x'inho
wash the clothes

have a bath

biex tinħasel have a bath
to drink

biex nixorbu ehe
to cook

what else ejja who else needs water . do we need all this rain outside

T: of course we do . why

Miss nature needs water

nature needs water

Miss Miss

more specific . tuni żied dettalji

nature x'inhija nature

il-pjanti w kollox li hawn madwarna

pjanti . u l-annimali

living things

living things kollha nistgħu nghidu minflok nature . all living things need water ... jekk ta'kisbu ftit . dwarna .. kemm aħna .. kemm għandna bżonnu l-ilma

Miss Miss

think of ourselves . our bodies ..
il-proprorzjoni ta' solid material . u ilma

Miss Miss

think of people who needed water . who were saved by the drip .. marru l-isptar jew id-dar u tawhom id-drip . għaliex

Miss għaliex ikollhom nuqqas ta' . ilma . u nuqqas ta' energija . ilma il tal-bniedem . ikun tlett kwarti ilma

tlett kwarti ilma

four-fifths of our body huwa bl-ilma

four-fifths of our body

we need water . let's say ninety per cent

illahwa issa minn two thirds . three fourths . four fifths . ninety per cent

eighty per cent

ejja ninsew percentages . pero it's true .. il-bicca l-kbira
tal-materjal jekk tiżen kemm tiżen inti

forty-five

forty-five kilograms nistgħu nghidu li . kważi forty kilograms

minnhom

ilma

huma ilma . li kieku kelli nagħsru lil Adrian .... naqra bicca xogħol . solid material . dak li m'huwiex ilma . huwa veru ftit .... il-bicca
92 L-kbira aħna ilma. *so* water is life
93 L: Miss, anka meta jofroġlok id-demm ilma
94 T: ehe demm għandek proporţjon qawwi ta' ilma
95 Ls: (*learners talk simultaneously*)
96 T: *one at a time*
97 L: jekk ikollok tagħṣar camel. *it will be small enough it goes through*
98 a needle
99 T: *the solid remains thread them through a needle* imma biċċa
100 xogfiol dqxejn
101 L: *do bones need water*
102 T: *yes... għalkemm l-għadam fina huma l-aktar solid* forsi li għandna,
103 imma xorta biex ikollok *bone material*. *Calcium trid kwantita ta'* ilma 
104 right. *and I must mention*. *and I must say* li illum. tant 
105 huwa importanti l-ilma li anka t-trabi fit-third world countries fejn 
106 hemm ṣafna faqar. u fejn imtu ṣafna tfal żgħar. bid-dijareja 
107 x'inhija dijareja
108 L: nuqqas t'ilma
109 T: le meta jkollok dijareja xi tfisser
110 L: *unsolid material*
111 T: *material*. meta. il-koko ma jibqax. bħas-soltu. tajjeb
112 L: ()
113 T: jofroġ ṣafna ilma miegħu. dak tfisser li hemm *infection fl-imsaren*
114 .. *mela allura*. biex il-ġisem isaffli l-ilma. u jneħħi l-*infection* jiltiš 
115 ṣafna. u min ikollu *infection fl-imsaren*. u t-trabi. iktar minna 
116 forsi. easy jkollhom *infection* f'imsarinhom. ikollok ukoll ṣafna 
117 remettar mel'allura qed titlef ṣafna ilma. kemm. għax qed 
118 tirremetti u mhux qed tixorbu kif ukoll b'imsarinhom. u ṣafna trabi 
119 illum. id-WHO il-*World Health Organisation*. qegħda ssalvahom 
120 billi lill-ġenituri tagħhom tghallimhom kif jagħmulu t-taħliita *sorry* 
121 taħliita ilma zokkor u melf. għax dawka huma l-iktar affairijet 
122 bażiċi. biex it-trabi. igħinuhom. isalvaw sakemm tghaddilhom 
123 l-*infection*. għaliex l-*infection* mhix serja dqshekk. imma nuqqas 
124 ta' ilma. jista' hemm malajr jista' jofiodhom. anka l-annimali 
125 l-*pets* tagħna .... forsi. jkun hawn min jaf stejjer ta' *pets* jiena 
126 naf waħda imma mhux ħa noqgħidu nghidu l-istejjer dalġhodu. 
127 eh. ukoll tista' ssalvahom meta mhux qed jixorbu mhux qegħdin 
128 jieklu billi ġieli tmur għand il-vet. u jagħmillhom id-drip. u dik 
129 issalvahom. id-drip li jagħmillhom għal fitt ħin 
130 L: Miss fil-fatt meta xi ṣadd ikollok dijareja it-tabib infatti jgħidlu biex 
131 jixrob ṣafna
132 T: biex tixrob. issa. *no more stories*. *where do we get our water*
133 from
134 L: Miss Miss Miss
135 T: f'dal unit sa nagħmulu. il-mod naturali ta' kif jiġi l-ilma. imm'ejja 
136 nitkellmu dwarna u dwar pajiżna stess. minn fejn sa jiġi l-ilma 
137 kollu li għandna bżonn
(interruption by headmaster on the P.A. system)

L: rain. ehm from the sea
T: issa from the rain. kif from the rain. ejja nie'edu dik l-ewwel
L: billi jitfg'ulu il-chlorine mieg'hu
T: igifieri niğbor l-ilma tax-xita li hemm hemm barra u nitfa'gilu l-chlorine
L: li jingabar. giiebja imbaghad jitfg'ulu l-chlorine
L: billi jiflg'ulu il-chlorine
T: igifieri nigbor l-ilma tax-xita li hemm hemm barra u nitfa'gilu l-chlorine
L: Miss Miss imma mhux hekk
T: stenna naqra jingabar. kemm hawn minnkom ghandkom bir id-dar hands up
(learners put their hands up)

T: orrajt igifieri quite a few. imma fl-antik. jekk nie'edu d-djar fl-antik
T: il-biċċa l-kbira. jekk mhux kollha. kellhom il-bir id-dar. w gh'al
T: x'hiex tużawwh intom
L: aħna
T: il-bir
L: biex. nag'antu każ jiġi nuqqas t'ilma nużaw lilu u
T: tixorbu minnu
L: lija
L: ija Miss
L: xi kultant tieħu l-ilma biex issaqqi l-qasri bih
T: ghal x'hiex tużawwh intom. haw hawn x'jismu
L: inti Steve
L: Steve
L: aħna m'għandniex Miss imma kont qed nghidlek fuq haġ'ohra
T: ħa nlestu naqra mill-bir umbag'had ghidli
L: għax il-bużnanna. il-bużnanna tixtrilu. tixtrilu bħal dan ma nafx x'lkun. u ttifg'lu fil-bir imbag'had tixrob minnu
T: ġir probaliment. jew xi. kimika biex toqtol toqtol xi bacteria
L: pero l-iktar mod ħaffi huwa. li tittella' l-ilma. u tgħallih. kemm
L: hawn minnkom jixorbu l-ilma tal-fliexken. aħna meta konna żgħar u l-mamajiet tagħkom żgur. għax forsi jien daqs il-mama tagħkom ma. konniex nixtru. qas konna noħolmu. li jkollna. mmorru nixtru. l-ilma tax-xorb. fil-fliexku. għaliex. l-ilma. li kellna fil-viti u qabel ma kienx hawn għax terg'at meta kont żgħira izgħar minnkom. jiena niftakar konna mmorru fuq l-ghajn. kien hemm vit fit-triq. għaliex lanqas fid-djar ma kien ikun hawn ilma is-sistema ta' l-ilma. kienet għadna ma ġietx eh stallata. ħafna nies kienu jew jixorbu mill-bir tagħhom. jew inkella meta bdiet is-sistema ta' l-ilma tal-vit. piped water. kienu jmorru fuq l-ghajn u tiġ'bor. l-ilma minn hemm. biċċa xogħol. iebsa. diffiċli
L: Miss. l-ilma normalment tax-xita jiġi għax lx-xemx tixrob l-ilma ()
T: ħallik. naqra. stenna. dik lesson oħra l-ilma tax-xorb li jiġi jew minn tax-xita. minn fejn intellogg'uh
Ls: Miss Miss
184 L: mill-baḥar
185 L: le Miss
186 T: mill-baḥar
187 L: mill-ḥamrija
188 T: mill-ḥamrija immur intellgħu mill-ḥamrija hekk. Frans. haw x'jismu da
190 L: jien. boreholes
191 T: jagħmiлу boreholes. right. jew spiera
192 L: u jetellgħuh
193 L: u jkun hemm
194 L: Miss
195 T: a large part of our water. comes from the underground.
196 reservoirs
197 L: ngħidulhom il-water table Miss
198 T: il-water table right. għandna il-water table jiġifieri. l-art. il-blat. qed iservi bħala passatur. tinżel ix-xita. jieqaf fuq it-tafal. u
199 L: nerggħu. nippumpjawh 'il barra. intaqqbu l-boreholes u hekk. pero. mill-ilma kollu li jkollna fil-vit. meta niftħu l-vit joħroġ l-ilma
200 minn fejn ġej mhux l-ilma
203 L: mill-ġibjuni
204 L: mill-ġibjuni
205 T: imma x'ġibjuni. orrajt imur fil-ġibjuni. l-ilma li qed jintefaj. fil-ġibjuni mhux ġej biss. mill-ilma ppumpjat minn Htas-Saptan pereżempju. mill-water table
208 L: Miss mix-xita
209 T: no
210 L: Miss Miss
211 T: ijw'hemm ġhalfejn toqoghdu tgħidu Miss Miss Miss
212 L: mir-reverse osmosis Miss
213 T: right. mir-reverse osmosis. xjiġri fir-reverse osmosis. mhux Miss żgur ma jiġrix Miss. ġna nara. inti
215 L: mill-ilma baḥar jinbidel ġnal ilma tajjeb
216 T: ehe
217 (learners talk simultaneously)
218 L: l-ilma li jgħaddi minn ġo dik il-magna jippurifika
219 T: jippurifika. ir-reverse osmosis plant li minnhom issa għandna. wieħed tnejn tlieta żgur. jew erbgħa
221 L: ħamsa
222 L: għandna wieħed iċ-Ċirkewwa
223 T: ehe hemm iċ-Ċirkewwa
224 Ls: ġhar Lapsi
225 T: hemm wieħed Għar Lapsi. Tigne
226 Ls: għandna wieħed
227 T: Pembroke erbgħa. erbgħa hemm żgur. dawk qegħdin. jagħmi lu x-xogħol. għaliex. l-ilma li qegħdin nahlżu. li qed jingabar taht
229 fil-blat fil-water table fuq it-tafal mhux biżżejjej biex iħħaq
mad-domanda .... għaliex mhux bżżejjed
231 L: hawn ħafna nies Miss
dika wħa da raġuni wħa. secondly
233 L: għax mhix qed taġĦmel xita
imma xita mhix qed taġĦmel daqs kemm ma kinitx taġĦmel qabel
problema aħna Malta ta' l ilma dejjem kienet anke fi żmien
il-Kavallieri għax kellhom jibnu . x'kellhom jibnu
237 L: Miss l-akwadotti
l-akwadotti . biex iġorru l- ilma minn fejn hemm għal fejn m'hemmxx
239 L: Miss għax naħlu ħafna ilma
240 T: inti taħli ħafna ilma
241 Ls: Miss Miss
darba kien hemm wieħed jaħsel il-karozza t-triq kollha mlieha
jah slu l-karozza u jaħlu ħafna ilma
244 T: haw min jaħli ħafna ilma verament . u forsi . forsi vera . nużaw
iktar ilma . milli kienu jużaw in-nanniet . in-nanniet forsi ma kienux
jinnaslu kuljum . daqsna
247 L: jien kuljum ninhasil
248 T: imma iktar minn hekk
249 T: Miss għax peress li Malta hi żgħira ħafna mill- ilma tax-xita jmur
fil-baħar
imur . għaliex qed imur iktar fil-baħar
251 T: għax Malta żgħira u il-baħar aħna mdawrin bil-baħar
252 L: le mhux għalhekk mhux għalhekk
253 L: Miss Miss
255 L: għax Malta mhux ġejja ċatta
256 T: le
257 L: Miss . jien Miss għax jixorbu ħafna ilma n-nies u
il-marelli .. ma tarawx ma tosservawx bżżejjed . ha nara
259 L: Miss għax m'għandniex rivers biex l- ilma niġbru
260 L: m'għandniex fejn inpogġuħ l- ilma
261 T: le . ara ha nagħtikom clue forsi
daqshekk
262 L: jien naf Miss
263 T: aħna l-iskola hawnhekk jiena ma niftakarx . imma fl-istaffroom
264 kienu jghidu t-teachers min ilu haw quite a number of years .
tiftekru . il meta għamlet l-ewwel xita . l-istaffroom iffładjat . intliet
daqshekk
266 dal-bini
267 L: għax ħallew il-bieb miftuħ
268 T: le anki li kieku kien magħluq il-bieb . naħseb magħluq kien il-bieb
kien miftuħ
269 L: ok kien miftuħ imma dik il-biċċa xogħol anke bil-bieb magħluq ma
kinitx tiġri ftit snin ilu .. issa . suppost intom tgħallimuq tosservaw
.. think of the surroundings hawnhekk . ta' l-iskola .... aħsбу
273 fit-toroq fejn jinġabar ħafna ilma . dak l- ilma kollu seijer il-baħar
274 sa ftit snin ilu . x'kien hemm .. minflok da t-toroq . minflok
dal-bini
Miss ḡamrija Miss
dien il-egħlieqi
u meta taqa' x-xita fuq il-Ḡamrija fuq dik l-ġhalqa hemmhekk
tinxtorob
meta taqa' fuq is-saqaf tal-klassi
jiżloq
jiżloq. jibqa' nieżel hemmhekk. iġifieri il-problema. hawnhekk
bdiet. ta' l-ilma tal-flooding. meta. hemm fuq x'ìnbena
il-bini
il-bini
fabbriki

garages
u il-garages Miss
u il-garages plus it-toroq. mela allura qed jiği saved ḡafna ilma
. qed jinġabar ilma. tax-xita ta'ħt l-art
le
le mela mill-water table mhux qed jitla'. u rridu. aħna. bil-fors
negħimu użu mir-inverse osmosis insaffu l-ilma tal-ħaħar
Miss il-bierah l-Imsiida m'għol'hekk ilma
il-problema di tal-flooding. dak l-ilma kollu tax-xita kollu qieghed
jinħela
i-ilma tal-bottijiet minn fejn jiġbruh
il-mineral water. pereżempju daka ta' Farsons daka jiġbru. bħal
bħal meta niġbru minn fuq il-bjut aħna. imbagħad s'intendi
jagħmillu ċertu treatment. ġhalix ħuwa aħjar. iġifieri Farsons
 qed jagħmilluna biċċa xogħol. li nistgħu nagħmilhuha. kull ma. kull
wieħed minna. li għandhom il-bjar
Miss ommi mhux mingħand Farsons
tiġbor. u ħjwa issa daqs kemm hawn ilma. hawn ta' barra wkoll
. hawn ta' Malta
ta' Malta tajjeb
Miss ġhal l-ilma jkollu l-ġebla
issa mhux ħa noqqogħu niċċi. fil-mertu ta' Malta tajjeb u ta'
Malta ħażin ... ta' Malta ġhandu l-ġebla. ġhalix. inti stess se
tgħidli. minn x'hiex hija magħmulha
qieghed insaqsi liliek
but you should know
xi kwalita ta' ġebla ġhandna
franka
ġebla tal-franka w x'jiġriilha l-ġebla tal-franka
titmermer u tittlekel
tixxarrab
soluble tinħall ġhal ftit. allura l-ilma tagħna. l-ilma tagħna it's
hard water. it's called hard water. hard water ġhalix fih. ħafna
322 gebla. u dik il-gebbla. il-magni taghna pereżempju. ma tathomx
323 ħafna ħajja. il-ħwejjiġ taghna. nista' nghidilkom jiena. għax
324 għaddejt minnha wkoll
325 (change of tape)
326 kopja tal-ktrieb. fuq il-ir-reverse osmosis. iċċiferi issa naqas l-ima
327 li qed jinġabar. qed nagħmi uktar. għandna bżonn aktar ilma
328 għax hawn iktar nies haw iktar fabbrike qed nużaw iktar ilma. u
329 qed naxżnu iktar ilma. bir-reverse osmosis plant .... fuqiex. biex
330 jaħdmu r-reverse osmosis plant
331 Ls: Miss Miss
332 T: fuqiex
333 L: faħam jew żejt
334 T: il-plants ma jaħdmux. fuq il-faħam u ż-żejt. mhux huma jaħdmu
335 fuqiex imma
336 L: jaħdmu. jaħdmu fuq il. fuq l-ima
337 T: le le le. xgħandhom bżonn biex iħaddmu l-magni . biex
338 iħaddmuhom
339 L: bl-elettriku
340 T: bl-elettriku . l-elettriku fejn isir
341 Ls: il-power station
342 T: il-power station. u l-power station issa jużaw. faħam. jew iż-żejt
343 . hawn hu iż-żejt u l-faħam. and what is the problem. li għandna
344 bħalissa
345 Ls: Miss Miss
346 L: id-dħaħen tal-fabbrike
347 L: Miss
348 T: hemm wara
349 L: jien Miss. iż-żejt Miss
350 T: iż-żejt. il-problema kollha qegħdin lellet il-gwerra kulħadd jaf w
351 intorn daqxejn high iżżejjed pero dik hija. tant huwa importanti iż-
352 žejt. tant hija importante l-enerġija fid-dinjja .. li il-kwistjoni ewlenija
353 . fil-Golf bħalissa hija iż-żejt .. min sa jkollu poter fuq iż-żejt
354 fid-dinjja għaliex f-dawk l-inħawi tal-Golf il-pajjizi tal-Golf
355 L: qed jiġġiedlu
356 T: huma pajjizi sinjuri ħafna. biż-żejt .. u ż-żejt huwa prezzjuż .
357 għaliex. it is appropriate li nghidu xi ħaġa llum fuq iż-żejt
358 (learners talk simultaneously)
359 L: imma Malta m'għandniex problema għax Malta mil-Libja gġibu
360 ż-żejt
361 T: yes imma d-dinjja kolla se jkollu problema biż-żejt għaliex huwa
daqshekk importanti dan iż-żejt. give me . give me . some
362 examples .. of substances . of materials . of things . that are
363 produced . from . this black gold . għax jissejjah black gold
deheb iswed iż-żejt tant huwa prezzjuż
364 T: għax iż-żejt iqum ħafna flus .. u mingħajru. il-power station ma
365 taħdimx
T: mela ġhandna l-power station ġhandna l-enerġija biex ikollna
l-electrikju x'iktar
L: ehm if we don't have oil. cars and
T: right ma jkollnix petrol. u diesel ġhall-karozzi
L: ġhall-ikel Miss
T: x'ikel. x'voldieri explain yourself
L: if we don't have oil. cars and
T: right ma ġjkollnix petrol. u diesei gfiall-karozzi
L: gfiall-ikel Miss
T: x'ikel. x'voldieri explain yourself
L: iz-zejt ta' l-ikel
T: le le le le le
L: dak miż-żebbuġ jiġi. dak miż-żebbuġ jiġi
T: ah it's a good thing you've mentioned ġhx kont insejt. ġafna
L: nies ġhandhom l-impressjoni ġażina
(learners talk simultaneously)
T: u forsi ġhalhekk .. is-supermarkets. w ġhand tal-grocer. ġarrew
iż-żejt ta' l-ikel kollu. imma il-kwistjoni mhux fuq dak iż-żejt
qegħda. dak iż-żejt .. min jaf jispjegali hu. minn x'hiex jiġi
L: Miss
T: right ma ġjkollnix petrol. u diesei gfiall-karozzi
L: gfiall-ikel Miss
T: x'ikel. x'voldieri explain yourself
L: iz-zejt ta' l-ikel
T: le le le le le
L: dak miż-żebbuġ jiġi. dak miż-żebbuġ jiġi
T: ah it's a good thing you've mentioned ġhx kont insejt. ġafna
L: nies ġhandhom l-impressjoni ġażina
(learners talk simultaneously)
T: u forsi ġhalhekk .. is-supermarkets. w ġhand tal-grocer. ġarrew
iż-żejt ta' l-ikel kollu. imma il-kwistjoni mhux fuq dak iż-żejt
qegħda. dak iż-żejt .. min jaf jispjegali hu. minn x'hiex jiġi
L: Miss
T: right ma ġjkollnix petrol. u diesei gfiall-karozzi
L: gfiall-ikel Miss
T: x'ikel. x'voldieri explain yourself
L: iz-zejt ta' l-ikel
T: le le le le le
L: dak miż-żebbuġ jiġi. dak miż-żebbuġ jiġi
T: ah it's a good thing you've mentioned ġhx kont insejt. ġafna
L: nies ġhandhom l-impressjoni ġażina
(learners talk simultaneously)
T: u forsi ġhalhekk .. is-supermarkets. w ġhand tal-grocer. ġarrew
iż-żejt ta' l-ikel kollu. imma il-kwistjoni mhux fuq dak iż-żejt
qegħda. dak iż-żejt .. min jaf jispjegali hu. minn x'hiex jiġi
L: Miss
T: right ma ġjkollnix petrol. u diesei gfiall-karozzi
L: gfiall-ikel Miss
T: x'ikel. x'voldieri explain yourself
L: iz-zejt ta' l-ikel
T: le le le le le
L: dak miż-żebbuġ jiġi. dak miż-żebbuġ jiġi
T: ah it's a good thing you've mentioned ġhx kont insejt. ġafna
L: nies ġhandhom l-impressjoni ġażina
(learners talk simultaneously)
T: u forsi ġhalhekk .. is-supermarkets. w ġhand tal-grocer. ġarrew
iż-żejt ta' l-ikel kollu. imma il-kwistjoni mhux fuq dak iż-żejt
qegħda. dak iż-żejt .. min jaf jispjegali hu. minn x'hiex jiġi
L: Miss
T: right ma ġjkollnix petrol. u diesei gfiall-karozzi
L: gfiall-ikel Miss
T: x'ikel. x'voldieri explain yourself
L: iz-zejt ta' l-ikel
T: le le le le le
L: dak miż-żebbuġ jiġi. dak miż-żebbuġ jiġi
T: ah it's a good thing you've mentioned ġhx kont insejt. ġafna
L: nies ġhandhom l-impressjoni ġażina
(learners talk simultaneously)
414. magħmul minn synthetic material. u ṣafna mis-synthetic fibre
415. hija prodott taż-żejt
416. L: jekk ikun hundred per cent Miss
417. T: eh
418. L: jekk ikun hundred per cent Miss
419. T: hundred per cent what
420. L: cotton ikolok xi flokk
421. L: ikun hundred per cent cotton
422. T: yes if it's hundred per cent cotton. it would have needed some
423. energy. and the energy to produce the cotton. to make the yarn
424. to make, the material itself. eq. ġejja kollha miż-żejt. mhux
425. hekk. so.nispera li tifḥnu. l-importanza kbira tagħha.
426. l-kwortjoni. u taħṣbu naqra. ikkt dwar il-konsum. u dwar
427. konservazzjoni ta' l-energija għax minbarra l-pollution li ġieli
428. tkellimna dwarha. hija wkoll. kwistjoni. ta' konsum. ta' kemm
429. naħlu. għaliex. żgur li bħala by-product ta' dil-kwartjoni li jkun
430. hemm. il-prodott taż-żejt jogħlew. il-prodotti kollha ta' madwarma
431. jogħlew now. last three questions halli nghaddu. għall-materjal
432. li għandna
433. L: Miss () biż-żejt tal-ħuta
434. T: le daka żejt tal-ħuta cod liver halibut liver oil. dawka qegħdin
435. imma. mill. miż-żejt. li tagħmeln. il-halibut. jew inkella il-cod.
436. igħasruħ. iz-zokkor. u jibbitfiljaw għaliex huwa. rich. t'ċerta
437. vitamina. vitamina a u d
438. L: veru jekk pereżempju. taqli kuljum hekk jagħmillek ṣażin
439. T: għandek ḡafna fats ḡażin yes ḡafna fats. ḡżiena għall-żejem u
440. il-fats ... tikka żgħira. ḡa nghidlek. għax sa niddewjaw ṣafna
441. mis-suġġett ehm. ḡafna fats. jekk qed tieħu biċċa ħobż. one
442. gramme. t'ħaxxen nofs. one gramme ta' carbohydrate li ċih
443. il-ħobż jew one gramme ta' zokkor għax l-istess jagħtu enerġija.
444. fiha n-nofsi ta' enerġija li tagħti one gramme xaham. jew żejt....
445. iż-żejt. jagħti ḡafna aktar enerġija. milli jagħtu carbohydrates
446. ofira. u aħna m'għandniex bżonn dak iż-żejt kollu. u dak ix-xaham kollu. ḡafna mill-kbar. mill-parents tagħkom. min-nies
447. kbar aditu ibatu ḡafna bil-problema. għaliex qed nieklu ḡafna
448. ikkt glassżijiet. milli għandna bżonn
449. (learners talk simultaneously)
450. L: Miss immażna naħarquh ix-xaham żejjed
451. T: yes mhux kufħadd imma. mhux it-tfal kollha jaħarquh. now page
452. forty please ... drying up ... today. we would have a problem to
453. dry up wouldn't we ... ḡaslet 'wejjeġ il-mama tagħkom illum
454. (learners talk simultaneously)
455. L: taħlihom ġewwa
456. T: taħlihom ġewwa hu
457. (learners talk simultaneously)
458. T: right. min jaf kemm gergru. il-mamajiet tagħkom dalghodu. jekk
L: Miss Ommi l-isptar qeqhda
T: mela u kellna biċċa xoghol hawnhekk ... għandna problema
x'insolvu ... u ħa naraw x'inhija dil-problema qabel ma nkomplu

464 l-explanation tagħha ... problem solving competition .. Eric read please

466 L: (reads from the textbook in English)
467 T: (corrects the learner) key ideas

468 L: (reads from the textbook in English)
469 T: issa hemmhekk tana ftiit informazzjoni. għadira. illum l-ġhadajjar
470 . jinxfu jew jintlew
471 L: jinxfu
472 T: illum jinxfu
473 Ls: jintlew
474 T: illum qed jintlew iktar għax kważi l-ħin kollu nieżla x-xita. but
475 x'qalilina hemmhekk. Grenvin. x'qalilina hawnhekk. dwar
476 il- puddle. puddle hija għadira ilma eh .... x'qalilna fuq il- puddle eq
477 trid toqgħod attent issa. fhimt x'qal hemmhekk naħseb lanqas
478 kont taf x'konna qed naqraw. għax fhom hemm key ideas. li sa
tużaw. ħa ssolvu l-problema li għandi. inti
480 L: jien
481 T: x'jismek
482 L: jien Steve
483 T: Steve
484 L: Miss għax għax jekk ikun hemm ix-xemx u jinxef l-ilma il-puddles
485 illum ħuma mimlijin bl-ilma illum jinxfu malajr
486 T: right. l-ġhadajjar. il-puddles. jinxfu malajr. meta hija
487 Ls: is-šhana
488 L: a hot day
489 T: ix-xemx. jew inkella
490 L: windy
491 T: windy day. right. so. here comes your problem ... Karl. aqrali
492 L: l-problema
493 L: (reads from the textbook in English)
494 T: the universe
495 L: (reads from the textbook in English)
496 T: right. so
497 L: jien għandi paper towel
498 T: hawnhekk għandi pakkett paper towels jien. imma let's imagine ...
499 li din il-paper towel. waqgħati f'waxda mill-ġhadajjar hemm bara
500 jien mhux ħierġa hemm barra nixxarrab biex tkunu tafu sa
501 nxarrabha inxarrabha hawnhekk (teacher wets the paper towel
502 under the tap) daqs li kieku waqgħiftli hemm barra this is. the
503 last paper towel in the universe. issa. your problem. and you're
504 going to work in twos. will be to find a method
505 L: without tearing it Miss
T: of course. Irid inżommha intact. one piece. to find a method.
and you have to describe the method. to dry it. as quickly as
possible... jigifieri tridu ddahhlu l-element tal-hin. I'm not going to
time you. you're just coming up with the ideas now. then. I
could give some of you. a few paper towels to try it out at home
and to time it. ghax mhux ħa jkollna ċans nittajmjawha hawnhekk
u m'għandix stop clocks biżżejjed
L: mhux in twos Miss
T: sa taħdmu in twos biex issibu l-idejat
Ls: ()
T: hemm ħafna. methods ta' kif tista' tnixxifha. you can use a
natural method. and you can use. another method. we have.
appliances. we use a lot of appliances at home. to help us. dry
clothes. to help us. warm up and dry things. mela. għiduli
intom. il-metodu. li sa ssibu intom. liem huwa l-aħjar. issa tridu
tiddeskrivu wkoll. kull step. jiena ġbartha din. meta xarrabtha.
ğiets. qed tarawha. kif inhi
L: ballun
T: ballun
L: romblu
T: how am I going to dry it. shall I just throw it there. and leave it
to dry there
L: Miss ħafna
T: shall I squeeze out the excess water
L: yes
L: tpoġgiha fuq il-heater imbagħad Sir
T: se nitfagħna kollha. shall I. spread it out
Ls: yes yes
T: shall I fold it in two
Ls: no
T: eqq issa intom kull wieħed minnkom. tridu tiddeskrivulli. x'sa
taghmlu. step by step. jekk se nagħsarha tridu tghiduli li se
nagħsarha. jekk se niftagħna nifrixha tridu tghiduli li se nifrixha
L: nifrixha
T: fejn. kif. jekk hux fuq xi ħaġa. li tixrob l-ilma. jekk hux eh fl-arja
. hang it up on a line to dry. orrajt
Ls: Miss
T: yes you can hang it up to dry there near the window
L: ija imma mhux barra
T: mhux barra ok. you have to decide. each one of you mela title
... sa tatuni r-report ... it-title. huwa water movement. drying up
. problem problem the last paper towel you have to set up the
problem and write the method your ideas after each other
(noise as learners start the activity - working in twos. The activity
continues during the second lesson. Recording ends here.)
Lesson H

1 (towards the end of the lesson)

2 T: bhala land. min jaf igfidli x'karatteristika l-aktar ghandha

3 L: xi'gifieri

4 T: igiferi. bhala riżorsi. x'kwalita ta' riżorsi. issa. pero rridu

5 noqoggdu attenti illi il-land jekk qed nirreferu ghalha bhala nature

6 is extremely igiferi tattina n-natura tahlina l-Bambin sibniha

7 hemmhekk lesta u mbagħad ġejna biex nipproduċu l-affarijiet il-

8 goods and services li għandna bżonn. noqogħdu attenti li land

9 ma tfissirx biss l-art li qegħdin fuqha. din nafuha. vera. land bl-

10 Ingliż hekk tfisser. l-art li qegħdin fuqha pero fl-economics

11 x'nifmu iktar barra land. fingers up eżempij ta' land. affarijiet.

12 riżorsi li tatihomlna by nature sewwa. x'tikkonkludi. li hawn. land

13. għax Fiona qaltti x'gifieri. a'ħna suppost fl-economics nafu li

14 land ma tfissirx biss l-art li qegħdin fuqha bħall-Ingliż imma wkoll

15 dawk l-affarijiet riżorsi naturali veru. ha naraw xi affarijiet Marija

16 L: rivers. forests

17 T: rivers. forests

18 L: sun

19 T: sun

20 L: soil

21 T: soil

22 L: sea

23 T: sea

24 L: rubber

25 T: rubber. rubber mhux rubber bħal tat-tyres tal-karozzi ta għax

26 dawk ikunu

27 L: ramel

28 T: eh ramel qaltti ramel veru sand u anke rubber. pero nerğa'

29 nfakkarkom illi rubber tas-siġar igiferi dak li jkun tan-natura mhux

30 kif jagħmlu l-bniedem

31 L: mhux min-natura jagħmluh

32 T: imma bhala raw material ir-rubber nieħduh mis-siġar. issa meta

33 nghidu rubber mhux rubber tat-tyres tal-karozzi igiferi qed nirreferi

34 għal xi tyre tal-karozza għax dak ikun manufactured. thimna. jien

35 għidlikom ir-riżorsi naturali. iktar ħa nara (a learner puts her

36 finger up and the T points at her: the learner answers)

37 L: trees. fish

38 T: trees. fish

39 L: stones

40 T: stones u nibqgħu sejrin hekk

41 L: mountains

42 T: mountains. dawk l-affarijiet naturali li għandna fid-dinja sewwa.

43 issa dawn l-affarijiet li għandna fid-dinja qegħdin bl-abboundanza

44. tghiduli u iva Miss muntanji w hekk hawn ħafna fid-dinja. ċerti

45 affarijiet. vera imma bhala quantity supply dawn qegħdin infinite
. hawn kemm trid minnhom

Ls: le
T: hawn limitati iġifieri b’hala riżors huwa
TLs: limitat
T: din natufa wkoll. pereżempju siġar . fil-fatt. kulfadd jaqta’ s- siġar se nispiċċaw bla siġar . anki l-karti dan l-aħħar . qegħdin joqgħud attenti li . pereżempju jekk karti jistgħu jintużaw jerġġhu . jerġġhu jintużaw l-listess karti jekk ikunu affarijiiet ta’ kotba jew hekk ta . johduhom ġo factory apposta biex jerġġhu ikunu tajbin għall-użu għafeljn . għax siġar m’hawnx biżżejjed kwantita illi nistgħu nahluxhom . mela. waħda mill-karatteristika ta’ land hija . illi b’ħala supplies (writes on b/b) it is limited. in. supply . issa . u l-listess għall-affarijiets l-oħrajn . l-listess għal nistgħu nghidu pereżempju għall-hamrija . għall-agħsafar li huma wkoll
L: fish
T: fish . m’hawnx kwantita fid-dinja hawn kwantita tifhmunix ħażin jien mhux qed nghid li tista’ tghoddhom fuq ponot subgħajk . imma m’hawnx biżżejjed biex aħna inqassmu b’xejn pereżempju . sewwa . not all type of . free . hawn natural resources huma free l-ebda ħaġa hija free good . fil-fatt free goods min għandu ... mhux se noqgħud ntuhom b’xejn . ħimmata . issa . allura peress illi . il-land . sa ċertu punt hija . limitata . l-affarijiets the natural resources huma limitati. mażż-żmien bdew jiskopru n-nies illi qalul . aktar ma qed tiżdied il-population aktar ma jkun hawn nies fid- dinja . u aktar ma l-istandard of living tagħna qiegħed jogħla . aħna iktar qed insaqsu għall-dawk l-affarijiets . iktar qed nużaw minnhom . mela hemm bżonn li nagħmlu xi ħaġa għax se jasal żmien . fejn . nispiċċaw b’xejn . kemm se ndumu niefdu pereżempju . ħamrija kulħadd jieħu bl-addoċċ biex jagħmel egħlieqi w affarijiets hekk . jew anki l-annimali jew ħamrija . allura se kellna bżonn . biex issir . iġħidulha il-policy of conservation (writes on b/b) policy of conservation . din () il-policy biex tghinna . biex turina . li aħna ir-resources li għandna irrudu nużawhom iktar effiċjenti iktar effiċjenti sewwa . u iktar . b’mod li ma nahlux iġifieri jekk jiena . ehm użajt . biċċa art . ha nużaha b’tali mod li ma nahlux minnhha . u ha nużaha bi-laktar mod effiċjenti iktar b’mod illi ttini . sodisfazzjoni . u l-listess għall-affarijiets l-oħra li sejjaħnihilom land . mela għalhekk kien hawn bżonnha din il-policy of conservation . fhimma . mela dawn il-karatteristiċi huma . ta’ land . issa t-tielet waħda li nistgħu nghidu . pero qabel nixtieq inżid xi ħaġa oħra fuq conservation . li beda jiġri li iktar ma ṣadna li s-supply kienet qed tkun scarce ta’ land ovvijament il-producers jekk kienet ħaġa skarsa iktar ikunu jridu minnha . għafejn . għax il-prezz iktar se jogħla iktar sa tiġi profitable allura l-gvern beda jiskopri illi l-policy of conservation ma tantx seta’ jħallilha f’idejn il- producers għaliex qal inkella iktar se mmmorra għal-aghjar għax
iktar ma l-ħaqa tkun skarsa ıkta ridu minnha u ıkta biex nghid
hekki tiği ıkta skarsa ghax li jibda jiğri hu il-prezz jibda joghiha ıkta
tiskarsa u nispiċċaw ıkta ħażin ... issa l-affiħa ħaqa li xtaqt nghid
hiba dwar il-cost of production . biex jiiena sirt teacher . sewwa .
irrid it-training . jiiena nista' nghid li kelli cost of production (lesson
bell rings) . ġifijeri biex ġejt . teacher . li nista' nghallimkom
sewwa . kelli cost of production . orrajt tghiduli jiiena ma ħallastx
biex mort nistudja vera . imma b'daqshekk

100  Ls:  kellek
101  T:  kelli cost of production . ġifijeri biex jiiena qed nagħti dan is-
servizz . sewwa . swejt biss biss . flus lill-gvern . swejt illi kelli
nixtri l-kotba . mela jiiena għandi cost of production u l-istess nies
oħrajn . biex jiġu ttrejnati u biex jiġu joffru servizz jew ikunu ...
105  goods anka biex t'llallashom . jiiena biex nghalam ovvjament irrid
106  nithallas allura dak huwa part mill-cost of production . factories l-
107  istess . biex isiru l-magni min għamilhom . irid jittallas . u anka
108  l-materjal . imma land għandha cost of production . hi bħala land
109  kif sibniha
110  Ls:  le
111  T:  ħallasna għaliha biex ġiet hekk
112  Ls:  le
113  T:  dik hija allura m'għandhiex cost of production għax tahielna . l-
114  Bambin
115  L:  free good
116  T:  m'ħiljex free good le
117  L:  ()
118  T:  għax imbagħad () jien li qegħda nghid Roberta illi biex ġiet kif ġiet
119  ma ħallasna xejn . issa peress li hija limited supply
120  (end of tape-recording)
Lesson I

(Lesson starts but for the first few minutes there's a lot of noise while learners settle down)

T: alright. now

(Laughter)

T: alright. now. remember last time. we read those two poems. and we talked a little about them about. what they are telling us. you remember

Ls: yes

T: ok. and you remember that we said that they. both talk about the love that exists between the mother. or the father. the parents. and their children. yes. ok and you remember you asked me. whether you have to write a summary or not. and I said no we don't write summary we do something else alright. now. when we look at the poem. alright. we have to look at certain things. like for example. why the poet wrote the poem. the aim. now maybe you have never heard of such words. so we're going to look at them today. we're going to see what they are. alright. because after this lesson. when I tell you. write about the poem. for example "A Miner's Child". you will know what you have to write. alright. it's no longer a summary. a short story alright. now. before we read those two poems again. eh. forget that there's a poem there ok. imagine that in front of you you've got a picture like the picture you have there. alright. now first we're going to talk about pictures. first of all are both pictures the same

Ls: no

T: alright Teresa in what way. are the pictures different

L: some are colourful and some are not

T: some are colourful and some are not. so that is one difference. in what other ways are they different

L: some are funny and some are not

T: some are funny and some are not. ehm Anna

L: some are. seem to be happy

T: ok some em some picture em you look at some pictures you feel happy. and sometimes you feel sad. so they talk about different things. alright they show you different things. eh yes (T nods toward learner with hands up)

L: some tell a story. and some don't

T: some of them tell a story and some of them don't. some of them for example show you just the scene. others show you. a man for example. killing someone. or. a picture. can find a picture of. a kangaroo on a tree. or else a picture of a monkey. inside a cage in a zoo. that tells you something different. alright. or you can find a picture which is black and white just black shades and white shades and another picture which has a lot of colours
in it alright. so those are all different types of pictures and why
are they so different why are pictures all different. Michelle

L: ()

T: ehe because they are drawn. or they are photos. they are taken
by different people. ok. so you've got a different person all the
time

L: because life isn't just one picture. I mean there are many
pictures hu

T: there are various aspects of life. which can be taken in a picture

L: there are a lot people (). show different things

T: exactly. so every picture is telling us something different.
because the person who wrote. or drawn. drawn. has drawn
that picture is different. and he might be. eh the same person.
or draw different pictures. because he wants to tell us something
different. in every picture. ok. so now what we've just said.
also there is the fact that every painter. alright. has a different
aim. when he wants to paint something. he wants to do
something different every time. ok. and he wants to tell you. if
you are looking at the picture. something different. he wants to
share with you something different all the time. so the message
of every picture is different. all the time. ok. now how does he
for example ehm Janice said that some of them are funny huX.
and some of them are sad. now how does he. do this. how can
a picture. show you that it's funny or sad

L: because. for example () and the other one. the one. sad can be
someone crying

T: so the things. they describe. in them. now. a picture. in a
picture. the description the expression. is shown. by colours
yes. and we mentioned it already that some are colourful. and
some are not. if for example. Daphne. you want to express that
you are sad. in the picture. what colours would you use. you
are very very sad

L: em dark colours. black. white. dark colours

T: dark colours

L: serious

T: ok. so the painter. or the one who wants to express sadness.
is using colours. he I think might even use different paints. he
will use different shades ok. different colours of brushes
paintings the size of the picture can be different if for example he
wants to impress you. with something. like for example ehm. the
painter wants. to. to show you an apple. ok now imagine that
you've got this picture alright. the size. of the picture is this.
now if he wants you. to see the apple. will he draw the (T points
to various places on the b/b) apple here. here. here. or here

Ls: in the middle
and most probably the apple will be large, larger than the things surrounding it, if he wants to impress you with the apple. OK, so eh, so he doesn't just use colour, he uses also different types of the size. OK, where he puts the things he wants to share with you alright. Now, we've been talking about paintings yes, but we can do the same thing for poems alright, and you will see how we're going to do it for those two poems there. OK remember up till now we have mentioned, I'm going to write down these three things (writes "mood", "subject" and "message" on b/b) alright. Now, these three words are going to be very important but, we'll see why now we said, that when a painter draws something, he wants to share something different with you doesn't he. OK, we said that some paintings can be eh, sad, OK, so they are explaining they are expressing the mood, have you ever heard of the word mood?

and you know that a mood describes what you're feeling, or what another person is feeling happiness sadness anger OK, so eh some of them have different moods alright, eh we said that eh they can be colourful, they can be small, big, alright, all those things are used by the painter to show you something alright now, and we said that they could be the subject can be different some of them tell a story alright (writes "theme" on b/b) subject you can use the word theme as well instead of subject. Right now and we said that those things are what the poet wants to tell us, what he wants to share with us alright, now when we look at a picture, what we get from looking at it is the message, what the painter wants us to see. In that picture for example, if we look at that picture of the apple in the middle alright we know, we know now what an apple is, so we have shared with the painter, he has shared with us what an apple is and that's his message, the apple is big, for example or green or round alright, so eh what we take from this alright what we experience (writes "feeling" on b/b) when we look at the picture, is the message, that the poet wants, eh the painter wants to give us alright, now we also said, that he does this, he gives us these two things by using different colours, different types of paint, different sizes, the method he uses alright, now these three things could be said for the poems alright, because you can say it's an instead of a painter you can say it's a poet alright, now when a poet expresses himself he does not use paintings, colours or brushes, what does he use?

words

words, paper and pen, words so that's his language, that's the way he expresses himself, but like when a painter maybe when
he is sad for example. the poet can do the same thing. alright
he can do () a painter will for example paint you give a picture of
the cat. and the poet will give you a description maybe. alright
. either of the cat or of the feelings he is feeling now. so it's the
same thing. but. using different eh tools. alright. so if we were
. to read. eh if we were to form the aim of the poet. the mood
. the themes of the poets. what they're saying alright and if we
want to know the message after reading the poem and after
looking at it well alright. you will see what you are feeling what
you think now if for example the poet wants to show you that
smoking is bad. for your health. if he's a good poet. and if you
have understood well the poem. at the end you will feel. you will
say to yourself smoking is bad. or it can bad. you don't have to
agree with him but you will know he wants to tell you that
smoking is bad so you get the message from reading it and that
will be the message alright now to show you that message that
he wants you to understand he might give you a story later on in
the () or he can either give you a story he can give you a
description of a man lying because he was smoking. or a
description of a person sitting down on the bus next to someone
smoking. and this person feels like choking. it will be a funny
way. of telling you. alright. now the method. the tools he uses
. aren't going to be brushes now. or different types of paint.
what are they going to be

162  Ls: ()
163  T: the words. ok. because with a pen you write words. now
164 remember there are different types of words aren't there
165  Ls: yes
166  T: are all the books we are reading this year the same
167  Ls: no
168  T: and. from the passages we've read forget the poet. the
169 passages we have read. were they all the same
170  Ls: no
171  T: did you for example laugh when we read ...
172  Ls: no
173  T: no. so the words used there. did not express happiness. but
sadness. and the same thing happens with a poem. alright. he
uses different types of language. now we're. for the moment.
we are just going to say. language (writes "language" on b/b)
175  T: alright. now. and we said words. but. are the words just put
down on the paper or. when we read a poem normally. do you
177  T: just see a lump of words. under each other. or spread around
178  T: or
179  Ls: arranged ()
180  T: alright so they are arranged in an order. now that order can
181  T: change too. and remember when we for example yesterday we
had to punctuate that passage. When you punctuated you put in commas, full stops, and those mean a lot. So even punctuation comes into it. Alright, remember when the poet sits down, he has to think. He doesn't just sit down and write. Ok, don't think that that poem over there is just. It comes just like that. Alright, he has used tools. He has used language. He has used many things. To bring out one thing, the message. Alright, now, we're going to read those two poems again, and we're going to try to find out what those two poems are telling us. Alright, now, there. Shirley can you read "A miner's child"?

L: (Reads poem in English)
T: Ok. Now we're going to listen to the other poem. Can you read
L: (Reads another poem in English)
T: (Nods) Now, what we're going to try to do is this. Hm. We're going to try to read those two poems. Tell me what the poet is expressing there. Alright, now first of all. Hm when we heard, when we read the poems, what did they make you think or feel. Just what comes to your mind now. For example
L: The miner's child () It is a funny poem
T: Alright. So we have got the the mood already. Ok we know that there is. Hm (Rubs b/b and writes "mood" and "diff." on b/b) Ok. We found out. Hm the mood ok. The mood. What else. Yes
L: The miner's child ()
T: Alright. We get the message ok. The feeling of love. (writes "fear" and "love" on b/b) But there's fear as well. Yes
L: The first one () In the second one she loves him
T: Ok. So we said that in the second one there is a description (writes "description" on b/b) Ok so remember we said not all paintings are the same. There is a description in the second one and what is the first one the second one is a description of a person what is the first one what can we call it?
L: It's a ()
T: And how does he describe this fear. In what way
L: By saying that ()
T: Alright. Now wait. But does something happen in that poem. Is there
L: ()
T: Ok thoughts but those thoughts have a meaning. Are they () In some way
L: The bad experience
T: Ok. So the first one describes a bad experience. And what can we call that
L: I mean he is ()
T: Alright. The second one is a description of a person like a portrait. No (writes "portrait" on b/b) But. The first one. Ok. It's not a description of a portrait but of a happening. Something happened.
230 L: . so
231 T: ok . so it's like a description of a story something . happened . ok
232 . so those are the two . different types . now and if you get the
233 message of that story it's . tragedy . it's . sadness . ok . while the
234 description . of the poem . the second one . the message there
235 . the theme . is not sadness . but . is it so tragic the description
236 of the mother
237
238 Ls: no it's a happy description
239 T: it's a happy description of a mother . it's very light . ok yes
240 L: () but she
241 T: the way she shows her love is different . because . there are two
242 . different . situations . ok . now . hm so . you have seen now . if
243 we read them again . you will notice . that the language used in
244 the two poems is different . alright and when you read a poem
245 you're using your voice no and your mouth now when you read
246 something you can read it in two ways no . you can either read
247 it fast . or slow . and those two things in poetry mean something
248 . alright if you read it in a fast way . normally . if a poet . wants to
249 express happiness . it's fast . it's not very slow . but if he wants
250 to express something serious or sad . it takes you time . to read
251 it . alright . now let's read them again . and see whether we can
252 . describe those two poems . ok . what type of pace are you
253 using when you read them . are you being slow . or fast . alright
254 . Sandra can read the first one again
255 L: (reads poem)
256 T: alright . was there a pattern there . could you listen to some sort
257 of pattern . yes
258 L: () sadness
259 T: every sentence has . every stanza or sentence . sounds a bit eh
260 deep . you have to think on what you are reading . ok in fact .
261 you even start feeling as tense as he is at the same time it's not
262 so slow it goes on alright you feel that you have to go on to know
263 what is going to happen at the end . no . there is that expectancy
264 . alright . now . the second one
265 L: (reads poem)
266 T: yes
267 L: show us that ()
268 T: you're not afraid () but is it slow or fast
269 L: fast
270 T: faster than the first one
271 L: ()
272 T: right so that's the message right . now last time . we all agreed
273 ok . that those two poems . have a similar theme . that is the
274 subject . is the same . what did we say that subject was . eh
275 Brenda
they are both about parents, and they are saying something about their parents
for example we get to know something about the parents for example we get to know that one parent is a miner. it's his job. a miner's job. while the mother does the housework at home yes
they are both describing what their parents are saying something about their parents.
what they are like.

for example we get to know something about the parents. for example we get to know that one parent is a miner. it's his job. a miner's job. while the mother does the housework at home yes.

what they think. and what they feel.

because one of them is an everyday thing no sort of and the other one is more

they show love for their parents.
in fact. so. yes

both care for their parents and the parents care for them too. yes

in the first one the poet shows the second one she feels

ok read the last stanza

(reads poem)

so. what is she saying there. that she loves her. is it just

(ehe yes what is the greatest fear. of the person. has in this poem

that her father might die. does she know. so the fear is there too but. it's not so. the fear that we all get. ok there is no immediate thing which makes us so afraid

because one with fear and the other one. perhaps she shows at her mother

hm so one is expressing her love in everyday things like we all. do but the other one finds himself eh in a situation. where I hope we don't find ourselves ok where he has to show his love his love has to come out in another way in tension. and in fear. ok. hm remember he's all the time asking. will he be alive. will he come out. will he die. ok in fact that fear is so great that when he sees him hm he says I know he was...he was in pain but I was happy just to see him again. alright so even though the father might die later. or the father might remain handicapped.

just

(ehe but there is that happiness that comes from the fact that he can see him again

and the writer

(ehe because there is hope. now we talked about eh different
feelings thoughts we get from those two poems alright what
they're saying to us . and in most things . we have alright
mentioned without knowing . maybe . what the aim and the
message were . and we've just talked a little about the language
used the method used . alright . now if we were to look at them
in more detail for example . the first one the person uses ...which
he to show us what he's asking himself right . the asking himself
. and also to make us ask those questions too . alright eh .
another thing which we have to remember . and that is that . ok
we are saying that the poet wants to say this . remember . that
when a poet writes . a poem . ok like when an artist . draws a
picture . it does not necessarily mean . that he is telling you the
truth . the whole truth . and that he is in the poem . himself . ok
we don't have to say for example this . talks about the boy
talking about his father it doesn't mean that that poet necessarily
have to be a boy . it could have been an adult . talking about an
experience alright . so don't always connect what you are getting
from that . poem . or from another poet will be the poet alright .
because for example

(end of tape-recording)
Lesson J

(At first the teacher chats friendly to observer and learners)

T: orrajt issa daqshekk please . in the name of the Father and of the Son and of the Holy Ghost Amen Hail Mary full of grace the Lord is with thee blessed are thou amongst women and blessed is the fruit of thy womb Jesus

Ls: Holy Mary mother of God pray for us sinners now and at the hour of our death amen

T: In the name of the Father and of the Son and of the Holy Ghost amen.

T: right mela hum qalulna glial fuq it-television intom ... tajjeb . pero thablux raskom ghax . daharkom biss gej . pero daharkom sabi\n
ukoll . i\'gifieri (laughter) veru . issa . mela . kemm jista' jkun il-

lesson naghmluha b'has-soltu ta i\'gifieri . tajjeb . naghmlu kemm jista' jkun you follow up . . issa din ta' llum hija lesson . li kontu gh\n
hinduli jien hadt qata' . illi gh\ndtuli ghadkom ma tafhuhiex . tajjeb

. u se nag\n
milha llum . it-title hija congruent it-title hija congruent

and similar triangles

Ls: fil-paper three

T: fil-pitazz ta' paper three . i\'gifieri tal-geometry .. jien ma tantx

nissu\ggerixxi li tikbu mill-ewwel ta . ah\jar tikbu fuq ir-rough ... id-
der intom il-\n
hin kollu ta\n
hslu l-art . mela ta\n
ghmlu xogho\n
lid-dar

tag\n
hmlu revision ukoll tajjeb

L: Sir jien il-pitazzi mhux kollha qeghdin ghandi

T: issa dik m'ghandhiex x'taqsam mal-dik issa \n
\n
zhomm ffit pitazzi . mela number one . issa \n
zhommu Roberta issa nkomplo . the title is congruent and similar triangles . issa dawn iz-\n
\n
zewg kelmiet there's a difference between them . biex ma ta\n
hsbux . illi

congruent u similar huma l-istess . m'humia . se nghid id-
differenza . l-\n
ewwel little note . congruent . imbag\n
had se nag\n
hmel

similar (writes on b/b) se jkunu \n
\n
gho \n
\n
mhux veru .

triangle m'hemmx polygons kif \n
\n
\n
ja \n
\n
ghamilna jew xi haga ohta triangle . kemm fih sides triangle

Ls: three

T: tlieta wa\n
\n
\n
hta . kemm fih angles

Ls: three

T: mela tlieta w tlieta mela . congruent triangles . irid ikun hemm .

three sides . ta' wiehed . u three sides . ta' l-\n
\n
\n
iehor . mhux vera .

issja jekk dawk it-three sides ta' wiehed . u dawk it-three sides ta' l-\n
\n
\n
iehor . huma inzertaw it-tlieta l-istess . dawk nghidulhom

L: congruent

T: kif jista' jkun g\n
\n
hadna ha nag\n
hmluhom . dawk nghidulhom

() T: le hawn dil-kelma

Ls: congruent
91
89
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T: dik waħda mill-kondizzjonijiet number one. jekk ikun hemm żewġ triangles mela. tlett sides ta' wieħed u tlett sides ta' l-ieħor u huma bħal xulxin. ġiġifieri daqs xulxin. dawk huma congruent sa npinġihiom ta' ħa niftiehmu. mela three sides equal. issa ħa npinġi triangle jien (draws on b/b) waħda mill-kondizzjonijiet dan waħda mill-kondizzjonijiet.

TLs: fuq xulxin.

T: eżatti. congruent. issa l-aktar eżempju ċar li għandna. hija hija tat' dawn iż-żewġ idejn. li tana l-Almighty. min hu l-Almighty.

Ls: Alla.

T: prosit. issa. jekk jiena naqbad il-left hand tieghi. u npoġġiha. fuq il-left hand. ta' Fiona jew tiegħek. naħseb jiena. mhux se jigu fuq xulxin. hux vera. hemm raġuni. ġa juna. għaliex. hawnhekk imkemmxin tieghi mingħalikom għax jien naqbad il-cream ukoll eh. mela. tibżax fuq il-left fuq il-left tajjeb. għaliex mhux indaqż.

Ls: għax waħda twila w oħra ghax eżattament. il-fingers. tieghi daqxejn ikbar. daqxejn dainty you know mhux vera. dak dik daqxejn iktar slim. vera tajjeb. hawnhekk naħseb jiena ir-wrist huwa iktar daqxejn wiesgħa tieghi.

T: għax dejjem qed navviċina n-ninety-five years mhux hekk. (laughter) ta' din għadha qed tikber huma għadhom daqxejn. fragile jekk intiha daqqa fuq ir-wrist niftaħulna (laughter) mhux vera. iġifieri m'humix congruent. imma jekk inpoġġi l-left hand tieghi issa fuq ir-right hand tieghi hawn x'għandna mhux hekk.

Hawn x'għandna congruent. congruency. congruency taf x'inhua. in-noun minn congruent. congruent huwa adjective sewwa. mela. dina congruent ara. għaliex. għaliex. my fingers. tal-left u tar-right qed. sa fejn naf jien m'għandniex deficiency. għall-grazzja t'Alla hux hekk. hawnhekk għandidi l-istess. .. mela if you put your hands together. the palms of the hands on top of each other sa ssibu li huma congruent. jekk titaħ l-fingers ukoll jibqgħu fuq xulxin. jekk irrid nagħlaqhom ukoll jibqgħu fuq xulxin. mela that is congruency. meta. xi ħaġa. tpoġġiha fuq xi ħaġa. u tiġi eżatt eżatt xliżed.

Ls: l-istess congruent. l-istess. mela .. jekk naqbad this copybook jien. u npoġġiħu fuq dan. dan congruent.
T: congruent
98 T: congruent
dawn anke meta .. fir-riga ara . anka meta npoġġihom
99 hekk ara congruent . l-istess h'xuna . jekk inpoġġihom hekk l-
100 istess ara . jekk inpoġġihom fuq xulxin . baqghu fuq xulxin
101 L: ija
102 T: mela congruent x'inh congruent . iridu jkunu . eżatt . fuq xulxin .
103 issa look at those two triangles . jekk dawn it-two triangles .
104 waqghu fuq xulxin . u kulḥadd irid jirraguna issa b'mohhu hu .
105 waqghu fuq xulxin g'ax l-istess side hu . min jaf jghidli da l-angle
106 . dan huwa ħa nivvintah jien . fifty degrees dan . kemm taḥsibu li
107 hu dan . kemm taḥsibu li hu dan
108 Ls: ()
109 T: orrajt . ok kienet daqxejn tqila . dan kemm hu
110 Ls: fifty
111 T: dak dan prosit
112 L: kif jista' jkun fifty
113 T: kif hi . kif jista' jkun fuq xulxin
114 T: hawn ara da-fifty qieghed bejn dan . u bejn dan . s'issa tajjeb .
115 mela da-fifty jrid ikun fl-iehhor . bejn il-four u bejn il-
116 Ls: five
117 T: mhux hekk . mela dak fifty . bilfors daqsu dak . bilfors . issa dan
118 . huwa seventy . nivvintahom dawn jien . fejn qieghed is-seventy
119 . bejn il-four u
120 Ls: s-six
121 T: mela tafu fejn qieghed is-seventy issa
122 Ls: bilfors
123 T: bilfors hu . eq . issa kulḥadd jaf isibu dak hu l-iehor . tajjeb .
124 ghoddumu minus mela x'indunajtu f'dawn it-two triangles . illi t-
125 three sides equal . din ħallejtha vojta apposta . u three angles
126 Ls: equal
127 T: tajjeb mela mela three angles . equal . bilfors jekk ikun hemm
128 three sides equal huma equal bil-fors . mela dik hija marka tajjeb
129 . very necessary . biex inkun naf . meta t-triangle huma congruent
130 . u dik nghidulha (writes on b/b) s . s . s . di mhix xi . korp ta'
131 puluzija Germaniża ta . tajjeb . ta' ŋmien Hitler . fhimna . s s s
132 tfisser side . x'tizjed
133 Ls: similar
134 T: le . side . side u x'tizjed
135 Ls: side
136 T: ħeqq mel'issa mhux tlett ss g'handi igifferi t-three sides ta' wiehđed
137 . tajjeb . huma . eżatti . biḥat-two sides ta' l-ōhra . s'issa l-ewwel
condition orrajt. mela jekk intikom two triangles x'ikmien. tmorrutharawhom. wieहed qiegњed il-Qala Għawdex. u l-ieħor qiegњedil-Munxar Għawdex. żewġ postlijiet ċidejn xulxin dawn. pero
tsiblu li tal-Qala huwa eżatti. b'hal ta' l-ieħor. mela dak huwa congruent hu. mhux vera. għax għandu s-sides equal. imma dik il-first condition. nista' nħassarha jien

L: (puts hand up) sir

T: hawn
L: allura biex ikunu congruent bilfors fuq xulxin iridu jkunu
T: bilfors iva bilfors
L: jekk ikunu ndaqš ma jkunu fuq xulxin m'humix congruent
T: u ż-żgur eżatt. mhix congruent iridu jkunu fuq xulxin. issa second condition. se naqţţu line ċiżifieri issa (learners copy from b/b onto own copybooks) u .. sa npiŋġi triangle ieħor jien (draws on b/b)
this is six. u dan. naghmluha. six ukoll. orrajt. issa. dan.
uhuwa seven point five. jew seven and a half. this one. is seven point five ukoll. issa x'għandna
tLs: two sides u two sides
T: jekk inpoqguhom fuq xulxin dawn. jistgħu xi darba jkunu fuq xulxin. eh
L: jekk is-side l-ieħor
T: irid ikollok tlett affarijiet. s'issa tnejn għandi. mhux vera. l-ewwel kellna three sides. u l-ieħor kellu three sides. mela congruent
dawn. s'issa għandi two sides. u għandi two sides. mela dawn jekk noqgħod nilgħab bihom inpoqguhom kif ġie ġie biex nara jekk jgux fuq xulxin. qatt ma jkunu fuq xulxin. imma. issa attenti.

dan huwa fifty .. degrees .. qed taraw fejn qiegњed da l-angle hu
Ls: () interior
T: eh
Ls: ()
T: u dak x'ingħidulu
L: included
T: very good. mela issa għandi included angle. orrajt Roberta. issa biex dan. jirnexxieli jien. illi nsiblu pożizzjoni. li joqghod eżatti fuq dan. dal-fifty jien. fejn irridd inpoqguh
TLs: four
T: qed nifħmnu tajjeb. mela x'għandi issa. ha naraw
Ls: included angle
T: those included eh. u included angle. għandi two sides equal hu vera. two sides equal. għandi included angle. u included angle
Ls: included angle
T: issa l-ieħor jien ma jimpurtanix kemm hu. għax l-ieħor bil-fors irid ikun bil-fors. bil-fors komplu. daqs dan. issa jekk dan six u da seven point five. u l-angle ta' bejniethom huwa fifty. bilfors bilfors bilfors dan. irid ikun fifty. issa dan. sorry dan. jekk taqbdru r-riga. bilfors issibu. li hu twil daqs dan. għalhekk huwa
184 congruent. mela dik hija t-tieni condition mela l-ewwel condition
185 kienet. ħa niktibhom haw issa (writes on b/b) sss hux vera . issa
186 x'condition għandi ħa nara
187 Ls: s a s
188 T: very good . s . a . u s . mela t-tieni waħda issa . s . a . u s .
189 mel'issa hawnhekk nikteb . two sides x'żjed
190 L: and an angle
191 T: eh mela mhux and an angle
192 Ls: included
193 T: included irid ikun bilfors (writes on b/b) plus . included . angle .
194 tajjeb s'issa . mela jekk jiena . da sa nħassru . il-fifty . orrajt . u sa
195 nagħmlu sixty .. jiġu fuq xulxin dawn
196 Ls: le
197 T: issa le . għax ikunu ndaqs . dan se nerġa' nħassru jien (writes on
198 b/b) u se nagħmlu haw . sorry . il-fifty . sa nagħmlu hemm il-fifty
199 . jien .. jistgħu ikunu fuq xulxin dawn
200 Ls: le
201 T: qatt . orrajt . bilfors mela fejn irid ikun dan jekk dan huwa included
202 dak irid ikun included mela . skużi
203 L: iridu ġkunu equal
204 T: u żgur iridu ġkunu equal . included u equal m'għandniex xi ngħidu
205 L: sir
206 T: second condition għidli
207 L: imma jekk ta' taħt jinzerta six ukoll . dak fejn kont għamiltu qabel
208 int il-fifty kont għamiltu hemm isfel
209 T: eh
210 L: jekk ta' taħt
211 T: le . iss . laqqas . le
212 L: għaliex
213 T: għaliex . int qed tghidli għal dan
214 L: eh
215 T: eh you're right yes . iva iva jista' . eq għax umbagħad is-six haw
216 da jiġi included angle mela dan bilfors irid ikun
217 Ls: six
218 T: bilfors hekk orrajt basta jkollok two sides u included angle .
219 second condition tajba . iġifieri dawn () ma nafax għaliex fl-annual
220 paper tagħkom is-sena li għaddiet fil-past paper kellkom fuq
221 congruent triangles ()
222 Ls: similar
223 T: similar kienet orrajt ok mel'ikteb second condition mel'issa wara
224 s-second x'ĝej
225 Ls: third condition
226 T: illahwa kemm intom bravi prosit
227 (learners laugh)
228 T: third condition (rubs b/b) issa għat-third condition se nghid is-
229 similar qabilha . xi tfisser similar . bil-Malti għiduhield
Ls: simili

T: il a dik bit-Taljan simile . bil-Malti

237 Ls: congruent

238 T: issa congruent l-istess . mhux vera . imma s-similar jixxiebh u se

239 naghmel example (draws on b/b)

240 L: din similar

241 T: skuži

242 L: similar

243 T: issa nghidlek . kif poğżejt two triangles taht dik .. da . wiehed

244 minnhom . taparsi Malta u da

245 (a student enters the classroom)

246 L: (addresses the student who has just come in) ghamitha l-penitenza . eh . ghamitha . tajjeb (student sits down and joins class: the T continues to address the whole class) . žomm

247 daqxejn . ħalli mbagħad . mela da s-size tiegħu . qed taraww hu

248 qisu Malta . tajjeb . da eh . qisu . North and South Amerka . dan

249 . iċżifieri x'qed taraw id-differenza . fil-kobor hu . mhux vera . dawn

250 . issa . jixxiebh u . se nagħmilhom jien imma jixxiebh u . kif

253 nagħmilhom jixxiebh u issa s-similar

254 L: l-angle

255 T: x'ihu . very good . mela issa . dana . eighty . dana forty . u da

256 sixty . bilfors biex jiġu one eight o . triangle . mhux vera . issa .

257 dan . sa nagħmlu eighty jien . da sa nagħmlu forty . u da sa

258 nagħmlu sixty . dawk żgur ma joqoqħdux fuq xulxin . vera . żgur

259 jekk inpoğği ma joqoqħdux fuq xulxin dan u dan ara kemm sa

260 jħallili wisa' . u da jieklu lil dak . mhux vera . imma . what do you

261 notice

262 Ls: all angles equal

263 T: illi l-all angles huma equal issa mil-lum 'il hemm sakemm il-

264 Bambin jħalllik f'di d-dinja . ftakar . li when two triangles . have .

265 their angles equal to each other . dawk dejjem nghidulhom

266 Ls: similar

267 T: mela n-note fuq similar hija . (writes on b/b) triangles . that have

268 their three angles . equal to each other . kelma wahda isa li

269 tfisser three angles equal to each other

270 L: similar

271 T: le similar . kelma wahda tfisser . three angles equal (writes on b/b)

272 L: (answers as soon as the T starts writing the word down)

273 equiangular

275 T: prosit . well done . equiangular iridu jkunu biss equi ġejja mill-
kelma equal. hu. u angular. ġejja mill-kelma angle. angle huwa
n-noun. u angular huwa. x'inhua angular

Ls: angle
T: bl-Ingliż. angular x'inhua. what part of speech. jekk angle
huwa n-noun. angular mhux adjective. iva jew le
iva

T: mela nsejnihom. il-parts of speech. now. x'iżjed
T: eh

T: x'įżjed. noun x'įżjed
L: x'įįfiier. x'įżjed
T: adjective x'įżjed
L: pronoun
T: x'įżjed pronoun x'įżjed
L: adverb
T: adverb eh bdew ġejjin qed tara insejnihom dawn dawn oqogħdu
attenti ġhalihom ta speċjalment fl-ejejs tajjeb mela. equiangular
tfisser equal angles ġhax dawk huma similar. mela similar
m'ġhandhiex x'taqsam ma' congruent mil-ilm 'il hemm. hux vera
. tajjeb orrajt mel'issa ha niġu ġhat-third condition orrajt () tajjeb
. ġhall-congruent triangles issa. third condition (draws on b/b)
sissa m'huva xejn dawk. just two triangles vera

(enters classroom and addresses the teacher) tnejn oħra sir
(laughter)
orrajt. min qallek. min qallek

L: il-father
T: w issa jibgħat x'imkien ieħor. right. ok. mela dawk m'huva xejn
. ġhalissa. issa attenti x'sa nagħmlu. dan sa nagħmlu four. jiena
. tajjeb. dak sa nagħmlu four. now this one

(end of tape-recording)
Lesson K

(after a few minutes from the start of the lesson)

T: ma nintrabtux wisq mal-ktieb .... ghidli
L: kien ighix ġo kerrejja qisha bħal ... ma kellux fejn joo qghod kellu
joo qghod fejn in-nies kienu johorgu fuq l-ġhatba
T: brava . tajjeb xi ġadd iehor mel'ghidna kien joo qghod kien ighix
f'kerrejja ġhidna li illum dawn il-kerrejjiet inqatgu orrajt .
nirringrazzjaw 'l Alla bil-ftit fadal minnhom ġhidna dan l-ambjet .
, ma tantx . kien sabih wisq tajjeb
L: kien igfiix go kurrējja qisha bhal ...
T: tajjeb xi ġadd iehor mel'ghidna kien joo qghod kellu
T: ta' Toninu kien li jdoqq il-qniepen

L: il-passatemp il-passatemp tieghu
T: ghajjat fitt
L: il-passatemp tieghu kienet li jdoqq il-qniepen
T: tajjeb ghidna il-passatemp ta' Toninu kien li jdoqq il-qniepen .
orrajt passatemp li igfieler li illum ma tantx ġhadu komuni ħafna
jekk ma tkunx verament dedikat jew sagristan . ħa nibdew
nikkoqru it-taħriġ li tajna . l-ewwel mistoqsija kienet tgħid Alison
aqrahieli . 'kk jogħġbok

T: iddeskrivi lil Toninu
L: iddeskrivi lil Toninu indirettament diża tkellimna dwarha . kif
weġibniha din il-mistoqsija
T: tajjeb ġhidna il-passatemp ta' Toninu kien li jdoqq il-qniepen .
orrajt passatemp li igfieler li illum ma tantx ġhadu komuni ħafna
jekk ma tkunx verament dedikat jew sagristan . ħa nibdew
nikkoqru it-taħriġ li tajna . l-ewwel mistoqsija kienet tgħid Alison
aqrahieli . 'kk jogħġbok

L: Toninu kien żaghżugh ġlibi biss-sahha qrib l-għoxrin sena
T: mela . Toninu kien daqxejn ta' żaghżugh . issa nippreferi jekk
tgħidli . Toninu kien daqxejn ta' żaghżugh . li kellu madwar .
għoxrin sena u li kien mibni biss-sahha . indawru l-ahhar bċċa
ingibuhu l-ewwel . Joanne
L: Toninu kien idoqq il-qniepen kellu ommu kellu ommu xiha .
T: orrajt b'xi mod iddeskrivejτuli 'l Toninu pero dhalt f'mistoqsija oħra
par ped ma nistax nghoddhilek ħażina orrajt . Alison
L: Toninu kien ġuveni ta' bejn wieħed u iehor għoxrin sena u li kien
iħobb idoqq il-qniepen
T: orrajt
L: sewwa sir
T: orrajt
L: Toninu kien bniiedem qalbu tajba u kien iħobb ħafna 'l ommu
T: kien iħobb ħafna 'l ommu . tajjeb . jekk naħsbu li bħal .
m'hemmx ġhalfjejn nirrepetu orrajt għidli
jiena sir l-ahħar biċċa ghamiltha hekk ukoll. li kien iħobb idoqq
il-qniepen u kien iħobb it-tfal
u kien iħobb it-tfal. fil-fatt nafu li Toninu kien verament iħobb
it-tfal. nghaddu għat-tieni mistoqsija. taqrahieli jekk jogħġbok
Sylvia
x'kien il-passatemp ta' Toninu
x'kien il-passatemp ta' Toninu. dina. ukoll. irrispondejniesha
b'mod indirett diġa. yes għidli
Toninu kien iħobb idoqq il-qniepen
dina naħseb li. kważi kważi. risposta waħda jrid ikollna għaliha
eh mela praktikament kellu passatemp wieħed. kien idoqq
il-qniepen. xi ħadd għamilha differenti forsi. orrajt. nghaddu
għat-tielet mistoqsija. Veron
fejn kien joqghod. hu kien joqghod ġo kerrejja
fejn kien joqghod. hu kien joqghod ġo kerrejja. dan il-post li
ddeskrivejna. aktar 'il quddiem. tajjeb. xi ħadd għamilha
differenti. Joanne
Toninu kien joqghod ġo kerrejja ġewwa sqaq
orrajt. inti għidtilna. eżatt. il-post preċijż. Toninu kien joqghod.
ġo kerrejja. f'tarf ta' sqaq. nghaddu għall-mistoqsija li jmiss.
Alison x'kienet
kif kien kif kien jaqlagħha
kif kien jaqlagħha. attenti ġhal dina. dina. l-frażi. kif kien
jaqlagħha. u għidna. jaqlagħha xi tfisser hawnhekk
fil-knisja Toninu ma kienx jaqla'
le aħna għidna jaqlagħha kif. xi tfisser ma rridx
ma kienx ikollu biex jiekel. igħix
brava brava. kif kien jaqla' l-flus biex igħix. orrajt. kif idabbar
il-flus. issa rispondejtni
fil-knisja Toninu ma kienx jaqla' flus iżda filgħodu kien imur
iħaddem xi karettun biex ibigh it-tiġieġ u filgħaxija jixgħel il-lampa
brava tajjeb
sir
Isabella
kien jaqlagħha. billi kien imur bil-karettun. ibigh it-tiġieġ. u
jixgħel il-lampi
tajjeb. u hawnhekk nistgħu ninnutaw x'ambjent eh dana
għidtilkom ambjent ħamsin sittin sena ilu illum forsi ma tantx qед
naraw inqas dan it-tip ta xogħol. orrajt min ftit ġhadna naraw
dawk in-nies li jmorru jbiegħu it-tiġieġ. fit-triq. orrajt. illum tmur
fxi farm eh tixtri t-tiġieġ mingħandu Alison
sir jien għamilt. Toninu kien jaqlagħha billi kien imur ibigh xi fniek
u tiġieġ
orrajt. tajjeb. min ghamilha differenti. tajjeb. il-mistoqsija li jmiss
hemm wara ġħax donna ġhadna ma qornix dalgħodu. numru
fiamsa

nhar Santa Marija xi ħadd li għadu ma tkellimx

L: x'gara nhar Santa Marija
T: attentli kienet xi fit dina stajt naqbadkom fit tricky orrajt. x'gara
nhar Santa Marija xi ħadd li għadu ma tkellimx

L: ()
T: għajjat fitit għax mhux qed nisimgħu
L: nhar Santa Marija mietet omm Toninu
T: nhar Santa Marija. eh. mietet omm Toninu. min ma qabilx
magħża. orrajt attentli għall-kelma nhar eh. bil-Malti (writes on
b/b) jinstemgħu l-istess. l-istess ħoss. pero għandhom tifsira
differenti. għandna din in-nhar li tħisser
differenti. għandna din in-nhar li tħisser
T: ħażjat. ħażjat ma tifsir
differenti. għandna din in-nhar li tħisser

L: fiامس
T: attenti kienet xi fit dina stajt naqbadkom fit tricky orrajt. x'gara
nhar Santa Marija xi ħadd li għadu ma tkellimx

L: ()
T: għajjat fitit għax mhux qed nisimgħu
L: nhar Santa Marija mietet omm Toninu
T: nhar Santa Marija. eh. mietet omm Toninu. min ma qabilx
magħża. orrajt attentli għall-kelma nhar eh. bil-Malti (writes on
b/b) jinstemgħu l-istess. l-istess ħoss. pero għandhom tifsira
differenti. għandna din in-nhar li tħisser
differenti. għandna din in-nhar li tħisser
T: ħażjat. ħażjat ma tifsir
differenti. għandna din in-nhar li tħisser

L: fiامس
T: attenti kienet xi fit dina stajt naqbadkom fit tricky orrajt. x'gara
nhar Santa Marija xi ħadd li għadu ma tkellimx

L: ()
T: għajjat fitit għax mhux qed nisimgħu
L: nhar Santa Marija mietet omm Toninu
T: nhar Santa Marija. eh. mietet omm Toninu. min ma qabilx
magħża. orrajt attentli għall-kelma nhar eh. bil-Malti (writes on
b/b) jinstemgħu l-istess. l-istess ħoss. pero għandhom tifsira
differenti. għandna din in-nhar li tħisser
differenti. għandna din in-nhar li tħisser
T: ħażjat. ħażjat ma tifsir
138 T: x'kienet . l-ahħar tislima . ta' Toninu . lil ommu . tajjeb . u ħa tirrispondini . hemm wara nett ()
140 L: l-ahħar tislima kienet li jdocq il-qnipeen
141 T: l-ahħar tislima kienet . bid-daqq tal-qnipeen . tajjeb . min ħa ħididi xi ħaġa differenti . inti m'ghiḍitli xejn illum
143 L: l-ahħar tislima ta' Toninu . lil ommu kienet . li jdocqilha l-qnipeen
144 T: l-ahħar . erga' ħidhieli . erga' rrepetha please
145 L: l-ahħar tislima ta' Toninu lil ommu kienet li daqqilha l-qnipeen
146 T: l-ahħar tislima ta' Toninu lil ommu kienet li daqqilha l-qnipeen
147 L: tajjeb . min ħamiliha fi kilim differenti
148 L: l-ahħar tislima lil ommu kienet id-daqq tal-qnipeen ta' swied il-qalb
149 T: mela mhux id-daqq tal-qnipeen ta' swied il-qalb . id-daqq tal-qnipeen irridu nirranġawha . b'ton . ta' swied il-qalb . u tiġi
151 L: naqra ahjar orrajt . Isabella ħididi
152 L: l-ahħar tislima li ta' lil ommu . kienet li daqqilha l-qnipeen hi u dieħla l-knisja
154 T: hi u dieħla hi u dieħla l-knisja tista' tiftiehem b'mod differenti . kif
157 Ls: sir ħhadha ħajja
158 T: ngħollu subghajna bravi . imma ngħollu subghajna
159 L: tista' tkun ħhadha ħajja
160 T: tista' tkun ħhadha ħajja . hi u dieħla l-knisja . orrajt pereżempju hi u dieħla l-knisja waqghalha l-velu irridu nkunu ċari fit-twegibiet tagħna orrajt . fil-funeral tagħna nahseb li tkun ahjar . l-ahħar tislima ta' Toninu kienet li jdocqilha l-qnipeen
164 T: kienet . kif ħa nirranġawhielha isa . kienet li jdocqilha l-qnipeen . kienet billi daqqilha
166 L: billi daqqilha l-qnipeen
168 T: nirranġaw il-verb . billi daqqilha l-qnipeen . tajjeb hemmhekk ħgħaqla ħistorja li ħamilna d-darba l-ħtra . orrajt u illum ħa ngħaddu ħäll-istorja li jmiss storja ħelwa ħafna . forsi . mhux l-tip li ħobb jkib Ġuże ħchetcuti s-soltu . ħiex naħu li Ġuże ħchetcuti . ħidna li huwa xi ftit . realist b'xi mod jara l-ħajja kif inhi u s-soltu normalment itna dak l-element ikun hemm dik ix xi ħaġa ta' swied il-qalb orrajt . illum forsi sa niddhom tit . nitbissmu ftit bl-istorja li ħa naqraw . yes . . jisimha "Il-Karus" . kullħadd nahseb ħandu xi karan il-karos biex ifaddal l-affarijiet issa din l-istorja . ħa nsemmu festa tradizzjonali ħafna . eh drawwa tradizzjonali . tagħna l-Maltin . 'Settembru normalment x'ċiġri . ħhandna xi ħaġa li mmorru narawha kollha filmkien . ħafna ħidifheri jmorru jaraw din it-tradizzjoni . din is-sena jekk intom forsi kontu aġġornati ġall-ahħbarijiet kien hemm kien hemm iċ-ċans li tinqata' orrajt . x'immorru naraw is-soltu tradizzjonali
183 L: sir
184 T: ħaddmu raskom ġieli smajtuha ta u tmirror naħseb jien

185 Ls: sir sir

186 T: u jibdew igħajtu n-nies .. Cynthia tghidilna x'taħseb inti

187 L: tad-dghajjes

188 T: tad-dghajjes brava x'nghidulha dik għidli

189 L: sir ir-regatta

190 T: ir-regatta brava (writes on b/b) ir-regatta drawwa li għadha

191 popolari ħafna . fostna I-Maltin . u nizerta . li il-persunaġġ li sa

192 nitkellmu fuqu llum . kien jieħu sehem . f'din r-regatta . tafu li

193 intom ikun ħafna tlielaq . kull tellieqa jkollha l-isem tagħha . u dan

194 kien jieħu sehem fit-tellieqa li jgħidulha tal-medali . pero eja

195 naraż x'garar f'din l-istorja . u tibda taqralna Donatella

196 L: (starts to read a short story in Maltese from the literature textbook) il-karus kienet mara ta'qtta' u tiekol minnha daqs

197 kemm kienet twajba imma il-familja ċkejka tagħha kienet tiġbor

198 fiha id-dinija kollha tagħha kienet tghix biss għall-familja

199 T: eja nieqfu ftit hawnhekk . l-ewwel sentenza . kienet mara tista' taqtta' . u tiekol minnha . qatt mort għand tal-laħam . intu u għidliu

200 tini biċċa id . ta' mara pereżempju . eh . taqtta' u tiekol minnha

201 L: sir sir tieħu kull ma trid minnha

202 T: tieħu kull ma trid minnha . għidli haq'ohra

203 L: ittik dak li titlobba

204 T: ittik dak li titlobba

205 L: qalbha tajba

206 T: qalbha tajba () orrajż mhux it-tip ta' bniedma li tghajjat u twerżaq

207 . u qatt ma kienet qalbha tajba . hekk kienet il-mara ta' dan

208 ir-raġel li ha orrajż tkompil taqra

209 ma kienet trid taż bxejn ġlief b'żewgħa u bit-tifla ċkejka li kellha

210 kellha m'għandnix xi nghidu qalbha tajba

211 L: le . nirrangawha ftit . kellha . m'għandnix xi nghidu . qalbha tajba

212 imma kultant kienet tagħmel xi waħda tinkiteb tiġha xi ħaġa

213 f'moħħha u mingħajr ma tghid xejn lil żewgħa taqbad u tagħmilha

214 . hemmhekk biss li ir-raġel u l-mara kienu darba f'mitt sena

215 ifettluha

216 T: naqra diffiċli veru . ma tantx nisimgħaħa . min sa jaqrali dik

217 is-sentenza sew . min sa jaqrati sew dik is-sentenza .

218 tippruваli . hemmhekk biss li ir-raġel u l-mara . kienu darba

219 f'mitt sena . x'inhix dik il-kelma

220 Ls: ifettluha

221 T: ifettluha . ifettluha . x'ijżifieri

222 L: sir sir

223 L: ma jaqblux bejniethom

224 T: ma jaqblux bejniethom . jillatikaw jiggieldu orrajż . mill-bqija

225 L: mill-bqija . fil-hajja taqghom . u ġu darhom . kollox kien jimxi ħarir

226 T: żewgħa ma kienx iddebbbarha tażejb wisq . kellu ħafna truf ta'

227 L: xogħoliżet u kien jaqla' dik ix-xi ħaġa . imma mhux wisq . kien
idjomi . brava . orraij . attenti 'l hawn . dawn ighidulhom idjomi
orraij daqshekk . huma espressjonijiet . li ma nistghux nohduhomm
ezatt kelma b’kelma kif ifissru . qeghdin hemmhekk . biex jaghmlu
l-lingwa iktar sinjura . iktar sabilha . bhal meta nghid jien naf .
qaghad idur mal-lewza orraij ma nistax nimmaqjina jien xi hadd xi
dlewza daqshekk . u jooqhid idur maghha hekk . orraij (learners
laugh as the teacher makes some funny gestures to explain an
idiom) ghandna'hafna da t-tip bhalissa ma jistghux ji'gjuni i'jed
ezempji orraij issa id wara w ohra quddiem
sir kulma jkolliha tonfqu
kulma jkolliha tonfqu
sir sir sir
niżżel subghajk . ghandna dal-vizzju int eh fis-sekondarja forsi
wara xahar ghadna ma drajnih imma jekk nonfqu iġifieri
'g'handha . ghandna'hafna flus iġifieri
sir fqira
orraij . id wara w ohra quddiem . m'ghandha xejn .
m'ghandha xejn . orraij dak li tfisser orraij . u mhux kif ghidtilna
inti . issa nispera li fissirniha naqra ahjar . skużi
m'ghandhilx biex tonfoq
m'ghandhilx biex tonfoq aktar . għax m'ghandix flus . min kien
qed jaqra . kompli aqra
angas ghaxija ta’ lejla
ghajjat . ghajjat tit . u attenta x'ghidtili . anqas ghaxija ta'
lejha
mhux lejha
lejha
orraij kompli
angas ghaxija ta’ lejla . m'ghandha . u trid . tiżżattat u titkessah
attenta ghidilkom dan il-ktieb billi ilu miktub xi žmlen insibu xi
kliem li lilm m'ghadninużawh hafna mela l-ewwelnet ghandna
din l-espressjoni sabilha anqas għaxja ta' lejla x'ġifieri . il-kelma
għaxja minn liema verb ġej isa għaxja tqila veru naqra din . imma
jekk intaddmu naqra rasna . għaxja . mill-verb
għaxja
le
filghaxija
le . verb . għaxja
tgħix
brava . ġaqqha naħseb ġaqqha ġapċipa żgħira naħseb jien .
(learners applaud the learner for her answer at the teacher's request
because she had answered a difficult question)
Joanne kienet tqila . il-kelma għaxja ġejja mill-verb għex . mela
xi jrid ighid biha . lanqas għaxja ta’ lejla . lanqas għaxja ta’ lejla
il-flus li jkollha ma żżommhomx
żommu f'mohnikom żommu f'mohnikom tgħix issa lanqas għaxja
368

369 Ls: sir sir

370 T: ghidli Alison

371 L: m'ghandhiex biex tghix lanqas ghal lejla

372 T: brava lanqas gh'handha biex t'ghix ghal-lejla wa'nda orrajt

373 L: m'ghandhiex biex tghix . kompli daqxejn

374 L: jiena nghid ghaliija kif qed nghix . jiena nghid ghaliija kif qed nghix

375 , inhosni kuntent

376 T: tajjeb . brava

377 L: ara hares 'l hawn Majs . kuntent int kuntent int

378 T: kuntent int kuntent

379 Ls: kulhadd

380 T: kulhadd

381 L: kuntenta jien ukoll . imma kulant meta noqghod nah'zeb nghid .

382 T: gh'handna dawk il-flus fil-karush . x'nambuthom . merfughin

383 L: merfughin hemmhekk . qishom flus mejta .

384 T: flus mejta eh igifieri eh ma nużawhom gh'al-xejn . xjiswa qed

385 T: tghidliu billi noqghdu nfaddlu dawk il-flus kollha . u ma

386 T: nużawhom gh'al xejn tajjeb

387 L: ghax kulant ghax kulant ma mmorrux xi xalata mal-hbieb u

388 T: ingawdu bhal bhalhom . jew immorrux xi darba il-Hadd filghaxija

389 L: f'xi kafe il-belt . u inderru fitin

390 T: fl-ahhar mill-ahhar

391 L: fl-ahhar mill-ahhar jaghmel kulhadd

392 T: ismag'ha kif sa naqrahielek jiena pero mbaghad aqra ghax

393 L: kulant ma mmorrux xi xalata mal-hbieb u ngawdu bhalhom . jew

394 T: immorrux xi darba il-Hadd filghaxija f'xi kafe il-belt . u nderru fit . kif

395 L: fl-ahhar mill-ahhar . jaghmel kulhadd sentenza twila . u

396 T: kkumplikata pero trid tieqaf fejn ghandek comma orrajt issa

397 L: ipprova aqrahiei

398 L: ghax kulant ma mmorrux xi xalata mal-hbieb u ngawdu bhalhom

399 T: jew immorrux xi darba il-Hadd filghaxija f'xi kafe il-belt f'xi kafe

400 L: il-belt u nderru fitin fl-ahhar mill-ahhar

401 T: irrangajniha fit . stajna ranqajniha ahjar

402 L: billi innaqqsu dik ix-xi hağa b'daqshekk x'fiha

403 T: brava . Cynthia

404 L: x'fiha tghid int qalilha b'lehen fitit gh'oli żewqha b'lehen ta` wiehed

405 T: li ddejijaq jisma' tgergir aktar ghax il-flus ma tmurx ta'ndem

406 L: ghalhom int

407 T: Cynthia aqraha sew kien irrabjat eh kif qalilha ipprova

408 L: x'fiha tghid int

409 T: le min ḡa jghidhieli x'fiha tghid int

410 L: sir

411 L: x'fiha tghid int

412 T: le

413 L: sir sir
attenti pero importanti l-hoss l-hoss li qed nagħmlu

sir sir

x'fiha tghid int

orrajt . ersaqna ħafna x'fiha . tghid int . x'fiha tghid int . eh
daqxejn irrabjet imma . kompli

taxlha b'leħen fit ġholi żewqha bhal wieħed li
ddejjaq jisma' tgemgim aktar . ġhax il-flus ma tmurx taħdem

għalihom int

tara . brava issa aħjar . brava

għalhekk ma tafx xi jfissru u jekk tiġi xi marda fuqna x'nahgħmlu u
jekk jongos ix-xogħol impaghad minn fejn inġib . martu fl-ahħar
mill-ahħar fehmet li kellu raġun u dak li kien qed jagħmel . kien
 qed jagħmlu . għall-ġid tal-familja . għalhekk ma kellimitux aktar
, u halliet kollox miexi ki kien qabel . kienet tassee ġħoss l-ġhira
fiha ġħal Katarin u ġħal Kelina . imma din kienet iżżommha
mistura f'qalbha u ma titkellimx . kien qed jisqrob iż-żmien tal-
Vitorja . u Majsi l-hena tieghu kien id-dghajjes u kien ġħobb kważi
kważi daqskemm kien ġħobb lil bintu . kien minn sena għall-ħhra
itтеллак f'tal-medaliż . u d-dghaisa tieghu l-ewwel . gatt ma ġhadet
imma dejjem ġiet minn ta' quddiem . it-tieni jew it-tielet . dejjem
bil-pika ġbirra ma' ta' Bormla . li kienet tgħaddhom . Majsi din
id-darba wахhāl f'rasu li għandu jiġi l-ewwel jiġri li jiġri .
tajjeb kif qegħdin hawnhekk qed tiġini mistoqsija f'rasi . tafu
ssemmuli xi postijiet li jiġħdu sehem fir-regatta

sir

Anna . xi postijiet Shirley . li jiġħdu sehem fir-regatta . eh isa
il-Mellieħa pereżempju jiġħdu sehem fir-regatta . le . Marsaxlokk
le . Marsaxlokk le

tsir

il-Marsa . qed narak Isabelle . m'hemmxx ġhalfejn

Isla

il-Isla brava . aktar

il-Kalkara

il-Kalkara ehe

sir

Marsascala

Marsascala . tajjeb . hemm wara

il-Birgu

il-Birgu . hawnhekk isemmielna oħra . isa

Bormla

Bormla . hemmhekk hemm rivalita kbira . semmejna . hemm
rivalita kbira bejn . tal-Birgu u ta' Bormla . eh ta' Bormla . ġhafna
drab eh jirbuħu ta' Bormla lil-kompetizzjoni ejja nkomplu Majsi
di d-darba wахhāl f'rasu .

wахhāl f'rasu li għandu jiġi l-ewwel jiġri li jiġri jekk ma jiħdux
l-ewwel tista' ma 'ħarixx fejn aktar kien 'ighid f'qalbu għalhekk

ħajjar lil 'shabu jibdew jipprettikaw minn kmieni u flok siegħa

iqattgħu sagħtejn u tlija jiġru min- naħa għall-oħra tal-port minn

Ras Ħanżir sad-dwana u mid-dwana.

T: sa fejn sa fejn jiġbdan ħafna films mid-dwana sal-Port il-Kbir
L: sir Ras Ħanżir fejnu

T: Ras Ħanżir eh. ġieli mortu. Ras Ħanżir s'intendi eh mhux

(learners laugh because of the funny name in Maltese as the
teacher points this out) issa ġieli sifirtu għal-Sqallija bil-vapur

T: safejn safejn jiġbdan ċiqrna Films mid-dwana sal-Port il-Kbir

T: Ras Ħanżir eh. ġieli mortu. Ras Ħanżir s'intendi eh mhux

(learners laugh because of the funny name in Maltese as the
teacher points this out) issa ġieli sifirtu għal-Sqallija bil-vapur

L: sir ()

(lesson bell goes)

T: mela illum ma 'haqnix. Inzertat twila l-istorja

(End of tape-recording)
Lesson L

T: orrajt can we start then so that you stand up and say a a prayer ..

TLs: In the name of the Father and of the Son and of the Holy Spirit Amen

T: Hail Mary full of grace the Lord is with thee blessed are thou amongst women and blessed is the fruit of thy womb Jesus Amen

T: In the name of the Father and of the Son and of the Holy Spirit amen

T: please sit down . you can keep your books closed we don't need them .. and I will start by going through what we've already done . because today we're going to see why a pharaoh was needed and who were the important pharaohs . ok so let's start with . Egypt . where is Egypt first of all what did we say where did we put it on the map . come on . where is Egypt

L: near the river Nile

T: yes . the river Nile is in Egypt . the river hm . the river Nile is the most important part of Egypt we said no . now let's think of the river Nile .. why did the Nile attract people why did people come to live around the river Nile . come on

L: fertile soil ()

T: because there was fertile soil . now do you remember we said that all civilization started in the same way no . we said that people were at first . and then they became . and then they became which were the three stages at first people were

L: fruit gatherers

T: fruit gatherers no they gathered their food . later on they became what . they became

L: (puts hand up and answers) hunters

T: (points to learner and repeats after him) hunters . and finally they became what

L: (puts hand up and answers) villagers

T: (points to this learner and repeats after him) villagers they settled down why did they settle down . what was the reason why they settled down

L: to grow crops

T: to grow crops because they found it easier no to grow crops . and . the river Nile was attractive for these people . the river Nile provided two things . which two things did it provide . Carmel

L: fertile soil and ()

T: fertile soil () and something more important . which they couldn't live without they needed

L: water
water no. it provided water. now what about the fertile soil. how did it come. Egypt is a desert. so. what is the connection between the river and the fertile soil
by floods
floods every year the river flooded. and when it flooded. what happened. the river was coming from further south we said when it flooded what happened
it brought fertile soil
it brought fertile soil. no the soil was spread. in the area around the river. hm. when. the soil was spread. many times. it damaged the fields. and so people needed to cooperate together
why did they need to cooperate together
(L: puts hand up) Miss
to build dams and canals
to build dams. can you close the window please (learner closes the window). to build dams and so. like that they could control. the eh water no they could control where the soil went. now we said that when people cooperate together. they needed someone to help them cooperate what did they need. come on
(L: pharaoh)
a pharaoh. but at first
(L: puts hand up) leader
a leader no. now think a little bit. if you have to choose a leader. to help you cooperate. what kind of person would you look for
(Ls: call with hands up) Miss
so what are the qualities which a leader would need to have
a strong person
perhaps a strong person. why would a strong person be good.
let's think of that a strong person. why would a strong person be good
for fights
mainly if there are fights he could check them no he could keep people in check any other qualities which you can think about
(Several learners put their hand up)
rich rich people
perhaps a rich person. why would a rich person be ehm the right person though
he can buy horses chariots
well maybe he could help them to get what they need yes what else
a brave person
a brave person no someone who ehm has a personality so people could listen to him. now. pharaohs. were very rich let's put down our hands and think a little more. how did they become
rich. think. how did they become rich

(Several learners put their hand up and teacher looks at one of them who answers)

L: because they used to tax the people

T: because they used to tax the people, so people had to pay taxes to the pharaoh, and as a result, ehm, he became very rich. Now these pharaohs wanted to show that they were important people. Now think of other kings and queens; how do they show that they are important people? How by doing what by

L: because they used to tax the people

T: because they used to tax the people. So people had to pay taxes to the pharaoh, and as a result, ehm, he became very rich. Now these pharaohs wanted to show that they were important people.

L: (Several learners put their hand up as one of them is chosen by the teacher who looks at him)

T: by wearing a

L: by wearing a

T: by wearing a crown

L: a crown

T: by wearing a crown. So the crown was the symbol of authority. No, the pharaoh could be seen from a long distance. Ehm, he was the most important person. So what about the Egyptian? Eh, pharaohs besides the crown. How, even today we realize that they were very important people. Come on how

L: good clothes

T: by wearing a

L: by wearing a crown

T: by wearing a crown. So the crown was the symbol of the pharaohs. Besides the crown, how, even today we realize that they were very important people. Come on how

L: the pyramids

T: the pyramids, what about the pyramids

(headmaster enters class)

T: Good morning

(headmaster speaks briefly to T and leaves class)

Ls: Good morning

T: Ehm, sewwa. What were the pyramids that's important? What were these pyramids? Were they palaces where the pharaohs lived.

L: where they buried the pharaohs

T: They were tombs. And why did pharaohs have a special place to be buried in? Ordinary people didn't have pyramids. Why did a pharaoh have such a big tomb and such an important

L: because the people considered them as gods

T: First of all, the pharaoh was nearly a god. Ok, the pharaoh was so important they considered him to be a god. And then they believed, in what, in fact think of what they used to put in the pyramid. Ok, perhaps David can tell us a little bit because he's been to Egypt recently. What did they put in the pyramids?

L: Ehm, that they believed in afterlife, they put they mummified the pharaohs and they took out the brain from the body

T: But what objects did they put beside the mummification of the

L: () of the pharaohs

T: Ehe

L: of the pyramid
T: **sewwa** very good. So they put a lot of things inside no they put all the things which they thought the pharaoh would need. For his afterlife in the next life. They believed that the pharaoh would have an afterlife no he would live after his death. Ok now we have to see we have to look at some important pharaohs so I'd like you to have a look at your book (learners open their books) and find number six page thirty eight please... now page thirty-eight here there are two pictures. Have a look at those two pictures. Now those two pictures show a big person and smaller people. Who do you think is the big person

Ls: The pharaoh

T: So they show him. Eh in a bigger size than usual to show that that is an important person. Any idea. Eh what that pharaoh is being shown doing. That pharaoh is doing something and he is showing a certain position and in that wants to tell us something any idea what that is trying to tell us. Ehm (several learners put their hands up) come on

L: He is hunting

T: Not hunting no

T: Punishing the slaves

T: Punishing the slaves in fact what has happened so what is what is it showing

L: Punishing the enemies

T: Punishing the enemies exactly. So that is something to help us remember the time when the pharaoh overcame the enemies. Now those are the two sides of a dish a palette no it's called the Narmer Palette and that palette shows you a pharaoh on one side and a pharaoh on the other side. Beating his enemies. Now the pharaoh look at them there is a little bit of difference in the two people where is the difference can you notice that

L: From their headdress

T: Very good they're wearing a different headdress. Ok one is wearing what is called the beehive headdress it's white and the other one is wearing the red crown but the two pharaohs are really the same person. Any idea why we have the same person wearing two different crowns (some learners put their hands up and call out "Miss") that's a very important happening in Egyptian history. Can you tell us

L: Because when when when the pharaoh conquered the south Egypt and other Egypt he made the crown ( ) and conquered

T: Very good. If you remember when we looked at the map we had seen that Egypt was divided into two one part was called Lower Egypt and the other part was called Upper Egypt no. Lower Egypt was the part where there was the Delta. Upper Egypt was the part closer to Africa. Now this was the only pharaoh a
Pharaoh called Narmer, who conquered the two places and so he could wear the two crowns. ok so the Narmer palette is a very important happening in history ok. now what about the crown. how did the crown usually if you think of the British Royal Family for example, how does the crown pass from one person to the other. think a little bit. hm it passes from whom

(with hands up) from the queen to the elder son
from the queen to the elder son, ok now. in many ehm kingdoms the crown passes to the male now if you look at that. and if you think of the names of perhaps Egyptian pharaohs, was it like that also in Egypt. come on think a little bit do you know of any female queens of any female pharaohs let's call them that

Cleopatra

yes you know about Cleopatra. any one else there is a very in your books

(several learners put their hand up and call "Miss")

there is a very beautiful picture of a lady who was that queen

queen Nefertiti

queen Nefertiti. and here you've got another one queen Hatcheput. ok so we could say that in Egypt, the crown wasn't always. eh passed on to the male heir. but sometimes it was passed on to the female heir. either because there was no male, or because females were also very important. so sometimes it was the mother of a pharaoh that was not so good. who took the crown instead of him and she ruled instead of him. ok sometimes it was the sister. sometimes it was the daughter of a pharaoh who had died. ok so it was King Narmer. Queen Hatcheput. and there is another name what is the name of the other pharaoh who's mentioned over there

(one learner puts his hand up and calls the teacher)

queen Akhenaton

so there is queen a king not queen. king Akhenaton no. ehm the name. as it is over here. Akhenaton is the name which the pharaoh took. as his second name so originally. this pharaoh was not called like that. but he was called Amen something. why Amen any idea. what is the relation between Amen and something else in Egyptian. isa. any idea

everything is a

they had a very important god who was called Amen something

(with hands up) Miss Miss

he was called Amen

Ra

Amen Ra. ok so originally this king was called Amen something so he was named for the king for the god Amen Ra. ok. but later on. this king changed his name. and he changed his name so
that the last part of his name was Aton. ok any idea have you ever heard that name before ... what was it what was Aton any idea

L: it was like a circle with many arms
T: it was like a circle with many arms what did it represent. any idea

Ls: Miss
T: imagine a circle with many arms . what did it represent
L: the sun
T: the sun . so it was a pharaoh . who wanted people . to eh adore you could say he wanted people to respect the sun even more . and so he changed his name . so that as part of his name instead of Amen he had Aton . ok so whenever we see him in pictures he has the . sun disc around his head . what is it eh Francis
L: it is like the meaning is the same of his name it is the name but the important thing is that . before he was . named for the king Amen Ra . ok and now more importance is being given to the to the god . Aton . ok . and then we've got another name . and the last name is the name of Rameses . ok . now Rameses called himself The Great . ok perhaps he wasn't such a great . hm pharaoh . but he called himself Rameses The Great . and in order to make sure that people would remember him . he made some very huge statues of himself and of his wife . in fact some of the statues are . six storeys high imagine

Ls: il
T: ok now if you look at your book . further back there is a picture if you look at (T turns over pages of book)
L: eleven Miss
T: number eleven . where is it . if you look at page forty-nine . there is a picture figure two point two three . and you can see that . something is happening over there . what are those people doing come on . what are those two engineers doing any idea you can
L: they're moving the statue of Rameses
T: very good they're moving the statue of Rameses . now if you look at the size of that head . you realize that that head compared to the size of the people is enormous . ok . now that statue was moved because a very important dam was built in Egypt . any idea what this dam is called . it was built in the nineteen-sixties . the only one in Egypt and it's a very important dam

Ls: (with hands up) Miss Miss
L: the Aswan Dam
T: the Aswan Dam eh . and the Aswan Dam . was built . or rather parts of the Aswan Dam . was going to occupy a very important
There were those huge statues of Rameses. And they had to be moved. Now of course the Egyptian government asked for international help. Any idea from what you have written there who helped, the Egyptian government to move these statues.

Ls: (with hands up) Miss Miss Miss

T: UNESCO no the international. Ehm. Group. UNESCO helped the Egyptian government to move eh the statue. Ok so we could say that, the most important pharaohs were. Hm Narmer who joined Upper and Lower Egypt, then you have Queen Hatcheput. You've got King Akhenaton. You've got also Rameses the second and we've mentioned a few other people we've mentioned Cleopatra we've mentioned Nefertiti. And last time I think we mentioned the name of a very young king. We said, he's very important why did we say he's very important?

T: King Tutankhamen

T: King...eh. Why was King, or why is he considered to be very important. We consider him to be very important today. Why what happened?

L: Because he's a young king

T: He died very young. And something happened when he died young and

L: Because his body wasn't stolen

T: Not his body but his pyramid wasn't found by

L: (with hands up) Robbers

T: Robbers no robbers didn't find the pyramid. And as a result they didn't take anything out so we have one pyramid which was completely untouched. Ok and we said that the riches which had been brought out of that pyramid are really ehm something really great. Ok. We've seen. We've mentioned some places which have Egyptian museums you remember any places which we mentioned. We said there are several Egyptian museums. Ok.

L: (with hands up) Robbers

T: We tried to mention a few.

L: The one in Berlin.

T: One in Berlin. And how did those riches in Berlin come to be there. Why does Berlin have the biggest Egyptian monuments we could say hm of the world how did they come to be there?

L: Because the generals plundered during the war

T: Yes exactly during the war the Germans plundered a lot of treasures, ok and took them to Berlin in fact the statue of Queen Nefertiti maybe you can look it up on the book. Somewhere on the book you have a picture of that. Hm

(T and learners look through several pages of the textbook)

L: Page thirty-two

T: Thirty-two. Ok if you look at page thirty two you can see the hm
statue of Nephertiti and you can see what a beautiful statue it is. Maybe she wasn't really like that. Now the last thing I'd like to do is from that picture we have to put together. The symbols of Upper and Lower Egypt. So have a look first at the picture which is close to the edge of the book figure two point one. That is, showing Upper the symbols of Upper Egypt now there are three important things which are the three symbols of Upper Egypt. Let's try and get them together.... Isa come on first of all that bird what kind of bird is it in English (several learners put their hands up)

L: eagle
T: eagle or the hawk. Ok the hawk or eagle. Ok so the hawk or the eagle is the most important symbol of Upper Egypt any other symbols come on
L: the crown
T: the crown what about the crown how is the crown eh special it was called what do we call the crown
L: because it was in the shape of a beehive
T: we call it the white beehive. Crown no. The white beehive crown and there is something else which is also, a symbol of eh Upper Egypt. Ok we've got the falcon or the hawk. And then there is also a flower now that flower is not very clear. But can you think what flower it is
L: the papyrus
T: the papyrus is in the is in the other one. Ok there is
L: the lily
T: the lily. Ok the lily. Now it doesn't look like a lily I know but the lily is a symbol of Upper Egypt. Ok, now if we think of Lower Egypt. Ok which are the symbols of Lower Egypt we've already mentioned some of them there are three again. Ok so Brian could you tell us
L: the papyrus
T: the papyrus. Very good. Besides the papyrus what else. There are two other things
L: ili-leopard
T: not a leopard but.. Look at those they seem to be dogs look at their head that's the most important thing
L: snakes
T: the serpents. Ok the serpents. And then there is something else the crown any idea what colour the crown was
Ls: red
T: red no so the red. Crown. Of Lower Egypt. So King Narmer was the only one who could wear that crown because he was pharaoh of both Upper and Lower Egypt. Ok so practically that's all we have to do so. We're going to the book and read ehm what we have on page thirty-eight so find that will you
(Ls open their books and various Ls are asked by the T to read from the textbook which is in English, while the other learners follow on their own books.)
(Le sette down)

T: issa we were on page . two hundred and forty . and we were doing the () photosynthesis . now yesterday we did . the way the leaves are placed . one under each other (T holds leaves in hand) so that they receive the maximum amount of sunlight . alright that's .. we said that the leaf . is stuck to the stem . by a () alright . and that . the leaf . has veins to support it . alright . we said that those veins . are there . so that water can go pass through them . ok . we said that the leaf . is very thin . only about one centimetre ... so that . substances can pass through it . very easily . now we began talking about the structure of the leaf which I gave you for homework . and we also said that inside the leaf . we have two layers . we said that they are . what are they . the palisade . and the .. can you remember . the palisade and the

L: ()

T: no . the palisade and the .. we have two pairs of cells . the palisade . inside . and the spongy layer . good . and on the outside . there is a layer and another layer . what do we call it . this layer . they are the

L: cuticles

T: cuticles on the very outside

L: epidermis

T: the epidermis very good on the outside . we've got the epidermis (shows slide on white board) . we said that this epidermis completely covers the leaf . so we said there has to be . pores . now . these pores . which are there and there . are called . what are they called

L: stomata

T: these pores are called stomata . and . over here . we can see . a larger diagram . of these stomata . so this is the epidermis . these are the

L: palisade

T: palisade layer . these are the . spongy

Ls: spongy

T: this is the . epidermis again . and outside the epidermis there is a very thin layer . and that is called the

L: stomata

T: cuticle layer . cuticle . the stomata . there is one there . are the pores . through which . water . through which water evaporates . the air goes in . and so on . ok . you understand the structure . the basic structure . orrajt . any difficulties .. ok . now . we also said that the leaves are arranged . in a manner . so that they could receive the maximum sunlight . so if we have . if this is one leaf and this another one (demonstrates leaves) so that they are
not arranged like that. but they try to arrange themselves on the
stem. so that. they form a ... they stand around as much as
possible so that they will receive the maximum sunlight. but the
trouble is now. that the plants underneath. will have. as little
sunlight as possible. because once they try to get the leaves.
ehm once they try to get the sun. the plant underneath will not
be able to grow ok. and. this is why we () orrajt. now. leaves
have pores. what are these pores called. these pores are called

Ls: stomata

T: what is so particular about these cells on the inner of the stomata
only on the. ehm epidermal layer of the. on the epidermal
layer of the leaf. what is so particular about them. I told you
yesterday there is something particular about them we are the
only cells (demonstrates on slide). these are the stomata. at the
moment you can see them quite close. what did we say in
particular about them yes

L: they are surrounded by the kidney-shaped cells

T: they are surrounded by the kidney-shaped cells they are called
guard cells. what else. I told you there is something in particular
about them I told you that these guard cells. have something in
particular the epidermis cells don't have it. what do they have ...

x'ghanhom ghidna s-cells lohrajn. is-cells lohrajn
bhail-palisade cells u s-cells ta' l-ispongy layer. kellhom
il-chloroplasts biex jaghmlu l-photosynthesis. orrajt. imbaghad
ghidna fl-epidermis irid ikun transparenti bhal () issa dawn il-guard
cells. li jaghmlu l-istomata. orrajt. x'ghidna li fihom .. dawna
fihom il-chloroplasts. ukoll. now let me explain to you why they
have the chloroplasts. ok. they have the chloroplasts inside
them. because they must be able to open and close. why.
because the stomata. have to. try to control. the substances.
leaving. or entering the leaf. x'igifieri. igifieri during bright
daylight. when photosynthesis is taking place. ok. there is
transpiration mela the leaf is letting water out of the. leaf itself
through the pores through the stomata. ok but. in the night.
when no sugar is being built up. bil-photosynthesis. we have.
these cells trying to close. ok and they try to close. because
they only have build up sugar. orrajt. now I will explain it to you
in detail mela here. we have. these kidney-shaped cells. which
are. our guard cells (writes on b/b). they are nuclear. ok .. and
they also have. these. chloroplasts inside them. ok (silence
while T writes on b/b) ok. now. who's going to give me an
equation to tell me how they are going to build up sugar

(T and Ls interact during the next few seconds while the t writes down
the formula on the b/b)

L: six three o two

T: six three o two
L: plus two
T: plus six h two o
L: point
T: point
L: six
Tls: six
L: eighty two four . o six . plus six
T: now . (points to b/b) this is carbon dioxide plus water . what do
they need
Ls: sunlight
T: sunlight
Tls: chloroplasts
T: chloroplasts .. sunlight . they need
Ls: ()
T: ok . what are they producing
L: glucose
T: glucose and oxygen . ok . now that glucose is going there . in the
centre . there's a vacuo and another cell . ok . a vacuo and that
glucose is going there in the same cell . ok . now if there is a
build-up of sugar . here this part . of the cell is hard . ok . and
can stretch . so as soon as it builds up the sugar . it keeps water
from the surrounding cell . can you imagine ... ok . because here
it stretches . it swells up . and the pore opens because this part
cannot stretch but this part can stretch (points to b/b) . ok so the
pore opens only . when the photosynthesis takes place . only .
when . there is
Ls: the sun
T: the sun . ok what happens when there is no light . when there is
no light the plant has to use
L: oxygen
T: oxygen . and use oxygen . also has to use a store of
L: salt
Ls: glucose
T (change of tape)
T: ok . so . here . we've got to () you understand . now this is the
way . the plant controls the opening and closing of the stomata
. orrajt . did you understand it . orrajt melaj taghidli Kenneth .. tell
me in your own words kif taghmel l-istomata biex tinfetah u biex
tinghalaq
L: waqt il-gurnata bis-sunlight taghmel il-glucose u . ehm bil-glucose
din tistreččja
T: tistreččja ghax tieh u l-ilma
L: l-ilma
T: ok
L: ()
T: ehe
L: u mbaghad waqt il-lejl taghmel il-glucose
T: tuża
L: tkun tista' tistreččja allura l-pores jinghalqu
T: allura l-pores jinghalqu ghax jistghu jużaw ... taghha orrajt u
L: l-pores jinghalqu . orrajt ftehmna .. so that is (points to b/b) . the
T: way . the stomata open and close . over here in figure four we
L: are seeing this diagram over there . called you are seeing the
T: way the stomata look . in the leaf . ok in figure five qed naraw the
L: two examples qed narawha minn taht kif rajniha l-bierah . orrajt
T: qed naraw il-veins . li hawn hawnhekk . fuq il-werqa (shows leaf)
L: . u figure six . qed naraw l-istucture tal-leaf kompluta . ħgifieri .
T: qed naraw .. din id-diagram (shows diagram on slide) . orrajt .
L: hawnhekk qed naraw din . l-istucture tal-leaf kif ħdidna . ħhandha
T: basically in all four types of cells ok . there are four types of cells
L: the cuticle isn't a cell . it's just a layer ok . mela we have . the .
T: come on let's start from the top these are the (points to slide)
Ls: cuticle
T: cuticle
Ls: epidermis
T: epidermis this one . what's this
Ls: stomata
T: stomata . good . so two we have now these are the
Ls: palisade
T: palisade . spongy
Ls: spongy
T: and now again
Ls: epidermis
T: epidermis . and this one . ok .. now over here in figure three we
L: are seeing an arrangement . of the way the leaves try to place
T: each other they try to place themselves . so that they receive
L: maximum sunlight . as you can see over there . one leaf does not
T: place itself just under the other they don't just . arrange
L: themselves where they will be able to obtain the maximum
T: amount of sunlight ok now we did something else . ehm with what
come on let's start from the top these are the (points to slide)
Ls: cuticle
T: ok . and there we have the structure of the leaf
L: (reads from the textbook in English for a few minutes)
T: ok now that one . which is explained on page two four four () ok
L: leaves are thin now why do you think leaves are thin . they are
T: quite broad . but they are very thin . why do you think leaves are
L: very thin . yes
T: because they () by diffusion . diffusion . can take place in . small
distances
T: exactly . they can they can only . the air diffuses only through
very short distances so here . ehm the distance has to be very small so that oxygen or carbon dioxide right . that goes into the leaves can reach . these few cells . it only has to pass through and look at them . here on the lower epidermis . there are more stomata . then there are on the upper epidermis . ok .. now here as you see the cells are not tightly packed . why . because the sun comes from here or from here . from the top or from the bottom (points to slide) . allura dan il-carbon dioxide li jid'ol . hawnhekk se jsir li-iktar il-photosynthesis f'dawn il-palisade cells . allura l-structure tal-leaf qegh'da li hawnhekk . hawn hafna spazju . biex il-carbon dioxide li jkun dafal . jasal . f'dawn is-cells . malajr kemm jista' jkun . ok il-photosynthesis issir hawnhekk . f'dawn is-cells . ta' l-ispongy layer . ukoll ghandhom . chloroplasts . ghalfen . biex jekk id-dawi ikun wasal hawnhekk u dawm is-cells ma jifdux . il- il-light kollu biex jaghmu l-photosynthesis . is-cells ta' ta'fhom bil-fitt dawi li jkun fadal billi ji'g u taft . ukoll ma jahlux u jkunu jistghu jaghmu l-photosynthesis huma wkoll . ok . u b'hekk is-cells kollha tal-leaf . jaghmu il- . photosynthesis . u jkunu jistghu jaghmu l-ikel . ok . mela leaves are thin ... can you continue to read Mark please (reads from the textbook in English for a few minutes)

T: can you imagine what would happen to us if we didn't have a skeleton . ok () orrajt we would just fall down . because we need a support for our body . the leaf itself without any veins in it . would also fall down . ok the only leaves that do not need veins are the ones that are in the water . because the water is buoyant . it holds them up . orrajt . u tindunaw . il-weraq li jkun hemm perezempju fil-ba'har . ma jkolhomx vini . ghax l-ilia jkun jista' jzommhom pero kif taqla' taqla' l-axix minn gol-ba'har dana ji'gi . cappa wahda . ok ghax m'ghandux x'issapportjah b'hal m'ghandhom dawn . orrajt . mela the internal structure of the leaf can you continue reading please (reads from the textbook in English for a few minutes)

T: orrajt now let's stop talking about it ok . (points to slide) here we have the brick cells . the palisade cells . all packed up . and here we have the spongy mesophyll called . over here . we are seeing the cells which are different . this is . one . of these veins . ok which happen to come in this section . now in this vein . really we have two parts . ok we have . the plant needs . to take up water from the roots . so you need a transport system for it . these are called xylem . ok remember . mela the water passes through the xylem . kollha kemm huma dawn il-xylem . is-cells tal-xylem . nghidulhom vessels . ok so . let's repeat . here through this vein that we are seeing . we have two types of cells . one . where water passes through . they are called xylem . altogether . ok . xylem are also vessels . ok . do you remember that . now
. we have the path. where the food must travel. remember. the
leaf makes food. only the leaves make food. the roots don't
make any food. so the food has to be transported from all the
leaves in the plant. to the cell where it is needed or to the trunk
of the tree where it is needed. and out to the roots. because
the roots need it too. ok. now. they pass through another type
of cells. these are called phloem. ok. so. the food passes
through the phloem. the cells that make up the phloem. are
called. sieve tubes. ok you remember that. ok so shall we
repeat it again. Antonello tell me. mela minn fejn ighaddi l-ima
. minn ġol. xylem. is-cells li ġhandu l-xylem x nghidulhom. 
nghidulhom. nghidulhom

L: vessels
tajeb. is-cells minn fejn ighaddi l-ikel
li jaghmlu l-weraq. x nghidulhom. Ruben
phloem
w is-cells li jaghmlu l-phloem x nghidulhom
sieve tube
seive. tube. ok. it's all very simple. and now we know all the
names of the structure of the leaf. here everybody. ok. mela
can you continue reading
(reads from the textbook in English for a few minutes)
see page two four five. ok now let's look at photo five. .... we
have figure a and figure b. figure a you can see that the cell in
figure a. () ghaffejn dawn huma dead cells minn fejn ighaddi
l-ima. huma dead cells ok minn fejn ighaddi l-ikel. huma living
cells. is-sieve tubes huma living cells. ok u mbaqhad l-ikel irid
ighaddi minn. sieve plates. tistghu timmaqinaw sieve. passatur
orrajt bit-toqob. hekk huma. orrajt. is-cells. tal-phloem.
ghandhom. qishom ġax is-sieve plate huwa mtaqqab. u minn
ġo dawn jista ighaddi l-ikel. ok glucose is dissolved in water
orrajt. mela t-tube vessels. il-crossroads jiehdu minn dawn. and
they are dead cells. of the phloem. the sieve tube of the phloem
are living cells. the sieve plate. clear orrajt now we turn to the
next page now we will talk about the cells themselves. the cells
of the palisade cells. now as you know. sometimes light is very
bright. and sometimes light is very dim. according to different
days. but the plant wants to make the maximum. ġiflieri. jekk hi
id-dawl qawwi u jekk id-dawl hu. baxx. dim. il-pjanta trid kemm
jista' jkun taghmel photosynthesis. allura din. il-photosynthesis
taghmlu fil-chloroplasts. xtaghmel il-pjanta. jekk id-dawl ikun
qawwi. ġhana. il-chloroplasts jistghu ikunu damaged. allura hi
taghmel hekk (points to the b/b) .... il-chloroplasts li huma dawn
jistghu jieccaqalqu. jekk id-dawl hu qawwi ġhana il-chloroplasts
jieccaqalqu ikun hawn l-iktar. minnhom f'dawn il-walls hawnhekk
ok. this is. in. very bright light. so that here at the top. they
will not be damaged by the light. ok. so this is in dim light
277 Ls: bright
T: sorry bright light ok (writes on b/b) . what happens in dim light.
279 in dim light we have something else happening. in dim light the
chloroplasts can move up and they transfer themselves. to the
upper row. ok. and they all move and they go there (shows on
282 b/b) .. if the light source. is coming from somewhere up there.
283 ok and that way. even though. they cannot control the amount
of light that is produced in a particular place. in a way or another
they can try to increase. the amount of food that they produce.
286 ok by moving up and down. you understand (T sits down and
287 looks at the book) .... now. look at that figure. figure seven. look
288 at the chloroplasts. ok. we see that the chloroplasts over here
are mostly at the top. ok that is normal. normally they try. to
289 remain. at the top. so that. the chloroplasts. will. make. the
291 maximum amount of light can you see those green cells that we
292 have. those are the palisade cells. ok they are trying to remain
mostly at the top so that they make the maximum amount. of
food. they build up the maximum amount of food. ok..
295 photosynthesis which you can see inside the leaf. the palisade
296 cells contain the chloroplasts. ok inside the chloroplasts there is
297 the chlorophyll. and the chlorophyll (ok) ok will you continue to read
298 L: (reads from the textbook in English for a few minutes)
299 T: what do you think happens to it now. x'jigrilu x-sugar meta meta
taghlmu. x'jigrilu
300 Ls: tużah
301 T: jew tużah . jew inkella
302 Ls: tistorjah
303 T: tistorjah. kif tista' tistorjah
304 Ls: tiehdu fir-root
305 T: jew tiehdu fir-root . jew inkella imma ma tistax thallih fir-root
306 Ls: ()
307 T: jew taghmlu
308 Ls: starch
310 T: starch . taghmlu starch . ghax inkella . is-cells jibqghu jiehdu
l-ilma . orraj . allura taqilbu . u taghmlu starch . u starch ma
311 jibqax jieh l-ilma . ok. issa minn fejn sa jghaddi . issa tatu kif
312 minn fejn sa jghaddi x-sugar
313 Ls: mil-leaf
314 T: imma mil-lema parti tal-leaf
316 Ls: mis-sieve tube
317 T: mis-sieve tube . is-sieve tube x'nghhidulhom (unclear)
318 Ls: chloroplasts
319 T: il
320 Ls: chloroplasts
321 T: chloroplasts. very good. ok. now what happens. to the sugar
which they make. can you continue to read Frans
(reads from the textbook in English for a few minutes)

ok. now let's do this transport system now here we have a very
colourful diagram. orrajt. we have substances going in and out

. issa ħa naraw. minn fejn sa jidhlu x'se jidhlu u x'sa johrog u fejn
sa jmur. ok melu x'inhu diehel. diehel il-

carbon dioxide

T: ok. u tiela' l-lima. l-lima minn fejn tiela'

mill-istem

mir-roots

tajjeb. mefra. ghandna u minn liema cells tiela'

mill-vessels

T: mill-vessels. tajjeb. mela l-lima tiela' minn ġol-vessels. ġhal
ġol-mesophylli cells li hu spongy jew palisade. ok. il-carbon
dioxide se jmur ġo l-istemata. u kollha jittaqghu hemmhekk.

ġol-palisade jew ġo l-spongy. hemmhekk isir il-photosynthesis

(to observer) qed tiffolewja. page two two four two

(continues lesson) hemmhekk issir il-photosynthesis. ok. u
imbagħad. is-substances li ħerġin. li huma pproducuti x'inhuma

. ħiereq i-oxygen li hu produced. ġhax il-pjanta ghandha ħafna
minnu ġhall-energija tagħha ghandha wisq carbon dioxide. orrajt
u. ix-sugar li hu produced bil-fors irid ikun transported mal-pjanta
kollha biex il-pjanta ma jistgħux iżommuh ... issa minn fejn se
jgħaddu x-sugars

mis-sieve tube

mis-sieve tube. u collectively nghidulhom

phloem

collectively nghidulhom phloem. ok and here we have
completed the structure of the leaf. now we're going to have the
'O' level question. January nineteen eighty five (T and Ls open
exam past-paper book) .... number one. two three ... ok and ..
this is to be for your exam. page two two four (T writes
homework on b/b. then sits down and goes back to the book)
hawnhekk se nibdew transpiration. x'inhu transpiration. kif tafu
aħna l-werqa tieħu ħafna il-pjanta tieħu ħafna ilma. l-lima li tieħu
l-pjanta l-maġġparti tiegħu. ninety-eight per cent titilfu. kif titilfu
. għaffejn jintuż. jintuż biex ġhaddi minn ġol-vessels
tal-xylem. u johrog mill-istemata kif johrog minn hawnhekk. minn
ġo dawn l-istemata .... orrajt mela tiela'. minn ġor-roots l-lima.

jghaddi minn ġo l-istem u jista' johrog minn ġo dawn l-istemata
matul il-ġurnata. dawn ikunu miftuhin u ġhall-pjanta ()
it-transpiration stream iżommil-pjanta moist. ok u melu tkun
moist il-pjanta tkun f'kondizzjoni wisq aħjar biex tagħmel
il-photosynthesis. il-ftit l-eħor it-two percent jintuża dak
id-daqqejn ilma jintuż. biex is-cells iżommhom () orrajt mimlizin
bl-lima u l-pjanta ma tkunx flabby. ma tintelaxq. u jintużaw ukoll
. daqxejn żgħira tintuża hawnhekk ok (points to diagram on b/b)
biex tagħmel il-photosynthesis biha . mela verament . biex tagħmel l-ikel il-pjanta . tuża . triż persentagg żgħir ta' ilma . ok 
mhxu l-ilma kollu li nsaqqu bih . jintuża il-maġgorparti tiegħu dak 
jerġa' jevpora u jerġa' jmur fl-arja . orrajt . issa f'dan il-process 
meta l-ilma jidħol minn ġol-pjanta .. jghaddi minn ġo l-istem
ighaddi minn ġol-weraq . u jevpora . nghidulu . transpiration . ok 
. and this passage of water . is called the transpiration stream .
it's very simple you understand it . orrajt so let's continue . ehm 
will you continue Eric please . and transport in plants . so let's
look at the diagram . you've got a plant over there . we to 
experiment a plant and the control . under one bell jar ġhandna 
bell jar . ġhandna pjanta mal fl-bell jar . qed taraħwa . figure one
. issa dik hemmhekk . ghalqu l-qasrija kompletament fi plastic 
bag . għafflejn . biex inti ma tghidx l-ilma li jevpora ġariģx minn 
ġol-qasrija . imma bil-fors irid ikun ġarigx mill ġol-weraq . ġhx 
biqrija l-qasrija () u meta ġalliew l-pjanta bil-weraq hemmhekk
. taħt il-bell jar sabu . li il-bell jar kollu . imtela . b'tikek ta' l-ilma 
orrajt . u dana bil-fors ġarigx minn ġol-weraq minn ġo l-istomata
tal-weraq . ghamlu pjanta oħra bħala control x'ghamlulha
dil-pjanta . qatgħulha l-weraq kollha . biex jarraw . jekk . jistax 
jevpora l-ilma minn x'inkien iehor . u sabu . li allavolja il-biċċa 
taz-zokk ta' fuq . li hija miskuża . imma xorta ma ntillifx l-ilma . w
il-bell jar ma mtešix bl-ilma miz-zokk 'l ifsel . ok () that water
evaporates and passes through . the stomata . in the leaf .
through transpiration . ok . yes
394 L: Miss () photosynthesis u ġekk fil-weraq biss issir ġeli jkollok xi
395 stem
396 T: ehe . il-photosynthesis issir . f'kwalunkwe parti tal-pjanta . li hija
397 ġhadra . ġiżiferi jekk tieħu sigra issir fil-weraq biss ġhxh iz-zokk ikun
398 kennella . orrajt . u jkun hard u jkollu () meta tkun pjanta . il-
399 photosynthesis issir il-maġgorparti fil-weraq . u jkollu tit fil-istem
400 which is () ok . yes . so it can as well photosynthesize . yes
401 L: fl-istem ikun hemm il-palisade u l-istomata ()
402 T: fl-istem fil fil . m'hemmx palisade u spong mesophyll . imma
403 hemm cells oħrajn . orrajt ġhxax dawna qegħdin forma ta' ring
404 umbgħad ġhadna m'għaminihex issa naghmluha aktar tard
405 naghmlu l-structure of the stem . pero hemm chloroplasts
406 bejniethom . meta jkunu ġodor () ok . ġhidi
407 L: () photosynthesis . iz-zokk
408 T: iz-zokk . appena jibda jieħu l-kulur . u jibda isir kennella . ma
409 jistax jagħmel photosynthesis iktar . orrajt . il-photosynthesis jista'
jagħmlu biss meta jkun ġħadar . imbghad jibdel il-function tiegħu
410 . w isir ġhali support . biex ġżomm il-weraq kollha . ok imma
412 mbagħad meta ma jibqax ġħadar . ma jistax jagħmel il-
413 photosynthesis . ok mela transpiration . yes ġhidi
biex tinghalaq l-istomata dawk jinghalaq l-guard cells flimkien

biex tinghalaq l-istomata . irid . ikun hemm . a transport of the
sugar . from the stomata . to other cells . to other nearby cells .
for a use up of the sugar in the guard cells . it is not usually
made a complete break-down of sugars . ok but it will be a
transport . it can be both . then . they are not swollen up anymore
. because once they use the sugar they lose the water . orrajt .

u mbaghad il-guard cells ma jibqghux . mimlijin bl-ilma daqshekk
. u allura jinžlu appena jinžlu . hawnhekk jinghalaq . u kollu
jiddędzi fuq min jikkontrolla id-dawl . jikkontrolla d-dawl għax
fid-dawl li tista' ssir il-photosynthesis . ok . dan issu nerġgħu
nagħmluh ta introduċjetkom ġnalih issa nagħmluh iktar tard .
hawnhekk ghandna diagram ara . stomata almost closed . araw
il-guard cells . dik m'hi xejn . għandek il-vacuo ġo fihom . u
għandhom il-chloroplasts . u mbaghad hawnhekk stomata wide
open . l-istomata is wide open because they are building up sugar
now this is day (lesson bell goes) time . ok . the guard cells are
taking water by photosynthesis as indicated by the arrow . Good
morning

Ls:  Good morning

(end of lesson - end of tape-recording)
Lesson N

1 ( )
2 T: everybody look here .... now today we're going to talk about the
circles ....
3 (writes on b/b)
4 what's that
5 Ls: circle
6 T: circle .. what do we call this round edge
7 L: circumference
8 T: what do we call it
9 L: circumference
10 T: circumference .. now here in the middle there is a point which we
call the
11 Ls: centre
12 T: what do we call it
13 Ls: centre
14 T: the centre of the circle . why do we call it the centre of the circle
15 .... yes
16 L: because it's in the middle of the circle
17 T: .... because it's in the middle of the circle yes .. can you give me
18 another reason .. yes
19 L: there we put the centre of the compass
20 T: because there you put the centre of the compass .. therefore we
21 have the circle and we have the circumference . the
22 circumference goes round it's the edge of the circle .. now if I
23 have a quadrilateral or . a rectangle or a any four-sided figure .
24 and I go round ..
25 (writes on b/b)
26 .... the edge .. of the rectangle .. what would I be finding .... I'm
27 going round the edge (Ls put their hands up) .. yes Rupert
28 L: the perimeter
29 T: the perimeter .. now if I go round the circumference . all round the
30 circumference .. what would I be finding ..
31 L: Miss
32 T: .. come on think a little bit .. yes
33 L: the perimeter
34 T: the perimeter . isn't that the perimeter
35 Ls: yes
36 T: therefore really the circumference of the circle .. what is it as well
37 .. what is it .. instead of saying the circumference of the circle
38 what else can I call it ..
39 L: Miss
40 T: yes
41 L: the perimeter of the circle
42 T: isn't it the perimeter as well
43 Ls: yes

130
T: therefore if I have any round object and I go round it. I'm also finding the
47 Ls: perimeter
48 T: therefore the circumference and the perimeter are
49 TLS: are the same
50 T: it's one and the same thing understood everybody
52 Ls: yes
53 T: yes now the line joining the centre to any part of the circumference what do we call it
54 Ls: (with hands up) Miss
56 T: what do we call it yes
57 L: radius
58 T: we call it the
59 TLS: radius
60 T: we call it the radius and if I produce the radius till the other end it means I divide the circle in half what would I be drawing
62 Ls: (with hands up) Miss
63 T: Franco
64 L: the diameter
65 T: the diameter therefore what is the diameter made up of yes
66 L: of two radius
67 T: of two
68 Ls: radius
69 T: radii radius and radius is one the plural is radii therefore two radii make the diameter now that was the circle now if I have half a circle what do we call it yes
71 L: semicircle
73 T: a semicircle that's a semicircle half the circle and if I have one fourth of a circle anybody can tell me
74 L: (with hand up) Miss
76 T: yes Stefan
77 L: quadrant
78 T: quadrant it is a quadrant quadrant is one fourth of the circle understood everybody any questions no now we're going to find the perimeter of this circle and we said the perimeter is also the
82 Ls: circumference
83 T: circumference and for this we have a formula
84 (interference)
85 T: thankyou (to intruder)
86 (to class)
87 in order to find the perimeter of this circle I have to measure all round all round now if I take the ruler and put it here and start measuring do you think I'll have an exact answer
90 Ls: no
91 T: no why not (silence)
L: Miss
T: why not . yes
L: because the ruler cannot go round
T: because it cannot go round first of all ... and I keep moving and
even if I use an inch tape something flexible . still I won't be able
to measure it . but there is a way of finding the . circumference
yes you know
L: we put a string round the string and and then we put it on the
ruler
T: yes we could but you might not be very very exact because you
might either stretch the string . or keep it too tight . now . instead
of that we have a method of finding it .. although the answer will
not be very very exact it won't it will never be very very exact it
will be very close to the answer but it will not be very exact .
because in order to measure the . circles we must use a symbol
. which mathematicians in olden days they worked and worked a
lot on . theories and they found out that the best way to find the
circumference . is to use the . pi what is a pi the pi p i it's a
Greek word pi p i it's not a pie that we eat . it's not a . lemon pie
or anything like that . it is a symbol which means a fraction yes
you want to ask something
L: ehm this il-pi gh'andha x'taqsam mal-. pie chart mal-pie chart
T: mal-pie chart no no no the pie chart is different the pie chart is
called after a pie . an ordinary pie which we eat . like a pie it's a
round circle and divided into parts so it has nothing to do with it..
now the pie is a Greek word . and instead of writing pi when
we're working out the sums we have a symbol . which is like this
(draws on b/p) two vertical slightly curved lines and a horizontal
line this is the pi and it means twenty-two . all over seven . as
you can see if we divide the twenty-two by seven
L: it will not go in exactly . we'll have a set of numbers . we'll have
three point one four two and it keeps on going . we have a set of
numbers and they recur and recur and recur .. that's why I told
you it will not be to the very very nearest part of a millimetre .
therefore . we use the pi in order to work out the circles . the
circumference of the circles . and as we said the pi represents
twenty-two all over seven . you are going to use the twenty-two
all over seven not the three point one four six . if the book wants
you to use this one they will tell you but usually we take it that it's
equal to twenty-two all over seven (a L puts his hand up and
teacher points to him) yes
L: of all the squares of all the circles
T: of all the circles the pi we use it for all the circles to find the
circumference . and afterwards we'll . find out how to find the
area as well . is that right
Ls: yes
T: mela. we know that the pi is equal to twenty-two all over seven
. and that you have to know by heart you have to know it (a L
puts his hand up) yes
L: ehm Miss when he tells you to do it by three point one four two
T: ehe
L: will he tell you to put it in decimal
T: of course of course he will give you he will tell you the book will
tell you in the question you will have use pi equals three point
one four six. if they don't say anything use the twenty-two all
over seven
L: and if you and they tell you to three decimal points
T: yes of course they will tell you
L: thankyou
T: or else. you keep on going. mela the twenty-two all over seven
is the
Ls: pi
T: what is it
Ls: pi
T: pi. and the symbol is this right this is pi we don't right p i this is
what we put down as a symbol for a pi. now the first thing that
we're going to find is the perimeter and the perimeter is what did
we say it is
Ls: the circumference
T: you have to remember that. now if I'm going to find the
circumference for this one. the formula for it is very very easy
Ls: circumference equals c means (writes on b/b)
Tls: circumference
T: equals two. pi r that is one of them. then we have another one
which really means the same. it's. equals diameter. times pi ..
what is two pi r. not two times pi times r. is it or not
Ls: yes
T: yes. and what is it the . pi
Ls: twenty-two all over seven
Tls: diameter times pi
T: good. now what is two times r
L: perimeter
T: what is two times r
L: Miss
T: yes
L: two radius
T: two radii. and what is diameter
L: Miss
T: what is diameter
L: two radii
T: two radii therefore is there a difference between this one and that
one

no

no therefore if you're given the diameter you can use this formula if you're given the radius you can use. this one. is that right. but you may take any one of them they are both the same the one you find easier to use you can use is that right. Therefore if you're given the diameter you can use this formula. if you're given the radius you can use this one. is that right. but you may take any one of them they are both the same the one you find easier to use you can use is that right. mela circumference equals two pi r or. diameter times pi. now let's say this circle has a radius of fourteen centimetres. fourteen centimetres. now in order to find out the have the perimeter which is the circumference. we put down the formula first. you have to put down the formula all the time. (with hand up) Miss: yes. the formula () Miss: yes. T: do you need both. do you need both. .. what do you think. do you know. how many sides are you going to do one. mela you need only one. you choose the one you think it's easier for you. they're all the same. it won't make any difference we get to work them both at another time. mela circumference equals two pi r we're going to work that one (writes on b/b) now first. equals. two. times twenty-two all over seven. that's right. twenty-two all over seven. times fourteen. the radius is fourteen. we put these all over. then we just cancel. equals two times twenty-two. twenty-two is four. forty times two will be eighty-eight. eighty-eight that's right. eighty-eight. therefore these will be eighty-eight. centimetres. that's by using the first formula now we're going to use the second one. and in the second one. it's exactly the same. therefore circumference equals diameter times pi. equals. what is the diameter there. twenty-eight. twenty-eight that's right. times twenty-two all over seven. yes ..
T: and then we cancel seven twenty-eight goes in four equals

Ls: eighty-eight

T: eighty-eight centimetres naturally the answer will be

TLs: the same

T: because it's one and the same thing ... therefore that is the way we find the circumference of the circle ... now suppose we have a semicircle ... and we want to find the perimeter ... anybody can tell me how ... how can I find the perimeter of this semicircle ...

from there to there it's seven centimetres ... who can tell me (several learners put their hands up) ... how am I going to find the perimeter of that semicircle ... yes

L: ehm first ehm you do it as a whole circle and then you divide the answer by two

T: first we find the circumference of a whole circle and then when we get the answer ... what do you do

Ls: you put it all over two

T: you put it all over two ... and you find ... what

L: ehm the eh the perimeter of the semicircle

T: the perimeter of the semicircle it means ... that I'm starting from here right ... (shows on b/b) and I go round there ... and that is the perimeter

Ls: no

T: the perimeter of what

Ls: of the semicircle

T: of the ... semicircle yes that's right ... but is that all the perimeter

L: no

T: is it all the perimeter

Ls: no

T: therefore can I find the perimeter of the semicircle by finding half a semicircle ... think a little bit about it come on (learners put their hands up) ... remember I have to go all round this ... semicircle and to go all round ... I start from here (demonstrates on b/b) look at it can you all see the board I start from here ... I go all round there .. and then I have to come to the original place ... haven't I therefore what do I have to find

L: (with hand up) Miss

T: in order to have the perimeter of that semicircle

L: Miss

T: yes ... come on Albert do you know

L: no

T: no orrajt

L: Miss

T: yes

L: eh first we find the perimeter of the whole circle

T: ehe

L: then you do it all over two and then you can then you plus to the
diameter
and then you add the
diameter. because that is part of the perimeter as well. when it's
just a circle. you go round isn't it
ehm
issa. here (points to b/b) . I'm going round as well .. and I go
round the semicircle .. but I haven't gone round all the semicircle
. I still have the
diameter
therefore first I find the circumference issa I don't really work it
out . I don't have to work it out . then I put it all over two . that I
have to work . then I add up now let's find the perimeter of the
semicircle . perimeter . of . semicircle .. what do I find first tell me
the whole circle the whole circle
of the whole circle .
how do I find the perimeter of the whole circle .. yes
(with hand up) diameter
perimeter
diameter that's right . diameter . times
pi
that's equal to ..
fourteen
what is the diameter there
fourteen
fourteen
fourteen
from there to there it's seven what is this one the seven
radius
radius . therefore the diameter is
fourteen
fourteen , yes . fourteen
all over
times
twenty-two all over seven
twenty-two all over seven (writes on b/b) .. that is the
whole circle
whole circle
whole circle . what do I have to do in order to find half
all over two
all over two . and there I have half the circumference .. we work
it out . it goes eleven . seven into fourteen goes in two equals
twenty-two
twenty-two centimetres . therefore that is the part . which is .
round only from there
TLs: to there
till there. what do I have to do next
T: plus fourteen
L: what do I have to do next. Stefan
T: plus fourteen
L: the answer will be thirty-six centimetres
T: till there.
what do I have to do next.
Stefan
L: plus fourteen
T: what do I have to do next.
we add fourteen.
we'll find out. we'll find out when we come to it. mela if we're
using the other formula
(T writes on b/b for the next few seconds while she interacts with the
learners)
perimeter of semicircle and we're using the formula. two. pi r.

isn't it
Ls: yes
T: and if it's a semicircle all over. two. mela that's equal to. two
times. pi is
Ls: twenty-two all over seven
T: times
L: fourteen
Ls: fourteen
Ls: seven
T: what is the radius
Ls: seven
T: seven now it's not fourteen fourteen is the
diameter
T: all over
Ls: two
T: two. because. it is. half. the circle. is that right
Ls: yes
T: when you work it out it comes to the same thing. at the end you
add up you have to add up the diameter. as well. two. and two
seven. and seven. equals twenty-two centimetres. plus.

fourteen of the diameter and you have the answer there. yes
L: Miss why. why didn't you. hm. put two all over two
T: work two all over two
L: eh
T: it doesn't make a different whether you put the two there (points
to b/b). or the two there. it's the same. if you want to instead of
putting it here. you can put it there. it comes to the same thing

. it doesn't make a difference where you put this two. you can
put it on this side or on that side. it makes no difference. yes
L: Miss jekk per eżempju. ta' qabel din. il-formula l-ohra. id-
diameter bil-pi

T: this one. ehe

L: eh jekk inti taghmel fourteen all over one times twenty-two all over seven

T: ehe

L: jekk tiehu żball u ma taghmilx all over two u jiġik l-answer forty-four

T: ehe

L: jekk taghmel id-division wara. umbagħad taghmel

T: xorta. xorta tiġik tajba xorta it's the same

L: ma jnaqquslekx marki

T: no no no you won't lose marks... imma if possible. to show that you know what you are really doing. nippruvaw inniżżlu it-two mall-ewwel. immediately mall-ewwel inniżżluha t-two. kif qed nagħmel il-formula inniżżilha anzi mal-formula ghax għalhekk qed nagħmel semicircle. biex jena hawnhekk inniżżel it-two mall-ewwel. orrajt. yes

L: (with hand up) Miss () eighty-eight centimetres goes round the whole circle

T: ehe

L: eh if it's a semicircle. and the. you

TL: it's half

L: it's forty-four there forty-four plus...

T: ah yes that's a good question look here let's see why it's not. half the circle. that's right. yes

L: (with hand up) because because in the whole circle the radius is complete and in the semicircle the radius is seven

T: no no no not because of that. look here.. let's see why

(T writes on b/b) the perimeter of this circle. let's say it was. this was fourteen like this one right. and it's eighty-eight. now. why didn't we get half this one forty-four. why didn't we get it (points to b/b) hawnhekk qed indur mad-dawra kollha. the whole circle. I'm going round the whole circle. is that right

Ls: yes

T: issa. when I have a semicircle. I have a semicircle. I go round. I start from here. I start going round. and this is half the circle. therefore from there till there. if this is fourteen. from there till there the answer is going to be forty-four. understood up to there. that's half the circle. but if it's the perimeter. I'm not going round only this part. are you following. in order to go round all the sides. which in this case one is a semicircle. and one is a straight line this the diameter I have to add up. this one. plus this one. did you follow. anybody had any other difficulties

L: ija

T: yes
not difficulty but I didn't understand because first when you
measure the whole circle you don't measure the diameter
the diameter that's right
but when you measure the half the circle you measure the
diameter
the diameter as well. that is a good answer as well. when you
measure the circle you just go round the outer part. when you
measure the semicircle you go round half the circle. and round
the circle .... understood everybody
T: now that is how to find the circumference. now. we also have
to find out the area of this circle. we have to find the area. mela
the first formula is. this (points to b/b) . now we have another
one which is also very easy. and we also use the pi. and the
formula to find the area now. you know what is the area
hm
if you were to cover this part. with a carpet with turf or with
anything. we have to find the
area
and area is equal to
pi
pi we use again. r. squared. radius. squared
radius squared
tista' tuża diameter
can I. eh this is a . a difficulty now can I use. instead of radius
squared the diameter
Miss
can I use instead of radius squared. I can use the diameter
somebody said you can use diameter instead of radius squared
(with hands up) Miss Miss Miss
nista' nuża jien radius squared or diameter. din hija l-istess hağa
din
Miss
yes
le ghax ghandek radius squared inti
ghax ghandi. radius squared ghaliex ma nistax nużah id-diameter
mela jekk ghandi radius squared
Miss
why not .. ghaliex
Miss ghax id-diameter taghmel fourteen plus fourteen u squared
taghmel fourteen times fourteen
times fourteen that's the difference mela can I use it. le . xi
tfisser radius squared
radius times radius
radius times radius . u diameter huwa . radius times radius
radius times two
times two or radius plus radius. **fhimniha kulhadd**. attenti that's a very easy mistake an easy mistake which you can do. **mela** we have radius squared. and the diameter is not supposed to be there. **mela** area equals pi r squared. very easy to follow equals 

. what is pi 

**T:** times two or radius plus radius. **fhimniha kulhadd**. attenti that's a very easy mistake which you can do. **mela** we have radius squared. and the diameter is not supposed to be there. **mela** area equals pi r squared. very easy to follow equals 

**T:** and then we just multiply. is that right 

**Ls:** twenty-two all over seven 

**TLs:** twenty-two all over seven times 

**Ls:** fourteen times 

**T:** times fourteen times 

**TLs:** fourteen all over one 

**T:** seven in fourteen goes in 

**TLs:** two 

**T:** and then we just multiply. is that right 

**Ls:** yes 

**T:** now if it's a semicircle and we're finding the area of this semicircle now. the area of the semicircle it means I'm going to cover all this. 

**T** demonstrates on b/b 

the area. anybody can tell me. how am I going to find the area of the semicircle (a learner puts his hand up and the T points to him) .... yes 

**L:** pi r squared. all over two times plus the diameter 

**T:** plus the diameter. what do you think Philip 

**L:** hm. ar area area all over two 

**T:** all over two. do I plus anything 

**L:** no 

**T:** no what do you think 

**L:** area over two plus before we were finding the perimeter not the part inside 

**T:** that's right. do we have to add up this part 

**L:** no 

**T:** first of all these are centimetres and the area will be in. square. centimetres. right. **mela** in order to find the area of a semicircle it's just area (writes on b/b) which is equal to pi r squared. all over 

**TLs:** two 

**T:** that's all. we don't have to add anything. in this one. the circumstance. **konna qed indur man-nofs is-circle**. orrajt. 

**Ls:** hm 

**T:** l-ewwel indur ma' nofs is-circle. imma jekk indur ma' nofs is-circle biss. ma nkunx dort il-perimeter. inkun qisni bdejt indur minn dik il-kantuniera. imxejt hekk imxejt hekk u hawnhekk ma dortx. hallejt biċċa barra. fhimna. igifieri ndur nofs is-circle imbaggad irrid nghaddi wkoll minn fuq id-diameter. pero meta qed insib l-area **kulhadd qed jíthm** 

**Ls:** hm 

**T:** l-ewwel indur ma' nofs is-circle. imma jekk indur ma' nofs is-circle biss. ma nkunx dort il-perimeter. inkun qisni bdejt indur minn dik il-kantuniera. imxejt hekk imxejt hekk u hawnhekk ma dortx. hallejt biċċa barra. fhimna. igifieri ndur nofs is-circle imbaggad irrid nghaddi wkoll minn fuq id-diameter. pero meta qed insib l-area **meta jien insib l-area** tas-circle kollha. u nieħu nofsha biss
m'għandix bżonn inżidilha xejn għax l-answer tiġik mal-ewwel.

yes

id-diameter mhux xorta hemm qiegħed

id-diameter xorta ħawn qiegħed imma jiena ma m'inx qed indur m'inx qed insib dal-line kemm hu twil. qed tifhem. jiena qed insib biss l-area kollha qismi għandi biċċa karta. pereżempju a piece of paper (T picks up a piece of paper and demonstrates).

għandi din l-area ta' din w issa ed insib l-area ta' nafs ha din. l-area din kollha hekk. pero meta kont qed indur il-perimeter. il-perimeter. l-ewwel kont qed indur mad-dawra kollha. orrjaż. mad-dawra kollha. iġifieri qed indur mas-circle qisu kien circle dan. issa meta jien għandi nofs is-circle. se jkoll li n-nofs ta' barra hawhekk fejn qa'jt jien qed tarawh. ħawn fejn qa'jt. issa jekk nieħu nofs is-circle mhux ta' dawn it-tlieta biss irrid indur. għax. irrid indur ma' din ukoll. .. any other difficulties (L puts his hand up). yes

meta tahdem is-circle ukoll tista' tagħmel division by two ukoll issa

irrid inkun naħ insib l-area tas-circle u nagħmel division by two fil-aħħar. of course you can. imma aħna dejjem. kemm jista' jkun. naħdmu kollox flimkien hu issa m'għandniex babies l-ewwel nagħmiu haġa imbagħad immorru għal ofra. voldieri if we can work together we try and work together. issa I want you to open your books (Ls open their books) .... page one seven four. and there you have a sort of table. exercise fifteen f. .. would you please read the first sentence

(Read) area equals pi equals twenty-two all over seven.

therefore what is the pi going to be equal to in this exercise

Miss

Isa

twenty-two all over seven

twenty-two all over seven. even if he the book doesn't tell you. that it's twenty-two all over seven. if it doesn't say anything we just take it for granted that it's twenty-two all over seven. fhimna

kufhadd

Isa

hm

right. now number one. fill in the blanks for the following circles

now we're not going to do it as a table as it is there. we're going to find each. and. every one. is that right. by itself (end of tape-recording)
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | T: alright girls. **issa**. kif. **konna qed ng'hidu fil-lesson l-o'fra.** se 
| 2 | nkomplu fuq care labelling right. **issa** does anyone know what 
| 3 | care labels are. what are care labels. **taf x'inhuma** care labels 
| 4 | . **ghidli** Pauline |
| 5 | L: dawk li jkun hemm fuq il-ħwejjeġ li tixtri lesti 
| 6 | T: that’s right **dawk li jkunu fuq il-ħwejjeġ li tixtri** right fuq id-drapp 
| 7 | fuq id-drapp ma ssibuhomx. fuq id-drapp ikunu fuq il-pezza. fuq 
| 8 | l-ahḥar fl-ahḥar parti tal-pezza. **issa** why are care labels 
| 9 | important. why should we know what care labels are and their 
| 10 | importance. and how to read the code. **il-code issa nurikom** x'inni |
| 11 | |
| 12 | L: inkunu nafu pereżempiju. **xi irridu naħsluhom. ma nistgħux** 
| 13 | naħsluhom. x'irridu nużaw 
| 14 | T: **x'detergent irridu nużaw** yes and 
| 15 | L: dry cleaning 
| 16 | T: if it can be dry cleaned yes. ok. so they are very important. 
| 17 | because. I showed in the file. in the different types of 
| 18 | materiel for example bleach was very bad for some kinds of 
| 19 | materials right. **iggrunċjaw hekk saru saru qishom. fix-xejn** right 
| 20 | . **iġifieri** it is very important to know how to care for them. how to 
| 21 | care for the different fabrics. now. what you have over there. in 
| 22 | front of you is the code. ok. on one side **għandkom il-old code** 
| 23 | the old code ok on the other side **għandkom the new code issa** 
| 24 | if you have. old pieces of. clothes right. **taraw li jkollhom din tal-** 
| 25 | left melā... the dark one the black one. **issa. jekk ikollhom new** 
| 26 | clothes **tkun hekk.** now we will take a look at the first 
| 27 | thing (writes on b/b) **issa**. the first one is like a tub. ok. u **jkollha** 
| 28 | . **qisu hekk għall-ilma.** right. **issa** what does that stand for. 
| 29 | **għandkom idea** what it stands for 
| 30 | L: hm 
| 31 | T: for a washing machine. ok. **issa. fil-fatt. in-numru ta' taħt. ikun** 
| 32 | ifisser xi ħaġa. **xi jkun ifisser in-numru** 
| 33 | Ls: il-temperature 
| 34 | T: very good il-temperature **per eżempju** if I have ninety-five. over 
| 35 | here. ninety-five degrees celsius. that means. that you can 
| 36 | wash them in hot water. very hot water nearly boiling. ok. 
| 37 | **ġeneralment ikun għall-affarijiet bħal** hm tea towels. white 
| 38 | material ok that you can **aħna ngħallu** we can boil ok Pauline. 
| 39 | **issa** if we had a tub like this (writes on b/b) u **hawnhekk ikun** 
| 40 | **hawn. issa kif se npenġuha.** a hand. right. that means that’s 
| 41 | meant to be a hand. that means hand wash (writes on b/b) and 
| 42 | this is machine wash. ok. now if you take a look at what you 
| 43 | have on your handout. ninety-five **għandek pereżempiju** 
| 44 | machine. maximum wash in cotton cycle. ok. that is what it 
| 45 | means you go on to your machine. you find where there is 

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maximum wash. and you put the button. on. the machine. ok

46 _fhimna_ . _tajeb_ . right. now. hm. at the bottom. ok. _ghandkom_

47 a tub _draws on B/B_ _hekk_ and it is crossed off. do not machine

48 or hand wash that means li the material can't is it can't be

49 washed. it has to be dry cleaned. for example can you give me

50 some examples

51 L: wedding dress

52 T: a wedding dress yes. although you can wash a wedding dress

53 imma _iżifiżeri_ it's a problem to wash it _ghalhekk_ they send it to

54 be dry cleaned because a wedding dress is either made of satin

55 . or georgette _iżifiżeri_ they can be washed yes

56 L: ()

57 T: pardon

58 L: a coat

59 T: a coat yes some types of coats. and why. why do you think we

60 shouldn't wash a coat what is a coat usually made of

61 L: of wool

62 T: of wool. what happens to it when it is washed

63 L: it shrinks

64 T: it shrinks ok _iżifiżeri_ jew _drapp_ . _li jixtorob_ materiel which shrinks

65 right hm. is not washed. or else material which is delicate jew

66 _inkella_ _jiġriju_ xi _haġa_ fil-machine _pereżempju bħal_ l-isuede. right

67 suede. _jekk_ you know what suede is eh I showed you a picture

68 of it. suede _jekk_ naħsluh _jbda_ _jittebb_ . _allura_ that we don't wash

69 . _ikollok_ _ikollkom_ fuq _li fuq_ il-care _label_ _ikollkom_ . _hm marka_ bħal

70 din _points to b/b_ . right. now. this is for washing _rubs b/b and_

71 _draws symbols_ _issu_ . _imbagħad_ there are these two symbols .

72 Pauline . there are these two symbols . _ghandkom ideja_ _għal_

73 _x'hiex_ _inhuma_ _dawn_ _is-symbols_ _għaftejn_

74 Ls: bleach

75 T: very good bleach. one of them right. one of them. we can

76 bleach and this one _writes on B/B_ we do not bleach. now .

77 what types of material can be bleached

78 L: cotton

79 T: cotton. Marica

80 L: _għa_ nsejt

81 T: _għa_ nsejt _int_ . _hm ovvjament_ . _ippruvaw_ aħseb pero . _ipprova_

82 aħseb _x'tipi_ illi _meta_ _pereżempju_ _libsa_ bħal _tieghi_ . _din nista'_

83 nibbiċjaha

84 L: no

85 T: _le għaliex għal x'hiex_

86 L: _għax tmur il-kulur_

87 T: _għax imur il-kulur_ . _iżifiżeri_ . it is simple . _I mean_ . _ħwejjeġ_ li _huma_

88 . _li għandhom il-kulur fihom_ you can't bleach it bleach them ok

89 _għaliex il-kulur imur_ . _issa imbagħad hemm ċertu drappijiet_ li _anke_

90 _jekk ikunu bojod_ . ok. I showed you in the in the file _anke_ _jekk_

91 143
ikunu bojod ma nistghux nibbliċjawhom ghaliex. tiftakru liem kien kien hemm is-silk. imqatta' eh is-silk u kien hemm l-acrylic. u l-wool. kemm iggrunċja kif iggrunċja rajtuh ok. issa so that is for bleach. now imbagħad għandna (draws symbols on B/B) yes (kemm tghaddi ftit)
yes ehe l-ewwel waḥda. l-ewwel waḥda mela iron on dot number one tafu li il-ħadida għandha three dots. right għandha għandha three different temperatures. il-dot number one hija a low temperature (writes on B/B) number two hija medium (writes on B/B) u number three hija high. ok igħifieri if we have fabrics with one dot fuq il-care label ikunu hemm one dot. mela low temperature igħifieri nghaddiha fuq dil-ħadida baxxa ma tantx tahraq. din. medium. u din high. issa. intom għandkom needlework ħafna minnkom liena drappijiet jistgħu jieħdu low drappijiet iridu jieħdu medium u drappijiet iridu jieħdu high low tieħdu is-silk
hm silk orrajt. now silk can be between two usually eh. silk (writes on b/b). silk comes somewhere here. it can take two cotton (writes on b/b) where does wait. where does cotton go high on high (writes on B/B) yes what else Pauline linen
linen fejn
low temperature
linen. linen hawnhekk eh on high
immaġina xi ħaġa tal-linen perezempju. hm dvalja. iebsa. eh jew il-lożor iebsin. kemm indumu biex nghadduhom jekk ikunu immaġina indumu biex nghadduhom hawn let alone if we have one dot.. ok issa yes
imma hawn knitted fabrics
knitted fabrics. knitted fabrics ehe. eh pero knitted fabrics we don't even have to iron them għax ma tantx jitkemmxu ikunu knitted iriqq
imma hawn knitted fabrics jitkemmxu xi ftit ikun hawn ehe. ikunu knitted iriqq orrajt. ikunu knitted iriqq right. issa ġeneralment li għandna huwa il-low temperature these are the synthetic fibres synthetic materials (writes on B/B) low temperatures synthetic materials ok igħifieri nylon. acrylic. polyester. dak it-tip. hm fuq medium ikun hemm is-silk. imbagħad. il-combinations perezempju polyester (writes on B/B) and cotton tafu li fuq il fuq id-drapp ikollok perezempju sixty per
cotton forty per cent polyester that means that the material
is mixed with cotton and with polyester ok hm u high
ovvjament
i'gifieri notice these are the natural fibres which can resist more
heat ok and this symbol ovvjament li qjet fin-nofs this symbol
means do not iron right do not iron because the materials hm tant
tant ikunu delikati li ma jkunux jistghu jiigu mgħoddijin . right . issa
. hm another symbol (rubs b/b and draws three symbols) now ..
right . have you got an idea what these mean
right . dry cleaning

T: dry cleaning very good . issa . intom qed tharsu lejn il-karta jew

T: eh (writes on B/B) this is dry cleaning that means you can dry
clean . ok Pauline . i'gifieri din tista' tibghatha għad-dry cleaning
issa din (points to b/b) . dawn huma . signs għad-dry cleaner
mhux għalina m'hemmx għatfejn inkunu nafu xi tfisser p . u xi
tfisser f . ok . dan i'gifieri id-dry cleaner jūża . this detergent . id-
detergent li għalih huma ismu p . ok . u dan jūża f detergent . dak
i'gifieri . f detergent jew dak li jūża hu . issa mbagħad titḥalluxtux din
. ma' din (writes on b/b) . ok . this means something totally
different . this is . tumble dry do you know what tumble dryer
right ikun eżatti qisu washing machine
right ikun eżatti qisu washing machine li jista' inixxef qisu spin
dryer għandu ħafna . il-ħwejjeġ johorju . hm nexfin bih right so
this you can tumble dry (writes on b/b) .. and this means you
cannot . għax hawn ovvjament ħafna affarjiet li ma jidħlux fit-
tumble dryer imħabba li hu jkun ikollu ħafna shana fih mela
(writes on b/b) and that is tumble dry issa . hm . right we've said
them all practically .. hm . ok . now I would like to show you some
. some care labels innifishom imbagħad . hm ejjew daqxejn
hawnhekk ejew daqxejn hawnhekk (learners move around with
their stools to form groups of two) ġib stool daqxejn Marica u eja
hawnhekk issa . these are care labels which can be found on
material i'gifieri . xi kultant tikketta tal-karta . u . xi kultant tixtrihom
ikunu mwahħlin . ok issa always be careful to buy clothes which
have care labels . orrajt . għax inti trid tkun taf . trid taqrah. . hm
issa tiddependi fuq il-mummy . imma when you're at home when
you're at home alone right i'gifieri tkunu miżżewġin u hekk . hm
ikolok titghallem taqrahom . hm right so always see that you
have . care labels these are washing instructions pereżempjju this
is . the symbol for pure wool . issa do you know what the symbol
for cotton is-symbol għall-cotton . tafu kif inhi

T: is-symbol għall-cotton pure cotton tkun . qisha . qisha sigra tal-
cotton qisha . qisha werqa . tkun . xi ħaġħekk (draws symbol on
b/b) . xi ħaġa hekk . ok . tafu kif tkun il-cotton bud . ġieli rajtu
wal'da fil-każ inġiblikom wal'da . hm allura huma they . draw one
similar to it. Right, so that is that shows that it is pure cotton. This is pure wool. Issa, din hija interessanti hafna din hija xi haga antika ovvjament issa daż-żmien issibuhom hekk. Pero it is anika showing you. It is showing you. Exactly how to wash the collar. Can you see ara. S-ssapuna. Right qed tghidek rub the collar lightly with good quality soap. Before immersing the garment. Igifieri qabel ma ddañhal il il-bičca il-qmis. Orrajt fil-fil eh washing alf sel il-collar. Eh with soap. Issa why should we wash the collar. Before why do you think

193 L: ()
194 T: ehe ghaliex hawnhekk l-litar li jañbat. Jañbat ma' l-g'xonq allura allura eh it gets dirty very very quickly. Hm imbaghad qed ighidek how to. How to. Hm iron the collar. Eżatti kif taghmlu meta tkunu qed tghaddu l-collar. These are other directions ara. Pereżempju. Washing instructions. Cottons. Fast colours and whites can be machine washed it's giving you directions faq different types of materials. Fast colours means fejn il il-bičca drapp li tkun tal-kulur right it's no it doesn't run. Fast. Means it runs fast sort of thing right. Igifieri d-dye ikun moghti mhux bhálma urejkom dik il dik il-bičca tal-purtiera id-dye ikun moghti sew hafna. Right. Mela imbaghad nylon. Nylons. Wash in lukewarm suds. Rinse thoroughly. Lukewarm igifieri fitel. Right. U suds hm huma is-soap. Bičciet biċċiet tas-soap. Right. Issa imbaghad woolens. Wash in mild lukewarm suds and rinse well in lukewarm water. Ok igifieri ara how handy this is imbaghad hemm acrylic wash in lukewarm water use detergent. Dry cleaning is recommended. Igifieri dawk qed jissuggerixxu li tiddrajklinjah. Hm dan il-wool dina naturalmentija. Faq hm general. It is general orrajt. Meta ssibu you can find it on everything imbaghad intom tkunu ssibu d-drapp tieghek u tkun taf how to care for it. Mela these are. Care labels li nsibu illum illum. Faq affarrijet li nixtru right igifieri care labels for example. Hm issa ntihulkom bixo tahdmu so we won't say them all hm right w hawnhekk jaghtik ok kemm il-code ingingha din is-symbol u kemm l-explanation bil bil hm words igifieri bil-kliem right can you see it machine u hand wash line dry. Igifieri you can put it on the line to dry u line. U jaghtik is-symbol hawnhekk pero hafna drabi meta. Like here over here. Ma jaghtik is-symbol xi tfisser so you have to know what it means. Ara tistgħu tghiduli dawn l-erbgha xi jfissru

224 L: handwash
225 T: ok handwash
226 L: bleach
227 T: bleach
228 L: iron
229 T: iron igifieri
L: dry clean
T: dry clean ()
L: pure wool
T: pure wool

I'm going to give you one between two. 'Inti Marica qeghda waħdek. 'Inti mur ma' Michelle qoghod ma' Michelle u ma' Pauline ok so that you can work. as well. and I will give you another one to work on. and you have to answer these questions. issa ha naraw il-question. what are care labels iġifieri tridu tghiduli ftit what are care labels interpret. the above three care labels iġifieri interpret. iġifieri tridu tghidli x'inhuma il trid tagħmel b'alm' għamilna din trid tghidli x'inhuma il-codes bil-kliem orrajt. issa. what materials do they represent. intom se tippruvaw taraw. ġeneralment you can find it. from the washing and from the iron ok. hm tippruvaw taraw xi drapp ikun ġej minnu. it can be general iġifieri m'hemmx għalfjn bitforls tghiduli nylon but you tell me synthetic. man-made. ok. and the last one. how do you care for the fabrics from where these labels came from. ok. iġifieri li kieku inti. xtrajt dawn il-pop socks and you saw this tghidli how you're going to care them ok mela intom qogħdu ħdejn din intom take this one intom take this one. ok u i'll be coming round for difficulties orrajt (learners move to change groups)
L: fuqhiex Miss nagħmluh
T: hm. xi waħda minnkom le ahjar tiktbuhom intom kollha. hm agħmluha fuq il-karta where there is home for maintaining the home no faddilna xi twenty minutes naħseb

(bell goes - end of tape-recording)
Lesson P

T: kulhadd present illum
2  Ls: iva
3  T: hm
4  Ls: iva
5  T: mela. ħa nibdew bil-correction bħas-soltu mela page. one eight
6  T: six. twenty-two a. issa. kif eh. għamliŋa l-bieraħ. dawn. ridna
7  nsibu il-principle. sewwa
8  Ls: iva
9  T: tfakkarna daqxejn x'inihi l-principle
10  L: dawk li. l-ewwel ikolkok meta tqiegħed il-bank
11  T: yes hija is-somma originali li tqiegħed il-bank yes dik tissejjah
12  principle. u s-somma li tiġbed magħha wara li jżidulek l-imgħax
13  x'tissejjah
14  L: amount
15  T: amount yes issa hawnhekk ma talabkomx biex issib l-amount
16  veru
17  Ls: yes
18  T: mela il-principle biss irridu nżidu. issa skond l-equation eh il-
19  formula li tgħallimma il-bieraħ. hawn xi ħadd għadu jiftakar
20  Ls: iva
21  T: għadekiftakarha inti. għidhieli
22  L: rate times interest all over time
23  T: yes
24  (starts writing sums on b/b and continues to do so as he discusses the
25  sums with the learners)
26  issa din kif rajna l-bieraħ ma ġibnihiex mix-xejn l-formula. rajna
27  minn fejn ġiet. għidtilkom. m'hemmx għal bżonn tkunu tafu minn
28  fejn ġejja. din il-formula. għamiltlikom jien biex nurikom li xejn
29  m'hu ivvintat bl-addoċċ. hemm spjega għaliex ġiet din. u rajniha
30  l-bieraħ. imma. mil-lum 'il quddiem. tista' taqbad u tuża l-formula
31  dritt mill-ewwel. right. number one. mela. in-number one. kemm hu interest
32  Ls: twenty-four
33  T: twenty-four. ir-rate huwa
34  Ls: four
35  T: four. u t-time huwa
36  Ls: two
37  T: two. mela inti kemm naghmel substitution. tat-terms li għandek
38  hemm orrajt. issa suppost kulhadd drahom. i tfisser interest r
39  rate t time. u p principle. Ġiġifieri. issa suppost kulhadd drahom
40  . jafhom dawn dawn issa nċekknu malajr mela forty twenty-four
41  six. two fil-hundred jiġi fifty. fifty times six kemm
42  Ls: three hundred
43  T: three hundred. qbilna. fhimna. mela number one. issa ħa
44  nkomplu nużaw l-istess equation bħall-ōhrajn. mela hundred
45
148
times interest li fin-number two huwa

thirty-seven

thirty-seven veru
ehe

ir-rate huwa hija . five . u t-time
times four
four mela four times five twenty fil-hundred jiği
()

thirty-seven times five one eight five . fhimna
ehe
one eight five . three . hundred . times . l-interest fin-number
three huwa
()

four five 0 rate
three
dr time five
five
three times five fifteen . fil-forty-five jiği thirty . mela . three
thousand in-number three .. qed naqblu s'issa
ehe

four . hundred times . interest huwa twenty one . rate . huwa .
hija three and a half . mela hija three point five . times
two
two . three point five times two seven . fit-twenty one . three .
times hundred . three hundred
three hundred

issa dawn ovvjament iktar ma jghaddi ż-żmien . iktar . tibda
tagħmilhom malajr .. mela . five . hundred times interest li huwa
two seven one . ir-rate hija four point five . times . three orrajt .
meta naħdmuha l-answer suppost tagħna ġiena two thousand .
aqblu

ija

issa l-exercise l-ieħor . ta' page four one seven . exercise fifty two
b . number one l-istess hağa . ha nibqghu nużaw dik il-formula
t'hemmhekk . hundred times forty-five . over . three . times three
. kemm ir-rate u kemm it-time huma three yes . l-answer suppost
giene five hundred .. tajjeb
iva

mela . number two . hundred times two four o . li huwa . l-interest
rate four . times four . l-answer suppost ġiena one thousand five
hundred

ehe

orrajt . it-three . it-three kienet eżatt bhal tan-notes tal-bieraħ .
jekk indunajtu . xi ħadd induna
ehe

l-answer huwa six hundred igifieri m'hemmx għalfejn naħdimha ..
issu, four. hundred times interest li huwa eighteen point
difficult ghax ovvajemt se jkollna se jkollna d-decimals hawnhekk
. eh. imma, suppost li na?idmu bl-istess sistema. u l-answer
. pounds fifty. over. three point five times three. u l-answer
. hundred. times. thirty-one
\muawa. three hundred ... tajeb. thimna

(end of correction of homework - teacher stops writing on b/b and moves
to the next activity - a development of the same topic)

T: right. now take out your books girls ha nibdew. issu ghalissa
\ddadd ma jikteb xejn eh bh\as-soltu (\(T\) rubs b/b) ... mela meta

(principle)

T: principle. veru x'g\amilna. \hadna di l-equation. haw di il-
formula .. biddilniha. u \g\iplina. principle in terms of the. other.
levels. veru

u g\iplina. hundred i. over. r p. sewwa. mela. dawk huma l-
ewwel \ewwel \ewwel. formulae. li. g\amilna. issu. kif g\idtilkom il-
biera\i. illum. se naraw. xi problems. fej. se jkollna. jew. ir-
rate. nieqsa. jew inkella. it-time nieqes. veru. i\ifieri fejn.
irridu nsibu r jew inkella fejn irridu nsibu (\(T\) writes on b/b)

u \\g\iplina. hundred i. over. r p. sewwa. mela. dawk huma l-

\hennhekk trid tkun taf daw it-tlieta. \(p\) r t. u kif kif. biex isib il-p
. trid isib trid tkun taf ukoll. i \(r\) t. mela wah\edha to\ho\og biex

issib ir-rate. xi trid tkun taf Sonia

L: \(p\) r t

T: xi trid tkun taf. x'affarijet trid tkun taf

L: ehm il-principle

T: trid tkun taf il-principle. trid tkun taf il-

L: l-interest

T: l-interest

Ls: u t-time

T: u t-time. veru. u biex isib it-time. Karen. xi trid tkun taf

150
il-principle

ir-rate . u l-interest

ir-rate u l-interest . mela bil-fors iqjifieri trid l-affarijiet l-oħrajn li jifdal . trid tkun taħhom bil-fors . ma tista' taħdem l-ebda problem
ta' dan it-tip jekk inti pereżempju tkun taf żewġ affarijiet biss . trid tkun taf . tlieta . biex issib ir-raba' wieħed . qegħdin niftiehmu.
issa . l-istess ħaġa . li ġħamilna l-bieraħ . biex . minn din . il-
formula . ħriżna il-formula l-oħra . se naghmli l-istess ħaġa . ġhal
dawn it-Tnejn . veru . mela . ħa nerga' nitaq (writes on b/b) mill-
formula oriġinali li kellna . li ġħamilna . nhar it-Tnejn sewwa . issa
. u rrid insib . formula . li . se tkun . r equals . xi ħaġa . minn din
(points to b/b) . orrajt . kif ġhidtilkom . m'hemmx ġhal bżonn . tkun
. tafha . kif ġiet . il-formula . imma jiena . mhux sa niği hawn
ngħidilkom ara il-formula hija din . u daqshekk . u
nbellaghħielkom . mhux hekk .. dejjem inhobb naghmilha din ..
mela . x'sa naghmlu . ħa naghmlu i over one . tajjeb . u ħa
naghmlu . cross multiplication kif ġħamilna l-bieraħ . hundred
times i

hundred i

hundred i . naqblu
ehe

equals . p

TLs: r t

t: ġhidniha l-bieraħ din . mela biex issib r . tiftakru meta l-
bieraħ għadna naghmlu dawk l-ezempji . kif jirnexxielek issib is-
subject ta' l-equation . mela . biex issib r . ftakru mill-bieraħ . minn
dak li tghallimna l-bieraħ . x'se jiġri eh .... l-ezempji li bdejna
naghmlu l-bieraħ bħal pereżempju three a x equals . fifteen v . u
. kont ġhidtilkom biex issib b xi trid tagħmel

(put hands up) three a x

three a x

over

over

fifteen

fifteen . da nafuh mill-algebra veru
ehe

mill-algebra nafu kif naħdmuha . din issa allura biex issib r .
Veronica

hundred i

hundred i . over three p

three p

three p .... mhux bl-istess prinċipju ġħamilniha di

ehe

eh . issa (rubs and writes on b/b) .... l-istess ħaġa . ħa nitielu .
mill-formula oriġinali . ħa naghmilha over . one . nergghu cross
multiplication. hundred i equals

T: p r t. mela. biex. injibu. din id-darba. t. is-subject tal-formula

x'se nagħmel. l-istess prinċipju ta' l-ewwel (some learners put their hands up). Nadia

T: hundred i over three i

T: yes. qed tinnitus li daw isegwu l-istess. prinċipju. eh. l-istess
daw. mela hawhekk sa nikteb

T: hundred i. over

T: hundred i. over

T: hundred i

T: p r

daw it-tnejn. li. tgaħallimna diża. sa nżidu
daw it-tnejn. illum. orrajt. li kif qed taraw. ħriġnihom. bl-istess
metodu. li ħriġna. din il-bieraħ (points to b/b). sewwa. issa. fil-
fatt dawn m'humidity difficli biex tiftakarhom. ḥa naraw ħaliex. ħarsu lejn. din. lejn. din (points to the b/b). u lejn. din. dawn it-
tliet formulae sewwa. tinnitus xi ħaġa komuni bejniethom...
hemm xi ħaġa li tgaħaqadhom filmikien (learners put their hands up). u li. allura se taġħmilllek se taġħmilliehek faċi li. li
tiftakarhom it-tlieta. eh (T looks at a particular learner). yes

L: li l-interest dejjem se jibqa' hundred

T: u qieghed. fejn

Ls: fuq

T: fuq. mela f'dawn it-tliet formulae. hundred i. hundred i u
hundred i. veru. dejjem. fuq. u mbagħad isfel. x'ninnutaw
nagħmlu. x'se jibqagħlek. iż-żewġ affarijiel l-oħra. li. m'użajnix
. veru. haw ħhandek p u i mela x'inhuma ż-żewġ affarijiel li
m'użajnix

Ls: rt

T: rt. ħhandek haw mell'isfel iż-żewġ affarijiel l-oħra li

Ls: pt

T: baqa' ħhandek t u i mell'isfel

Ls: pi

T: pi. qed taraw kif tiftakrühom dawn. mela. biex. tiġbor. kollox
. t'haġa waħda tista' tghid. di ovvjament (points to b/b). din il-
formula. kif għidna l-bieraħ. hija. bażika. trid tku tnafha.
m'hemmx xi tghid. jekk ma tafx di ma tistaħ toħroġ l-oħrajn. it-
tlieta l-oħrajn bil-fors ħriġniha minnhom. biex tiftakar dawn it-tlieta
m'hemmx għal bżonn. ħafna xogħol. ħaliex. għax hundred i
dejjem fuq. veru. hundred i dejjem fuq. u isfel. iż-żewġ.
affarijiel l-oħra. li sa jifdalli. qed tinnitusha din. mela huwa faċli
fil-fatt li tiftakarhom dawn it-tliet equations. orrajt. issa. mela.
it-ttitle. ḥa nagħmluh (writes on b/b) finding the rate. and i. issa
għal issa ħa nikkuppjaw dawn biss. issa x'inh inlestu. nagħmlu
l-eżempju. tagħhom .. mela din ħa tiġi. number three sewwa
tajeb. u din ħa tiġina number four .. issa. nagħmlu. x'inh inlestu
nibdew l-eżempji orrajt

(students copy from b/b - silence for a few minutes)

T: lesti
Ls: hm
T: ᦨa n师事务

(teacher rubs b/b, writes again, silence)

T: melas . ieqfu fitt please ... issa ᦨa nagħmlu xi eżempji b’dan li ghampilna hawnhekk ... ᦨgax issa sa napplikawhom eh (reads from b/b) a sum of money invested at four per cent per annum for a number of years earns three hundred pounds interest find the time. hu stess qed ighidlek find the time veru . mela (writes on b/b) ᦨa nsibu t aħna . din id-darba . mela . faċli niftakruha kif għidna

Tls: one hundred i

T: hundred i żgur se tkun fuq . issa . iż-żewġ affarijjiet l-oħra li sa jifdal x'inhuma

Ls: p i

T: il-principle . u r-rate . veru

Ls: ija

T: now . f'din il-problem . x'inhu l-interest attenti

L: il-three hundred

T: yes it-three hundred huwa l-interest .. u . il-principle f'din il-

problem huwa . kemm

L: ()

T: eh . nafuh

Ls: le

T: nafuh jew ma nafuhx

Ls: le

T: nistgħu nagħmluha mela din

Ls: le

T: għaliex . għiduli intom . int għidli

L: għax ()

T: yes jien x'għidtilkom

Ls: irid ikollok it-tlieta l-oħra

T: trid tkun taf . biex issib it-time . trid tkun taf it-tlett affarijjiet l-oħrajn .. iġifieri . il-principle . ir-rate u

Ls: l-interest

T: l-interest tista' tinħadem dik mela

Ls: le

T: no għax il-principle . ma nafuhx mela .. ᦨa nagħmilha hekk (writes on b/b) issa nista' naħdimha

Ls: ija

T: iva issa nista' naħdimha . għax issa l-principle nafu (reads from b/b) three thousand pounds invested at four per cent per annum for a number of years earns three hundred pounds interest find the time iss'iva . tajjeb hekk mela . mela issa kemm ᦨa nagħmel
substitution orrjat. hundred. the interest is (*T works sum on b/b with oral support from the learners*)

278

279 Ls: three hundred
280 T: three hundred yes. principle is
281 Ls: three thousand
282 T: three thousand. u. rate huwa
283 Ls: four per cent
284 T: four. naqblu

285 T: mela. issa. naqtg'hu iz-zeros sewwa. zero ma' zero. three ma'
286 Ls: three. kulma jifdal. ten over four. li jiği kemm

287 Ls: three thousand
288 T: three thousand.
289 Ls: four per cent
290 T: four.

291 Ls: principle
292 T: principle

293 Ls: interest
294 Ls: interest

295 L: three thousand three hundred
296 T: sa jzik three thousand three hundred mhux hekk. ghax three thousand huwa ghidna. x'hiex

297 Ls: principle
298 T: principle plus

299 Ls: interest
300 Ls: interest

301 T: interest yes. now
302 L: sir dak kif ()
303 T: le kif ghidna. biex issib xi wa'nda minn dawn trid tkun taf it-tlett

304 T: le kif ghidna. biex issib xi wa'nda minn dawn trid tkun taf it-tlett
305 T: le kif ghidna. biex issib xi wa'nda minn dawn trid tkun taf it-tlett
306 (writes on b/b as he reads from book) a sum of two thousand five
307 hundred pounds invested for three years at simple interest earns
308 an interest of two hundred and twenty-five. find the rate per cent

309 Ls: principle
310 T: yes. principle u

311 Ls: time
312 Ls: time
313 T: time. mela. Marvic. kemm hu l-interest f'din il-problem

314 T: time. mela. Marvic. kemm hu l-interest f'din il-problem
315 T: time. mela. Marvic. kemm hu l-interest f'din il-problem
316 L: two two five
317 T: eh

318 L: two two five
319 T: two two five yes. oqoghdyu attenti halli ma nharbtxu haw ma
320 n.harbdux il-. eh flus eh. inkunu nafu ghal x'hiex qeghdin nirreferu
321. u principle. f'din il-problem hija
two thousand five hundred

three years yes. issa kemm inčekken bḥas-soltu orrajt. mela ḥa naqta’ z-eros. tajjeb. ghiduli intom. twenty-five fit-two two five

kemm jidḥól

one
eh. ghidtilkom kif taḥdmuha

nine

f’kull hundred hemm twenty-five tajjeb hemm erba’ twenty-fives

mela four four and one jiġu

nine

nine (works sum on b/b) nine division by three

three

three. hekk sa nḥallih l-answer

le per cent

per cent. rate is always given in a percentage. three mhux acċettat jiena ma naċċettahx three. three per cent. hekk orrajt

answer (writes on b/b and then moves to one corner of the classroom) issa .. kif ghidtilkom il-bieraḥ nagħtu każ .. ninsa l-

formula .. ninsilha. u għax titfixkel tghid t equals p hundred u times hundred over u tibda titfixkel. tinsilha komplettament. hemm xi mod kif tista’ taḥdimha mingħajr. anke jekk tinsa il-formula

(with hands up) iva
din. iva basta kif għidna tkun taf il-formula originali. għalhekk ghidtilkom il-formula originali. ma tistax tghaddi mingħajrha..
mela. ḥa nfftiehmu .. mhux qed nghidu issa ḥa nerqa’ naħdimha b’metodi ieħor din. mhux qed nghidilkom bil-metodu li sa naħdem issa .. li sa naħdem issa hija semplicement f’każi ta’ emergenza .. . ġifieri fil-każ li

tinsa

tinsa. il-formulae l-oħrajn .. orrajt. mela ... il-formula originali kullḥadd jafha (writes on b/b) din veru. almenu dik suppost

cullḥadd ikun jafha. imma nagħtu każ kif gḥidna. tinsa x’inhu x’inhil l-formula ta’ time tista’ taḥdimha b’dik xorta. ḥa naraw kif.

interest is

tinsa principle is

three hundred

three thousand

three thousand. naqblu

hm

the rate is. four

per cent

the time is unknown mela thallilha t .. tajjeb hekk

ija
T: **368** over

369 T: hundred

370 T: hundred .. issa .. mela .. nista' naqta' z-zeros mill-ewwel jekk irrid

371 .. u x'fadali . **three hundred** . equals . thirty times four times p .

372 taqblu allura ma' dan li sa naghmel issa . **three hundred** . equals

373 .. **one two o** . t .. eh taqblu magh'ha din

374 Ls: ehe

375 T: mela . kif ghamilna . l-ewwel . biex insib biex iġġib t . is-subject
ta' l-equation . x'se taqhamel

377 Ls: **three hundred over one two o**

378 T: **three hundred over one two o** ili ngħidha di . in-numru li jkun

379 waħdu fuq . in-numru ta' ma' l-ittra isfel . orrajt . dik ma tfalli qatt

380 .. għalhekk il-bieraħ qgħadna nagħmlu minnhom dawn . issa zero

381 ma' zero . thirty division by twelve . jiġi t-two wholes . u jħalli . six

382 .. u six over twelve huwa

383 L: half

384 T: **one half yes** . two and a half years rajtu kif ġie l-istess answer ....
mhx qa'd ngħidilkom biex tagħmluha hekk jien .. di sempliċement
fil-każ li tinsa l-formula l-oħra . tista' tinqeda bil-formula ordinarja

387 .. l-istess ṣaġa hawnhekk . eh . iġifieri daw . kollha l-istess . kważi

388 kważi . m'għandix bżonn tnejn . mela nagħtu każ tinsa l-formula
tar-rate tinsihla għal xi raġuni jew oħra . tinqeda bil-formula

390 originali (writes on b/b) i equals p r t over hundred . tajjeb . issa

391 .. mela għandek two two five veru . l-interest is two two five

392 hawnhekk . il-principle huwa . two five . o o . ir-rate . x'se nniżżel

393 Ls: i

394 T: i ġax ma nafux unknown hu hawnhekk . u time huwa

395 Ls: **three years**

396 Ls: **three years** . over

397 Ls: hundred

398 T: hundred (writes on b/b) aqt'a' z-zeros .. mela two u five equals .

399 twenty-five times three jiġu

400 Ls: seventy-five

401 T: seventy-five yes . seventy-five r . iġġib r is-suġġett ta' l-equation

402 .. u jiġi

403 TLs: two two five over seventy-five

404 L: three

405 T: three eżatt . u nerğa' ngħid

406 Ls: per cent

407 T: per cent .. orrajt . mela dan . ḥa nsejjjahlu method b jien . u l-ieħor

408 method a .. ovvjament nippreferi li tagħmluh b'method a iġifieri .

409 li niftakru . il-formulae l-oħrajn . kif qed taraw m'humix diffiċli biex
titakarhom l-oħrajn . ġax kollha għandhom l-istess pattern . veru

410 .. iġifieri mhix diffiċli . imma . tajjeb li tkun tafu din ukoll għali jista'

412 jkun . right.... issa . nift'tu . il-ktieb . page

413 L: għali-homework sir
T: yes. one hundred eighty-seven... issa. jekk. insibu exercise fifty-three a hemm isfel. 'f'dak l-exercise. ghank. tahlita...
iğifieri xi kultant. jitlobok biex issib it-time.. u xi kultant. .. issib jitlobok biex issib ir-rate. orrajt. ogoghdhu attenti. .. sa na'ðmuh haw fil-klassi. page one eight seven

L: fuq il-workbook
t: ehe fuq il-workbook jekk joghjoglobin.. mela page one eight
seven exercise fifty-three a. numbers one to five. jekk jista' jkun tahdmuhom bil-metodu. tal-formulae li. tgallimna llum. .. tajjeb

L: niktbuha s-sum

t: no there is no need

L: sir ()
t: eh

L: ()
t: le classwork issa l-homework intihulkom aktar tard

(learners work individually for a few minutes in silence)

T: ghall-homework niehdu nota jekk joghjoglobin. ġa na'ðmu..
page one eight eight.. exercise fifty-three b.. mill-one sa five..

sewwa. u page ..... two seven five. exercise. fifty-three c ....

numbers.. three four and five ... ilhaqna ḥdimnihom daw

Ls: le
t: eh

Ls: le

(end of tape-recording)
Appendix 2: Teacher Interviews (transcripts)

Interview 1: Teachers D and E

(O = researcher)

1. E: fuq fashion in-nies li kellli nikkuntattja ma kinux fil vičin fl-isfera
2. E: akkademia u kienu ... mhux complete sentences
3. O: eh imma dak il-mod naturali kif nitkellmu ta
4. E: differenti hu .... ič-charts li ma fhimtx dawk it-tables
5. O: issa nfiemhomlok .... inti x'hin rajt it-transcript ha nibdew minn
6. E: hemm
7. O: bdejt tidhaq pereżempju
8. E: u ijwa dak ćertament ĥa ĥa anka pereżempju tibda sentenza
9. E: t'posta ha ġhind possibbli nghid daqshekk affarijet kważi hekk bla
10. O: ehm allura l had
11. E: tifhem allura I had
12. E: x'ngħid kien suqġett totallym ġdid ġhalihom kienu form one qed
13. O: to give a lot of information .. mela iġifieri ma kienx b'halma
14. E: min-naħa tieghek
15. O: min-naħa tieghi min-naħa tieghi kelli ħafna hm information li
16. O: min-naħa tieghi min-naħa tieghi kelli ħafna hm information li
17. E: min-naħa tieghek
18. E: x'ngħid kien suqġett totallym ġdid ġhalihom kienu form one qed
19. E: to give a lot of information .. mela iġifieri ma kienx b'halma
20. E: to give a lot of information .. mela iġifieri ma kienx b'halma
21. E: to give a lot of information .. mela iġifieri ma kienx b'halma
22. E: to give a lot of information .. mela iġifieri ma kienx b'halma
23. E: to give a lot of information .. mela iġifieri ma kienx b'halma
24. E: to give a lot of information .. mela iġifieri ma kienx b'halma
25. E: to give a lot of information .. mela iġifieri ma kienx b'halma
26. E: to give a lot of information .. mela iġifieri ma kienx b'halma
27. E: to give a lot of information .. mela iġifieri ma kienx b'halma
28. E: to give a lot of information .. mela iġifieri ma kienx b'halma
29. E: to give a lot of information .. mela iġifieri ma kienx b'halma
30. E: to give a lot of information .. mela iġifieri ma kienx b'halma
31. E: to give a lot of information .. mela iġifieri ma kienx b'halma
32. E: to give a lot of information .. mela iġifieri ma kienx b'halma
33. E: to give a lot of information .. mela iġifieri ma kienx b'halma
34. E: to give a lot of information .. mela iġifieri ma kienx b'halma
35. E: to give a lot of information .. mela iġifieri ma kienx b'halma
36. E: to give a lot of information .. mela iġifieri ma kienx b'halma
37. E: to give a lot of information .. mela iġifieri ma kienx b'halma
38. E: to give a lot of information .. mela iġifieri ma kienx b'halma
39. E: to give a lot of information .. mela iġifieri ma kienx b'halma
40. E: to give a lot of information .. mela iġifieri ma kienx b'halma
41. E: to give a lot of information .. mela iġifieri ma kienx b'halma
42. E: to give a lot of information .. mela iġifieri ma kienx b'halma
ma' klassi weak
it was one of the weaker classes

igifieri taħseb
pero naħseb
speċi taqleb għall-Malti biex ġħax iktar tarahom jifhmu meta taqleb għall-Malti
l-akter infatti jew jiena jew aktar it-tfal jaqrwal pero nispjega bil-Malti. it wasn't a surprise for me li użajt ġafna Malti
fil-fatt użajt ik ġafna l-Malti
ħafn'iktar Malti
ehe
milli Ingliz
pero interessanti li fil-kif nghid fil-conclusion hawn fin-needlework home-economics u history mingħaliża ġhandhom tip ta' lingwaġġ
u terms
ehe
bil-fors trid tispjegahom
u naħseb hemm terminoloġija li m'Ċhandniex bil-Malti
iva dik infatti ehm forsi ma naḵ ġhandux x'jaqsam pero dik kienet taħdem ġafna kontrija meta kont home-economics ġo trade school
ehe
malli pereżempju tghidilhom isem li li li ma tantx nużaww bil-Malti hemm mhux m'hemmx pero they are terms illi ġhandek l-eżami bl-Ingliż allura trid iddarrihom .. pero il l-istudenti ma kinux ikunu jriduhom .. f'dak il-context fit-trade school
ku ġe kiu ġi ġuba t-terminu bil-Malti igifieri
bl-Ingliż .... igifieri malli nghid pereżempju carbohydrates fats hawn hi bdiet bl-Ingliż .. tifhem
imma tista' tghidhom bil-Malti dawk .. karboidrati allura jaċċettawhom pereżempju karboidrati
ma tantx konna nużawhom aħna it-terms hu bħal meta qed tghidilhom l-equipment waqt practical tghidha pero ma tantx taċċettaħa ma tantx tissogra li tghidha bil-Malti tat kif
imma t-tfal iriduhom bil-Malti igifieri kif qed tghid
in trade school yes fil-Junior Lyceum
le . lanqas biss jindunaw naħseb
no no ma jindunawx le
ovvjament tat-trade schools ikbar fl-eta ukoll
iva u ma Ċkollhomx
sewwwa . imma mbagħad l-eżami bl-Ingliż ta' barra
l-eżami iżgur bl-Ingliż ikun .. pero igifieri its Maltese based u ġeq
u riċetti bl-Ingliż hu
le imma l-eżami li jagħmul l-istudenti tat-trade school ta' barra minn Malta jew ta' Malta
le le ta' Malta
89 O: eh ta’ Malta bl-Ingliż
90 E: bl-Ingliż personalment jiena ma tantx jiena ghaliex ġeqq ġalihom
91 meta tuża lingwa differenti mhux il-Malti speċi ta’ social class
92 O: fit-trade school
93 E: fit-trade schools iva
94 O: mh
95 E: mh
96 E: mh
97 E: mh
98 E: mh
99 E: mh
100 O: pero fit-trade school
101 O: pero fit-trade schools iva
102 O: pero fit-trade school
103 O: sorry
104 E: fil-każ tan-needlework tieħu saħħtek ġigifieri meta qed tipprova
105 O: fil-każ tan-needlework tieħu saħħtek ġigifieri meta qed tipprova
106 O: fil-każ tan-needlework tieħu saħħtek ġigifieri meta qed tipprova
107 O: fil-każ tan-needlework tieħu saħħtek ġigifieri meta qed tipprova
108 O: fil-każ tan-needlework tieħu saħħtek ġigifieri meta qed tipprova
109 E: u speċjalment in-needlework . huwa diffiċli biex tispejega ċerti kif
tagħmel xi ġaġa prattika . somehow eh nieħu s-suġġetti tiegħi
110 E: somehow fin-needle fil-home-economics qed tispejega riċetta
111 E: somehow fin-needle fil-home-economics qed tispejega riċetta
112 E: somehow fin-needle fil-home-economics qed tispejega riċetta
113 E: somehow fin-needle fil-home-economics qed tispejega riċetta
114 E: somehow fin-needle fil-home-economics qed tispejega riċetta
115 E: somehow fin-needle fil-home-economics qed tispejega riċetta
116 E: somehow fin-needle fil-home-economics qed tispejega riċetta
117 E: somehow fin-needle fil-home-economics qed tispejega riċetta
118 O: tiłlob
119 E: li tiłlob ċertu command of language ....
120 O: mill meta tqabbel il-lezzjoni tiegħek ma’ l-oħrajn għandek xi
121 O: mill meta tqabbel il-lezzjoni tiegħek ma’ l-oħrajn għandek xi
122 O: mill meta tqabbel il-lezzjoni tiegħek ma’ l-oħrajn għandek xi
123 E: ehe naħseb kelli hekk ġdejn l-oħrajn hu . insomma mhux li tghid
124 O: ehe naħseb kelli hekk ġdejn l-oħrajn hu . insomma mhux li tghid
125 O: ehe naħseb kelli hekk ġdejn l-oħrajn hu . insomma mhux li tghid
126 O: ehe naħseb kelli hekk ġdejn l-oħrajn hu . insomma mhux li tghid
127 E: eżatt
128 E: eżatt
129 E: eżatt
130 O: issa li taf xi tfisser u kif issir .. taħseb
131 O: issa li taf xi tfisser u kif issir .. taħseb
132 E: tal-persuna tat-teacher taħseb int ġigifieri
133 E: tal-persuna tat-teacher taħseb int ġigifieri
134 E: ehe
imma it-teachers kollha qishom

g'handhom xi ftit
jitkellmu b'dak il-mod
eżatt
iġifieri ma tantx hi kwistjoni individwali biss naħseb jien
eżatt
iktas is-sitwazzjoni ta' Malta titlob hekk hu .. ħigur dawk waḥda
minnhom English eh waḥda hi English dik hija Maltese tifhem
eżatt
dawk bilfors . imbagħad din waḥda minnhom History li kienet
kollha bl-Ingliż
x'form kienet
two .... imma ara taqbilx
bħala maġgoranza hu kulħadd illi kulħadd jidher illi uża kwazi
il-full range tnejn tilet każjijiet li
jena naqbel ara taqbilx miegli iġifieri l-fatt illi tant teachers qed
jużaw l-istess mixture biex insejmulha hekk juri illi l-ewwelnett hija
xi ħaġa naturali fl-opinjoni tieghi qiswa s-sitwazzjoni ta' Malta
minnhom titlob li t-teacher titħaddet b'dak il-mod u t-tieni nett illi
probabbilment huwa l-ahjar mod li tista' tuża fil-klassi
eżatt
fis-sens illi jekk ħa tipprova tuża Inglīż biss m'intix sa tiftiehem
mat-tfal u m'intix sa tkun naturali
le ma tifthiemx
bil-Malti biss impossibl għax għandek terminologija noti eżamijiet
kollha bl-Ingliż
eżatt
allura jirriżulta illi probabbilment l-ahjar mod huwa dak li qed isir
hu
eżattament .. għax anka trid tqis pereżempju you won't be aware
of it pero meta tati kasha ħeqq x'hib qed tara ċerti expressions
tat-tfal quddiemek automatically ħa tiswiccja
eh minn wiċċhom tinduna hux qed jifħmu jew le
jew ħa tiiklariċika jew ħa tieqaf f'sentenza eżatt . li forsi fuq tape
recorder ma
m'għandekx dik l-expression hu
eżatt .. ma tindunax biha .. jien iġifieri per anke iġifieri minni . ehm
biex nesprimi ruħi naranli anka meta nkun recorded w hekk vera
indum . innutaj ħafna meta . indum biex nitkellem ħafna u anke
nkun qed naħseb xi ħaġa u iġifieri nbobb nghid mod u naħseb
ħaġa oħra li nieqaf sentenza iġifieri ma nagħmilhiex f'klassi biss
pero anka in my social life taf kif
imma bħala I mean hekk reaction ġenerali
kif mort jiena hekk waqt il-lezzjoni
eżatt
()}
sibtha x'kienet dik l-0X6a
le ghax hawn
qabel trid issibha fejn konna qed naraw. hawhekk qabel naħseb
x'limkien 'l hawn trid tkun. unit-initial item in Maltese ehe iġifieri
l-ewwel kelma tkun bl-Ingliż imbagħad taqleb ghall-Malti
to attract attention
to attract attention jew. x'ghidtli t-tieni waħda
jew vice versa id issa. inkella dik il-ħafna attention
girls pereżempju imbagħad tkompli. jew please
parti mid-diskors tal-klassi
which is a big chunk hu
ţa naraw daqxejn x'kellek iktar parti kbira. fit-tables ta' wara
OX7a dawk ehe dawn huma breakdown ta' din dawk in-nineteen
iġifieri intersentential meta tbiddel bejn sentenza w oħra dawn
meta tbiddel ġo noks is-sentenza fil-każ tiegħek bħal fil-każijiet
l-oħra kollha barra wieħed għandek id-doppju hawnhekk ta' li
għandek hawnhekk. fl-oħrrajn dawn rajnihom. ehe daw
pereżempju nibbliċjawhom jew
(knock on door)
come in ....
(interruption)
iġifieri nuża kliem Ingliż u ntih
eh xejra Maltija ehe
()
OX4a dik meta tfisser kelma bl-Ingliż tfissirha bil-Malti kellek ukoll
nine eh fil-fatt naħseb l-izjed. l-izjed li kellek ara
jista' jagħti l-każ għaliex kelli information which was totally new
for the children
for the children
ehe
għax in-nature it was in-nature tas-suġġett it was the first time
I see
it's totally
new
għallhom. li forsi ma kienx new as such tad-dudu tal-ħarir.
ma forsi forsi tal-cotton. tifhem. forsi għamluhom xi darba
fil-primarje
imma naħseb ikunu nsewha
ma naħx iġifieri x'inhuma jagħmlu daż-żmien għall-Junio when you
consider that they are girls for Junior Lyceum
eh żgur l-aħħar sentejn ma jagħmlu xejn needlework żgur
le mhux needlework u home-economics u
xejn
lanqas ċans għall-projects u affarijiet hekk
OX2a two a hija words ehm used in society bħal tricky two b
words belonging to the classroom bħal project two c words
belonging to subject matter two d words belonging to subject
matter and to society igifieri jekk hu georgette huwa kelma
tan-needlework imma hija kelma li jużawha in-nies fit-triq fil-fatt
dik kienet l-ikbar ammont . dan numbers ma kellekx numbers inti
u dawn it-tnejn żewż kelmiet ta' l-istess tip fl-istess minimal unit
igifieri jekk hi two c two cc huma żewż kelmiet belonging to
subject-matter in one minimal unit u two dd żewż kelmiet
subject-matter and society in a minimal unit l-iżjed li kellek daw
imma ovvja hu igifieri ghaliex hu ghax suqgett

(knock on door)

hello

E: suqgett min-natura tieghu
O: ghax suqgett hekk huwa Prattiku li jużah kulładd

(the teacher of lesson D joins the discussion)

D: ejji'dhol

O: qghadt fitittiixni isfel . jiena peress li ma rajtlex għidt mhix ha tiġi
D: għax ġejt . fit-tlieta w għoxrin kont hemm u M. qaltli li inti

bbukkjaż fl-erbgha r-resource centre

O: għall-video

D: imbagħad mort infittex lilek u ntlift fil-canteen
O: allura M. ma qaltlexk għidililha jekk jiġi xi ħadd fitittiixni għidilhom

hawn fuq jien f'dil-kamra

D: imma naħseb meta mort kienet għadha ma tafx għax imbagħad
mort il-canteen infittex lil S. għidt forsi imagħad jiena w sejra għidt

ha nara ha mmur id-dar mela issa u ltdqajt ma' M. u qaltli

bil-messaġġ

O: imbagħad . eh jiddispjaċini

D: ma jimpurtax l-aqwa li ltdqajna

O: il-karozza

D: għadni bla karozza

O: ha tmur għaliha wara iss

D: le għaliex irranqajt imur S. il-boyfriend tieghi għaliha

O: orrajt

D: qed tara l-artiklu

O: qegħdin nitkellmu fuq

E: jiena l-aħjar għax insejtha

D: qegħdin inqabbli kemm għandha hi mal-lezzjonijiet l-oħra

O: ehe jiena l-iżjed li kelli Maltese għandikun hu

D: hija ma niftakarx

O: skantajt infatti

D: għaliex

O: skantajt kemm nagħmel kemm nitkellem iżjed bil-Malti milli

bl-Ingliż għax skantajt għaliex hm meta bdejt nghallem kont bi
hsiebni li nitkellem bl-Ingliż . infatti l-ewwel lezzjoni is-sena l-oħra
kont għidilhom ha nitkellem bl-Ingliż imbagħad mir-riżultati deher
273 O: imma x'kienet ir-raġuni li kont iddeċidejtit li titkellem bl-Ingliż
274 D: ehm primarjament għallex kont teaching practice l-ewwel sitt xhur u il-lecturers tal-metodologija kienu jgħidulna biex nużaw l-Ingliż
275 iġifieri dik l-ewwel raġuni. u meta kont studenta is-sen-ja l-oħra, kienu ikkritikawni għax tkellimt bil-Malti allura għidt din id-darba
276 noqgħod attenta. eh u secondly għax il-ktieb bl-Ingliż l-eżami jridu jagħmhu bl-Ingliż allura it makes more sense to explain in English
277 pero iġifieri naħseb mat-tieni lesson kont ġa qlibt bil-Malti għaliex ma kontx inħossni nista' nikkomunika magħhom bl-Ingliż ma kontx
278 inħoss li huma jifhmuni bl-Ingliż bl-Ingliż biss
279 O: l-istess it-teachers kollha l-istess qalu ta iġifieri
280 D: kultant semplici command perezempju li tidfiol tifla fil-klassi perezempju u ngfiidilha next time knock go outside please tibqa' thaes lejja
281 O: laqqas daqshekk ma jifhmu
282 E: jew għax mhux naturali
283 D: ehe jien naħseb mhux għax ma jkunux fehmu imma it comes so much as a surprise li dill-command is in English it takes time to register and sort of translate into Maltese
284 O: hm. iġifieri
285 E: naħseb m'hiijex ħażin li tibda kelma pereżempju bl-Ingliż imbagħad taqleb għall-Malti
286 O: fil-fatt konna qed ngħidu illi probabbilment dak il-metodu li qed tużaw illi daqqa bl-Ingliż daqqa bil-Malti probabbli huwa l-izjad naturali la t-teachers kollha qed jużaw u l-izjad effiċjenti fl-istess ħin għax qed tiĦaqhom qed tiħemhom bil-Malti
287 D: ehe
288 O: fl-istess ħin m'intix qed tabbanduna l-Ingliż għax iridu jipprattikaww għall-eżami and so on
289 D: eżatt. u jiġrili wkoll pereżempju ehm insaqli domanda bl-Ingliż
290 O: ehe
291 D: u t-tfal ma jirrispondunx imbagħad iġħiduli Miss ħa ngħidhilek bil-Malti ngħidilhom ipprowa l-ewwel ipprowa bl-Ingliż kultant ikolli nċedil iġħiduli bil-Malti u nirrepetiha bl-Ingliż. u qbilt ħafna mieghex meta għidt interactions in Maltese and written work was in English I mean in fact that is what I do
292 O: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
293 D: u t-tfal ma jirrispondunx imbagħad iġħiduli Miss ħa ngħidhilek bil-Malti ngħidilhom ipprowa l-ewwel ipprowa bl-Ingliż kultant ikolli nċedil iġħiduli bil-Malti u nirrepetiha bl-Ingliż. u qbilt ħafna mieghex meta għidt interactions in Maltese and written work was in English I mean in fact that is what I do
294 O: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
295 O: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
296 D: u t-tfal ma jirrispondunx imbagħad iġħiduli Miss ħa ngħidhilek bil-Malti ngħidilhom ipprowa l-ewwel ipprowa bl-Ingliż kultant ikolli nċedil iġħiduli bil-Malti u nirrepetiha bl-Ingliż. u qbilt ħafna mieghex meta għidt interactions in Maltese and written work was in English I mean in fact that is what I do
297 O: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
298 E: nafiseb. fil-kaz tiegħi imbagħad ċerti terminoloġiji li
299 O: biex tinqaleb għall-Malti hu
300 D: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
301 O: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
302 D: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
303 O: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
304 D: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
305 O: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
306 D: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
307 O: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
308 D: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
309 O: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
310 D: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
311 O: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
312 D: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
313 O: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
314 D: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
315 O: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
316 D: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
317 O: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
318 D: ehe. daka minħabba l-eżamijiet naturalment. ara kieku l-eżami bil-Malti jaqleb kollox għall-Malti naħseb
O: u d-dar
D: infatti ma nafx għaliex inti għidt it's not related to teacher variables f'xi point minnhom
O: eh mhux mhux il-fatturi kollha imma m'humix related to teacher variable x'uhud
D: għax jiena nafseb I mix a lot in Maltese and English għax anka pereżempju nitkellem normalment niswiċċja ħafna igifieri karakteristika tiegħi
O: ehe għaliex qed tidhaq
E: ħeqq għax jien tiegħi ukoll hux. u din li igifieri id-dar u hekk ġieli jikkritikawni fuqha
O: għax taqleb għall-Inglizi
E: għax huma ma jaqilbux għall-Inglizi igifieri d-dar
D: mentri jien il-kontra id-dar bl-Inglizi nitkellem mal-boyfriend tiegħi nafseb qas naf ma nafx jekk iżjed bl-Ingliz imma mbagħad malli niddol l-iskola Malti l-istaffroom bil-Malti allura mbagħad speċi l-klassi nibqa' sejra bil-Malti
O: igifieri meta kont tmur l-iskola int bl-Inglizi kien
D: ehe ehe dik ofra jien l-iskola kont immur S. J. allura insistenza enormi li nitkellem bu-Inglizi tghallimt bl-Inglizi biex nghid hekk l-Economics tghallimtu min kien igħallimuli bl-Inglizi kien jittkellem ebeh allura issa qed ikollok taqleb għall-Malti m'habba t-tfal l-iktar
D: ehe ehe
O: pero nafseb igifieri dal-mod kif qegħdin titkellem fuq dawk il-kategoriji li semmejt jien dwar it-tip ta' taħlit igifieri ta' Malti w Ingliz. taħsbu hemm raġuni partikolari għax qed isir b'dak il-mod jien nafseb għax għandek żewġ affarijiet jopponu 'l xulxin għax min-naħa tas-syllabus trid qed jirrekjedu li titkellem bl-Inglizi li tghallem is-suġġett bl-Inglizi it's going to be assessed in English
E: ehe mentri inti trid . tmmija li ehm tikkomunika mat-tfal . barra li you pass on information tfissirulhom u l-lingwa biex twassal over hu bil-Malti
O: ehe ehe
E: allura qed tispicċa tuża fitt mit-tnejn
O: pero igifieri milli nista' nifhem tkunu unaware il-mod ta' mixing kif qed isir
E: iva
D: iva
O: kompletament
D: jiena kompletament . igifieri veru meta rajt hawnhekk għandi three hundred and eleven in Maltese and one hundred fifty three bl-Ingliz veru bqaįt skantata
O: liema table qed tara
D: din il-units il-minimal units
O: il-percentages dik

165
365 D: **no number**
366 O: **ehe**
367 D: imma nsomma mindu qrajt da l-artiklu taf kemm sirt konxja fil-klassi issa
368 O: l-aqwa li ma kontx meta ḥadnielek il-**video**
369 D: eżatt . xejn lanqas ḥijiel ma kelli
370 O: allura issa x'qed tipprova taqgħem fil-klassi iżomm lingwa waħda jew tibqa' normali imma tirrejaliżza x'qed taqgħem
371 D: le . naħseb ġhal issa at this stage qed nirrejaliżza x'qed naqgħem
372 O: imma tkompli naturali mhux qed tipprova tisforza lilek innifsek igiżieri
373 D: le pereżempju ġħidt nippprova li almenu sentenza nipsisċċaħa bil-lingwa li nkun qed nuża ġħax jiena ġafna drabi nibda bil-Malti pereżempju u nkompli bl-Ingliż ġan menu nġid jekk bdejt bil-Malti nipsisċċaħa bil-Malti issa
374 O: u ġhaliekk taħseb aħjar hekk
375 D: ġħax jien naħseb li hekk it's confusing naħseb ma nafx dik question ġhalija wara din ġḥidt issa ġḥat-tfal tghid x'effett qed ikollha fuqhom u fuq x'hiex qed jitgħallmu am I confusing them by mixing languages pereżempju and what would be the best to stick to one language to use both
376 O: it's still a question eh I mean trid taqgħem experimental study biex tkun taf kif ġḥidt biex tkun taf x'ину ġl-influenza taqgħa fuq it-tfal pero jien naħseb it is so natural illi ma naħsibx qed ikollha dan ġudizzju tiegħi personali ma naħsibx qed ikollha xi ġl-influenza negattiva fuq it-tfal pjuttost anzi naħseb ġl-influenza pożittiva fis-sens illi jekk qed tuża l-Malti wkoll mhux ġl-Ingliż ġiss qed thajjarhom jistaqsuk u jitkellmu fil-lesson ġħax jekk ġa ġżommha ġl-Ingliż ġiss mhux ġa jiftu ġalqhom
377 D: ehe ġżatt
378 O: sewwa u mhux qed tuża Malti biss allura t-terminoloġija and so on iridu joħduha wkoll bl-Ingliż
379 D: ehe ehe eżatt . u jiena ma nafx imma din ma naħsibx li ġhandha x'taqsam magħha ta imma l-ewwel teaching practice li kelli eh kont ġhamilt sforz konxju tkellimt bl-Ingliż ġiss ma' klassi minnhom qishom ma kinux jaċċettawni issa jista' jkun fatturi oħra imma wara kont qed naħseb qabel ma kien hemm dan l-istudju kont ġḥidt forsi ġhaliekk jismġħuni ma' l-ewwel lesson qishom illebijjawni forsi kiesħa jew xi ġa ġa ġhekk ġħax
380 O: ġħax bl-Ingliż
381 D: ġħax nitkellem bl-Ingliż ġiss qisu minn dak in-nhar bqajt noqgħod attenta li almenu pereżempju jekk mhux fil-lesson imma casually speaking bil-Malti
382 O: ehe dik ridt nistaqsikom ukoll barra l-klassi meta mhux qed taqgħi
383 D: (interruption)
385 O: informally almenu inkellimhom bil-Malti biex jaċċettawni
386 O: ehe dik ridt nistaqsikom ukoll barra l-klassi meta mhux qed taqgħi
lezzjoni imma qegħdin fil-kuridur jew
D: bil-Malti
E: le bil-Malti
O: orrajt ehm insomma jekk għandek xi ħaġa tista' tiktibha hawnhekk stess issa minn dawk il-punti tiegħek stess ġejja ta ġiixx minuti
(end of tape-recording as the teachers fill in the questionnaire)
Interview 2: Teachers M and P

(O = researcher)

1 O:  
2 P:  
3 M:  
4 P:  
5 M:  dissertation int jew xi teżi  
6 O:  
7 P:  dissertation imma żgur li d-dissertation tieghi  
8 Mux sa tkun dan it-tip  
9 M:  
10 O:  
11 P:  
12 P:  
13 O&M:  
14 P:  le għax jiena kont se nghidleq . eh x’inhuma l-intuw  
15 P:  
16 O:  
17 P:  
18 O:  
19 P:  
20 O:  
21 P:  
22 P:  
23 O:  
24 P:  
25 P:  
26 P:  
27 P:  
28 P:  
29 M:  
30 P:  
31 P:  
32 P:  
33 M:  
34 P:  
35 P:  
36 P:  
37 P:  
38 P:  
39 P:  
40 P:  
41 P:  
42 P:  
43 P:  
44 P:  

(O = researcher)
overcame their ability biex it-tfal l-oħrajn ukoll jitkellmu bl-Ingliż.

issa din is-sena li dhalna fis-s. it-tfal il-persentaġġ kbir tagħna
daħlu mill-iskajjel tal-gvern qaltti otomatikament it-teacher
tal-maths li kienet dejjem titkellem bl-Ingliż qaltti diġa qlibit li biex
it-tfal jifhmuni qlibit li nispjega l-lezzjoni bl-Ingliż l-ewwel imbagħad
naqleb għall-malti fil-pront biex nara għax ma kellix
komunikazzjoni qaltti imbagħad nerġa' nispjega bl-Ingliż qaltti għax
inkella u jiddetermina ħafna mill int

O: M.

M: M. jiena J. ehm li li it-tip ta' tfal li jkollok u s-suġġett li jkollok
jiddetermina x'tip x'tingwa inti tuża fil-klassi

O: anka pereżempju tfal bravi w tfal batuti titkellem b'mod differenti
magħhom

M: anka le jekk huma bravi jew batuti ma mhux daqshekk

tinfluwenzak iktar milli inti il-ħsieb jekk fehmukx

P: eżatt

M: inti meta tkun qed tghallem ġenerament tgħid fehmuni ħalli
titkellem bl-Ingliż

P: fil-fatt

M: imma awtomatikament kif tara li huma blank bil-lingwaġġ li qed
tuża taqleb u flok titkellem bl-Ingliż biex jifhmuk u jikkomunikaw w
ikellmuk lura għax inti trid a two system taqleb owtomatikament
bil-Malti u tenfasizza bil-Malti biex inti jkollok a two way
communication system li mhux inti tispjega biss u għandek dawk
l-uĉuh quddiemek imma u tuża pereżempju kif qed jgħid xi kelma

phrase bl-Ingliż u kelma bil-Malti biex inti tenfasizza l-fatt jew
inkella kif ħriġtha inti xi phrase shiħna bil-Malti imbagħad il-kelma
bil-fors kif qed jgħid bħal jien naf stem jew jew xi pereżempju
radical jew xi ħaġa hekk fil fil-pjanti bil-fors għax ikolli naqa'
ghaliha bil-fors

P: imma ma jfissirx li għax m'hemmx ekwivalenti tagħhom fil-Malti ta
sempliciement għax huma sa jsibuha hekk

M: fil-ktieb

P: fil-ktieb jew fil-karta

M: u sa jifhmuk ahjar hekk bl-Ingliż

P: qed tifhem għax issa pereżempju jekk inti tgħidilhom . inti
tgħallem il-biology jaqaw

M: ehe ehe

P: jekk tgħidilhom roots roots

M: root u jifhmuk root iktar milli egħruq

P: jekk tgħidilhom egħruq suppost jifhmuk

M: imma jifhmuk iktar root

P: qed tifhem imma dawn meta jarawha qatt m'hu se jarawha
l-kelma

O: għax termini tal-klassi hu

M: u iktar leaves milli weraq allavolja nużaw weraq il jew inkella iktar
użat . il-*chlorophyll* fil-weraq . imma mhux il-ḥdura fil-weraq li aḥna narawhom ḥodor imma dawk jifhmu *chlorophyll* li dak l-ahḍar huwa *chlorophyll* u hekk jidḥol

94 O: technical words
95 M: technical words
96 O: hm
97 P: jiena fil-fatt naqbel ma’ J. illi anka jien ninduna nintebah bija nnifsī naghmilha din ḥafna drabi
98 M: inti f’tal-gvern tghallem
99 P: le ehe īḡur
100 M: ehe f’tal-gvern
101 P: li taqleb ḥafna drabi mill-Malti gḥall-Ingliż jew għax tara pereżempju li mhux qegħdin jifhmu
102 M: biex tikkomunika . biex tuża
103 P: kważi importanti li jifhmu
104 M: a two way communication ēżatti
105 P: qed tifhem
106 M: ēżatti that’s it . jien hekk naraha
107 P: tista’ tibda
108 M: bl-Ingliż
109 P: sentenza bl-Ingliż tara li mhux sa jifhmu
110 M: u taqleb
111 P: u taqleb għall-Malti
112 M: imbagħad terga’ taqleb
113 P: jew bil-maqlub . ḥafna drabi pereżempju inkun naghmilha din jiena . issa forsi jista’ jkun min-nafrā tiegħi ħa nghid hekk naghmilha jien biss din ma nafx . meta ntihom terminu bl-Ingliż jekk hemm bil-Malti ntihilhom ukoll jien
114 O: hm
115 P: imma jiena taf inti għax jiena
116 M: le pero naḥseb t-teachers kollha ta nnutajt illi jużaw it-terminu bil-Malti ukoll
117 P: pereżempju meta nghidilhom circumference nieqaf u nghidilhom ara bil-Malti dan nghidilul ċirkomferenza
118 M: jew inkella s-circumference huwa dan
119 P: ħalli jekk imma nghidilhom jew pereżempju percentage bil-Malti nghidilul perċentwali jew qed tifhem
120 O: hm
121 P: eh iġifieri mhux mhux iġifieri jiddendi għidna ara l-eżami is-sugġett
122 M: le u kif
123 P: x’se jkun
124 O: imma s-sugġett it-topik li qed titkellem fuqu
125 M: le mhux it-topik
126 P: le le d-dixxiplina iġifieri stess pereżempju r-religion
127 M: jiddendi ukoll . le jiddendi il-ktieb l-ewwel ma jiddendi
il-ktieb li inti ħa tuża jekk inti pereżempju religjon għan il-history
pereżempju il-history jistgħu jew jiktbuh bil-Malti għax inti kellek
it-teacher tal-history jew jiktbuh bl-Ingliż jew jiktbuh bil-Malti għax
hu Maltese History allura hemmhekk it-tfal ħallihom jittkellmu w
iwieġbu kif iridu u hi titkellem u twieġeb kif jidhrilha hi jekk
huma jippreferu Malti Malti jekk huma jippreferu Ingliż Ingliż pero’
jekk fil-matematika iridu jaqraw il-problem bl-Ingliż għax għad
m’hawnx kotba li huma miktubin bil-Malti hi it-teacher tenfasiswa
il-punt li il-lezzjoni trid ħallinqa tagħtiha bl-Ingliż jiena l-istess
jiena nispjega bl-Ingliż għax il-ktieb tieghi huwa kollu miktub
bl-Ingliż u t-tfal iridu jifhmuh

O: pero
M: għalfejn nispjega bil-Malti u mbagħad iridu jiktbu bl-Ingliż mela
l-ewwel nispjega bl-Ingliż u mbagħad insaqs bl-Ingliż jekk ma
jifhmunix nenfasiswa bil-Malti it-tfal isaqsuni biex iridu l-aqwa li
jkunu fehmuni imma l-ahħar conclusion tal-lesson itkun bl-Ingliż
għax hekk iridu jiktbu fl-ahħar fl-eżami

O: iġifieri
M: allura naħseb ħarġet ħafna
O: meta rajtha it-transcription ma kontx sorpriża
M: infatti għidt it-tfal ta biha meta għidt it-tfal ġibhielna ħa narawha
ġibhielna l-video ġabbitulna biex narawg għidtilhom le il-video ma
ġabbitulkomx imma l-istess ir-reazzjoni tat-tfal meta għidtilhom biha
O: imma iġifieri kienet bħalma bħalma stennej
M: eh bħalma stennej
P: ara ejjew nghidu li kliem tekniku dejjem bl-Ingliż
M: kollu bl-Ingliż
P: dejjem anki jekk forsi xi ħadd bħali xi kultant jieqaf u jithom
l-ekwivalenti tagħha bil-Malti imma l-kliem tekniku
M: bil-fors trid tuża l-Ingliż
P: il-kliem tekniku kollu bl-Ingliż forsi li rajt nieqes ma nafx meta tajt
daqqa t'ghajn
O: għid għid
M: il-conclusions kienu sbieħ meta hrġt il-points
P: li apparti t-tip ta' suġġett jien forsi li ma tantx trattajt inti fil-paper
M: kienet il-kompetenza individwali ta' l-ġhalliem
O: ma nistax hu niġgudika
P: ħa nghidleq għaliex
M: jiena naħseb li l-kompetenza tiddependi fuq it-tfal
P: ħa nghidleq għaliex ħa nghidleq għaliex jiena veru forsi li nkun
kieku qed nghallem pereżempju l-biologiżija ħa nieħdu eżempju
tal-biologiżija veru li jien il-kliem tekniku xorta bl-Ingliż sa nghidu
imma fil eh kliem l-ieżfor li mhux tekniku jekk għandi kompetenza
tajba tal-Malti jiena żgur li pereżempju eh mhux se nuża kelma
bħal pereżempju niċċejnġja żgur
P: dik hija teacher variable veru fil-fatt nghid fil-conclusion eh għax
kien hemm tlieta pereżempju teachers

P: qed tifhem jew cioe jekk jiena familjari jekk jien g'handi ħakma
M: għall-Malti
P: pjuttost taħba għall-Malti żgur li mhux se nagħmel dawk inti
sejjaħillhom inflections hemmhekk hu haw fil-paper
O: fil-fatt ghidtd li dik hija teacher variable
P: eh igifieri
M: veru
P: żgur li m’ńix se nirrikorri għal dawk it-tip ta’ inflections veru biżzari
ha ngħid hekk
infatti ara infatti jiena
P: cioe fi kliem fi kliem fi kliem li huwa li mhux tekniku
O: ehe
P: sewwa
O: ehe ehe hemm x’uħud huma teacher variable hemm uħud huma
subject variable pereżempju b’halma semmejt tal-maths hemm xi
żewġ tipi minnhom li iktar jinsabu fil-maths. pero mill-ibqija kważi
f’ kull lezzjoni igifieri sibt kull tip ta’ category
infatti jiena fili ċli ċi jin tieghi igifieri kien hemm ħafna kategoriji
kien hemm kien varjat ħafna igifieri pero ehm jiena jiddependi
ħafna fuq il-persuna. jiddependi ħafna fuq it-tip ta’ tfal li tkun qed
tgħallm ukoll. jien pereżempju b’ħala teacher kont dejjem
imdorrija nghallem tfal li jifhmu kollox bl-Inglīż
O: ehe
M: u li nispjega kollox bl-Inglīż w ikelmmuni lura kollox bl-Inglīż li kont
ŋghallem dejjem skola privata orrajt met ast ġejt biex naghżalle
is-s. li it-tfal kienu jiġu fl-iskola taqżna allavolja skola privata imma
jiġu ehm il-magġgorparti minnhom fl-iskola tal-gvern kien ikollhom
din il din il il id-diffikulta li jiktellmu bl-Inglīż fluently allura jiena
waqajt f’diffikulta li nitkellem jew nispjega bil-Malti sew
O: ehe
M: orrajt. imma mbagħad trid taqżmel il-valuri jew sa jifhmu it-tfal
jew inkella inti sa titkellem bl-Inglīż u huma bil-mod il-mod jibdew
jifhmu lilek u jkollox communication fit itkollox g’haq infatti kellimt
it-teacher ta’ l-Inglīż inti ma ma
O: ma tkellimtx magħha
M: ma kellimtximma kellimtu fuq dil-biċċa tax-xogħol biex nara hu
kif jagħmilha l-lezzjoni u xorta qalli li jaqa’ fl-iskola taqżna fl-
istess kategorija li naqa’ jiena li jispjega bl-Inglīż u biex ikollu
komunikazzjoni anka fl-English literature jaqleb għall-Malti
O: ehe
M: igifieri jiddependi ħafna fuq il-background għal li qed igħid fuq
il-background tat-tfal li jkollok
O: allura pereżempju tqabbel it-tfal li għandek issa mat-tfal li kellek
qabel li kont tkellimhom biss bl-Inglīż taħseb li taffettwa
l-kompetenza taqżhom fis-sużżett jew fil-lingwi l-fatt li int qed
M: ehm rigward grade. għax issa trid tghid kollox
O: ehe

M: rigward grade kien ikolli skola privata fejn it-tfal ma kinux ikunu streamed u jidhlu b'ezami allura kien ikolli non-streaming igifieri mixed ability groups
O: ehe

M: allura kien ikolli dik il-ħaġa li terġa' tibgħatni daqxejn lura mbagħad mentri hawnhekk fl-iskola li qed nghallem it-tfal jidhlu bl-eżami allura diġa selected u m'għandekx dawk ir-remedials li jista' jkollok fi skola privata da ħa jaḥsbu li hemm it-tfal bravi mentri fi skola privata li t-tfal jidhlu ta' four. m'hemmx tfal bravi biss imħalltin ħafna
O: imma it-tfal bravi biex nghidu hekk
M: ehe
O: tara li issa qed tagħmillhom xi differenza
M: il-lingwa
O: tghinhom jew tfixkilhom ehe
M: jiena naħseb li la taqleb biex it-tfal jifhmuk jiena jiena fl-opinjoni tieghi naħseb li tghinhom naħseb li tghinhom biex huma malli jkollhom diffiktaltajiet tagħhom ikunu jistgħu jesprimu ruħhom u dik umbagħad dik il-ħaġa li
O: mhux ħa mhux ħa jsibu diffiktulta huma fl-eżami għax tkun spiegajtillhom bil-Malti pjuttost ħa tghinhom
M: jien naħseb tghinhom tghinhom għax umbagħad huma biex jiġu biex jesprimu ruħhom meta jiġu jaqraw qed jifhmu dak li qraw dak li qraw allura kieku inti tibqa' bl-Ingliż biss huma ma jkunux jistgħu jew ma jesprimux id-diffiktaltajiet tagħhom daqshekk għax pjuttost jistgħu allura jekk itkun inti ħalleljhom jitkellmu bl-Ingliż bil-Malti ehm id-diffiktaltajiet tagħhom jesprimuhom
O: saru familjari
M: ehe
P: ħa nitkellem daqxejn jiena fuq tiegħi partikulari jiena kklassifikajt il-kliem Ingliż kollu li għamilt fi tlieta
O: ehe
P: l-ewwel il-kliem tekniku kollu bl-Ingliż in-numri kollha. qatt ma nuża kliem bil-Malti. u t-tielet interessanti il-kliem kollu relatat mad-dinja tal-klassi. b'ħal pereżempju teacher
O: għamilt kategorija hekk jien le 0X2b
P: lesson project qed tifhem cie ma bxuł biftors huwa kliem tekniku marbut mas-suġgett
M: marbut ma' l-iskola
O: le le 0X2b dik
P: marbut mad mad-dinja tal-klassi dak kollu pereżempju
M: teacher
P: għalliem biex jagħmel biex ġhid sibu paqna tlettax irid jagħmel
sforz konju nghidlu jien close kieku taghmel kieku taghmel kieku
iğifieri jekk sa tghidha
M: kuħadd hekk nahšeb
P: eh mingħajr ma toqghod attent għal dak li se tghid żgur page
thirteen tghid
O: żgur mhux forsi ta
M: u teacher tghid u book
O: classroom jargon hu
P: le li rrid nghidlek sib haw oħorġu l-ktieb u sibu page thirteen
M: hekk mal-eewwel eżatt
P: exercise fifty-five
M: hekk
P: jekk se tghid hekk . eh iğifieri biex taghmel biex tghid l-istess u
haġa bil-Malti żgur li triż taghmel sforz konju jien da pereżempju
ninduna jiena bħalissa qed nghallem il-maths u l-Malti u ninduna
M: u answer question two pereżempju
P: li nuža li nuža lingwaġġ differenti fil-klassi tal-Malti nagħmel sforz
konju biex kemm jista' jkun nuža Malti il-Malti
M: il-hin kollu ehe anke fil-Malti
P: nagħmel sforz konju iğifieri oħorġu l-ktieb u sibu pagna tlettax
O: ehe
M: fil-Malti wkoll
P: u se nahdmu taħriġ numru tnejn
M: u inti xi studjajt Malti studjajt
P: ehe
M: u ssib taghmel sforz ukoll
P: iva rrid nagħmel sforz konju għax inkella naqbah lill nnifsi li
ngħidilhom ukoll oħorġu l-ktieb u sibu page thirteen
M: xorta il-marija
P: xorta
M: qas titwemmen
P: pereżempju fejn jidħol in-numri sewwa żgur li jekk ma tkunx jekk
ma toqghodx attent żgur sa tghidilhom ara ha nahdmu exercises
four five u six
O: imma għaliex għaliex huwa importanti forsi huwa dettali imma
ghaliex importanti għalik li fil-lezzjoni tal-Malti tghid tlieta erbgħa
w ħamsa
M: ħeqq
P: għaliex huwa inhossu importanti ħeqq għax ovvjament bħala
għallem tal-Malti inti suppost gielghed hemmhekk qed isservi
x'naqbah nghid jien ta' xemjpu suppost
P: idejali l-idejali hu li
P: li nikkellem il-Malti tajjeb sippost issa jekk jien nidħol fil-klassi u
nibda nfażjar 'l hemm u 'l hawn bil bl-Ingliż jiena nahšeb li sa
jieħdu impressjoni hażina mmens anki lit-tfal nikkoreġihom jien
M: jew ikunu draw jofduha for granted forsi dik
321 P: pereżempju eh nesiği iġifieri li anke ċertu kliem tekniку li s-soltu dejjem jużaw l-Ingliż fil-lezzjoni tal-Malti almenu nesiği li jghiduhom bil-Malti
324 O: ehe
325 P: qed tfihem .. imma nerğa' nghid . nagħmel sforz konxju ta sforz konxju iġifieri kieku tghid kieku naljiena
327 O: ha nerğa' nagra
328 P: iġifieri jien dejjem infakkar lilli nnifs li jien qiegħed hemm għalliem tal-Malti li jien qiegħed hemmhekk bħala għalliem tal-Malti w allura rrid nipprova nagħmel l-almu tiegħi kollu biex ntitkellem magħhom b'Malti tajeb li kemm jista' jkun ma jkunx kontaminat mill-kliem żejjed bl-Ingliż
333 O: ha nsaqsik żewġ affarijiet fl-esejs tat-tfal li tikkoreġilhom il-Malti
335 P: eh ma nistax nghidlek għax
336 O: għadek fil-bidu
337 P: jiena dejjem maths ghallimt
338 O: ehe orrajt
339 P: dis-sena bdejt nghallem il-Malti
340 O: orrajt . u l-oħra il-maths għax naħseb għandek range ta' tfal minn tajbin għal mhux tajbin ħafna
342 P: bl-istess lingwa nkellimhom jien
343 O: l-istess
344 P: kolilha . ikunu xi jkunu . għax ehm
345 M: ara jien pereżempju meta nibda nghallem form three ikunu għadhom telgħin iktar ikunu għadhom telgħin minn form two għadni ħa nibda s-sugġett
348 O: ehe
349 M: nghidilhom li sa nipprova ntitkellem ħafna bl-Ingliż
350 O: ehe
351 M: pero insib li automatically naqleb għall-Malti iktar għax inkun naf li għall-bidu li biex niftthiemu u biex jifħmu l-kliem li nużaw li huma biological
353 O: ehe
354 M: li huma biex jifthiemu pereżempju anke ċertu kliem infittixhom pereżempju pancreas frixa għax naf li hekk forsi u infittixhom fid-dizzjunarju biex żgur inkun naf li qegħdin jifħmu
358 O: u tgħidhomjom bil-Malti
359 M: u nghidhomjom u niftthixhom jew fuq il-Miklem fuq xi naża nfftthixhom biex żgur inkun naf li qegħdin nfftthiemu li dik il li pereżempju bile gall bladder marrrara biex għax huma nkella ma jkunux ma jkunux qegħdin jifħmu eżatti
360 M: ma jkunux qegħdin jifħmu eżatti jekk ma jifħmu eżatt li qegħda nğid ikunu qed jarawha pereżempju meta l-mama tagħhom qegħda toqto il-fenek u jkunu qegħdin jaraw eżatti x'jiena qed
nghid pereżempju **gut** da **gut** x'inhu l-imsaren ehe orrajt hekk
ttiehmna nafu fuq hiex qed titkellem jekk qed titkellem fuq
digestion
O: ehe
M: imma trid tgħidilhom speċifikament li dak bil-Malti huwa dak il-
    ƅaġa li jifhmu
O: iġiżierni huma żgur it-tfal ġejjin minn **background**
M: li jitkellmu
O: ta' familja li
M: jitkellmu bil-Malti
M: fis-s. familja is-s. hekk iġiżeri. u anka pereżempju jekk ikollhom
background fejn it-tfal ikunu jitkellmu id-dar bl-Ingliż imma jekk
il-mama toqtol fenek dawk huma msaren m'humix **gut**. qed
tifhem x'irrid nghidlekk
O: hekk hu ehe
M: iġiżeri ċertu affarijiert allavolja l-familja tkun titkellem bl-Ingliż
fl-iskejzel privatì ċertu affarijiert li huma li jkunu familjari magħhom
huma xorta jkunu jużawhom bil-Malti
O: xorta bil-Malti. u pereżempju fil-kuridur u hekk meta qed
tkelllimhom mhux bhala **teacher** imma **I mean** mhux qed
tgħallimhom is-suġġett
M: dejjem bil-Malti. appena noffroġ mill-klassi. w anka fil-klassi jekk
qed inkelllimhom pereżempju jekk qed inkelllimhom mhux fuq
il-**biology** u qed nghidilhom ħa nibdew l-experiment jew ħa ħa
mmorru naraw is-sliżes fuq il-microscope eqq nofs hom biex
nifthiemu x'irridu naqgħmlu nghidhielhom bil-Malti
O: ehe
M: is-sliżes fuq il-microscope li dak il-parti li huma
O: 0X2b ħa ħa ħa
M: imma iġiżeri dak il-linggaġ nuża
O: orrajt
M: iġiżeri biex nifthiemu jien inkelllimhom bil-Malti ma nkelllimhomx
bl-Ingliż
O: u s-surmast fl-assembly w hekk bil-Malti jkelllimhom
M: is-surmast l-assembly tagħna kollha bil-Malti
P: tagħna taħlita makkaronika ta' sittin fil-mija Ngliż ġew bghin fil-mija
Malti għax għandna soru tas-s.
M: aħna kollha bil-Malti
P: bhala **headmistress**
M: kollox bil-Malti
P: tagħmel codeswitching il-hin kollu iġiżeri
O: mela taġjeb nirrekorjaha xi darba
M: w il-x'jisima fil-iskola
P: fil-fatt darba jiena w. T. konna sa mmorru nkellmuha fuqha din .
se noqgħdu naqbdhu magħha
M: w intom fliema skola qegħdin
O: iż.
P: iż. Junior Lyceum
D: eh ż. Junior Lyceum iż. eh hemmhekk suppost li vera skola tajba
intom
P: eh iżgur li skola tajba
O: le skola tajba
M: ŋafna skola tajba ġhaż smajt teacher tal-literature li tghallem hemmhekk u kienet qed tghidli
P: le le
M: ŋafna tajba . u anka pereżempju kwalunkwe circular li tghaddi kollox bil-Malti
O: ehe
M: is-s. kollox bil-Malti
P: biss ehm ma tistax taffordja titkellem bl-Ingliż il-ħin kollu ta . jien
M: jen taghjem taż-żemmu li ġiżu jgergru t-tfal ġhaż ikellimhom il-ħin kollu bl-Ingliż . teacher li jghallem is-science . ikellimhom bl-Ingliż
biss
M: qed tara
P: ġiżgħu isaqsuh
M: ehe qed tara jiena hekk kont
P: sewwa ġhaż eh la jitkellem bl-Ingliż donnhom jippretendu jaħsбу li ġhandek tkellmu bl-Ingliż
M: w appariti
O: forsi qalihom hu ukoll
M: ehe
O: biex ikellmuh bl-Ingliż
M: jiena ngholidhom biex jippruvaw
P: ara jien ġhandi klasli ġhandi waħda Ĉekoslovaka fil-klassi jien
M: ngholidhom biex jippruvaw jikellmu bl-Ingliż
O: ehe
M: pero appena narahom jikellkumu bil-Malti u biex jifhiemu
O: ġhandhom diffikulta
M: ġhossuhom komdi le ma nenfasizzax jekk ġhossuhom komdi ikellmuni bil-Malti lanqas biss infakkarhom biex ikellmuni bl-Ingliż ġhaż inkella ma nafx jekk qattx pprovajtha imma jekk tipprova darba tara li taqt'a l-komunikazzjoni igħidlek dik titkellem
inkellmuha bl-Ingliż biex insaqsuha l-mistoqsijiet
O: meла ma nsaqsux
M: allura t-tfal ma nsaqsuha xejn ma nsaqsuha xejn jiena hekk insib iġifieri jiena ma nafx it-tfal tiegħu kemm huma fluent
O: x'jiġri f'dik il-klassi fejn ġhandek iċ-Ċekoslovaka dik ma tařx bil-Malti
P: le inkellimhom bl-Ingliż imma nagħmel traduzzjoni bil-Malti ezżattament wara .. ġhaż huwa hija sitwazzjoni artifiċjali fis-sens li ma mingħajr ma trid ġhaż imġieqżel mis-sit miċ-ĉirkostanza hu li titkellem bl-Ingliż ġhaż inkella ma tifhem xejn anzi terga' w tghid
459 I-Ingliż tagħha rudimentali ċigiżeri. brava ħafna imma
460 O: naħseb kienet fil-klassi li rrekordjajtek
461 P: le
462 O: le
463 P: ċigiżeri ma tistax taffordja. tkellimhom il-ħin kollu bl-Ingliż għax jintiflu
465 O: le jien laqqas nara l-iskop ta ċigiżeri li għandek iżżomm il-lezzjoni kollha bl-Ingliż
466 M: le ħa ngħidlek jiena ċigiżeri kelli jiena qed ngħidlek għallimt għal xi seba' snin tfal ċigiżeri fi skola privata fejn il-lezzjoni kienet tibda mill-bidu sat-tmiem bl-Ingliż fil-kuriduri nitkellmu bl-Ingliż il-lingwa dejjem bl-Ingliż u t-tfal kollha jikkellmu bl-Ingliż u t-tfal li kienu jigu li kienu jkunu daqxejn batuti fl-Ingliż ma' sitta jew seba' xhur jikkellmu bl-Ingliż jibdew u jikkellmu bl-Ingliż il-ħin kollu u jaqbu ċigiżeri kemm għallimt kemm fi skola tal-bniet u kemm fi skola tas-subien fejn il-lingwa kienet dejjem ċigiżeri kienet tkun Ingliż il-ħin kollu tiskanta kemm jiktgħallim t-tfal u kien hemm foreigners f'di l-iskola u kienu xejn wara ftit xhur l-ewwel jibdew kelma 'l hawn u 'l hemm imma mbaq'had wara ftit xhur jaqbu l-lingwa kompletament ċigiżeri kieku trid tagħti l-lezzjoni bl-Ingliż u jisimghu 'il kulħadd jikkellmu l-Ingliż il-communication tibda bil-mod il-mod u tibqa' sejra
480 O: hm hm
482 M: imma naħseb li trid tkun ehm l-atmosfera ta' l-iskola hekk li is-circulars kollha bl-Ingliż il-headmistress tkellimkem kollox bl-Ingliż it-teachers kollha jikkellmu bl-Ingliż it-tfal kollha jikkellmu bl-Ingliż u kwalunkwe sugġett imbaghad jaqbad ċigiżeri ċigiżeri
486 O: ċigiżeri
487 M: hawn Malta skejjel li hekk qegħdin
488 O: ehe imma f'dak is-sens qed igħinhom biex jiżviluppaw l-Ingliż taqghom
490 M: il-Malti jkunu jafuh sew ta ċigiżeri meta johorġu barra mbaghad it-tfal għandhom mnejn jikkellmu bl-Ingliż li jiġu pereżempju mill-area tas-Sliema fejn il-lingwa taqghhom anka tad-dar hija dejjem bl-Ingliż u għandhom mnejn jaqlibu għall-Malti imma probabliment meta jkunu it-tfal bejniethom ukoll jikkellmu bl-Ingliż u min ma jikkellmx bl-Ingliż ġereralment jaqbad bl-Ingliż ukoll hija situazzjoni differenti hu
496 M: ehe hija situazzjoni fi skejjel differenti u hawn Malta ċigiżeri fl-iskejjel privati jien ma nafx kemm mort fl-iskejjel privati barra s-s.
500 O: le s-s. biss mort
501 M: naħseb s. hija l-kategorija personalment
502 O&M: tas-s.
503 O: ċija l-istess
504 M: naħseb li għax oħti kienet tgħallem hemm u naħseb li hija l-istess
imma pereżempju kieku kellek tmur Ss. sj. id-d. fejn
il-headmistresses jitkellmu bl-Ingliż fejn kien hemm numru kbir ta’
sorijiet li jiġu qabel kienu jiġu mill-Ingilterra jagħmlu English
language
P: in-naha' tagħna m'għandekx ċans li jkollok dik is-sitwazzjoni ta
iġifieri ta
O: jiena ma ridtx nieħu hekk sitwazzjoni speċifiċi ridt kemm jista' jkun
nohodhom
M: range sliha
O: fejn hemm il-maġġoranza tat-tfal Maltin hu b'hall-Junior Lyceums
M: le daw kollha Maltin ta jkunu. it-tfal ikunu Maltin
O: iva imma pereżempju kemm hemm tfal sitt mija pereżempju
M: eżatti
O: qed tifhem
P: iġifieri qatt m'hu ħa ssib tfal jitkellmu bejniethom bl-Ingliż ta. qatt
M: mentri s-s. l-istess qatt ma tisma' tfal jitkellmu bejniethom bl-Ingliż
iġifieri kif joħorgu u laqqas jien pereżempju ma nħossnix komda
nitkellem bl-Ingliż
O: ghax m'hix
P: jiena ma daw it-tfal hawn dejjem il-hin kollu napoloġiża.
M: nghidilhom ta'isbux li qed nitkellem bl-Ingliż għal xi biex noqghod
nitqazzżēż ta
O: le le jiena ma noqghodx napol le jiena
P: le napoloġiża
M: le laqqas xejn
P: għax m'għandix id-dritt nitkellem hekk jien
M: le le il-ktrieb bl-Ingliż u noħodha bħala dritt li jiena bħala obbligu
li rrid nghallem bl-Ingliż għax huma jridu jwieġbu bl-Ingliż le jiena
hekk noħodha m'inix se noqghod iġifieri
P: le napoloġiża għal meta jkolli nibqa' għaddej il-hin kollu bl-Ingliż
M: qed tifhem
O: suppost ikollu jiġi inspector
M: il-ktrieb tiegħek bl-Ingliż imma hux hekk
P: ehe mhux li nuża klim kif għidna tekniku qed tifhem
O: suppost kellu jiġu inspector jarak. taħseb taqgħmel differenza fuq
it-tip ta' lingwa li tuża fil-klassi fil-maths
P: le l-istess nuża l-istess lingwa nuża. cioe tahliita ta' Malti w Ingliż
O: ehe ehe. probabbli lanqas jinduna ma naħsibx jahseb fuq hekk
M: ghax hija na nghidlek għax saret tip ta' lingwa
O: fuq topik iktar milli fuq
P: eh li jitkellem biha kulħadd naħseb mhux ħa jkun hemm
differenza kif nitkellem jien fil-lezzjoni tal-maths u t-teachers l-ohra
M: imma minn hawnhekk għandek għandek range sliha ta' Malti
waħdu. ta' Ingliż waħdu

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O: mhux ħafna mhux wisq ġififeri tnejn jew tlieta biss minn dawk
is-sittax kienu l-biċċa l-kbira jew Malti jew Ingliż l-oħrajn ġififeri xi
tnax minn sittax
P: cioe biex tismagħni lili nitkellem b'Malti perfett komplet u ma
tismax kelma Ingliża waħda trid tiġi fil-klassi tal-Malti hemmhekks
iva naħseb ġhandek ċans li cioe nippersisti b'Malti l-ħin kollu
hemmhekks iva imma kif qed nghidlek naħmel sforz konxju eh
rajthom il-konkluzzjonijiet mill-one sa eleven hawn fl-ahħar inti
rajthom hu
M: ehe dawk ġħax dawk l-iktar li rajt li il-conclusions naħseb ıkтар
O: naħseb dalwaqt jiġu jkečċuna tridx timlewli daqxejn din erba'
mistoqsijiet ..
M: jiena ħadħ gost b'din l-opportunita u qed nghidlek is-s. hemm
oħrajn li
O: niftakru fihom darb'oħra hu
M: iva diġa għidtiek li xtaqu li speċi ta l-lezzjoni tagħhom speċjalment
ta' l-Ingliż
O: tinkwetax ġhandek hu biex tmur inti
M: le jiena ġhandi l-karozza jiena ġhandi l-karozza tiegħi thankyou
ty very much
O: thankyou inti
P: saħħa hi
M: eh bye bye good night
O: thanks a lot bye .. sellili ghal f.
M: iva nservik
(енд of tape-recording)
Appendix 3: Teachers' Questionnaire - summary of replies

(replies to the questionnaire are given by teachers of lessons D, E, M and P)

1. **What were your reactions to:**
   
   (i) **The analysis (Camilleri 1991b)**
   
   E: the large percentage of Maltese.
   
   D: it was as I expected.
   
   M: it involved a lot of work; the use of language depended on the subject taught and the type of school (Junior Lyceum or private).
   
   P: the analysis is very detailed; I did not expect such details.
   
   (ii) **The lesson transcript**
   
   E: spoken language is very different from what I thought.
   
   D: I was surprised I switched so much; some phrases are ridiculous; I never thought I used Maltese so much.
   
   M: I realised that most of my lesson is conducted in English but pupils (most of them) asked questions in Maltese; the reason for the use of Maltese is to ease communication; most of the explanation is in mixed language.
   
   P: No surprise. I know very well where I use English e.g. technical terms, numbers, classroom jargon.

2. **With which statements/conclusions of the analysis do you agree/disagree?**

   E: I agree that English is used mostly for reading and writing while Maltese is mainly used for discussions.
   
   D: I agree that interaction is in Maltese while written work is in English.
   
   M: I agree that spoken interaction takes place in Maltese. I liked the idea of splitting the transcript into speech units which makes it easier to read and analyze the transcript.
   
   I do not agree that the choice of language medium falls on the individual teacher because it depends greatly on the students' fluency in English.
   
   P: I agree that the amount of English is determined by the particular subject and also by the teacher's competence. I do not think there was any controversial conclusion.

3. **Why do you think this type of language is used in the classroom?**

   E: As a means of communicating with the students (Maltese), when I'm supposed to talk in English.
   
   D: I use Maltese because I feel I communicate better with the pupils. I use English because the textbook and the exam is in English. I use English
P: same amount of English.

(ii) the students outside the classroom:

E: as above.
D: I talk in Maltese only.
M: The environment outside the class is different, i.e. more friendly and therefore we speak to each other mainly in Maltese.
P: as above.

(iii) your friends:

E: I use more English.
D: I mix between Maltese and English but mainly I talk in English.
M: I speak to most of my old school friends in English because this was the way we spoke at my school. With the other friends I use both languages. With some I speak only Maltese.
P: as above.

(iv) at home:

E: In the same way I talk with my friends but we talk more in Maltese at home. When I use English words I feel very self-conscious that I'm talking in English and I feel a little artificial especially with my parents.
D: I speak in English mainly.
M: To my children I speak mostly in English. To my husband only in Maltese.
P: Mainly in Maltese.

6. Do you notice anything with regard to students' participation during the lesson (e.g. with regard to the quality and quantity of their speech)?

E: If I ask in English there is less response. Sometimes they answer in Maltese. Sometimes you feel the tension when they know the answer but they find it difficult as to how to answer.
D: The students talk only in Maltese. When I ask them to answer a question in English they find enormous difficulty. I think they also feel shy and very self-conscious when speaking in English. I regret that there is very little student participation. I talk too much and they talk too little in the lesson. I find that students have a big difficulty in expressing themselves.
M: Most of the participation in class is a reaction to what I have been explaining. When practical sessions are held in the laboratory the pupils follow the same type of speech I use to emphasise a certain point, i.e. mainly Maltese with English terms that cannot be easily translated.
P: They always ask in Maltese. It is likely that they won't open their mouth
if you talk to them in English all the time.

7. **Would you like to add any other comments?**

M: The study that was carried out could have been more evenly spread in the sense that the majority of the case-studies were chosen from Junior Lyceum level, no area schools were involved where the educational level is lower. The private sector was not proportionately represented considering that one-third of the pupil population in Malta attend private schools. In the private schools one finds that English is used much more than Maltese. Most lessons are conducted in English, and the pupils are fluent in English. Interaction between pupils in group work is also in English. One can also note that many of the pupils coming from the North-East speak mainly English (e.g. Sliema, St. Julians, Swieqi, Madliena area). Even the Attard area is a relatively new area and people come mainly from the North-East side: the pupils speak fluent English.

P: In order to avoid English terms one needs to make a conscious effort, otherwise one doesn't even notice the language mixing all the time.
Appendix 4: Summary of interview replies (Heads and Education Officer)

Questions
1. What are your reactions to my results (Camilleri 1991b) on the teachers' use of Maltese and English?
2. What are your impressions about the language situation in Malta?
3. How do you think the language situation of Malta affects the language situation in our schools?
4. Are you happy with the situation? Why? What would you suggest be done?

Education Officer (18.2.92)
- In Maltese schools we are moving from bilingualism to multilingualism: the students are now given multilingual texts to analyze - European literature, art and music appreciation. This will diminish the role of English. The 'O' level in English literature will disappear in favour of European literature and other subjects like geography.
- In Malta there is a continuum of English language competence; the examination must cater for multilevel abilities; it cannot realistically reflect the actual continuum of English language abilities; the introduction of an oral component in the English exam will complicate the situation further because it will render English as a foreign language since it will have to cater for all abilities.
- Mixed Maltese English is scorned. Use of English exclusively is preferred as a medium of instruction; the use of Maltese is superfluous.
- Maltese literature and books for children are flourishing. Plenty of workbooks in Maltese for children at primary level are being published.
- There is a need to improve the teaching of Maltese along modern lines. This would enhance the teaching of English as well. There is a mismatch between the teaching of the two languages (e.g. new books etc. have been introduced recently for the teaching of English, and nothing for Maltese). We need to introduce the communicative approach in language teaching.
- Maltese is alive and well. It is evolving not dying.

Headteacher (School 2) 20.2.92
- The use of Maltese mixed with English is natural.
- Maltese as a language is evolving not dying. It is moving away from its Semitic roots both in lexis and syntax.
- People do not use as much English as is believed.
Knowledge and influence of Italian must not be underestimated.

English is necessary for international communication.

The Akkademja tal-Malti must do something to improve people's competence in Maltese.

Inflecting English lexical items in Maltese is an indication of mental laziness.

Headteacher (School 1) 20.2.92

Strong dislike for mixed Maltese and English.

There is a loss of competence in English; there is diminished teacher competence; less time is being dedicated to reading in English. There are increasing possibilities to read in Maltese.

As yet we have no scientific research to determine which language would be the best medium of instruction; everybody makes statements about trying something different. We need to try out the use of English exclusively as a medium.

Points raised by all interviewees

Scorn for the use of mixed Maltese and English.

There is a lack of scientific research on the matter.

Maltese is evolving - moving away from semitic; is influenced by English and Italian; but is not dying.

English language competence has diminished.

There is a move from bilingualism to multilingualism. Education is being geared towards 'Europe'.

There is a need for the improvement in the teaching of Maltese.

There is need for more scientific research about which language would be the best medium of instruction.
Appendix 5: The Oxford Concordance Programme

5a: Example of OCP commands
5b: Lesson B: a sample of coded transcript
5c: Example of concordance of Maltese units
Example of OCP commands

*input
references cocoa.
*words
ALPHABET " ABCDEFGHIJKLMNOPQRSTUVWXYZ
cdefghijklmnopqrstuvwxyz0123456789".
*action
do concordance.
pick words " *0M ".
keys sorted by end.
*format
context left aligned.
*GO

Codes used on OCP to identify types of speech units
0E - English
0M - Maltese
0n - names

Intra-unit switching
0X2a - non-technical terms
0X2b - classroom terminology
0X2c - technical terms
0X2d - semi-technical terms
0X2e - numerical expressions
0X4a - translation M - E
0X4b - translation E - M
0X5a - tag-switching M - E
0X5b - tag-switching E - M
0X6a - discourse marker switching M - E
0X6b - discourse marker switching E - M
0X7a - phrase switching (technical)
0X7b - phrase switching (non-technical)

Inter-unit switching
0X7c - topic/activity change switch, within speaker turn
0X7d - translation switch, within speaker turn
0X7e - translation switch, other speaker turn
0X7f - topic/activity change switch, other speaker turn
5b Lesson B: a sample of coded transcript on OCP

1  T: min ma kienx haw isib il-page0X2b
2  eh tippruvawha w tikkupjawha0M
3  tajtkom hafna notes nhar il-gimgha0X2b -
4  mela kont se ntikom l-answers0X2b +
5  kellna page forty-four0X2b +
6  exercise five point one eight...number three0E
7  l-anwer hija seven point two centimetres0X7a
8  jew inkella seven and one fifth0x7a
9  min gabha fraction0X2c +
10 number four hundred eighty centimetres squared0E -
11 issa naghmlu l-correction wara orrajt0X2b -
12 exercise five point one 0E
13 number five hija four metres0X7a -
14 u number eight hija hundred and eight metres0X7a ++
15 page forty-nine0E -
16 kellkom imbaghad exercise five point two a0X7a
17 number one0E +
18 four point - four six centimetres0E -
19 number two0E
20 three point six six centimetres0E +
21 exercise five point two b0E
22 number one hija hundred and fifty four centimetres0X7a +
23 issa ha nibdew il-fractions orrajt0X2c +
24 five point one a0E
25 number three u four0X7a -
26 hands up0E
27 min ghandu bzonn number three0X7a +
28 three u four0X7a
29 mela ejja qaqrwaqa naqra mhabba l-language0X2d
30 issa number three iridha xi hadd0X7a
31 L: le il-four0X2e
32 T: il-four - orrajt0X2e
33 hands up min irid il-four0X7a -
34 orrajt mela ehm0M
35 Daniela jekk joghgbok aqrali l-four0X2e ++
36 mela ma gbitux il-ktieb Daniela0M
37 L: ija haw qieghed0M
38 T: mel ift hu hi ma jimurtax0M ++
39 page forty four0E
40 L: (reads)
41 L:
42 T: orrajt mela0M
43 hawnhekk ghandna eh l-is ta’ stampa u frame0X2d
issah nibdew hekkOM -
eh il-frame irid ikun ikbar mill-istampa jew izghar0X2d
Ls: ikbar0M
T: ikbar orrajt0M
issa ogoghdu attenti biex0M ...
mela din hija l-picture taghna0X2c - orrajt
forty-eight centimetres by fourty0E -
ui il-frame qieghed fuq barra0X2d
ghaddej in-naha ta’ barra orrajt0M -
tghidu dan il-frame taghna0X2d -
u il-frame qalilna li minn kullimkien huwa l-istess0X2d -
minn haw s’haw uwa wiesa’ kemm0M
Ls: one centimetre0E
T: one centimetre0E
u minn haw s’haw0M
Ls: one centimetre0E
T: one centimetre ukoll0X2e -
issa - ahna rridu nsibu l-area tal-frame0X7a
l-area tal-frame hija din0X7a
li qed nixxejdjalkom eh jien0M -
dik s’hemmhekk fhimniha0M -
x’irrid naghmel jiena0M
bix insib l-area tal-frame0X7a
Ls: l-area tal-frame minus0X7a
L: minus0E
Ls: l-area ta’ gewwa0X2c
L: l-area ta’ barra0M
T: sewwa0M
L: minus l-area ta’ gewwa0X2c
Example of Concordance of Maltese units in lesson 0

120 jibda jittebbaOM 1

310 gieli rajtu wahda0M 1

53 issa fil-fatt in-numru ta’ taht ikun ifisser xi haga0M 1

422 le ahjar tiktbuhom intom kollhaOM 1

67 issa kif se npenguha0M 1

315 0X7bissa din hija interessanti hafnaOM 1

344 mhux bhalma urejtkom dik il dik il bicca tal-purtiera0M 1

330 T: ehe ghaliex hawnhekk l-iktar li jahbat allura alluraOM 1

292 0X7bigifieri xi kultant tikketta tal-kartaOM 1

186 igifieri nghaddiha fuq dil-hadida baxxaOM 1

13 fuq l-ahhar fl-ahhar parti tal-pezza0M 1

12 fuq id-drapp ikunu fuq il-pezza0M 1

160 anke jekk ikunu bojod0M 1

225 T: xi ftit ikun hawn ehe0M 1

le0M 4
146 P: le0M
147 T: le0M
256 Ss: le0M
306 Ss: le0M

Michelle0M 1

393 mela inti mur ma’ Michelle0M

inixxef0M 1

276 li jista’ inixxef0M

il-hwejeg0M 1

7 S: dawk li jkun hemm fuq il-hwejeg0M

eh0M 1

212 perezempju hm dvalja ieb sa eh0M

fih0M 1

283 imhabba li hu jkun ikollu hafna shana fih0M

naghmluh0M 1

420 S: fuqhiex Miss naghmluh0M

rajtuh0M 1

168 ga rajtuh0M

tieghi0M 1

144 illi meta perezempju libsa bhal tieghi0M

lesti0M 1

8 li tixtri lesti0M

xi0M 1

143 ipprova ahseb xi0M

wahdek0M 1

392 0X7cinti Marica qeghda wahdek0M

tieghek0M 1

363 0X7bimbaghad intom tkunu ssibu d-drapp tieghek0M

ighidlek0M 1

332 0X7bimbaghad qed ighidlek0M

ghalik0M 1
261 mhux ghalikOM

hekkOM  2
31 0X7biggruncjaw hekkOM
317 issa daz-zmien issibuhom hekkOM

hawnhekkOM  2
287 imbaghad hm ejew daqxejn hawnhekkOM
288 ejjew daqxejn hawnhekkOM

okOM  5
80 now hm at the bottom okOM
158 li anke jekk ikunu bojod okOM
269 issa mbaghad tithalltux din ma' din okOM
308 qisha werqa tkun xi hag'hekk xi haga hekk okOM
394 oqghod ma' Michelle u ma' Pauline okOM

il0M  1
401 igifieri interpret igifieri trid tghidli x'inhuma il0M

il-0M  1
14 issa dwar il-0M

hm0M  2
296 0X7bghax inti trid tkun taf trid taqraha hm0M
311 fil-kaz ingibilkom wahda hm0M

fihom0M  1
154 li ghandhom il-kulur fihom0M

22 ma tistax tahsilhom0M

nghadduhom0M  1
214 kemm indumu biex nghadduhom0M

nahsluhom0M  1
21 xi rridu nahsluhom0M

ghandkom0M  1
190 issa intom ghandkom0M

minnkom0M  1
421 T: hm xi wahda minnkom0M

193
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>163</td>
<td>tiftakru liem kien0M kien0M 1</td>
</tr>
<tr>
<td>402</td>
<td>trid taghmel bhalm'ghamilna din0M din0M 2</td>
</tr>
<tr>
<td>417</td>
<td>mela intom oqoghdu hdejn din0M</td>
</tr>
<tr>
<td>293</td>
<td>u xi kultant tixtrihom ikunu mwahhlin0M mwahhlin0M 1</td>
</tr>
<tr>
<td>213</td>
<td>jew il-lozor iebsin0M iebsin0M 1</td>
</tr>
<tr>
<td>129</td>
<td>ghalfaen0M ghalfaen0M 1</td>
</tr>
<tr>
<td>167</td>
<td>kif ikun0M ikun0M 1</td>
</tr>
<tr>
<td>66</td>
<td>0X7bu hawnhekk ikun hawn0M hawn0M 2</td>
</tr>
<tr>
<td>215</td>
<td>jekk ikunu immagina indumu biex nghadduhom hawn0M</td>
</tr>
<tr>
<td>142</td>
<td>hm ovvjament ippruvaw ahseb pero0M pero0M 1</td>
</tr>
<tr>
<td>237</td>
<td>tafu li fuq il fuq id-drapp0M id-drapp0M 1</td>
</tr>
<tr>
<td>187</td>
<td>ma tantx tahraq0M tahraq0M 1</td>
</tr>
<tr>
<td>150</td>
<td>P: ghax tmur il-kulur0M il-kulur0M 2</td>
</tr>
<tr>
<td>151</td>
<td>T: ghax imur il-kulur0M</td>
</tr>
<tr>
<td>156</td>
<td>0X7aghalix il-kulur imur0M</td>
</tr>
<tr>
<td>157</td>
<td>issa imbaghad hemm certu drappijiet0M drappijiet0M 1</td>
</tr>
<tr>
<td>281</td>
<td>ghax hawn ovvjament hafna affarijiet0M affarijiet0M 2</td>
</tr>
<tr>
<td>366</td>
<td>li nsibu illum illum fuq affarijiet0M</td>
</tr>
</tbody>
</table>

194
10 dawk li jkunu fuq il-hwejeg li tixtri rightOM
32 saru saru qishom fix-xejn rightOM
48 0X7bu jkollha qisu hekk ghall-ilma rightOM
79 fhimna tajeb rightOM
123 ikollkom hm marka bhal din rightOM
249 li ma jkunux jistghu jigu mghoddijin rightOM
278 ghandu hafna il-hwejeg johorgu hm nexfin bih rightOM
301 ikollok titghallem taqrahom hm rightOM
321 0X7bara is-sapuna rightOM
367 li nixtru rightOM

orrajtOM 1
325 0X7eigifieri qabel ma ddahhal il il-bicca il-qmis orrajtOM

nsejtOM 1
140 P: ga nsejtOM

ovvjamentOM 2
242 0X7bl-ohrajn ovvjamentOM
316 din hija xi haga antika ovvjamentOM

intOM 1
141 T: ga nsejt intOM

ssibuOM 1
361 0X7bmeta ssibuOM

huOM 1
268 jew dak li juza huOM

perezempjuOM 1
20 S: inkunu nafu perezempjuOM

tahdmuOM 1
369 issa ntihulkom biex tahdmuOM

minnuOM 1
408 tippruvaw taraw xi drapp ikun gej minnuOM

in-numruOM 1
54 xi jkun ifisser in-numruOM

jfissruOM 1
380 0X7cara tistghu tghiduli dawn l-erbgha xi jfissruOM

195
jitmkmxu0M 1
223 0X7aghax ma tantx jitmkmxu0M

taraw0M 1
405 intom se tipruvaw taraw0M

nuzaw0M 1
23 x'ir ridu nuzaw0M

jew0M 1
255 0X7bissa intom qed tharsu lejn il-karta jew0M

x'hiex0M 1
149 ghal x'hiex0M

gualiex0M 2
148 gualiex0M
162 gualiex0M

ssibuhomx0M 1
11 fuq id-drapp fuq id-drapp ma ssibuhomx0M

il-mummy0M 1
297 issa tiddependi fuq il-mummy0M

TOTAL WORDS READ = 2216
TOTAL WORDS SELECTED = 2216
TOTAL WORDS PICKED = 100
TOTAL WORDS SAMPLED = 100
TOTAL WORDS KEPT = 100
TOTAL VOCABULARY = 75
Appendix 6: The Coding of Speech Acts: Three lesson samples

6a: Coding level 1 - speech acts ........ 198
6b: Coding level 2 - language ........... 200
Lesson G, integrated science ............ 201
Lesson H, economics .................... 224
Lesson F, social studies ................. 228
1. Marker (mark)
Realized by a limited class of items: 'issa' (now), 'mela' (so), 'ok', 'now'. Its function is to mark boundaries in the discourse. (T)

2. Directive (dir)
Realized by an imperative. Its function is to request non-linguistic response, such as closing the door, opening a window, finding a particular page on the book and other instructions relating to learner behaviour. (T)

3. Informative (inf)
Realized by statement. Its function is to provide information. (T,L)

4. Elicitation (elic)
Realized by a question, or first part of a statement but with the intonation of a question. It is always asked by the teacher and is not a genuine request for information; its function is to involve the learners in classroom interaction by getting them to produce the knowledge they already have. (T)

5. Prompt (prompt)
Realized by items such as: 'issa' (come on), 'ha nara' (let me see), 'iktar' (more), 'ghaliex' (why), 'come on'. Its function is to reinforce an elicitation or directive. (T)

6. Clue (clue)
Realized by statement or question. Its function is to provide additional information which helps the pupil to answer an elicitation or to do something. (T)

7. Cue (cue)
Realized by a limited class of items such as: 'g'holu jdejkom' (put up your hands), 'fingers up', 'hands up'. Its function is to evoke a bid or reply. (T)

8. Reply (reply)
Usually realized by a statement. Its function is to provide a linguistic response which is appropriate to the elicitation. (L)

9. Accept (accept)
Realized by 'yes', 'ok' or, very commonly, by the repetition of the reply. Its function is to indicate that the teacher has heard the reply and considers it as correct. (T)

10. Reject (reject)
Realized by a negative or a statement indicating that the reply is not acceptable. Its function is to notify the pupil, after a reply, that it was wrong. (T)

11. Question (ques)
Realized by a question form. It is a genuine request for information. It is used by learners to signal to the teacher that they need clarification or by the teacher to find out things about learners. (This is different from elicitation - see act no. 3). (T,L)
12. Check (check)
Realized by items such as: 'sewwa' (is that right?), 'orradj'. Its function is to enable the teacher to find out whether the learners are following the explanation, and whether there are any problems preventing the successful progress of the lesson. (T)

13. Bid (nom)
Realized by a closed class particularly 'Miss' or 'Sir'. Its function is to signal a desire to contribute to the discourse. (L)

14. Nomination (nom)
Realized by names of pupils or other references such as 'inti' (you) or 'hemm wara' (there at the back). Its function is to signal to a particular learner or group of learners that they are expected to provide a reply. (T)

15. Meta-statement (mtst)
Realized by a statement which refers to some future time when what is described will occur, or to the past when something has occurred. Its function is to help the pupils to see the structure of the lesson, the purpose of an exchange, the importance of a point. (T)

16. Conclusion (conc)
Realized by a statement. Its function is to summarize the preceding discourse. (T)

17. Loop (loop)
Realised by items such as 'pardon' or 'x'gfiidt' (what did you say?). Its function is to return the discourse to the stage where it was at before the interlocutor spoke. (T,L)

18. Aside (aside)
Realised by statements. Its function is to signal a change in topic for a very short time. (T)

19. Meta-language (mtlg)
Realized by statements and sometimes involves translation of terms from one language to another. Its function is to make learners aware of the use of language at particular points in the lesson. (T)

20. Reading (read)
Realized by the reading from a book, sheet etc. (T,L)

21. Prayer (pray)
Realized by prayer forms very often formulaic ones. Its function is to ask for God's help in the lesson that is just starting. (T,L)
6b: Coding level 2: Language

- **m**: when a speech act is totally in Maltese
- **e**: when a speech act is totally in English
- **mix**: when a speech act is in mixed Maltese and English
- **n**: when a speech act consists of a name only
<table>
<thead>
<tr>
<th>No.</th>
<th>Act</th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T:</td>
<td>all present</td>
<td>ques</td>
</tr>
<tr>
<td>2</td>
<td>L:</td>
<td>Miss jien it-ten cents insejtha Miss I have forgotten the ten cents</td>
<td>inf</td>
</tr>
<tr>
<td>3</td>
<td>T:</td>
<td>now no more talking please</td>
<td>dir</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>se tooqghdu tiskantaw oħorgu l-kotba w il-files are you just going to stare take out your books and your files</td>
<td>dir</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>take out your books and your files on page forty</td>
<td>dir</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>we're starting a new topic today</td>
<td>mtst</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>right</td>
<td>marker</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>can I have silence now</td>
<td>dir</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>irridkom tooqghdu attenti ħafna . għal-lesson I want you to pay a lot of attention to the lesson</td>
<td>dir</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>ok</td>
<td>marker</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>għaliex hija .... sa nibdew unit ġdid we are going to start a new unit</td>
<td>mtst</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>xi ftit mill-affarijiet li . sa naqghmlu .... f’dan il-unit .... sa jkollkom żgur fl-eżami some of the things that we’re going to do .... in this unit .... you are definitely going to have in the exam</td>
<td>inf</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>allura tridu tooqghdu attenti iktar and so you must pay more attention</td>
<td>dir</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>secondly ... you must also have noticed that we have a visitor today . we have Miss Camilleri here with us .. sa tooqghod kwietta ħemmhekk she is going to be very quiet</td>
<td>inf</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>nittama li kufhadd joqghod kwiet daqs kemm tooqghod kwietta Miss Camilleri I hope that everyone will be as quiet as Miss Camilleri will be</td>
<td>dir</td>
</tr>
<tr>
<td>16</td>
<td>tisma' listening</td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td>17</td>
<td>u jekk Miss Camilleri mhux sa tippartečipa fil-lezzjoni intom sa tippartečipaw and if Miss Camilleri is not going to participate in the lesson you are going to participate</td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td>18</td>
<td>pero mhux bil-mod . tas-soltu . fejn tgedwdu . eh .... but not in the usual manner where you just mumble amongst yourselves</td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td>19</td>
<td>so .. page forty</td>
<td>dir</td>
<td>e</td>
</tr>
<tr>
<td>20</td>
<td>topic</td>
<td>mtst</td>
<td>e</td>
</tr>
<tr>
<td>21</td>
<td>Eric</td>
<td>nom</td>
<td>n</td>
</tr>
<tr>
<td>22</td>
<td>fughiem inhu what is it about</td>
<td>elic</td>
<td>m</td>
</tr>
<tr>
<td>23</td>
<td>I will collect your ten cents . later meta tkunu qed taghmlu x-xi ħaġa oħra while you do something else</td>
<td>aside</td>
<td>mix</td>
</tr>
<tr>
<td>24</td>
<td>L:</td>
<td>water movement</td>
<td>reply</td>
</tr>
<tr>
<td>25</td>
<td>T:</td>
<td>water</td>
<td>accept</td>
</tr>
<tr>
<td>26</td>
<td>għadna qed niċċaqalqu hemm wara .. you are still fidgety at the back</td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td>27</td>
<td>issa oqogħdu attenti għall-explanation . wara għandkom activity . mhux sa noqghod ipaċpaċ iż-żewġ lessons shah . tinkwetawx now pay attention to the explanation . afterwards you have an activity . I am not going to talk throughout the two lessons do not worry</td>
<td>mtst</td>
<td>mix</td>
</tr>
<tr>
<td>28</td>
<td>imma waqt li qed nagħmlu l-explanation irridkom toqogħdu attenti ħafna but during the explanation I want to pay attention</td>
<td>dir</td>
<td>mix</td>
</tr>
<tr>
<td>29</td>
<td>so water . water . water is very important</td>
<td>inf</td>
<td>e</td>
</tr>
<tr>
<td>30</td>
<td>fl-opinjoni tieghi huwa. wiehed mill-aktar <strong>substances</strong>. essenzjali. importanti. iġifieri. mingħajru. ma tghaddix. fil-ħajja. <strong>In my opinion it is one of the most essential. important. substances. that we cannot do without in life.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td><strong>what can you tell me about water</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>L: Miss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>T: <strong>think about. water. its uses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>L: Miss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>T: Dwain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>L: <strong>we can use it for fish to drink</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>T: <strong>fish to drink</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td><strong>what about us</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>L: <strong>no. I mean. for fish. you can put fish in a bowl full of water. or. you. drink water</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>T: <strong>what else</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>hemm wara</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>L: <strong>wash the clothes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>T: <strong>x'inhì</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>L: <strong>wash the clothes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>T: <strong>wash the clothes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>x'iktar. <strong>what else</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>L: <strong>have a bath</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>T: <strong>biex tinhassel have a bath</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>L: <strong>to drink</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>T: <strong>biex nixorbu ehe</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>L: <strong>to cook</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>T: <strong>what else eja</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: The text appears to be a dialogue in a language that uses Arabic script, possibly Arabic or a language with similar script.*
who else needs water
do we need all this rain outside
of course we do
why
Miss nature needs water
nature needs water
Miss Miss
more specific, tuni iżjed dettalji
give me more details
nature
nature x'inhija nature
what is nature
il-pjanti w kollos li hawn madwarna
plants and all around us
pjanti u l-annimali
plants and animals
living things
living things kollha nistghu nghidu minflok
living things we can say instead of nature
all living things need water
jekk taħsбу ftit dwarna .. kemm aħna ..
kemm għandna bżonnu l-ilma
think a little bit about us .. how much do we need water
ħafna
a lot
imma kemm ħafna
but how much a lot
think of ourselves, our bodies .. il-
proporzjon ta' solid material . u ilma
the proportion of solid material and water
Miss Miss
think of people who needed water. who were saved by the drip. marru l-ishtar jew id-dar u tawhom id-drip they were taken to hospital or at home and were given the drip

għaliex why

Miss għaliex ikollhom nuqqas ta'. ilma. u nuqqas ta' enerġija Miss because they lack water and they lack energy

ilma il tal-bniedem. ikun tlett kwarti ilma the human body consists of three fourths water

tlett kwarti ilma three fourths water

four fifths of our body huwa bl-ilma four fifths of our body is water

four fifths of our body accept /elic e

we need water. let's say ninety per cent reply e

illaħwa issa minn two thirds. three fourths. four fifths. ninety per cent reject mix

eija ninsew percentages let's forget about percentages reject mix

pero it's true accept mix

il-biċċa l-kbira tal-materjal jekk tiżen the large part of the material if you weigh

kemm tiżen inti how much do you weigh ques m

forty-five reply e

forty-five kilograms accept e

nistgħu nghidu li. kważi forty kilograms minnhom we can say that. almost forty kilograms inf mix

are water inf m
| 92 | T: huma ilma are water | accept | m |
| 93 | li kieku kelli nagḥsru lil Adrian .... naqra biċċa xoqhol . solid material . dak li m'huwiex ilma . huwa veru fit .... il-biċċa l-kbira aḥna ilma if I had to squeeze Adrian .... which is not easy . solid material . that which is not water . is very little .... a large part of us is water | inf | mix |
| 94 | so water is life | conc | e |
| 95 | L: Miss anka meta joħroġlok id-demm ilma Miss even when you bleed it's water | inf | m |
| 96 | T: ehe demm ġhandek proporzjon qawwi ta' ilma yes in blood there's a high proportion of water | accept | m |
| 97 | (learners talk simultaneously) T: one at a time | dir | e |
| 98 | L: jekk ikollok tagħṣar camel . it will be small enough it goes through a needle if you squeeze a camel . | inf | mix |
| 99 | T: the solid remains thread them through a needle imma biċċa xoqhol daqxejn but it's a bit difficult | accept | mix |
| 100 | L: do bones need water | ques | e |
| 101 | T: yes | reply | e |
| 102 | ġhal kemm l-ġhadam fina huma l-aktar solid imma xorta biex ikollok bone material . calcium trid kwantita ta' ilma although our bones are the most solid we still need an amount of water to have bone material . calcium | inf | mix |
| 103 | right | marker | e |
| 104 | and I must mention and I must say | mtlg | e |
105. li illum. tant huwa importanti l-ilma. li anka t-trabi fit-third world countries fejn hemm ħafna faqar u fejn imutu ħafna tfal żgħar. bid-dijareja that today. water is so important. that babies in third world countries where there's a lot of poverty and where many young children die of diarrhoea.

106. x'inhij dijareja what's diarrhoea.

107. L: nuqqas t'ilma lack of water.

108. T: le no reject m.

109. meta jkollok dijareja xi tfisser when you have diarrhoea what does it mean elic m.

110. L: unsolid material reply e.

111. T: material accept e.

112. meta. il-koko ma jibqax. bħas-soltu when. faeces is not. normal inf m.

113. tajjeb is that right check m.

114. (unclear) jofirog fiafna ilma megħu. dak tfisser li hemm infection fl-imsaren a lot of water comes out. that means that there is an infection in the intestines.

115. mel'allura biex il-ġisem isaffi l-ilma. u jnejhi l-infection jittlef ħafna. u min ikollu infection fl-imsaren. u t-trabi. iktar minna forsi. easy jkollhom infection f'imsarinhom. ikollok ukoll ħafna remettar therefore in order for the body to get rid of the infection to purify. it loses a lot. and those who have an infection. and babies. more than us maybe. it is easy for them to have an infection in their intestines. they will also throw up.
<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
<th>Inf</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>116</td>
<td>mel'allura qed titlef ūfna ilma . kemm . ghax qed tirremetti u mhux qed tixorbu kif ukoll b'timsarinhom therefore you lose a lot of water , both . because you throw up and you're not drinking and also through diarrhoea</td>
<td>inf</td>
<td>m</td>
</tr>
<tr>
<td>117</td>
<td>ū ūfna trabi illum . id-WHO il-World Health Organisation . qegħda ssalvahom billi lill-ġenitur tagħhom tghallimhom kif jagħmiu t-tahlita sorry tahliita ilma zokkor u melh . ghax dawka huma l-iktar affarrijiet bażiči . biex it-trabi . iġħinuhom . isalvaw sakemm tghaddilhom l-infection and many babies today the WHO the World Health Organisation is helping to save them by teaching their parents how to make a mixture sorry a mixture of sugar and salt . because those are the most basic things . in order to help . babies . get rid of the Infection</td>
<td>inf</td>
<td>mix</td>
</tr>
<tr>
<td>118</td>
<td>għaliex l-infection mħix serja daqshekk . imma nuqqas ta' ilma . jista' ehm malajr jofIODhom because the Infection is not very serious . but lack of water . can easily kill them</td>
<td>inf</td>
<td>mix</td>
</tr>
<tr>
<td>119</td>
<td>anka l-annimali l-pets tagħna .... forsi . jkun hawn min jaf stejjjer ta' pets . jiena naf waħda it's the same with our pets .... maybe . there are some of you who know stories of pets . I know one</td>
<td>inf</td>
<td>mix</td>
</tr>
<tr>
<td>120</td>
<td>imma mhux ha noqgħdu nghidu l-istejjer dalghodu . eh . but we're not going to tell any stories this morning</td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td>121</td>
<td>ukoll tista' ssalvahom meta mhux qed jixorbu mhux qegħdin jieklu billi ġieli tmur għand il-vet . u jagħmillhom id-drip . u dik issalvahom . id-drip li jagħmillhom għal ftit ħin it can also save them when they are not drinking not eating by sometimes going to the vet . and he gives them the drip . and it saves them . the drip that he gives them for a short time</td>
<td>inf</td>
<td>mix</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 122 | **L:** Miss fil-fatt meta xi ħadd ikollu dijarja it-tabib infatti jghidlu jixrob ħafna  
*Miss in fact when someone is suffering from diarrhoea the doctor tells him to drink a lot* | inf | m |   |
| 123 | **T:** biex tixrob  
*to drink* | accept | m |   |
| 124 | issa  
*now* | marker | m |   |
| 125 | no more stories . | dir | e |   |
| 126 | where do we get our water from | elic | e |   |
| 127 | **Ls:** Miss Miss Miss | bid | n |   |
| 128 | **T:** f’dal unit sa nagħmlu . il-mod naturali ta’  
*in this unit we are going to talk about.*  
ku jīġi l-ilma . imm’ejjia nitkellmu dwarwa u  
dwar pajjżna stess  
*the natural way of obtaining water.*  
let us now talk about us and about our  
own country | mtst | mix |   |
| 129 | minn fejn sa jiġi l-ilma kollu li għandna  
bżonn  
*where are we going to get all the water*  
*that we need* | elic | m |   |
| 130 | *(interruption on the P.A. system)*  
mhux Frans inti  
*isn’t your name Frans* | nom | n |   |
| 131 | **L:** rain . ehm from the sea | reply | e |   |
| 132 | **T:** issa  
*now* | marker | m |   |
| 133 | from the rain | accept | e |   |
| 134 | kif from the rain  
*how from the rain* | elic | mix |   |
| 135 | eja nieħdu dik l-ewwel  
*let’s consider that first* | mtst | m |   |
| 136 | **L:** billi jitgħu il-chlorine miegħu  
*by adding chlorine to it* | reply | mix |   |

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209
| 137 | T: | iġifieri niġbor l-ilma tax-xita li hemm hemm barra u nittaghlu l-chlorine you mean I collect the rain water from outside and add chlorine to it | elic | mix |
| 138 | L: | li jingabar . giebja imbaghad jitghulu l-chlorine which is collected . reservoir then chlorine is added | reply | mix |
| 139 | L: | Miss Miss | bid | n |
| 140 | imma mhux hekk but not like that | inf | m |
| 141 | T: | stenna naqra wait a minute | dir | m |
| 142 | jingabar f’giebja it is collected in a reservoir | accept | m |
| 143 | kemm hawn minnkom għandkom bir id-dar how many of you have a well at home | ques | m |
| 144 | hands up (learners put their hands up) | dir | e |
| 145 | orrajt | accept | m |
| 146 | iġifieri quite a few that is quite a few | info | mix |
| 147 | imma fl-antik . jekk nieħdu d-djar fl-antik il-biċċa l-kbira . jekk mhux kollha . kellhom il-bir id-dar but in the old days . if we consider old houses most of them . if not all . had a well | inf | m |
| 148 | w għal x’hiex tużawh intom and for what do you u$ it | elic | m |
| 149 | L: | aħna we | reply | m |
| 150 | T: | il-bir the well | elic | m |
| 151 | L: | biex nagħtu kas jiġi nuqqas t’ilma nużaw lilu u so that in case there is lack of water we can use it | reply | m |
152 T: tixorbu minnu
   do you drink it's water
   ques /elic m

153 L: ija
   yes
   reply m

154 L: ija Miss
   yes Miss
   reply m

155 L: xi kultant tiehbiex issaqqi I-qsaribih
   sometimes she uses it to water the plants
   reply m

156 T: g'hal x'hiex tużawh intom
   what do you use it for
   ques /elic m

157 haw hawn x'jismu
   what's his name
   nom m

158 L: inti Steve
   nom n/m

159 T: Steve
   nom n

160 L: a'ha m'tg'handix Miss imma kont qed
   nghidlek fuq hajg'ohra
   we don't have one Miss but I was telling
   you about something else
   reply m

161 T: ha nlestu naqra mill-bir umbaghad ghidli
   let's finish the topic on wells then you can
   tell me
   reject /mtst m

162 L: g'hax il-bużnanna , il-bużnanna tixtrilu .
   tixtrilu b'hal dan ma nafx x'ikun . u titf'guhu
   fil-bir umbaghad tixrob minnu
   because my great-grand-mother . my
   great-grand-mother buys . buys
   something like this I don't know what it is
   and she puts it in the well then she can
   drink from it
   inf m

163 T: ġir probabilment . jew xi . kimika biex
   toqtol xi bacteria
   it's probably . or some . chemical to kill
   the bacteria
   inf /accept mix

164 pero l-iktar mod haflif huwa . li tix ittella' l-
   ilma . u tghallih .
   but the easiest way is to . draw up the
   water . and boil it
   inf m

165 kemm hawn minnkom jixorbu l-ilmatal-
   flexken
   how many of you buy bottled water
   ques m
| 166 | aħna meta konna ẓgħar u l-mamajiet tagħkom żgur. għax forsi jien daqs il-mama tagħkom ma konniex nixtru. qas konna noħolmu li jkollna mmorru nixtru. l-ilma tax-xorb fil-flixxun għaliex. l-ilma li kellina fil-viti u qabel ma kienx hawn għax terga' meta kont zgħira il-żgħar minnkom. jiena niftakar konna mmorru fuq l-ghajn. kien hemm vit fit-triq għaliex lanqas fid-djar ma kien ikun hawn ilma is-sistema ta' l-ilma. kienet għadha ma ġietx eh stallata. ἡfna nies kienu jew jxorbu mill-bir tagħhom jew inkella meta bdiet is-sistema ta' l-ilma tal-vit. piped water kienu jmorru fuq l-ghajn u tigbor. l-ilma minn hemm.. biċċa xogħol. lebsa. diffičli when we were young and your mothers certainly. because i am probably same age as your mother. we did not buy. we did not even dream. that we would have. go and buy. drinking water. in bottles. because. the water. that we had in taps and in those days there were none because when i was young younger than you. i remember we used to go to the reservoir. there was a tap in the road. because in the houses there was no water system. many people used to drink their own well water. or else when the system of tap water started. piped water. they used to go to the reservoir and collect the water there.. a big. and hard job. |
| 167 | L: Miss | bid | n |
| 168 | l-ilma normalment tax-xita jiġi għax ix-xemx tixrob l-ilma () the water normally comes from the rain because it evaporates with the sun | inf | m |
| 169 | T: ἡallik. naqra. forget about that | reject | m |
| 170 | stenna wait | dir | m |
| 171 | dik lesson oħra that's another lesson | mtst | mix |

212
| 172 | l-ilma tax-xorb li jiği jew minn tax-xita. minn fejn intellghuh drinking water that comes from the rain. where do we draw it from | elic | m |
| 173 | Ls: Miss Miss | bid | n |
| 174 | L: mill-baħar from the sea | reply | m |
| 175 | L: le Miss | reject | m |
| 176 | T: mill-baħar from the sea | accept | m |
| 177 | L: mill-ħamrija from the soil | reply | m |
| 178 | T: mill-ħamrija immur intellghu mill-ħamrija hekk from the soil can I go and collect it from the soil | reject | m |
| 179 | Frans. haw x'jismu da | nom | m |
| 180 | L: jien me | bid | m |
| 181 | boreholes | reply | e |
| 182 | T: jagħmlu boreholes. right jew spiera they make boreholes. right or well | accept | mix |
| 183 | L: u jtellghuh and they draw it up | reply | m |
| 184 | L: u jkun hemm and there is | inf | m |
| 185 | L: Miss | bid | n |
| 186 | T: a large part of our water. comes from the underground. reservoirs | conc | e |
| 187 | L: nghidulhom il-water table Miss they're called the water table Miss | inf | mix |
| 188 | T: il-water table right | accept | mix |
We have the water table that is the ground. The stones act as a sieve. The rain comes down. It stops on the clay. And we pump it out again.

But from all the water we have in the tap, when we open the tap water comes out where does it come from?

From the reservoirs

But which reservoirs

Fine it goes to the reservoirs

The water that is being kept in reservoirs is not coming only from the water pumped at Has-Saptan for example. From the water table

Miss from the rain

There's no need to call Miss Miss Miss

From reverse osmosis Miss

Right. Mir-reverse osmosis
<table>
<thead>
<tr>
<th>202</th>
<th><strong>x’jīgri fir-reverse osmosis</strong></th>
<th>elic</th>
<th>mix</th>
</tr>
</thead>
<tbody>
<tr>
<td>203</td>
<td><strong>mhux Miss żgur ma jiğrix Miss</strong></td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td>204</td>
<td><strong>ha nara . inti</strong></td>
<td>nom</td>
<td>m</td>
</tr>
<tr>
<td>205</td>
<td><strong>L:</strong> mill-ilma baňar jinbidel għal ilma tajjeb** from sea water it is transformed into good water**</td>
<td>reply</td>
<td>m</td>
</tr>
<tr>
<td>206</td>
<td><strong>T:</strong> ehe</td>
<td>accept</td>
<td>m</td>
</tr>
<tr>
<td>207</td>
<td><strong>(learners talk simultaneously)</strong></td>
<td>reply</td>
<td>m</td>
</tr>
<tr>
<td>208</td>
<td><strong>T:</strong> jippurifika</td>
<td>accept</td>
<td>m</td>
</tr>
<tr>
<td>209</td>
<td><strong>ir-reverse osmosis plant li minnhom issa għandna . wieħed tnej tlieta żgur . jew erbgħa the reverse osmosis plant of which now we have . one two three for sure . or four</strong></td>
<td>inf</td>
<td>mix</td>
</tr>
<tr>
<td>210</td>
<td><strong>L:</strong> ṭamsa</td>
<td>inf</td>
<td>m</td>
</tr>
<tr>
<td>211</td>
<td><strong>L:</strong> għandna wieħed iċ-Ċirkewwa there's one in Ċirkewwa</td>
<td>inf</td>
<td>m</td>
</tr>
<tr>
<td>212</td>
<td><strong>T:</strong> ehe hemm iċ-Ċirkewwa yes there is at Ċirkewwa</td>
<td>accept</td>
<td>m</td>
</tr>
<tr>
<td>213</td>
<td><strong>Ls:</strong> Għar Lapsi</td>
<td>inf</td>
<td>n</td>
</tr>
<tr>
<td>214</td>
<td><strong>T:</strong> hemm wieħed Għar Lapsi there is one at Għar Lapsi</td>
<td>accept</td>
<td>m</td>
</tr>
<tr>
<td>215</td>
<td><strong>Tigne</strong></td>
<td>inf</td>
<td>n</td>
</tr>
<tr>
<td>216</td>
<td><strong>Ls:</strong> għandna wieħed there's one</td>
<td>inf</td>
<td>m</td>
</tr>
<tr>
<td>217</td>
<td><strong>T:</strong> Pembroke erbgħa . erbgħa hemm żgur there's one in Pembroke four . four for sure</td>
<td>inf</td>
<td>m</td>
</tr>
<tr>
<td>Line</td>
<td>Text</td>
<td>Type</td>
<td>Tag</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>218</td>
<td>dawk qegħdin . jagħmlu x-xogħol . ghaliex . l-ilma li qegħdin naħżnu . li qed jinġabar taħt fil-blat fil-[<strong>water table</strong>] fuq it-tafal mhux bżżejjed biex ilhaħnaq mad-domanda ..... they are . doing the work . because . the water that we are saving . that is being collected in the ground on the [<strong>water table</strong>] on the clay is not enough</td>
<td>inf</td>
<td>mix</td>
</tr>
<tr>
<td>219</td>
<td>ghaliex mhux bżżejjed why is it not enough</td>
<td>elic</td>
<td>m</td>
</tr>
<tr>
<td>220</td>
<td>L: hawn ħafna nies Miss because there are many people Miss</td>
<td>reply</td>
<td>m</td>
</tr>
<tr>
<td>221</td>
<td>T: dik raġuni wahda that's one reason</td>
<td>accept</td>
<td>m</td>
</tr>
<tr>
<td>222</td>
<td><strong>secondly</strong></td>
<td>prompt</td>
<td>m</td>
</tr>
<tr>
<td>223</td>
<td>L: ghax mhix qed taġħmel xita because it does not rain</td>
<td>reply</td>
<td>m</td>
</tr>
<tr>
<td>224</td>
<td>T: imma mhix qed taġħmel daqs kemm ma kinitx taġħmel qabel but it does not rain as much as it did not rain before</td>
<td>reject</td>
<td>m</td>
</tr>
<tr>
<td>225</td>
<td>problema aħna Malta ta' l-ilma dejjem kienet anke fi żmien il-Kavallieri ghax kellhom jibnu Malta has always had a water problem even at the time of the Knights because they had to build</td>
<td>inf</td>
<td>m</td>
</tr>
<tr>
<td>226</td>
<td>x'kellhom jibnu what did they have to build</td>
<td>elic</td>
<td>m</td>
</tr>
<tr>
<td>227</td>
<td>L: Miss</td>
<td>bid</td>
<td>n</td>
</tr>
<tr>
<td>228</td>
<td>l-akwadotti the aqueducts</td>
<td>reply</td>
<td>m</td>
</tr>
<tr>
<td>229</td>
<td>T: l-akwadotti the aqueducts</td>
<td>accept</td>
<td>m</td>
</tr>
<tr>
<td>230</td>
<td>biex iġorru l-ilma minn fejn hemm għal fejn m'hemmx to carry the water from where there was to where there wasn't</td>
<td>inf</td>
<td>m</td>
</tr>
<tr>
<td>231</td>
<td>L: Miss</td>
<td>bid</td>
<td>n</td>
</tr>
<tr>
<td>232</td>
<td>ghax nahlux fahna ilma</td>
<td>reply</td>
<td>m</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------</td>
<td>------</td>
<td>---</td>
</tr>
<tr>
<td>233</td>
<td>T: inti tahli fahna ilma</td>
<td>reject</td>
<td>m</td>
</tr>
<tr>
<td>234</td>
<td>Ls: Miss Miss</td>
<td>bid</td>
<td>n</td>
</tr>
<tr>
<td>235</td>
<td>L: darba kien hemm wiehed jaḥsel il-karrozza t-tiq kollha mlilha</td>
<td>inf</td>
<td>m</td>
</tr>
<tr>
<td>236</td>
<td>L: jahšlu l-karrozza u jahlu fahna ilma</td>
<td>reply</td>
<td>m</td>
</tr>
<tr>
<td>237</td>
<td>T: haw min jahli fahna ilma verament</td>
<td>accept</td>
<td>m</td>
</tr>
</tbody>
</table>

(some minutes are left out)

| 238 | L: Miss | bid | n |
| 239 | imm'aňna naharqu x-xaham żejjed | inf | m |
| 240 | T: yes | accept | e |
| 241 | mhux kulladd imma . mhux it-tfal kollha jaḥarqu | inf | m |

| 242 | now | marker | e |
| 243 | page forty please | dir | e |
| 244 | drying up | mtst /read | e |
| 245 | today . we would have a problem to dry up wouldn't we ... | elic | e |
| 246 | ḥaslet ḫwejjeġ il-mama taghkom illum | ques /elic | m |
| 247 | (learners talk simultaneously) | reply | m |
| L: | thallihom ġewwa | | |
| 248 | T: thallihom ġewwa hu | accept | m |
| 249 | (learners talk simultaneously) T: right | marker | e |
| 250 | min jaf kemm gergru . il-mamajjet taghkom dalghodu . jekk kellhom xi ħasla ħwejjeġ x'iridu jagħmlu reġgħat ix-xita who knows how much they have complained . your mothers this morning . if they had to wash the clothes it's raining again | inf | m |
| 251 | L: Miss | bid | n |
| 252 | ommi l-isptar qegħda my mother is in hospital | inf | m |
| 253 | T: mela so | marker | m |
| 254 | u kellna biċċa xogħol hawnhekk ... għandna problema x'insolvu .... u ħa naraw x'inhijja dīl-problema gabel ma nkomplu l-explanation tagħha and we had something to do here ... we have a problem to solve ... and we are going to see what this problem is before we carry on with its explanation | mtst | mix |
| 255 | problem solving competition | read | e |
| 256 | Eric | nom | n |
| 257 | read please | dir | e |
| 258 | (learner reads from textbook) | read | e |
| 259 | T: (corrects the learner) key ideas | read | e |
| 260 | (learner reads from textbook) | read | e |
| 261 | T: issa hemmhekk tana ftit informazzjoni . għadira . over there we're given some information . a puddle | mtst | m |
| 262 | illum l-għadajjar . jinxfu jew jintlew today the puddles . do they dry up or fill up | elic | m |
| 263 | L: jinxfu they dry up | reply | m |
| 264 | T: illum jinxfu today they dry up | reject /elic | m |

218
<table>
<thead>
<tr>
<th>Line</th>
<th>Ls:</th>
<th>reply:</th>
<th>m</th>
</tr>
</thead>
<tbody>
<tr>
<td>265</td>
<td>jintlew fill up</td>
<td>reply</td>
<td>m</td>
</tr>
<tr>
<td>266</td>
<td>illum qed jintlew iktar ghax kważi l-hin kollu nieżla x-xita today they fill up more quickly because it is raining non-stop</td>
<td>accept</td>
<td>m</td>
</tr>
<tr>
<td>267</td>
<td>but</td>
<td>marker</td>
<td>e</td>
</tr>
<tr>
<td>268</td>
<td>x'qalilna hemmhekk what does he say over there</td>
<td>elic</td>
<td>m</td>
</tr>
<tr>
<td>269</td>
<td>Grenvin</td>
<td>nom</td>
<td>n</td>
</tr>
<tr>
<td>270</td>
<td>x'qalilna hawnhekk . dwar il- puddle .</td>
<td>elic</td>
<td>mix</td>
</tr>
<tr>
<td>271</td>
<td>puddle hija ghadirila ilma puddle is a puddle of water</td>
<td>mtlg</td>
<td>mix</td>
</tr>
<tr>
<td>272</td>
<td>x'qalilna fuq il- puddle what does he tell us about the puddle</td>
<td>elic</td>
<td>mix</td>
</tr>
<tr>
<td>273</td>
<td>eq trid toqghod attent you have to pay attention</td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td>274</td>
<td>issa now</td>
<td>marker</td>
<td>m</td>
</tr>
<tr>
<td>275</td>
<td>fhimt x'qal hemmhekk have you understood what he said there</td>
<td>check</td>
<td>m</td>
</tr>
<tr>
<td>276</td>
<td>ghax na' seb lanqas kont taf x'konna qed naqraw because I think you did not even know what we were reading</td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td>277</td>
<td>ghax fihom hemm key ideas . li sa tużaw . ħa ssolvu l-problema li ghandi . because they contain key ideas . that you are going to use . to solve my problem .</td>
<td>inf</td>
<td>mix</td>
</tr>
<tr>
<td>278</td>
<td>inti you</td>
<td>nom</td>
<td>m</td>
</tr>
<tr>
<td>279</td>
<td>L: jien me</td>
<td>ques</td>
<td>m</td>
</tr>
<tr>
<td>280</td>
<td>T: x'jismek what's your name</td>
<td>ques</td>
<td>m</td>
</tr>
<tr>
<td>281</td>
<td>L: jien Steve my name is Steve</td>
<td>reply</td>
<td>m</td>
</tr>
<tr>
<td>282</td>
<td>T: Steve</td>
<td>nom</td>
<td>n</td>
</tr>
</tbody>
</table>
283 L: Miss ġħax jekk ikun hemm ix-xemx u jinxef l-ilm ġst il-puddles illum huma mimlijin bl-ilma ġllum jinxfu malajr.
Miss because if it is sunny the water the puddles today are full of water they dry quickly.

reply mix

284 T: right
accept e

285 l-ġhadajjar . il-puddles . jinxfu malajr . meta hija
the puddles . the puddles dry quickly . when it is
elic mix

286 Ls: is-šhana
sunny
reply m

287 L: a hot day
reply e

288 T: ix-xemx .
sunny .
accept m

289 jew inkella
or else
elic m

290 L: windy
reply e

291 T: windy day . right
accept e

292 so
marker e

293 here comes your problem
mtst e

294 Karl
nom n

295 aqrali l-problema
read the problem
dir m

296 (learner reads from the textbook)
read e

297 T: the universe
read e

298 (learner reads from the textbook)
read e

299 T: right . so
marker e

300 L: jien ġhandi paper towel
I have a paper towel
inf mix

301 T: hawnhekk ġhandi pakkett paper towels
jien
over here I have a packet of paper towels
inf mix

302 imma let's imagine ..
mtlg mix
<p>| 303 | li din il-paper towel .. waqaghtli f'waħda mill-ghadajjar hemm barra jien mhux ħierġa hemm barra nixxarrab biex tkunu tafu sa nxxarrabha hawnhekk daqs li kieku waqaghtli hemm barra that this paper towel .. fell in one of those puddles out there I'm not going out there to get wet I'm going to wet it in here as if it had fallen out there | inf | mix |
| 304 | this is the last paper towel in the universe | inf | e |
| 305 | issa now | marker | m |
| 306 | your problem . and you're going to work in twos . will be to find a method | dir | e |
| 307 | L: without tearing it Miss | ques | e |
| 308 | T: of course . irrid inżommha intact . one piece of course . I must leave it intact . one piece | reply | mix |
| 309 | to find a method . and you have to describe the method . to dry it as quickly as possible .. jiġifieri tridu ddahħlu l-element tal-hin you must think of the element of time | inf | mix |
| 310 | I'm not going to time you . you're just coming up with the ideas | mtst | e |
| 311 | now . then | marker | e |
| 312 | I could give some of you . a few paper towels to try it out at home and to time it | dir | e |
| 313 | ghax mhux ha jkollina cans nittajmjawha hawnhekk u m’għandix stop clocks biżżejjed because we're not going to have enough time to time it here and I do not have enough stop clocks | mtst | mix |
| 314 | L: mhux in twos Miss aren't we going to work in twos Miss | ques | mix |
| 315 | T: sa taħdmu in twos biex issibu l-idejat you are going to work in twos to find the ideas | reply | mix |</p>
<table>
<thead>
<tr>
<th>Line</th>
<th>Ls: (unclear)</th>
<th>T: hemm ħafna methods ta' kif tista' tniixxifha there are many methods of drying it up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>inf</td>
<td>mix</td>
</tr>
<tr>
<td>319</td>
<td>you can use a natural method, and you can use another method, we have appliances, we use a lot of appliances at home, to help us, dry clothes, to help us, warm up and dry things</td>
<td>clue e</td>
</tr>
<tr>
<td>319</td>
<td>mela</td>
<td>so</td>
</tr>
<tr>
<td>318</td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td>318</td>
<td>g'niduli intom, il-metodu, li sa ssibu intom, liem huwa l-ahjar, you tell me the method, that you are going to find, which is the best one</td>
<td>dir m</td>
</tr>
<tr>
<td>320</td>
<td>issa</td>
<td>now</td>
</tr>
<tr>
<td>321</td>
<td>dir</td>
<td>mix</td>
</tr>
<tr>
<td>321</td>
<td>tridu tiddeskivrù wkoll, kull step you must also describe each step</td>
<td>dir mix</td>
</tr>
<tr>
<td>322</td>
<td>jien ġbartha din, meta xarrabtha, ġiet, qed tarawha, kif inhi I took it up this one, when I wet it, it became, can you see it, how it is</td>
<td>elic m</td>
</tr>
<tr>
<td>323</td>
<td>L: ballun</td>
<td>reply m</td>
</tr>
<tr>
<td>323</td>
<td>like a ball</td>
<td>m</td>
</tr>
<tr>
<td>324</td>
<td>T: ballun</td>
<td>accept m</td>
</tr>
<tr>
<td>324</td>
<td>like a ball</td>
<td>m</td>
</tr>
<tr>
<td>325</td>
<td>L: romblu</td>
<td>reply m</td>
</tr>
<tr>
<td>325</td>
<td>like a</td>
<td>m</td>
</tr>
<tr>
<td>326</td>
<td>T: how am I going to dry it, shall I just throw it there, and leave it to dry there</td>
<td>clue e</td>
</tr>
<tr>
<td>327</td>
<td>L: Miss ħafna</td>
<td>inf m</td>
</tr>
<tr>
<td>328</td>
<td>T: shall I squeeze out the excess water</td>
<td>clue e</td>
</tr>
<tr>
<td>329</td>
<td>L: yes</td>
<td>reply e</td>
</tr>
<tr>
<td>330</td>
<td>L: tpoġġia fuq il-heater imbaghad Sir then you place it on a heater Sir</td>
<td>inf mix</td>
</tr>
<tr>
<td>331</td>
<td>T: sa nittfagh'ha kolliha, shall I spread it out do I just put it all</td>
<td>clue mix</td>
</tr>
<tr>
<td>332</td>
<td>Ls: yes yes</td>
<td>reply e</td>
</tr>
<tr>
<td>333</td>
<td>T: shall I fold it in two</td>
<td>clue e</td>
</tr>
<tr>
<td>334</td>
<td>Ls: no</td>
<td>reply</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>335</td>
<td>T: eqq issa intom kull wiehed minnkum. tridu tiddeskrivuli. x'sa tagħmi lu. <strong>step by step.</strong> now each one of you must describe what you are going to do. <strong>step by step</strong></td>
<td>dir</td>
</tr>
<tr>
<td>336</td>
<td>jekk sa nagħ'sarha tridu tgħiduli li sa nagħ'sarha. jekk se niftagh'ha nifrixha tridu tgħiduli li se nifrixha. <em>if I am going to squeeze it you must tell me. if I am going to open it out you must tell me</em></td>
<td>clue/dir</td>
</tr>
<tr>
<td>337</td>
<td>L: nifrixha spread it out</td>
<td>reply</td>
</tr>
<tr>
<td>338</td>
<td>T: <em>fejn. kif. jekk hux fuq xi ħaġa. li tixrob l-ilma. jekk hux eh fl-arja.</em> <strong>hang it up on a line to dry</strong> where. how. if you are going to put it on something. that absorbs water. or if you hang it in the air. <strong>hang it up on a line to dry</strong></td>
<td>clue</td>
</tr>
<tr>
<td>339</td>
<td>orrajt</td>
<td>check</td>
</tr>
<tr>
<td>400</td>
<td>Ls: Miss</td>
<td>bid</td>
</tr>
<tr>
<td>401</td>
<td>T: yes you can hang it up to dry there near the window</td>
<td>inf</td>
</tr>
<tr>
<td>402</td>
<td>L: ija imma mhux barra yes but not outside</td>
<td>reject</td>
</tr>
<tr>
<td>403</td>
<td>T: mhux barra ok not outside ok</td>
<td>accept</td>
</tr>
<tr>
<td>404</td>
<td>you have to decide. each one of you</td>
<td>dir</td>
</tr>
<tr>
<td>405</td>
<td>mela so</td>
<td>marker</td>
</tr>
<tr>
<td>406</td>
<td><strong>title ... se taghtuni r-report .... it-title. huwa water movement. drying up. problem the last paper towel you have to set up the problem and write the method your ideas after each other give me the report .... the title is water movement</strong></td>
<td>dir</td>
</tr>
</tbody>
</table>

(now the learners work in twos on the activity. end of tape-recording)
<table>
<thead>
<tr>
<th>No.</th>
<th>Act</th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T:</td>
<td>bhala land min jaf ighidli x'karatteristika l-aktar ghandha who can tell me what are the major characteristics of land</td>
<td>elic</td>
</tr>
<tr>
<td>2</td>
<td>L:</td>
<td>x'igifieri what do you mean</td>
<td>ques</td>
</tr>
<tr>
<td>3</td>
<td>T:</td>
<td>igifieri bhala rizorsi l' mean the resources</td>
<td>elic</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>issa now</td>
<td>mark</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>pero rridu noqoghdu attenti but we must be careful</td>
<td>mtst</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>illi il-land jekk qed nirreferu ghaliha bhala nature is extremely is igifieri tatilna n-natura tahina l-Bambin sibniha hemmhekk lesta that land if we are referring to it as nature it is extremely that is it was given to us nature was given to us by God we found it there ready</td>
<td>inf</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>u mbaghad gejna biex nipproducu l-affarijiet il-goods and services li ghandna bzonn then we had to produce the things the goods and services that we need</td>
<td>inf</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>noqoghdu attenti li land fl-economics ma tfissirx biss l-art li qeghdin fuqha we must be careful that land in economics does not just mean the ground we live on</td>
<td>mtlg</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>u din nafuha . vera and we know this . don't we</td>
<td>check</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>land bl-ingliz hekk tfisser . l-art li qeghdin fuqha land in English means that . the ground we're on</td>
<td>mtlag</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>pero fl-economics x'nifhmu iktar barra land but in economics what else do we mean by land</td>
<td>elic</td>
</tr>
<tr>
<td>12</td>
<td>fingers up</td>
<td>cue</td>
<td>e</td>
</tr>
<tr>
<td>13</td>
<td>ezempi ta' land . affarijiet . rizorsi li tatinhomina by nature examples of land . things . resources that are given to us by nature</td>
<td>clue</td>
<td>mx</td>
</tr>
<tr>
<td>14</td>
<td>sewwa right</td>
<td>chk</td>
<td>m</td>
</tr>
<tr>
<td>15</td>
<td>x’tikkonkludi . li hawn . land what do you conclude . that there is . land</td>
<td>elic</td>
<td>mx</td>
</tr>
<tr>
<td>16</td>
<td>ghax Fiona qaltli x’igifieri because Fiona asked me what I mean</td>
<td>reply</td>
<td>m</td>
</tr>
<tr>
<td>17</td>
<td>ahna fl-economics nafu li land ma tfissirx biss l-art li qeghdin fuqha bhali-Ingliz imma huma dawk l-affarijiet rizorsi naturali we know that in economics land does not simply mean the ground we are on as in English but also those things natural resources</td>
<td>mtlg</td>
<td>mx</td>
</tr>
<tr>
<td>18</td>
<td>veru isn't it</td>
<td>chk</td>
<td>m</td>
</tr>
<tr>
<td>19</td>
<td>ha naraw x’ezempi hemm let's see what examples there are</td>
<td>prpt</td>
<td>m</td>
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<tr>
<td>20</td>
<td>Marija</td>
<td>nom</td>
<td>n</td>
</tr>
<tr>
<td>21</td>
<td>L: rivers forests</td>
<td>reply</td>
<td>e</td>
</tr>
<tr>
<td>22</td>
<td>T: rivers forests</td>
<td>acpt</td>
<td>e</td>
</tr>
<tr>
<td>23</td>
<td>L: sun</td>
<td>reply</td>
<td>e</td>
</tr>
<tr>
<td>24</td>
<td>T: sun</td>
<td>acpt</td>
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<td>25</td>
<td>L: soil</td>
<td>reply</td>
<td>e</td>
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<td>26</td>
<td>T: soil</td>
<td>acpt</td>
<td>e</td>
</tr>
<tr>
<td>27</td>
<td>L: sea</td>
<td>reply</td>
<td>e</td>
</tr>
<tr>
<td>28</td>
<td>T: sea</td>
<td>acpt</td>
<td>e</td>
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<td>e</td>
</tr>
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<td>30</td>
<td>T: rubber</td>
<td>acpt</td>
<td>e</td>
</tr>
<tr>
<td></td>
<td>rubble</td>
<td>rubber mhux rubber bhal tat-tyres tal-karozzi ta ghax dawk ikunu man made rubber not rubber as in car tyres because those are man made</td>
<td>inf</td>
</tr>
<tr>
<td>---</td>
<td>--------</td>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>32</td>
<td>L:</td>
<td>ramel sand</td>
<td>reply</td>
</tr>
<tr>
<td>33</td>
<td>T:</td>
<td>eh ramel qaltli ramel veru sand oh sand she told me sand it's true sand</td>
<td>acpt /mtlg</td>
</tr>
<tr>
<td>34</td>
<td>u anke rubber and also rubber</td>
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<td>mx</td>
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<tr>
<td>35</td>
<td>pero nerga' nfakkarkom illi rubber tas-sigar igifieri dak li jkun tan-natura mhux kif jaghmu l-bniedem but let me remind you that tree rubber that is that which is natural not as made by man</td>
<td>inf</td>
<td>mx</td>
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<td>36</td>
<td>L:</td>
<td>mhux min-natura jaghmluh isn't it made from nature</td>
<td>ques</td>
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<tr>
<td>37</td>
<td>T:</td>
<td>imma bhala raw material ir-rubber niehduh mis-sigar but as a raw material we collect rubber from the trees</td>
<td>inf</td>
</tr>
<tr>
<td>38</td>
<td>issa now</td>
<td>mark</td>
<td>m</td>
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<tr>
<td>39</td>
<td>meta nghidu rubber mhux rubber tat-tyres tal-karozzi igifieri qed nirreferi ghal xi tyre tal-karozza ghax dak ikun manufactured when we say rubber not car tyre rubber I mean I'm referring to some car tyre because that would be manufactured</td>
<td>inf</td>
<td>mx</td>
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<tr>
<td>40</td>
<td>fhimna have you understood</td>
<td>check</td>
<td>m</td>
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<tr>
<td>41</td>
<td>jien ghidtilkom ir-rizorsi naturali I told you the natural resources</td>
<td>elic</td>
<td>m</td>
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<td>prompt</td>
<td>m</td>
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<td>L:</td>
<td>trees fish</td>
<td>reply</td>
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<td>T:</td>
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<td><strong>stones</strong> u nibgghu sejrin hekk</td>
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<td></td>
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<td>mountains</td>
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<td>49</td>
<td>dawk l-affarijiet naturali li ghandna fid-dinja</td>
<td>inf</td>
<td>m</td>
</tr>
<tr>
<td>50</td>
<td>sewwa</td>
<td>check</td>
<td>m</td>
</tr>
<tr>
<td>51</td>
<td>is that right</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>dawn l-affarijiet li ghandna fid-dinja qeghdin bl-abbundanza</td>
<td>elic</td>
<td>m</td>
</tr>
<tr>
<td>53</td>
<td>tghiduli u iva Miss muntanji u hekk hawn hatna fid-dinja</td>
<td>reply</td>
<td>m</td>
</tr>
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<td>certi affarijiet vera</td>
<td>acpt</td>
<td>m</td>
</tr>
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<td>55</td>
<td>imma bhala quantity supply dawn qeghdin infinite hawn kemm trid minnhom but as a quantity supply are they infinite we have as many as we like of them</td>
<td>elic/mtlg</td>
<td>mx</td>
</tr>
<tr>
<td>56</td>
<td>Ls:</td>
<td>le</td>
<td>reply</td>
</tr>
<tr>
<td>57</td>
<td>T:</td>
<td>hawn limitati they are limited</td>
<td>acpt</td>
</tr>
<tr>
<td>58</td>
<td>igifteri bhala rizors huma that is as a resource they are</td>
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<td>m</td>
</tr>
<tr>
<td>59</td>
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<td>limitat limited</td>
<td>reply</td>
</tr>
<tr>
<td>60</td>
<td>T:</td>
<td>din nafuha wkoll we know this one as well</td>
<td>mtst</td>
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<td>No</td>
<td>Act</td>
<td>Level 1</td>
<td>Level 2</td>
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<tr>
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</tr>
<tr>
<td>1</td>
<td>T:</td>
<td>mark</td>
<td>e</td>
</tr>
<tr>
<td></td>
<td>ok</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>sit down ...</td>
<td>dir</td>
<td>e</td>
</tr>
<tr>
<td>3</td>
<td>bilqieghda . sewwa ..</td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td>sit down . properly ..</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>ok</td>
<td>mark</td>
<td>e</td>
</tr>
<tr>
<td>5</td>
<td>pay attention . pay attention please pay attention</td>
<td>dir</td>
<td>e</td>
</tr>
<tr>
<td>6</td>
<td>illum</td>
<td>inf</td>
<td>m</td>
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<td>today</td>
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<td>7</td>
<td>nintroducik</td>
<td>ques</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td>shall I introduce you</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>ghandna Miss</td>
<td>inf</td>
<td>m</td>
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<tr>
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<td>we have Miss</td>
<td>/ques</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>O:</td>
<td>reply</td>
<td>n</td>
</tr>
<tr>
<td></td>
<td>Miss Camilleri</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>T:</td>
<td>inf</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td>ghandna 'I Miss Camilleri li se tkun qeghda maghna waqt il-lezzjoni ...</td>
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<tr>
<td></td>
<td>we have Miss Camilleri who is going to stay with us for the lesson ...</td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>se tkun qeghda maghna waqt il-lezzjoni u ...</td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td>she's going to stay with us for the lesson and ...</td>
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<tr>
<td>12</td>
<td>toqoghdux tiddejqu tirrispondu ghax haw il-Miss ta igifieri do not be shy to answer questions because Miss is here</td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td>13</td>
<td>irridu ngibu ruhna bhalma ngibu ruhna s-soltu lezzjoni bhas-soltu we must behave as we behave normally a normal lesson</td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td>we must behave as we behave normally a normal lesson</td>
<td></td>
<td></td>
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<tr>
<td>14</td>
<td>orrajt</td>
<td>check</td>
<td>m</td>
</tr>
<tr>
<td>15</td>
<td>ok</td>
<td>mark</td>
<td>m</td>
</tr>
<tr>
<td>16</td>
<td>illum huwa l-hmistax tax-xahar</td>
<td>inf</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td>today is the fifteenth of the month</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 17 | issa  
    now | mark | m |
| 18 | ahna .. is-soltu  
    we .. usually | mtst | m |
| 19 | iftah daqxej il-bieb  
    open the door | dir | m |
| 20 | eija hi ha nibdew ghax ga bdejna suppost  
    come in so that we can start because we should have already started | dir | m |
| 21 | tefu li bullum as such hija gurnata xi ftit jew  
    wisq ... specjali  
    you know that today as such is a rather special day ... | inf | mx |
| 22 | u nixtieq hafna ...  
    and I really wish | inf | m |
| 23 | u din qed naghmluha mhux ghax haw il-Miss ta imma ghax nahseb illi huwa veru bzonn  
    and we're doing this not because Miss is here but because I think that it is really necessary | inf | m |
| 24 | nixtieq illi nghidu talba zghira  
    I wish that we say a little prayer | inf /dir | m |
| 25 | ha nara  
    let me see | prompt | m |
| 26 | raise up your hand | cue | e |
| 27 | ghalfejn sa nghidu talba zghira  
    why are we going to say a little prayer | elic | m |
| 28 | Ls: sir | bid | n |
| 29 | L: ghall-gwerra biex jaghmlu l-paci  
    for the war so that they make peace | reply | m |
| 30 | T: sa nghidu talba .  
    we're going to say a prayer | acpt | m |
| 31 | sa nghidu flimkien . Missierna u Gloria ...  
    halil Alla l-Imbierek . jekk jista' jkun . iwarrab . din il-gwerra  
    we're going to say together . Our Father and Glory ... so that God . if possible . will help us avoid war | inf | m |
| 32 | ghalhekk ningabru ftit  
*therefore let’s calm down* | dir | m |
| 33 | u mhux nghostu biex nghidu ghdniha  
nghiduha bil-qalb u veru  
*and let’s not say it for the sake of saying it*  
*but let’s pray heartily* | dir | m |
| 34 | noqogshu sewwa  
*stand properly* | dir | m |
| 35 | mela flimkien  
*so together* | dir | m |
| 36 | TLs: fl-isem tal-Missier u ta’ l-Iben u ta’ l-Ispirtu s-Santu  
*In the name of the Father etc* | pray | m |
| 37 | T: flimkien sa nghiduha  
*we’re going to say it together* | dir | m |
| 38 | TLs: Missierna li inti fis-smewwiet jitzqedes ismek tigi saltmatek ikun li trid int kif fis-sema w hekk da fl-art Hobzna ta’ kuljam aghitina illum ahfrilna dnuhibtna bhalma nahfru lil hu hati ghalina u la ddahhalniq fit-tigrib izda ehlina mid-deni Amen  
*Our Father etc* | pray | m |
| 39 | T: Glorja  
*Glory* | dir | m |
| 40 | flimkien  
*together* | dir | m |
| 41 | TLs: Glorja lill-Missier u lill-Iben u lill-Ispirtu s-Santu kif kien mill-bidu issa u dejjem jibqa’ ghal dejjem ta’ dejjem Amen Fl-Isem tal-Missier u ta’ l-Iben u ta’ l-Ispirtu s-Santu Amen  
*Glory etc* | pray | m |
| 42 | T: semmejna i-gwerra ...  
*we have mentioned war ...* | mtst | m |
| 43 | i-gwerra ... iggib il-qerda ...  
*war ... brings destruction ...* | inf | m |
| 44 | w ghaliex . generalment . il-bnedmin jibzghu mill-gwerra ghaliex  
*and why is it . that usually . people are afraid of war why* | elic | m |
| 45 | L: ghax
    | because |
    | reply   | m |
| 46 | T: le le
    | no no   |
    | reject  | m |
| 47 | gholli jdejk
    | put up your hand |
    | cue     | m |
| 48 | L: ghax imutu n-nies
    | because people die |
    | reply   | m |
| 49 | T: l-iktar nahseb li hija importanti ghax imutu n-nies kif ghidt int ghax iggib il-qerda tal-bniedem ...
    | the most important thing I think is that people die as you have said because it brings about the destruction of man ...
    | acpt    | m |
| 50 | u minbarra l-qerda tal-bniedem .. x'qerda ohra ggb
    | and apart from the destruction of man .. what other form of destruction does it bring about |
    | elic    | m |
| 51 | Ls: Sir Sir |
    | bid     | n |
| 52 | L: ta' l-ambjent
    | of the environment |
    | reply   | m |
| 53 | T: iggib il-qerda ta' l-ambjent bravu hafna . bravu hafna . iggib il-qerda ta' l-ambjent it brings about the destruction of the environment very good boy . very good boy . it brings about the destruction of the environment |
    | acpt    | m |
| 54 | l-ambjent huwa dak kollu illi ghandna madwarna ...
    | the environment is all that we have around us ...
    | inf     | m |
| 55 | naturalment kif ghamilna l-ahhar darba . kif ghidna l-ahhar darba ... ghandek obviously as we did last time . as we said last time ... there is (interruption on P.A. system) |
    | mtst    | m |
| 56 | ghandek l-ambjent socjali
    | there is the social environment |
    | inf     | m |
| 57 | x'inhu l-ambjent socjali
<pre><code>| what is the social environment |
| elic    | m |
</code></pre>
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<thead>
<tr>
<th>Line</th>
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<td>58</td>
<td>is-sigar</td>
<td>le</td>
<td>socjeta</td>
<td>reply</td>
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<td></td>
<td>the trees</td>
<td>no</td>
<td>society</td>
<td>m</td>
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<tr>
<td>59</td>
<td>socjali</td>
<td>minn fejn hi gejja l-kelma socjali</td>
<td>minn fejn hi gejja l-kelma socjali</td>
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<td>where does the word social come from</td>
<td>where does the word social come from</td>
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<td>le</td>
<td>tel-lee</td>
<td>le</td>
<td>reject</td>
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<td>no</td>
<td>no</td>
<td>no</td>
<td>m</td>
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<td>61</td>
<td>tan-nies hu telephone u hekk</td>
<td>tan-nies hu telephone u hekk</td>
<td>reply</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td>of people telephone and so on</td>
<td>of people telephone and so on</td>
<td>m</td>
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<td>63</td>
<td>gejja mil-kelma soc</td>
<td>it comes from the word soc</td>
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<td>64</td>
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<td>people</td>
<td>reply</td>
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<td>socjeta</td>
<td>socjeta</td>
<td>reply</td>
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<td>society</td>
<td>society</td>
<td>society</td>
<td>m</td>
</tr>
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<td>that's right socjeta</td>
<td>that's right socjeta</td>
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<td>mx</td>
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<td>it involves people Stefan socjeta</td>
<td>it involves people Stefan socjeta</td>
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<td>68</td>
<td>mela l-ambjent socjali joholqu min</td>
<td>so who creates the social environment</td>
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<td>m</td>
</tr>
<tr>
<td>69</td>
<td>gholu jdejkom</td>
<td>put up your hand</td>
<td>dir</td>
<td>m</td>
</tr>
<tr>
<td>70</td>
<td>min joholqu</td>
<td>who creates it</td>
<td>elic</td>
<td>m</td>
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<td>71</td>
<td>il-bniedem</td>
<td>man</td>
<td>reply</td>
<td>m</td>
</tr>
<tr>
<td>72</td>
<td>joholqu l-bniedem .. kif semmejti inti man creates it .. as you have mentioned</td>
<td>joholqu l-bniedem .. kif semmejti inti man creates it .. as you have mentioned</td>
<td>acpt</td>
<td>m</td>
</tr>
<tr>
<td>73</td>
<td>imma mbaghad ghandek affarijiet bhal m'huma s-sigar . il-pjanti . l-annimali then you have other things like trees . plants . animals</td>
<td>imma mbaghad ghandek affarijiet bhal m'huma s-sigar . il-pjanti . l-annimali then you have other things like trees . plants . animals</td>
<td>inf</td>
<td>m</td>
</tr>
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<td>74</td>
<td>dawn flimkien x'joholqu together what do these create</td>
<td>dawn flimkien x'joholqu together what do these create</td>
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<td>m</td>
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<td>the natural environment</td>
<td>reply</td>
<td>m</td>
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<td>76</td>
<td>joholqu l-ambjent naturali</td>
<td>acpt</td>
<td>m</td>
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<td><em>they create the natural environment</em></td>
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Appendix 7: Examples of textbooks used at secondary level

Mathematics
(Forms 1 to 4):

(Form 5):

Integrated Science
(Form 1):

Economics
(Form 3&4):

Physics
(Form 3):

English
(Form 3):

Maltese
(Form 1):

Social Studies
(Form 1):

Religion
(Form 1):
All the graphs in Book 3A, Exercise 14c came from equations of the form \( y = ax^2 + bx + c \), and were curves of the same shape.

This shape is called a parabola.

In each case there is a turning point called a vertex.

When the \( x^2 \) term is positive the vertex is at the bottom and there is no highest value of \( y \).

On the other hand when the \( x^2 \) term is negative the vertex is at the top and there is no lowest point.

The simplest equation whose graph is a parabola is \( y = x^2 \).

Another parabola whose equation is a little more complicated than \( y = x^2 \) is \( y = x(x - 4) \).

We will plot the graph of this parabola for values of \( x \) from -1 to +5 at half-unit intervals.

To find the value of \( y \) for a given value of \( x \) we multiply the value of \( x \) by the value of \( (x - 4) \). The table shows each value of \( x \), the corresponding value of \( x - 4 \), and the resulting value of \( y \).

<table>
<thead>
<tr>
<th>( x )</th>
<th>( x - 4 )</th>
<th>-1</th>
<th>-1/2</th>
<th>0</th>
<th>1/2</th>
<th>1</th>
<th>3/2</th>
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A Dry up

Water has different forms: frozen water, liquid water, and water vapour. Liquid water changes into water vapour when it is heated. A change like this is called evaporation. Water vapour changes back into liquid water when it is cooled. This kind of change is called condensation.

Problem-solving competition

A puddle on the road disappears because the water evaporates. The water will evaporate more quickly on a hot or a windy day and when the water is spread out. Use these key ideas to solve the following problem as quickly as you can.

There's always a key to unlock any problem.

Problem
The last paper towel in the universe has fallen in a puddle. You have to dry the towel out as quickly as possible. You also have to complete a report sheet saying how you did this.

Your teacher will write down the time when you collect the wet paper towel. Timing will stop when you hand in the dry towel and a complete report.

Hints
• Talk about the problem with your partner.
• Plan your work before you collect the wet towel.
• Remember that timing starts when you collect it.
• Fill in as much of the report as you can before you start. This will save time.
• Collect any equipment you need before you collect the wet towel.
• Don’t copy other people’s ideas. They are probably not as good as your own.

Now solve the problem.
Keeping accounts

Most businesses are constantly buying and selling things in order to make a profit. The things the business owns are called assets (see page 4). Assets normally include land, buildings and equipment. Fixed assets are the least liquid of assets and include buildings and land. As we saw in Chapter 1 the more liquid an asset is the more easily it can be changed into cash. Current assets are those assets which often change (e.g. stock) and so are more liquid.

When the business owes money it is said to have liabilities. Liabilities might include bank loans or raw materials bought on credit. Current liabilities are those liabilities which have to be paid in a short period of time, usually less than a year. Current liabilities would include trade credit. Long-term liabilities are those debts which take longer than a year to pay. A mortgage is an example of a long-term liability.

The people to whom a business owes money are called creditors. A debenture holder is classed as a creditor, for example. The people who owe money to the firm are called debtors.

As we have seen, firms will employ accountants in order to keep track of their finances. The accountants will produce various reports and accounts to help managers and owners make decisions about their firm. Each year the accounts will be checked by accountants from outside the organisation. This is known as an audit. If the auditors - the people checking the accounts - are satisfied that they are accurate they certify them as providing a 'true and fair view' of the business's affairs. Two of the most important sets of figures are the profit and loss account and the balance sheet. We will look at each of them in turn.

![Accountants help keep accurate records](image)

Profit and loss account

This is sometimes called the trading account or income statement. The profit and loss account is a summary of the total of the business's purchases and sales over a given period, normally one year. The layout of a profit and loss account varies but the following example demonstrates the main points.

237
51 Heat engines

A heat engine is a machine which changes heat energy, obtained by burning a fuel, to kinetic energy. In an internal combustion engine, e.g. petrol, Diesel, jet engine, the fuel is burnt in the cylinder or chamber where the energy change occurs. This is not so in other engines, e.g. steam turbine.

Petrol engine

(a) Four-stroke engine. Fig. 51.1 shows the action. On the intake stroke, the piston moves down (due to the starter motor in a car or the kickstart in a motor cycle turning the crankshaft) so reducing the pressure inside the cylinder. The inlet valve opens and the petrol-air mixture from the carburettor is forced into the cylinder by atmospheric pressure.

On the compression stroke, both valves are closed and the piston moves up, compressing the mixture.

On the power stroke, a spark jumps across the points of the sparking plug and explodes the mixture, forcing the piston down.

On the exhaust stroke, the outlet valve opens and the piston rises, pushing the exhaust gases out of the cylinder.

The crankshaft turns a flywheel (a heavy wheel) whose momentum keeps the piston moving between power strokes.

Most cars have at least four cylinders on the same crankshaft, Fig. 51.2. Each cylinder ‘fires’ in turn.

in the order 1-3-4-2, giving a power stroke every half revolution of the crankshaft. Smoother running results.

(b) Two-stroke engine. This is used in mopeds, lawnmowers and small boats. Valves are replaced by ports on the side of the cylinder which are opened and closed by the piston as it moves.

In Fig. 51.3a, the piston is at the top of the cylinder and the mixture above it is compressed. The exhaust and transfer ports are closed but fresh mixture enters the crankcase by the inlet port. When the spark ignites the compressed mixture, the piston is driven down on its power stroke, closing the inlet port and compressing the mixture in the crankcase.
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TAHRIG 14

1. Ehmeż i, ek, u, ma':—
   Xoffa — darsa — hajfa — xewqa — sahha — kamra
   — kelma — qoffa — tfulija — sengha.

2. Ikteb ta'jeb dawn li ġejjin:—
   Hajjti, widinathom, tliet ihbieb, kelmtit, sahthitdom, sahtek,
   disa tirgiel, seneghthom, hotobthu, erbghat ifniek, tmient
   iftal, darsita, kamartom.

3. Dahhal it-T Marbuta:— (Eż. Il-mara ta' ġanni =
   mart Ganni: il-hajja ta' Pietru = hajjet Pietru):
   il-qasba ta' sienq; ix-xewqa t'omni; il-harsa tas-
   surmast; il-qawwa ta' drieghu; il-kelma tas-sultan; il-hajja
   tal-fajir; il-halfja tas-sid; is-sengha tal-ħaddied; id-darsa
   tat-tifel.

4. Ehmeż ha, na, kom, hom, mal-kliem ta' Nru. 1.

5. Ikteb kliem flok numri:—
   2 hbieb ḏulun, 10 jiem sbieh, 3 xbar drapp,
   9 klieb tal-kaċċa, 6 riġel beżlin, 4 biie t'om, 9 afief vojta,
   7 niieq ġzgar.

6. Ikteb sentenzi b'dawn il-kelmiet bit-T Marbuta:—
   mara — darsa — erbgha — hajfa — tlieta — lejla.

7. Tghallem ikteb:— (3 darbiet)
   naghsa — ġemgha — soghla — laqgha
   raghda — fergha — roghda — qatgha
   qaghda — setgha — loghba — telgha
   naghla — xemgha — soghba — belgha

— 60 —

LEZZJONI 15

IL-KAS AKKUZATIV U L-KAS DATTIV

1. In-Nom jew il-Pronom li fuqu jaqa' l-ghenul tal-verb ikun
ta' Kas Akkużativ jew Dirett.

2. Il-Pronomi Akkużativi li jinhemżu mal-verb huma:—
   ni, ek, u, h, ha, na, kom, hom.
   Eż. rani, rakh, rah, raha, rana, rakom, rahom.

3. Il-Pronomi Akkużativi jistghu jinghaqdu mad-Dattivi.
   Meta jiġri dan il-Pronomi Akkużativi h jew u, isiru hu
   u ha ssir bie.
   Eż. Ta ktieb lili jew tah lili jew tahuli; xtara libsa lili
   jew xtraha lili jew xtrahleli.

4. In-Nom jew il-Pronom li jahbat wara l-particella lil ikun
ta' Kas Dattiv jew Indirett.

5. Meta l-particella lil tinghaqad mal-verb titqassar f'li
   bli-Pronomi Mehxmużin magħha. Ghalhekk issir:— li, lek,
   lok, lu, lha, lna, ikom, lhom.
   Eż. kitibl, kitiblekk, kitiblu, kitibliha, etc.

6. Lha, lna, ikom, lhom jieħdu Vokali tal-Lehen qabilhom
   meta jinhemżu ma' verb li jispiċċa b'konsonanti.
   Eż. sab + lha = sabliha; tafa' + lha = tafghalha.

7. Il-Verb li jispiċċaw bl-(c) jibdul l-gh meta jinhemżu
   magħhom il-Pronomi Akkużativi jew Dattivi.
   Eż. sama' = semaghni (Akk.); rafa' = refaghli (Datt.).
Gwerrà u Pacì


Meta twieled Ġesu',
Xi maği mill-Lvant ġew ġerusalemm
jistaqsu: "Fejn hu s-sultan tal-Lhud li twieled?
Għax rajna l-kewba tieghu fil-Lvant, u ġejna nqimuh".

Is-sultan Erodi sema' bihom
u thawwad hu u ġerusalemm kollha mieghu.

Imbaghad Erodi sejjah bil-mohbi 'l Maği,
u bir-reqqa kollha tkixxef minn ġhandhom iż-żmien
li fih dehritilhom il-kewba,
bagħathom f'Bettlehem, u qalilhom:
"Morru staqsu bir-reqqa għat-tifel;
u, meta ssibuh, ejjew ghiduli,
biex jien ukoll niği nqimu."

Dawk, wara li semghu s-sultan, telqu;
u, ara, il-kewba li kienu raw fil-Lvant
bdjet miexja quddiexhom
sakemm waslet u waqfet fuq fejn kien it-tifel.

Kif raw il-kewba, imtlew f'ferh kbir tassew.
U meta dahl li d-dar,
raw lit-tarbija ma' Ommu Marija,
u nxtehtu jqimuh.
Appendix 8: List of Bilingual Books


Brochure: Lombard Bank (Malta) Limited

### TERMS AND CONDITIONS:

The terms and conditions of the Lombard Capital Bonds are simple and easy to understand. These are set out below for your reference.

**AMOUNT:** Bonds can be purchased in multiples of Lm1000 - minimum Lm1000, maximum Lm10000.

**PERIOD:** Bonds have a minimum duration of 3 years and maximum of 5 years - the choice is entirely yours.

**INTEREST:** A contractual rate of interest for the time being 5.5% p.a. is fixed throughout the deposit period, but compounded annually over the term of the bond.

**RETURN:** Return at the end of the deposit period is reflected in the contractual rate of interest added to capital every year, earning interest on interest in subsequent years.

**ANNIVERSARY OPTION:** On the fifth anniversary you can choose to renew your bond for a further one or two years. The contractual rate of interest can vary in line with interest rates prevailing at the time if this option is exercised and the bond is renewed. Unless written instructions are received prior to the fifth anniversary, this option cannot be exercised.

**WITHDRAWAL:** Withdrawal of funds can be made on each anniversary after the third year. Withdrawals can be made in multiples of Lm1000 and on each anniversary only. On any withdrawal prior to maturity, the Bank reserves the right to alter the contractual rate of interest provided that the minimum savings rate is guaranteed.

**STATEMENTS:** Statements will be mailed as a reminder of your holding and after the third year showing the Capital lump sum standing to your credit.

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### KUNDIZZJONIJIET

Il-Kundizzjonijiet ghal-Lombard Capital Bonds huma semplici u hiexx biex jinfitiehmu. Qegheidn inniżiżhom hawn:

**AMMONT:** Il-Bonds jistgħu jinxtraw f’ammonti ta’ Lm1000 : i-inqas Lm1000 - l-aktar Lm10,000.

**TUL TA’ ŻMIEN:** Il-Bonds jkunu marbuta ta’ l-inqas għal żmien ta’ 3 snin u l-ieżed għal 5 snin - l-ghażza hi kollha f’idejk.

**IMGHAX:** Ir-rata ta’ imghax ghalissi hija ta’ 5.5% kull sena, fissa għaż-żmien kollu tad-depoziżju li tagħżel u kull sena l-imghax jgi jmagħdud mal-kapital bil-qligh ta’ imghax fuq imghax tul iż-żmien kollu tal-Bond.

**DHUL:** Id-dhul fl-ahhar tal-perjodu hu rifless fir-rata ta’ l-imghax miżtiehem magħdud mal-kapital kull sena.


**ŻBANK:** Ġbid ta’ flus jista’ jsir f’egħluq it-tielet sena jew f’kull anniversarju ta’ wara. L-żbank jista’ jsir f’ammont ta’ Lm1000 u fid-data ta’ l-anniversarju biss. F’kaz ta’ żbank gabel iż-żmien li tkun għażilt il Bank żomm id-dritt li jibdel ir-rata ta’ l-imghax miżtiehem, izda jggarantixxi ta’ lanqas ir-rata fuq Kont ta’ Tifidil (Savings Account).

**RENDIKONT:** Jimbaghat rendokint bil-posta biex il- Bank ifakkar il-flus li wiehed għandu iddepozitati u wara t-tielet sena jkun juru is-somma kollha li tkun ngemgeth sa dak in-nhar.
A good education is an asset for life. The Bond can be programmed to provide a planned series of payments to meet the costs in the most efficient way. You need to put aside less than you might think. The earlier you start, the easier it is.

The Baby Bond is not limited to education provision and it is not just for Babies! - it can be used to help your child purchase a house, or accumulate the money to hold the wedding of a lifetime. Whatever the aspiration Baby Bond can be programmed to provide, from schooling to succession duty.

Minn jirza bhala bond ghall edukazzjoni jew bhala tfladdi ta' llus ghall-trabi, il-Baby Bond tista' tghin hi-ttal tieghel biex jistru dar jew biex taghnullhom tieg mill-issbb. Din il-polzu tista' tigi ghaddattata skond ic-cirkustanzi ta' kull individwu.
1. PURPOSE OF ISSUE: The present issue of Stock is being made for the purpose of making good the deficit incurred by the Consolidated Fund to meet expenditure during the year 1992.

2. INTEREST: in full will be payable in arrear half-yearly on the 3rd July and on the 3rd January, in every year during the currency of the Stock. The first payment of Lm3.17.5 per Lm100 Stock covering the period from the 4th July, 1993 to the 3rd January, 1994, shall be made on the 3rd January, 1994.

Payment of interest will be made by warrant, which will be sent by post, at the stockholder's risk to the stockholder himself or to any branch of any local bank, person or body of persons to whom the stockholder has by a request in writing duly made to the Accountant General, authorised the Accountant General to issue such warrant. No warrant shall be paid until the relative receipt has been duly signed and such receipt shall be a full discharge to the Accountant General and the Government for such payment. In cases where Stock is registered in the names of two or more persons as joint stockholders the Accountant General may make payment in the manner above mentioned to the person whose name first appears in the register. A receipt for the payment of interest given by one of two or more joint stockholders shall, unless notice in writing to the contrary has been received by the Accountant General from any other joint stockholder, be a full discharge to the Accountant General and the Government for the payment of such interest.

3. REDEMPTION OF STOCK: The Stock shall be redeemed at par on such date between the 1st January, 1998 and the 31st December, 1998 (both days inclusive) as shall be determined by the Accountant General and notified in the Government Gazette.


Evangelisation and Spirituality

1. Merely informing others about the basic Christian message is not evangelisation.
2. Nor is simply helping people being evangelised to see that the Gospel is of such value that they are moved to change their minds and hearts and embrace it.
3. Beyond the giving of information, evangelisation involves motivating.
4. This factor of motivation requires that the evangeliser not only talk about Christianity, but also be personally involved and love it. Just as Jesus not only preached Good News, but also lived it, we have to embody the message we proclaim, if we want to be effective. From this perspective, the way we live our own lives as Christians is inseparable from our task of evangelising others.
5. Being used to "happiness messages" on TV etc., those with whom we wish to share the good news are likely to be sceptical of our message and the claims we make for it. The evangeliser must be able to witness to his experience of the reign of God as the most valuable message he has found to understand and live life.
6. Preaching the Gospel is like announcing to others trapped with you in a coal mine that you have found light at the end of a passageway.
7. The Gospel is the "Good News". It is new because it is the discovery of something previously unknown. It is new because it promises new life where none was expected.
8. It is good because the new life it points to is fuller, freer, a life filled with light instead of darkness. It is good because it offers the happiness all humans seek.
9. What is spirituality? It is a way of living that cooperates with the saving activity of the Spirit of Christ, who dwells within us. It is whatever a Christian does to open himself to union with God and to the grace to grow in the qualities that characterise God's reign.

As evangelisers, we want not only to proclaim God's reign, but to manifest "spiritual consciousness" in our words and actions. Spirituality is the concrete way in which Christians go about cooperating with the Spirit's attempt to create the reign in us.

Summary
The task of evangelisation is an essential element of Christian spirituality, and growth into the spiritual qualities is a prerequisite for effective evangelisation. In evangelisation we fulfill the commandment to love by sharing the way to ultimate human fulfillment that we have found.

The people we evangelise are important for our spirituality because they are means through which God continues to convert us to the fullness of truth and life. The Witness of our Christian lives demonstrates the value of the Gospel and motivates others to consider it for themselves.


JOE SAMMUT
1. KEMM SER IDDUM?
RIT. Iwiegbek habib, il-lehen li hemm fik, iwiegbek il-lehen li hemm fik.
RIT. Iwie^bek habib

2. I BELIEVE
I believe for every drop of rain that falls, a flower grows.
I believe that somewhere in the darkest night a candle glows.
I believe for everyone who goes astray, someone will come to show the way. I believe, I believe. I believe above the storm the smallest prayer will still be heard. I believe that someone in the great somewhere hears every word. Every time I hear a new born baby cry, or touch a leaf, or see the sky, then I know why I believe.

3. ALLA MISSIER
Kull wiehed minna mahbub amin Alia, ghalhekk ahna nghixu qhal din l-imhabba li tghaggadna filmkien haqa uwaħda mal-Missier u ma xuixin. Iva ghallex Alia mhabba bla qies.
Bhal ahwa ninqaqudu b'tama kbira fin, ninqaqu t'din il-għaqqid nghixu din l-imhabba Ghallex Hu tuq kulhadd, fuq il-hajja, fuq ix-xemx, tuq il-holqien. Iva ghallex Alia mhabba bla qies.
Alia huwa mhabba u liberat Alia huwa mhabba u verita' Alia huwa mhabba u unita' Alia mhabba mhabba u unita' Alia mhabba mhabba u unita' Xna ridu nghixu dar l-ideal Qatt ma se nhallu dan l-ideal Qatt.

4. MADONNA MARISNI
Česu' għallini nħobbok Ressaqni dejjem lejk Žommni fil-grazzja tieghek Taħt il-harsa t'ghajnejk.
Madonna harisni, Madonna salvani, Biex mieghek ghal dejjem Fil-genna tarani.

5. DAN HUWA L-JUM
Dan huwa l-jum. dan huwa l-jum Għamlu l-Mulej, Għamlu l-Mulej Nifirhu fih, nifirhu fiha U nithennew bih u nithennew biha Dan huwa l-jum għamlu l-Mulej Nifirhu fih u nithennew biha Dan huwa l-jum, dan huwa l-jum Għamlu l-Mulej.

6. MAGHKHOM INKUN
Magħkhom inkun jien kuljum) Magħkhom inkun jien kuljum) Magħkhom inkun jien kuljum)X2 Jughid il-Mulej.)
Appendix 10: Newspaper Cuttings


**By a Staff Reporter**

A random survey among 186 Maltese people has revealed that an overwhelming percentage of parents used the Maltese language in interaction with their children.

Of the respondents, who were representatives of both sexes, of all socio-economic groups and from all geographical regions, 96 per cent said they conversed with their mothers in Maltese and 87 per cent said they spoke to their father in Maltese.

Respondents whose parents spoke to them in Maltese hailed from the outer harbours and south-eastern regions of Malta and belonged to that socio-economic group which encompassed professional people, executives and administrative personnel.

The survey, carried out in May, is good news for anyone fearing that Maltese may be losing ground to the English language. It also, incidentally, took the surveyors — mainly Prof. Albert Borg, director of the Institute of Linguistics, historical linguist Mr Manwel Mifsud and socio-linguist Dr Lydia Sciriha — by surprise. They commented that the reasons given by those who spoke Maltese at home showed that there were deep-rooted sentiments on Malta's national language.

The three linguists, who yesterday jointly presented a paper on "The position of Maltese in Malta" during a meeting of experts on linguistic planning at the Foundation for International Studies in Valletta, cited the following reasons for the respondents' preference for Maltese: they were Maltese and proud to be so; they did not know English; Maltese was the national language.

The situation was somewhat different in some schools where English was given preference over Maltese. This was especially evident in private schools.

But, the paper adds, the majority of those surveyed agreed that provided that textbooks were available in Maltese, instruction should be kept to the minimum "so that children would be able to understand more."

**CLEAR POLICY**

The use of Maltese, or English, in the education system was dwelt more at length by Ms Antonette Camilleri, an applied linguist, in a paper on this subject.

Describing the classroom as a microcosm of society, she said there were classrooms where Maltese was more prevalent, others where English was more common and yet other classes had a mixture of both languages.

Quoting examples of lesson transcriptions, where both languages were used at once, Ms Camilleri argued that there was a lack of clear policy from the Department of Education regarding the medium of instruction in government schools.

Teachers felt they needed to use both languages. English because educational materials and examinations were set in that language; and Maltese in order to make sure that students had understood.

Drawing from her own experience as a primary school teacher, she said that quite a number of children, whose home language was Maltese, lagged behind in some subjects where written work was done in English. This included some areas in the mathematics syllabus, such as "story-sums", which children aged seven found difficult to understand.

Ms Camilleri consequently suggested that primary school texts be provided in both Maltese and English. English since it was important for further education; the Maltese text to serve as an aid to understanding.

In his paper, Prof. Borg, Mr Mifsud and Dr Sciriha, make a reference to these Maltese speakers of English. They write: "The results of the survey have shown us that it is an illusion to think that English is replacing Maltese in both the domain and the media variables. The subjects' attitudes towards the English language are not that positive together.

"This is borne out by the fact that most of the informants rated those Maltese who speak English either proud or silly or nobody special. Only 33 per cent of the informants rated Maltese speakers of English as intelligent and as pertaining to the higher echelons of society."

But a multi-lingual society is no novelty for the Maltese islands. Maltese history was characterised by a climate of great linguistic tolerance. For long periods, languages co-existed alongside each other; the Punic was used along side Greek and Latin under the Romans (evidenced by coins and inscriptions); Arabic maintained its presence into Norman times (as can be seen from 12th century tomb inscriptions).

During the times of the Order of St John, Maltese was one language to be heard among those of the different languages of Europe.

It was not true, the paper emphasises, that up to this time Maltese was scorned. Different languages co-existed because the ruling class had its language, the Maltese there.

During the first century of British rule, English was likewise considered the language of the ruler. Gradually, the Maltese began to recognise it as an international language, and useful.

This new role for English in Malta was not qualitatively different from that being accorded it in European countries, the paper observes.

But there were disruptive forces which threatened the co-existence between these two official languages for Malta. There were unifying forces, however, bringing the Maltese people together.

"We desire union with bigger cultural blocks, but we desire it as Maltese, not as Maltese," the linguists wrote.

It was the duty of politicians to see that Malta did not sacrifice its identity.

**FLYING THE FLAG**

"It was not wise," they opined, "to have a song in English representing Malta in the European Song Contest when every other country sings in the language expressing its own identity."

The paper likens this to waving a silk flag that has been cut in half.

The Maltese also tended enthusiastically to imitate the cultures of the English-speaking peoples.

"Maltese women," the paper said, "will undoubtedly follow the latest fashion in clothing — or in its lack — originating from Europe."

On another level, most Maltese willingly discarded the wooden balconies adorning the facade of their house and exchanged it for an aluminium one — even if it jarred with the village environment.

The state had a lot to contribute towards the advertising of Maltese culture, the paper said, suggesting the setting up of a national academy to gather, publicise and foster the Maltese cultural heritage.

There were new areas of thought and of science for which the Maltese language was still not equipped. In many areas of life, Maltese words were being substituted by foreign ones. It was therefore incumbent on the associations for the promotion of Maltese to draw up a plan to collect traditional vocabulary and also to find ways for Malta to discover from within its own resources the required vocabulary.

In his address, Dr Mifsud Bonnici also dwelt on Malta's bid for EC membership. To date, he said, the community recognised nine languages. With the entry of new member states this number needed to become less for it would not be feasible to translate all the documentation in 18 languages.

Nor was it wise, he added, to keep a country out of the community merely to keep translation expenses down.

"The Maltese government is of the opinion that the English is already an official language in Malta. It should not allow any linguistic and cultural pressure to stand in the way of Malta's bid for EC membership," the minister said.

The meeting continues this morning in Gozo.
X'inhi fjura


Prost Mark u ma kellek għalliejn togħod tħussequ biex ukoll." Ħawn uħud li ma jafux x'ini fjura u li huma iktar minnek sewwa. Fuq kollbox jien nistru għajrin na' li ħawn taf bħalet li jehdu interess fin natura.

Mnqibr bil-kotton sabih ta' mażwawma, mnqibr l-lambjent, il-bnejdem jispirda biex jpleted jaċħrat is-saluh u l-Ikrax. Tissa filmien, nippruvaw inħarsu lejn fjura, tkun liema tkun.

Għamla

Dawn kważi dejjem tkunu ħodor u jissu ħata lill-weraq zghur. Xi whud mill-fjuri m'ghandhomx kalsi. Naxxan daqq għajrn lejn ic-crekki li bi-Ingliż jissu ħolori.


Iċ-ċiklu tal-pjanta


Letters to the Editor about language issues

THE SUNDAY TIMES, JUNE 23, 1991

Living language

From Mr Mario Serracino Inglott, SIR. - Mr H.V. Agius (The Sunday Times, June 16) could have been right only if he had maintained that some may be showing a rather high degree of patriotism towards our language (Maltese) without perhaps being scholarly about it and for reasons which could be looked for elsewhere. One must be perturbed by the misuse of a language, particularly his own! The use of a foreign language, however internationally accepted, should not give the speaker a “superiority complex” especially when addressing a fellow native; if anything such unethical act should humble him!

But, fortunately for us, Mr Agius offered “three suggestions which are aimed to solve the problem and make the Maltese language more interesting and more appreciable at least to our people”. (my italics).

It has to be well understood that Maltese is a living language! It may even be structurally older and more beautiful than Greek or Latin; but we all know the saying about comparisons! I imagine Mr Agius is Maltese and would not like even to ever dream of studying his own language as a foreign subject!

“Malti saff” is an old undefinable motto with various connotations which, when linked up with origins of “Old Semitic” and “Phoenician” alphabet seems to try to suggest an honourable burial of the language. The strength and beauty of our language lie in the unique fact that while its roots point towards the East, the successful adoption of the Roman alphabet enabled it to absorb with considerable ease Romance influences in word and idiom.

Maltese Literature is still in its infancy! In any language there are good literary works as well as other publications meant for mass consumption. We may also be slowly reaching such goals and Mr Agius must have seen the proliferation of trash paperbacks in the UK without ever thinking that English Literature should be restricted.

I hasten to add that the inclusion of certain books in school or other syllabus should be more carefully planned and possibly involve consultation, of some sort, with teachers, who are, in this matter, the nation’s yardstick.

Yours truly,

St. Andrews.

M. SERRACINO INGLOTT

THE SUNDAY TIMES, FEBRUARY 7, 1999

TVM and radio language

From Dr René Eminyan, SIR. - In his interview with Charles Xuereb (“Meeting People”, The Sunday Times, January 17) my old mentor Professor Agilas rightly lashed out against the abuse of using numbers in English in Maltese programmes on TVM.

This is disgraceful, and is not limited only to numbers: often whole phrases and sentences are uttered in English by participants who should know better, and by those using phone-ins.

The responsibility lies squarely with the presenter or chairman of the forum who should stop and correct the culprit there and then, saying “Do you mind putting that in Maltese?” Even children who are asked their age, promptly answer giving the number of years in English. When this abuse is allowed with impunity, I am afraid I cannot say prossit tal-programm.

Presenters should set an example, and participants who cannot, or will not speak colloquial Maltese should keep out. Unfortunately this unsavoury mixture is allowed to go on in all local radio stations as well. For instance, recently a female caller on Kif jenena qiejden nghidul (Radio Malta 1, January 22) time and time again spluttered out six words in English to every four Maltese. I am sorry I didn’t have a quick-acting antimetic handy at the time.

Yours truly,

R. EMINYAN
St. Paul’s Bay.
It-'tarmac' fi Mdina Road

Sur Editur,
FTTT tax-xhur ilu kont ktibtek u semmej l-istat hazin hafna ta' ċerti torq f'Malta. Wahda minn dawn kienet Mdina Road, bejn Hal Qormi u Haż-Zebbuġ li bi pjaciż innutajj li dan l-ahhar parti kbira minnha nghatat it-'tarmac.

Kull min dawn il-granet ghmel uzu minnha, seta' jinnota d-difference kbira minn kif kienet ghal kif inhi. Ghal din it-triq intuża tip ta' 'tapit' ap-posta mqsiejjaha Geotextile li jkopri minn naha ghall-ohra tat-triq bl-inqas ġonot possibbli.


Hal Balzan Mario Theuma

'Cassette' ta' marci ġodda

IS-SOCJETÀ Muzikali 'Santa Katarina' taż-Żurrieq irrekordjatsett ta' marci ġodda li se jindaqu mill-Banda 'Santa Katarina' fil-Festi Centnariiji f'għieħ il-Patruna Titulari taż-Żurrieq bejn id-29 ta' Awissu u 1-5 ta' Settembru.

Dan il-'cassette' jinkludi kompożizzjonijiet, ta' Espedito Deguara, Frances Falzon, Andrew Calleja, Ray Sciberras, Joseph Sammut, Henry Attard, Archibald Mizzi, John Mamo, Andrew Coleiro, Paul Schembri, Nazzareno Mifsud, Orazio Cachia, Anthony Aquilina u Nikola Bugeja.

Dawn kienu rekordjati mid-Ditta Boffa ta' Rahal Ġdid u jinsabu ghall-bejgh f'il-Każin tal-Banda Santa Katarina u fil-hwienet ta' Boffa tal-Belt Valletta u Rahal Ġdid.
3,800 XTRAW ‘STOCKS’ TAL-GVERN

IL-BEJGH ta’ li stocks tal-Gvern li hargu fuq is-suq fil-5 ta’ Gunju li ghadda bl-iskop li jaqghlu tajjeb ghall-izbilanċ fil-Budget tas-sena l-ohra tant kien’ tajjeb li issa mhux mehtieg li jinhargu stocks ohra f’Ottubru li ġej kit kien ġipjanat.

3,800 individwu xtraw parti kbira ta’ dawn li stocks. Mill-analizzi li saret instab li Lm700,000 ġew minn flus li kienu avestiti fi flus barrani f’Malta. Lm3 miljun ohra ġew minn flus li kienu fl-idejn jew “taht il-moduma” u Lm48,000 minn bearer accounts. Il-kumpla-ment kienu flus fihom. Il-Gvern din is-sena kellu bżonn jissellet Lm28.8 miljun biex jagħmel tajjeb ghall-izbilanċ fil-Budget. Bhalma għamel f’dawn l-ahhar snin iddecieda li johroġ stocks ghall-bejgh biex permezz tagħhom ikollu f’flus mehtieġa.


Preżenti ghall-kofrenza ta’ l-ahbariżiet kien hemm ukoll Josef Bonnici, Segretarju Parlamentari fl-istess
Appendix 11: Official Circulars about the use of Maltese

OPM/312/72
OPM/1896/65

OPM CIRCULAR NO. 52
OFFICE OF THE PRIME MINISTER
CASTILLE
VALLETTA

4 June 1987

To Heads of Department

USE OF MALTESE IN OFFICIAL CORRESPONDENCE

The attention of Heads of Department is drawn to the need for the proper use of the Maltese language in official correspondence.

In this respect, Heads of Department are kindly requested to ensure that letters addressed to Maltese citizens should, as far as practicable, be written in Maltese and that, in any case, replies to letters addressed to Government Departments in the Maltese language should invariably be written in Maltese.

Heads of Department are also requested to ensure that forms, including receipts, office orders and notices meant for the general public should as far as possible be in Maltese with a translation in English whenever this is considered necessary.

J Sammut
Administrative Secretary
Lill-Kapijiet tad-Dipartimenti

L-UZU TAL-MALTI F'AVVIZI LILL-IMJPJEGATI

B'rifenza ghac-Cirkulari Uru 52/87 mahruga minn dan l-ufficcju, nigbed l-attenzjoni tal-kapijiet tad-dipartimenti dwar l-ghazla ta' lsien ghal avvizi ndirizzati lill-impjegati ta'ghhom.

Kemm l-Inglix kif ukoll il-Malti jistgħu jintuzaw ghal dan il-għan. Madankollu, izda, iċ-ċirkularijiet, id-direttivi, l-avvizi dwar passi dixxiplinarji, jew xi avvizi ohra ghall-impjegati għandhom jinkitbu bil-Malti meta jkun hemm xi dubju li l-impjegati kkonserti ma jifhum bl-Inglix.

J Sammut
Segretarju Amministrattiv
Appendix 12: Author's publications


Camilleri A. 1993b. "Language choice and codeswitching motivations in Maltese bilingual classrooms". *BAAL Seminar on "Bilingual Classroom Discourse"*. Lancaster University: July 1993. ..................... 290

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CROSSLINGUISTIC INFLUENCE IN A BILINGUAL CLASSROOM: THE EXAMPLE OF MALTESE AND ENGLISH
Antoinette Camilleri (DA1)

Abstract
Maltese and English are used as media of instruction across the curriculum in Maltese schools. It has been observed that both languages are normally used within any one lesson and, as is here illustrated by a continuum of crosslinguistic influence, they are mixed in complex ways. As within Maltese society at large, a new variety called Mixed Maltese English has emerged and is being used as a medium of instruction. This presents language teachers and language planners with a number of problems, some of which are identified at the end of the article.

1. Bilingualism in Malta
Maltese is the national language of the Republic of Malta and is used for official and administrative purposes on the islands, at the Law Courts, in church services and other religious celebrations, and in national and cultural activities. It is the mother-tongue of the majority of the population and for these people it also serves the functions of communication within the family, circles of friends and other social activities.

English shares an official status together with Maltese and is used for educational purposes, for business and other written correspondence, for international communication and it also serves a very important function in a major local industry - that of tourism. For a few people it is their first language, while for others it shares equal native language status with Maltese, as some families use both languages at home.

Thus, Maltese and English come together within the Maltese speech community at two levels:

(i) at the level of the bilingual individual who learns and uses both languages from childhood;

(ii) at the societal level each language is used for different purposes - although sometimes there is an overlap when both are used in the same situations, as in the classroom.

The variety of English spoken in Malta has been described by Broughton (1976) as Maltese English and is set forth by him as a realistic goal to aim for in the teaching of English in Malta. However, Borg (1980) notes that when Maltese speakers interact in English, sometimes their utterances contain both Maltese English and Maltese words and phrases. In the Maltese bilingual context there is frequent interchange in the use of Maltese and English and the two languages seem to converge to form what has been termed Mixed Maltese English (Borg, 1980).
From a linguistic point of view, Mixed Maltese English cannot be considered a homogeneous and discrete variety; rather, it is realized by a continuum of speech styles, characterized at one end by a minimum of interference from Maltese and at the other end by an ever increasing influence of the mother-tongue (Borg, 1983, 1985).

Although this variation in language use within Maltese society has been observed (mostly in informal gatherings and also in semi-formal situations such as discussions on the local radio), these new varieties have not yet been described. Language use in the classroom has not been investigated either. For these reasons, the work of which this paper is a fragment tries to answer the questions as to (1) whether, and (2) in what ways Maltese and English operate as media of instruction in Maltese classrooms.

2. The Maltese bilingual classroom

There is no written policy or statement about the use of any language as medium of instruction within the Maltese educational system. For everyday written work, the language of the textbook and of the examination is used. For example, the textbooks and examination papers for Maltese, Religion, Social Studies and Maltese History are in Maltese, while for all the other subjects English is used (except for the teaching of other foreign languages where the language taught is emphasised as medium).

In a preliminary attempt to gather data from the classrooms themselves about the use of two languages as media of instruction, a number of lessons across levels, schools and subjects were observed and tape/video recorded.

From this data it appears that both Maltese and English are generally used within any one lesson. For example, in those subjects where written work is done in Maltese, sometimes both teachers and pupils resort to English in spoken language to express a feeling or to explain an idea. During one observed social studies lesson in Maltese, about the Maltese natural environment, two poems in English, relevant to the topic, were read out and explained. During the other lessons where English is the written medium, spoken interaction both between teacher and class, and among pupils themselves in group work, is commonly carried out in Maltese.

On closer inspection of the lesson transcripts, a more complex picture of the use of the two languages emerges. It seems that the frequent interchange in the use of Maltese and English in the classroom, as within Maltese society at large, has brought about the widespread use of a Mixed Maltese English variety. As I shall try to illustrate with a continuum of crosslinguistic influence, based on lesson transcript data, the situation cannot be merely described in terms of borrowing and code-switching because within any one utterance Maltese bilingual speakers make use of a range of different elements from both languages at the same time (see lesson transcript below as an example).

3. Crosslinguistic influence

Kellerman and Sharwood Smith (1986) introduce the term crosslinguistic influence to describe the interplay between earlier and later acquired languages. It is a neutral term which subsumes under one heading such phenomena as transfer, interference, avoidance, borrowing and language loss. In fact, the term could be extended to include the whole range of phenomena resulting from language contact, from interlanguages at the level of the individual at one end of the scale, to the formation of pidgins and creoles at the societal level at the other end.

I prefer to use the term crosslinguistic influence as a general term to explain the phenomena observable within the Maltese bilingual classroom (and possibly extend it to similar phenomena observable within the societal context) for the following reasons:

(a) It is a more neutral term than borrowing and code-switching. As Cassano (1977:150) points out, the choice of the term borrowing is not a very happy one since in language interchange, borrowing (and lending?) have very little in common with the commercial acts of which they are metaphorical extensions. It is language speakers and not languages that "borrow" terms from another language, the language from which the "borrowing" has taken place loses nothing; and the "borrowing" language does not return the "borrowed items"!

(b) Secondly, most definitions of borrowing (e.g. Hudson 1980:58; Mackey 1968:569; Haugen 1972:81) assume that it is one language which influences another. According to the Longman Dictionary of Applied Linguistics, borrowing refers to "a word or phrase which has been taken from one language and used in another language (Richards, J. et al. 1985)."

However, when languages come in contact at the societal level, the influence is not one-sided, since both of them influence the other. For example, Py (1985) gives examples of language attrition in the native language of Spanish migrant workers in Switzerland as a result of their learning and interacting in a second language. Rouchdy (1978) describes an immigrant Arabic community in the United States of America and reports that the observed interferences, or crosslinguistic influence, not only from English (in Bloomfield’s 1933 sense majority/dominant) to Arabic (minority/subordinate), but also from Arabic to English although to a smaller degree.

In fact, although both languages influence each other, their effect is not necessarily balanced or symmetrical. Buring (1970:169) explains that this is so because two languages rarely meet on equal terms, due to the relative social positions of the speakers of each language, or the attitudes of the community towards each language. For these reasons the two languages can be expected to undergo a different type of influence.

From the Maltese data it appears that, for example, the influence of Maltese on English is very strong at the phonological level, while the influence of English on Maltese takes place more commonly at the lexical level (see Figure 1). These inferences require further analyses and investigation into possible explanations.

(c) Mackey (1968:569) distinguishes between interference, i.e. the use of features belonging to one language while speaking or writing in another, and borrowing, when features of one language are used as if they were part of the other and are used by monolingual speakers who may know nothing of the language from which such features originated. In the Maltese context this criterion does not hold very well because all Maltese speakers could be described as bilingual to varying degrees, and therefore the criterion of use of items by monolinguals as a definition of borrowing does not apply.

In order to distinguish between the wholly and partially assimilated items in Haugen’s (1956) terms, I have used the criterion of orthography. Thus, words that originated from English and which are now written using Maltese orthography are considered to be wholly assimilated, while those items for which English orthography is still used are considered to be only partially assimilated.

(d) Other attempts have been made by various linguists to provide definitions of interference, mixed speech, and borrowing in order to differentiate between them.
4. **Continuum of crosslinguistic influence**

Figure 1 represents the continuum of crosslinguistic influence between Maltese and English, which will be illustrating in this section; it ranges from small scale borrowing of lexical items from English at one end, through different examples of code-switching, to Maltese influence on spoken English at the other.

![Diagram of Continuum of Maltese/English crosslinguistic influence]

**Translation**

T: it shrinks ok that means either material which shrinks when we say it shrinks right hm is not washed or else material which is hm delicate or else that something happens to it in the machine for example like suede right suede you know what suede is eh I showed you a picture of it suede jkkk nahlshul jhida jittebba allura that we don’t wash (d,l) ilkolok - fuq il-care label - hm - marka bhjg din - right (e) - now this is for washing ++ (writes on B/B) + + jessa imbagha there are these two symbols ++ voldien + there are these two symbols + ghandkom ideja ghal x’hies inhumah dawn is symbols - ghailfeija? (d,l)

Ps: bleach

T: very good - bleach - one of them - right - one of them - we can bleach (g) ++ (writes on B/B) ++ and this one ++ we do not bleach ++ (writes on B/B) ++ now - what types of material can we bleach? (g)

P: cotton

T: cotton + Marica

P: ga nsej

T: ga nsejt int + hm ovvương - ipprova ahseb pero + ipprova ahseb + x’tipi - illi perezejmp - libsa bhal tieghi din nista’ niblicijaha? (b)

P: le

T: le ghal x’hies?

P: ghas imur il-kulur

T: ghas imur il-kulur - igifferi - it is simple - I mean il-hwejeg li huma - li ghandhom il kulur film you can’t bleach it bleach them ok ghaliex il kulur - imur - (d,l,l)

Ps: bleach

T: very good bleach one of them right one of them we can bleach and this one we do not bleach now what types of material can we bleach?

P: cotton

T: cotton Marica

P: I forgot

T: you’ve forgotten already obviously try to think that for example a dress like mine can I bleach it?

P: no

T: no why not?

P: because it loses colour

T: because it loses colour that means it is simple I mean coloured clothes you can’t bleach them ok because they lose colour.
4.1 English influence on Maltese

(a) Assimilation

Haugen (1956) draws two classifications on the basis of degree or manner of assimilation of a particular element. The first one is a phonemic classification where elements can be wholly or partially assimilated or unassimilated when there is no adaptation to the phonology of the recipient language.

It is difficult to find examples of English linguistic items used by Maltese speakers that have not in some way or other been adapted to the phonology of Maltese. The following are some examples of wholly and partially assimilated elements.

Examples of wholly assimilated items:

kuker /kukar/ cooker
kejk /kejk/ cake
Amerka /amerka/ America

Examples of partially assimilated items:

structure /struktur/ structure
function /fonkzin/ function
triangle /triangel/ triangle
symbols /simbuls/ symbols
shirts /shirts/ shirts

On the phonemic level there can be total substitution as in loan translation, also known as loan shift or calque when morphemic substitution occurs without any importation from the donor language; loanblends when there is partial substitution, or loanword when there is no morphemic substitution.

Loanwords seem to be the most common examples in Maltese as in the examples above, and they are either partially or wholly assimilated.

Examples of loan shift are found in Maltese English as in the expression "things that run" for "things that normally happen", but I have not yet come across other examples in classroom data. Loanblends in Maltese are similar to the inflectional morphology examples below.

(b) Inflectional morphology

Hudson (1980: 60) gives the example of inflectional morphology as a kind of crosslinguistic influence. There are many examples of this kind of language influence in Mixed Maltese English and the following are some examples from classroom talk:

istorja /istorja/ she stores
istorreqa /istorreqa/ she stretches
sdrakiskija /sdrakiskija/ to dry clean
shilicijaha /shilicijaha/ I bleach it

(c,d) Tag-switching

Poplack (1980) speaks about the insertion of a tag in one language which is otherwise entirely in the other language. Tag-switching can occur either in Maltese or English utterances as in:

Teacher: it's a little spec, tara? (can you see?)
Teacher: kif rajinha l-bierah, right? (as we saw is yesterday, right?)
Teacher: bhal din, right? (like this one, right?)

(d) Code-switching

Gumperz (1982) speaks about conversational code-switching. This, unlike situational code-switching, which is more like diglossia, takes place in a situation where there is no change in situation or topic but there is a change in code. Conversational code-switching can be further subdivided according to Poplack's (1983) categories of intrasentential and intersentential code-switching.

Intrasentential code-switching of different types occurs within the clause or sentence boundary (as in tag-switching for example); while intersentential code-switching involves a switch at a clause or sentence boundary or when speakers take turns. Examples of intrasentential code-switching in Maltese:

Teacher: that changed food ikun jista' ghandhadd mit-tube ghal-cells (will be able to pass from the tube to the cells).
Teacher: il-hwejjeg li ghandhom you can't bleach (coloured clothes can't be bleached).

Examples of intersentential switching:

Teacher: we have substances going in and out ha naraw minn fejn sa jidhlu (now let us see where they get in from);
Teacher: basta juttolx two sides u included angle (as long as you have two sides and included angle);
Teacher: there are these two symbols ghandhom ideja ghal x'hejej inhumalu? (have you any idea what they mean?),

and in turn taking:
Teacher A: ma qallek xiex ta jihej hazin? (didn't he tell you anything whether it was right or wrong?)
Teacher B: he didn't say anything, nothing;
Student: and an angle
Teacher: eh melu mhux and an angle (no of course not and an angle).
Blom and Gumperz (1971) describe an instance of metaphorical code-switching when a variety normally used in one kind of situation is used in a different kind because the topic is the sort which would normally arise in the first kind of situation, for example, when someone is speaking in Maltese and then quotes what somebody else has said in English and actually says it in English. There are examples of this from Mixed Maltese English but no examples have as yet come up in classroom data. An example from a non-classroom situation is the following:

Speaker: Imbaghad qal li "Edinburgh is a very good University" (then he told me ...).

4.2 Maltese Influence on English

(i) Grammar

From the limited amount of data of Maltese English (as opposed to Mixed Maltese English) collected from classrooms there are no examples of Maltese grammatical influence on English. However, I present the following instances of spoken Maltese English as documented by Navarro and Grech (1984) as examples of this category:

- omission of the negative, as in Mind you cut your foot on the rocks (Maltese: Araq laqaq)
- pronoun precedes verb, as in Try you (Maltese: Impresa int)
- intensifying an intensifier, as in This steak is much more better than the one I ate yesterday (Maltese: Dan l-stakte hafna aqall milli kili bierah)

Navarro and Grech (1984) also give some examples of lexical choice deviance as in Don’t stand in the middle for “Don’t stay in the way” (Maltese: Toqghax ft-nafs) and the omission of DO-support, as in You want ice-cream? (Maltese: Tird geli?). Such examples, they comment, are prominent features of Maltese English.

(ii) Phonology

1. A phonetic distinction made in Standard English (SE) which is conspicuously absent in Maltese-English (ME) is that of the environmentally conditioned [dark I] as for example at the end of the word bull as opposed to the [clear ɪ] at the beginning of the word tip. The phoneme /ɪ/ is indiscriminately realized as [ɪ] in ME and never as [i]. (Vella, 1991 personal communication).

2. Voice distinctions made in SE may also differ slightly in ME. Maltese devoices obstruents word-finally. It is therefore highly likely that ME may be characterized by non-standard patterns of voicing and instances of word-final devoicing especially may frequently be noted.

3. Maltese speakers substitute the dental/alveolar stops /t/ and /d/ for the fricatives /θ/ and /ð/.

4. Centralized vowels do not have phonemic status in Maltese and this could account for the fact that the renditions of central vowels of ME would be peripheralized, /ə/ being given an articulation more appropriate for SE [ə] and [ʌ].

5. Where vowel reduction occurs, it seems to be much more restricted in ME than it would be in SE, and there seems to be a tendency in ME not to reduce vowels, even when these occur in what would be unstressed positions. This has implications for the rhythm of ME as compared with the rhythm of SE (see also Vella 1988).

Calieja (1987: 113) outlines three related features that characterize ME in this sense:

i. the occurrence of vowels of same quality in both stressed and unstressed positions;
ii. the increased number of stressed syllables and therefore of feet in the utterance;
iii. the increased number of tonic stresses and, hence, of tone groups.

5 Implications

The implications that emerge from this intense crosslinguistic influence are relevant both to language teaching practice as well as to language planning in education, and include the following:

- To what extent should features of crosslinguistic influence be corrected in (i) spoken and (ii) written language produced by students in both Maltese and English?
- Which model of each language is more appropriate in such a situation, e.g. Maltese English or British English?
- If Maltese English is really set as a target, in what ways would this affect English language proficiency in the future?
- How important is international intelligibility in a tourist island like Malta and what effects would the promotion of Maltese English have in this case?
- What effect does crosslinguistic influence have on the pupils’ proficiency in both Maltese and English?
- To what extent can/should the Maltese language be allowed to assimilate English items?
- Should a policy be set up to determine which language should be used during which lessons?

This brief description of Mixed Maltese English suggests a need for a more detailed functional analysis of mixed speech as a medium of instruction. There are various perspectives from which the transcript data could be studied, e.g. from a classroom process point of view to discover the pedagogical functions of mixed speech; linguistically, to analyse crosslinguistic influence at morphological and syntactic levels; and more generally, to find out about the macro-sociolinguistic meaning of the use of Mixed Maltese English as a medium of instruction.

Notes

1. Symbols used in the transcript:
   - T = teacher  -  = pause of less than 2 seconds
   - P = pupil  +  = pause of 2-3 seconds
   - Ps = pupils  ++  = pause of more than 3 seconds

2. The examples of assimilation and inflectional morphology take the form: Maltese spelling; phonemic transcription between obliques; and English spelling in italics.
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Poplack S. 1980. 'Sometimes I’ll start a sentence in English and they'll immediately switch to Spanish'. Linguistics 18: 581-616.

Pye B. 1986. 'Native language attrition amongst migrant workers: Towards an extension of the concept of interlanguage' in Kellerman E. and Sharwood Smith M. (eds.). 163-72


Vella S. 1988. 'An Acoustic Investigation of Vowel Duration in the Maltese and English of two Maltese-English speakers, as compared to Vowel Duration in the English of a Speaker of Standard English'. M.Sc. in Phonetics term paper, University of Edinburgh.
An Initial Analysis of the Use of Maltese and English 
As Media of Instruction

Antoinette Camilleri

Conference on Languages of the Mediterranean 
Malta: September 1991

Abstract

Maltese and English operate as media of instruction across the curriculum in Maltese schools. This paper reports the observation that both languages are normally used within any one lesson to varying degrees and in various ways. An initial qualitative list and some quantitative results of the empirical investigation are presented.

1.0 Introduction

According to the National Minimum Curriculum Regulations (1989), at Primary Level:

"Maltese will be the first language used in teaching but the teacher should also seek to speak English so as to accustom children to understand and speak the language. Those children who speak English at home should be trained to a more correct use of the language, in addition to their being taught Maltese."

(Schedule B.6)

In the National Minimum Curriculum (1988) for Secondary Level there are no regulations regarding language of instruction, and Maltese and English are mentioned alongside Mathematics as class subjects in 'the Communicative Core' (Schedule B).

These are very vague guidelines and there is no policy regarding medium of instruction at secondary level. This contrasts with what one often finds in other bi- or multi-lingual countries such as Luxembourg, Singapore and Hong Kong, where very specific instructions are issued (see for example Davis 1989; Tickoo 1986; Lord and Cheng 1987).

In countries where an official policy for the use of a particular language as medium of instruction is in force, one could evaluate the extent of success and failure of such policy and the reasons for it. In this case, however, the situation is more fluid. A lack of policy leaves the individual teacher with the responsibility of choosing whichever medium she/he thinks enhances student learning most.

From a planning point of view, having no pre-set regulations makes it an impossible task to evaluate the success or failure of any language as medium. First of all it is very difficult to objectively assess the success or failure of any teaching component by isolating language medium as the independent variable (let alone a whole education system), and secondly, no empirical research prior to this one had yet been undertaken in order to establish which languages are in fact used, and how they operate as media of instruction.

In brief, the aim of my research is to obtain an objective picture (as opposed to teachers’ perceptions) of language use in a number of Maltese secondary school classrooms. The justification is that there cannot be any serious language planning, goal-setting, implementation and evaluation of a
language policy unless the issues are clearly identified and the facts of language use objectively established.

In view of this, this fact-finding study which is still in progress, hopes to be able to present a descriptive analysis of the situation in terms of which, and how, the two languages, i.e. Maltese and English, are used as media of instruction in some Maltese classrooms.

At this stage I would like to point out that what I present in this paper consists only of quantified observations and is not intended to be evaluative in any sense. I would also like to mention the difficulty of obtaining permission to video-record and transcribe lessons, especially at primary level, and this research was only possible thanks to the generosity of a group of Junior Lyceum and Private Secondary School teachers.

2.0 The Maltese Bilingual Classroom

Superficially, subjects could be divided into two: those which are examined through Maltese, namely Maltese, Religion, Social Studies and Maltese History; and those that are examined through English, i.e. all the other subjects except the foreign languages which are examined through the language studied itself. Language subjects other than Maltese and English are not included in this study.

2.1 Preliminary Observation

During preliminary observation of both primary and secondary classrooms, it was noticed that Maltese and English are both used in various ways and to varying degrees by most teachers.

It was observed that, for example, where written work is normally done in English, spoken interaction often takes place in Maltese, while during lessons which are mainly conducted in Maltese sometimes English is used as well. The following are some examples:

(i) during a social studies lesson (Form 1 level), which was conducted through Maltese, two poems in English relevant to the subject were presented by the teacher;

(ii) on three occasions (Economics Form 4, Physics Form 3, and English Form 3) pupil-pupil interaction during group work was carried out in Maltese although the subject-matter and the written work was done in English.

Naturally, this continual shifting from one language to another called for more detailed analyses of the situation.

3.0 Data Collection

The data on which my analyses as presented here is based consists of 16 lessons from across the curriculum and at different levels. Due to the nature of the research it was not appropriate to select a random sample of lessons and the teachers who participated were asked to have their lessons video-recorded and then transcribed. The average duration of lessons was thirty minutes and the total time transcribed was eight hours and twenty-one minutes.

3.1 The Minimal Units of Analysis

Given that the aim, at this stage, was to quantify the use of Maltese and English, a minimal unit had to be established as a basis for
Various units were considered and tried out, but were not found appropriate. For example the ‘sentence’ could not be used since the data was all spoken; the ‘utterance’ was not appropriate either because the length of utterances varied greatly from one teacher to another making it impossible to compare; the ‘word’ was too small a unit since in this way code-switching could not be taken into account.

The minimal unit that was finally chosen was related to the smallest information unit found in a spoken text, very often coinciding with the simple clause.

3.2 The Qualitative Categories

Once the minimal units (henceforth m.u.) were all established, they had then to be coded and later counted. An exhaustive list of types of m.u. categories was charted, and each m.u. was coded. The following is a list of the coding categories followed by examples from the lessons themselves.

<table>
<thead>
<tr>
<th>Code</th>
<th>English Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>T:</td>
<td>refers to the teacher speaking;</td>
</tr>
<tr>
<td>P:</td>
<td>refers to a pupil speaking, and</td>
</tr>
<tr>
<td>Ps:</td>
<td>refers to a group of pupils answering simultaneously.</td>
</tr>
</tbody>
</table>

1 These codes refer to the codes used in the Oxford Concordance Programme.

2 The first letters refer to the school, followed by the subject and form level.

3 These numbers refer to the m.u. number on the transcripts.

4 T: refers to the teacher speaking; P: refers to a pupil speaking, and Ps: refers to a group of pupils answering simultaneously.
"0X2 - this consists of a group of seven categories. Each refers to a m.u. in Maltese which consists of one or more English terms."

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>0X2a</td>
<td>An English term commonly used outside the classroom</td>
<td>Han Integrated Science Form 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sod. Maltese Form 1</td>
</tr>
<tr>
<td>0X2b</td>
<td>An English term commonly used in the classroom</td>
<td>Han Social Studies Form 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sod. Economics Form 4</td>
</tr>
<tr>
<td>0X2c</td>
<td>An English term used in subject-matter</td>
<td>BB Needlework Form 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB Physics Form 3</td>
</tr>
<tr>
<td>0X2d</td>
<td>An English term used in subject-matter and within society at large</td>
<td>BB Maths Form 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Han Integrated Science Form 1</td>
</tr>
<tr>
<td>0X2e</td>
<td>Numbers in English (see also Cucciardi, 1990)</td>
<td>Han Social Studies Form 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BB Home Economics Form 4</td>
</tr>
<tr>
<td>0X2c</td>
<td>Two English terms used in subject-matter</td>
<td>Sem Mathematics Form 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sem Biology Form 3</td>
</tr>
<tr>
<td>0X2dd</td>
<td>Two English terms used in subject-matter and society</td>
<td>BB Economics Form 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Han Social Studies Form 1</td>
</tr>
</tbody>
</table>
Categories 0X5 (a and b) involve tag-switching (see Poplack, 1980).

0X5a - tag in Maltese in an English m.u.
BB. Home Economics Form 4
134 T: for the national insurance sewwa
94 T: there will be deductions hux veru

0X5b - tag in English in a Maltese m.u.
BB. Needlework Form 1
376 T: jizzarrat hafna malajr yes

Categories 0X6 (a and b) involve a switch after the first item of the m.u.

0X6a - unit-initial item in Maltese in an English m.u.
Sad. Mathematics Form 4
207 T: issa look at those two triangles

Sem. Biology Form 3
350 T: mela the water passes through the xylem

0X6b - unit-initial item in English in a Maltese m.u.
BB. Home Economics Form 4
170 T: now imbaghad ghandna (then we have)

Han. Integrated Science Form 1
589 T: so suspera li tifhem l-importanzat taghha l-kwistjori (I hope you understand the importance of the problem)
Code-switching occurs in two principal ways: intrasententially (0X7a) and intersententially (0X7b) (see Poplack, 1980). The intersentential code-switches (c-s) involve more than one item from each language (as opposed to categories 0X5 and 0X6). Some of the intersentential c-s have also been observed to play a certain communicative role and so they have been subdivided into four types, as illustrated below.

0X7a - intrasentential code-switching (see Poplack, 1980)

BB. Economics Form 4
232 T: min jaf ighidi 0X7a what is a cheque (who can tell me what is a cheque)

Sad. Maths Form 4
255 T: eh mela mhux 0X7a and an angle (no not and an angle)

Zei. Home Economics Form 5
50 T: ghandkom idea 0X7a what it stands for (have you any idea what it stands for)

0X7b - intersentential code-switching

BB. Home Economics Form 4
245 T: ninety every six months
246 0X7b viktar ara (what else look)

BB. Needlework Form 1
287 T: from the caterpillar of the silk worm
288 0X7b beewwel iskolik il...first you have

0X7c - c-s marking change in topic or activity

BB. Physics Form 3
158 P: eighteen point three
159 0X7c min sa jnizel (who is going to write it down)

Han. Integrated Science Form 1
637 T: mhux it-tfal kollha jaharqu (not all children burn it)
638 0X7c now page forty please

0X7d - c-s at point of turn-taking

Han. Integrated Science
715 P: munghair ma npattghuha Miss (without tearing it Miss)
716 0X7d T: of course

Han. Social Studies
322 T: it was a project yes Stefan
323 0X7d P: Sir imma dawk qatghuhom (Sir but did they cut those)

0X7e - same person repeats the same thing in a different language

BB. Home Economics Form 4
299 T: imma x'gftandkom
300 0X7e what appliances do you have

BB. Needlework Form 1
289 T: which lays up to four hundred eggs in summer
290 0X7e fis-sajf dan jaghmel ibid erba mitt basta

0X7f - different person repeats same thing in a different language

BB. Home Economics
73 P: zewg liri
74 0X7f T: two hot day

Han. Integrated Science
692 P: a hot day
693 0X7f T: fix-xemx
4.0 Results

The following table enlists my quantified results in percentages.

<table>
<thead>
<tr>
<th></th>
<th>Maltese</th>
<th>English</th>
<th>X2</th>
<th>X7a</th>
<th>X7b</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>bbhec</td>
<td>10.5</td>
<td>50.9</td>
<td>2.9</td>
<td>6.5</td>
<td>8.9</td>
<td>20.30</td>
</tr>
<tr>
<td>bbmaths</td>
<td>26.6</td>
<td>20.2</td>
<td>26.1</td>
<td>20.1</td>
<td>2.2</td>
<td>4.80</td>
</tr>
<tr>
<td>bbphys</td>
<td>54.5</td>
<td>14.2</td>
<td>18.4</td>
<td>4.2</td>
<td>2.0</td>
<td>6.70</td>
</tr>
<tr>
<td>bbecon</td>
<td>45.3</td>
<td>22.3</td>
<td>13.8</td>
<td>4.9</td>
<td>8.4</td>
<td>5.30</td>
</tr>
<tr>
<td>bbnwok</td>
<td>47.1</td>
<td>9.0</td>
<td>24.5</td>
<td>9.7</td>
<td>3.9</td>
<td>5.80</td>
</tr>
<tr>
<td>hisst</td>
<td>77.6</td>
<td>7.1</td>
<td>6.7</td>
<td>1.0</td>
<td>3.7</td>
<td>3.90</td>
</tr>
<tr>
<td>hisc</td>
<td>56.9</td>
<td>17.9</td>
<td>13.3</td>
<td>3.8</td>
<td>9.0</td>
<td>0.90</td>
</tr>
<tr>
<td>sadeco</td>
<td>58.4</td>
<td>11.5</td>
<td>17.2</td>
<td>9.1</td>
<td>2.0</td>
<td>1.80</td>
</tr>
<tr>
<td>sadmath</td>
<td>46.0</td>
<td>11.7</td>
<td>24.3</td>
<td>11</td>
<td>0.0</td>
<td>7.00</td>
</tr>
<tr>
<td>sadeng</td>
<td>0.0</td>
<td>91.5</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>8.50</td>
</tr>
<tr>
<td>sadmal</td>
<td>94.3</td>
<td>0.0</td>
<td>1.4</td>
<td>0.3</td>
<td>1.1</td>
<td>2.60</td>
</tr>
<tr>
<td>semhis</td>
<td>0.5</td>
<td>94.5</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>4.40</td>
</tr>
<tr>
<td>semmat</td>
<td>4.8</td>
<td>83.0</td>
<td>4.6</td>
<td>2.7</td>
<td>2.1</td>
<td>2.80</td>
</tr>
<tr>
<td>sembio</td>
<td>17.2</td>
<td>53.9</td>
<td>17.4</td>
<td>3.2</td>
<td>3.3</td>
<td>5.00</td>
</tr>
<tr>
<td>zejheco</td>
<td>23.4</td>
<td>38.1</td>
<td>11.2</td>
<td>16.6</td>
<td>6.5</td>
<td>4.20</td>
</tr>
<tr>
<td>zejmat</td>
<td>35.3</td>
<td>26.4</td>
<td>22.0</td>
<td>9.6</td>
<td>0.9</td>
<td>5.80</td>
</tr>
<tr>
<td></td>
<td>37.7</td>
<td>35.3</td>
<td>11.7</td>
<td>5.8</td>
<td>3.6</td>
<td>5.90</td>
</tr>
</tbody>
</table>

Table 1: Percentages

5.0 Discussion and Conclusion

The main observations could be summarized as follows:

1. Both Maltese and English are normally used within any one lesson. On the whole, the total number of minimal units in Maltese is higher than in English by 2.4%.

The Maltese and English language lessons themselves had very few m.u.s in the other language - mainly inserted words from English used in society (0X2a) in Maltese; and tags in Maltese in the English lesson (0X5a). All the other lessons vary greatly in the amount of totally Maltese and English m.u.s which indicates that the use of Maltese and English is neither related to subject (except in Maltese and English lessons), nor to level or school.

2. 0X2 categories also vary greatly in quantities across lessons, with category 0X2c being the most common. This is particularly conspicuous in three out of the four mathematics lessons studied. Thus, it seems that it is primarily during mathematics lessons (and secondly in physics, biology and economics), that explanations taking place in Maltese include many English terms belonging to the subject-matter.

Category 0X2d occurred mainly in the needlework, economics, homeeconomics and history lessons.

3. Category 0X3 did not feature at all in six lessons, but there were 8 examples in the biology lesson and 7 examples in the needlework lesson out of a total of 34. It is probable that this category is a teacher-related variable.
4. Category 0x4b only featured once (in the Maltese lesson), when the teacher needed to distinguish between the homonyms nar and nhar and thus resorted to English fire. There were 36 examples altogether of category 0x4a, featuring mainly in needlework and homeeconomics.

5. Out of the 46 examples of 0x5a, 33 of them occurred in the homeeconomics (Blata l-Bajda) lesson. There were only 4 instances of 0x5b which took place in 4 different lessons.

6. Out of the 171 instances of 0x6a, 103 occurred in the homeeconomics (Blata l-Bajda) lesson. Thus it seems that tag-switching and uninit-switching are teacher-related variables. There were 6 examples of 0x6b in all. Categories 0x5b and 0x6b do not seem to be teacher-related variables.

7. Intrasonicel c-s took place in all the lessons (excluding English) and in fact it occurs twice as often as intersentential c-s (except for the integrated science lesson where intersentential c-s occurs twice as often as intrasonicel c-s). The largest number of occurrences of intrasonicel c-s are found in the same three mathematics lessons mentioned in point 2 above, with needlework and homeeconomics rating second. Thus, like 0x2c, 0x7a seems to be a subject-related variable.

8. Intersentential c-s occurred mostly in homeeconomics (Blata l-Bajda) and integrated science. Out of the five types of intersentential c-s, 0x7b was the least common.

9. On the whole, while lessons in English appear to have a smaller percentage of Maltese speech, lessons delivered through Maltese have comparatively higher proportions of English used.

10. Pupil-pupil interaction takes place almost exclusively in Maltese (particularly during group work).

11. It seems that English is mainly used for writing and reading purposes; Maltese serves as the oral medium.

Due to the size of the sample it is difficult to draw definitive conclusions regarding language use and its correspondence to subject, level, school or teacher variables. However, it seems that language use during mathematics lessons on the one hand, and during needlework and homeeconomics on the other is subject-determined. Other types of language use seem to be teacher-related.

As was stated at the outset, this paper represents an initial attempt to analyze the quality and quantity of Maltese and English used as media of instruction. More empirical and experimental research needs to be carried out before any definitive conclusions could be reached.

References


THE SOCIOLINGUISTIC STATUS OF ENGLISH IN MALTA

Antoinette Camilleri (DAL)

Abstract

This paper provides a sociolinguistic description of English language use in Malta at present, in terms of who speaks what language, where and when. Some observations on English language contact with Maltese are made. Finally a brief discussion is taken up as to whether and to what extent it would be appropriate to consider Maltese English as a new institutionalized variety of English.

1. Historical background

English was originally introduced in Malta as a result of British colonization. Malta became a British colony in 1800; it gained independence in 1964 and became a Republic in 1974, but remains a member of the British Commonwealth to the present day.

Throughout the nineteenth century and the first part of the twentieth, however, Italian was the dominant language of government, education and the Roman Catholic Church. It was spoken by the upper classes of Maltese society while Maltese was used by the lower classes and was referred to as the language of the kitchen. Towards the end of the 1800s English was enforced as an entry requirement to the civil service and so an increasing number of Maltese people started to learn English. At the same time, feelings of nationalism came to the fore and gave rise to a politico-linguistic battle known as 'The Language Question' between Italian, English and Maltese. Frendo (1975:22) describes the situation as a unique example of a case in which trilingualism became a battle ground in the successful quest for a national identity. Maltese nationalism rotated in time on this triple paradox: the championing of Italian as a non-Maltese national language; the active promotion of the British Imperial power as a means of expunging Italian; and the gradual emergence of Maltese as a national language and as the prime expression of anti-British sentiments (Frendo 1975:22).

In 1934 Maltese replaced Italian as the official language of Malta alongside English. The Maltese orthography was standardized and grammars, dictionaries, books on usage and a Maltese literature flourished. English, on the other hand, became the language of education. Italian continued to hold a presence mainly because of the various Italian television channels received in Malta (see Section 2.2 a) and due to the geographical proximity to, and the cultural and religious affinity with, Italy.

2. Use of Maltese and English: Domains

The Maltese population is described as 'bilingual' (see Azzopardi, 1981:2; Kontri 1983:35; Cremona, 1990:163). Generally speaking, Maltese individuals have a working knowledge of Maltese and English. This is necessary in a country where both languages share roles at the national, societal and personal levels.

In what follows, the use of Maltese and English in the domains of administration, media, work, education and home is described.

2.1 Administration

a) Law Courts

In the Law Courts, Maltese has replaced Italian as the 'binding' language and is always used for court proceedings. It is interesting to note, though, that the Maltese legal register and the professional language of the lawyers, has been observed to be more influenced by Italian than by English as a result of their law studies at the University.

b) Parliament

Maltese is used in spoken interaction in Parliament while the written reports are kept in both Maltese and English. As many of the politicians belong to the legal profession, the Maltese political register is also rather more influenced by Italian than by English.

c) Curia

In 1936 Italian was declared the official language of the Church (Aguilina 1971:172). Following Vatican Council II, Maltese became the language of the Church and is used in all Church activities. Furthermore various types of text (leaflets, books, audio tapes etc.) in Maltese are issued regularly by various religious organisations and individuals.

2.2 Media

a) Television

There is one local television station which broadcasts news, programmes on local culture and shows of entertainment (e.g. quizzes, sport, games) in Maltese. Films and documentaries in English are imported from both the UK and the USA. During weekdays, a direct programme from the BBC is transmitted for about an hour in the morning, and the American channel CNN is on air for about eight hours during the day. In addition, the Maltese people have access to more than fifteen Italian television channels including the three national Italian stations (RAI).

b) Cinema

All the films shown in Maltese cinemas are British or American, or have English subtitles.
c) Theatre

Generally speaking, theatre productions are in Maltese and produced locally. However, plays in English are occasionally produced.

d) Newspapers and Magazines

There are a few daily and weekly newspapers in Maltese and one major local daily newspaper in English. The most popular magazines are those imported from the U.K. and Italy.

2.3 Work

Maltese is the spoken language at practically all places of work ranging from factories to offices. However, this does not exclude the possible use of a Mixed Maltese English variety (see Section 3). English is generally used for writing purposes. In government, a significant amount of departmental correspondence takes place in English. In the last four years the Administrative Secretary wrote twice to all Heads of Departments reminding them that they ought to use Maltese. Both of his circulars were written in English! However, Maltese is becoming more frequent in, for example, forms that members of the general public need to fill in like tax and passport forms. Banks use both Maltese and English in their correspondence. English naturally plays a crucial role in the tourist industry where about an eighth of the population earns their living.

2.4 Education

At the University of Malta, English was declared the only official language of the University in 1947, while Maltese was declared official alongside English in 1971 (Aquilina 1971:172). In some private schools, as documented by Navarro and Grech (1984), until very recently students were only allowed to speak English and the use of Maltese was punishable. Nowadays, throughout the education system both Maltese and English are used. It has been observed that normally within any one lesson both languages are used and mixed in complex ways. For example, it is frequently the case that Maltese (mixed in different ways with English) is used as a spoken medium while English is used for writing purposes (more details in Camilleri, 1991b).

2.5 Home

Four types of families can be identified on the basis of their use of Maltese and English at home (see Figure 1).

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<th>FAMILY TYPE</th>
<th>Languages acquired (in chronological order)</th>
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<tr>
<td>B</td>
<td>1. Standard Maltese; 2. English</td>
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<td>C</td>
<td>1. Standard Maltese and English</td>
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<tr>
<td>D</td>
<td>1. English; 2. Standard Maltese</td>
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Figure 1: Languages acquired in different families.

a) Family Type A: (1) a dialect of Maltese is acquired as a first language by the children because it is the first language of the parents and is spoken widely in the neighbourhood; (2) Standard Maltese is acquired later mainly through explicit teaching by the parents and formal teaching at school; and (3) English is also acquired formally at school (for a sociolinguistic study of this context see Camilleri, 1987).

b) Family Type B: (1) Standard Maltese is the native tongue of both parents and the first language of the children; (2) English is acquired through formal education.

c) Family Type C: (1) both Maltese and English are used interchangeably by both parents and children. This has given rise to a Mixed Maltese and English variety (cf. Borg, 1986), and in the circumstances one could talk of a Mixed Maltese English variety acquired as a first language.

The following is a short extract from a telephone conversation recorded in a family where speaker A is the mother in this type of family and B belongs to family type A:

A to B: hello... (continues in Maltese)

B to A: hello... (in Maltese)

B speaks to daughter (in English): Go and get it. Let me see.

B speaks to daughter/to herself (in Maltese): Din suppar tak a nara (is this what he should have given you let me see)

B continues speaking to A in Maltese...

d) Family Type D: (1) English is spoken by one or both of the parents and is acquired as an L1 by the children; (2) Maltese is later acquired formally at school and through socialization with Maltese speakers. Probably there are only a few families of this type where both parents are Maltese but speak English to their children. However, there is a number of families where only one parent is Maltese and the other parent is a foreigner and usually the language of the family in these circumstances is English. Usually foreign residents whose L1 is not English resort to English as a means of communication with the local community and do not attempt to learn Maltese which is perceived as a very 'difficult' language to speak and to write, and which they do not really feel it necessary to acquire.

3. Range of language varieties used

Language use in Malta is best described in terms of a range of speech varieties ranging from the dialects of Maltese, through Standard Maltese, Mixed Maltese and English to Maltese English at the other end.

The use of English by the Maltese people was originally referred to as "Maltese English" by Broughton (1976) and set forth by him as a realistic goal to aim for in the teaching of English in Malta. The same term was later employed by Borg (1980). Borg (1986:36) says that while.
the influence of the first language shows up in the English speech of most Maltese speakers. Maltese English however cannot be considered a homogeneous and discrete variety: rather it is realized by a continuum of speech styles characterised at one end by a minimum of interference from Maltese and at the other by an ever increasing influence of the mother tongue on all linguistic levels. The latter, naturally tend to be socially stigmatized, while the former are held in considerable esteem.

(Borg 1986:96)

At this point it is useful to draw a distinction between the two varieties referred to as "Maltese English" and "Mixed Maltese English". "Maltese English" is influenced by Maltese on the linguistic levels, namely phonology, grammar, semantics and discourse, but not on the lexical level i.e. there are no Maltese lexical items within a stretch of Maltese English speech. In fact this is the cut-off point between the two varieties because Mixed Maltese English consists of lexical items from both languages. Mixed Maltese English consists of various types of code mixing and switching (see Camilleri, 1991b).

The variety initially referred to as "Mixed Maltese English" by Borg (1980) is a functional variety, as observed in use as a medium of instruction in schools. This means that the Maltese bilingual utilizes elements from the two languages in a way that is most efficient in the circumstances. This is a very natural and automatic process (see Gumperz, 1982).

Furthermore, this mixed variety not only seems to be acquired as a mother tongue by a number of children (as in Family Type C), but also seems to be developing as a social dialect in its own right. It has been observed to be particularly flourishing among young people of a tertiary level of education especially as they interact on campus (Sixth Form and University), and outside the campus with friends of the same educational background.

Gibbons (1979) reports on a similar situation in Hong Kong where he says, there is a new generation of children of English language educated parents, who are growing up speaking a mixture of English and Cantonese, which he calls U-joy-wa. He says that this variety, which has also resulted from the contact of two languages within a single group, shows the emergence of partial autonomy. He refers to the process of language mixing as it occurs in Hong Kong as 'koinisation' rather than pidginisation and creolisation (after Hymes 1971:78-9). The extent to which the term 'koinisation' could be applied to Mixed Maltese English has still to be examined.

Bentahila and Davies (1983:303) report on a particular variety of code-switching used by Moroccans who are bilingual in Moroccan Arabic and French and say that the use of this mixture, involving very frequent code-switching, could in fact be considered a separate language variety, which Moroccan bilinguals use most typically in casual conversations where all the participants are equally bilingual.

3.1 The influence of the LI

While the linguistic influence of Maltese on English has been described elsewhere (Delceppo, 1986; Calleja, 1987; Navarro and Grech, 1984), the statement about LI influence has psycholinguistic implications. For example, is Maltese always the base language (or LI) for all speakers of English in Malta? Are there differences between speakers of Maltese English depending on their home language background as outlined above? If yes, what are these differences? Further empirical investigation is required in this area but some tentative answers are presented here as to who the (native) speaker of Maltese English is.

In answer to this question, the following suggestions are offered:

(i) those speakers born and brought up in Malta to Maltese parents who acquired English after they had acquired a dialect or the Standard Variety of Maltese (Family types A and B);
(ii) those speakers born and brought up in Malta to Maltese parents who acquired both Maltese and English as LI (Family type C);
(iii) those speakers born and brought up in Malta to Maltese parents whose LI was Maltese or both Maltese and English. These people who as a result acquire English as an LI are still exposed to the English of people with Maltese or Maltese and English mixed, as LI (as in Family type D).

From the above, it seems that in all three cases Maltese is likely to operate as the base language in their cognitive linguistic organisation. In the case of (i) and (ii), a variety of Maltese has obviously been acquired as a mother tongue and this will directly affect the acquisition of the English language later on. For type (iii) speakers, Maltese still operates as a base language although in a less direct manner. This is so for two reasons. First of all, because they have acquired an English variety from speakers for whom it was a second language and thus influenced by Maltese, and secondly because their English is acquired in the specific sociolinguistic context of Malta where the variety of English spoken is practically always influenced by Maltese.

The influence of Maltese on the English spoken in Malta could be observed in the speech of practically all speakers. It is readily apparent on the phonetic level, while the influence of English on Maltese is mainly lexical and is observable in some registers more than in others. More research on crosslinguistic influence between Maltese and English is necessary.

3.2 Stigmatization

Different groups of speakers of Maltese and English have different attitudes towards language use in Malta. The following are some examples:

1. Speakers of Maltese as LI (as in Family types A and B) stigmatize speakers with Maltese and English or English as LI (as in Family types C and D) as the latter are perceived to be snobs;
2. Maltese speakers of English stigmatize speakers of Maltese, who are seen as less educated and as belonging to a lower social class.

While people normally perceive themselves as speaking either one or the other of the two
languages, it has been observed by Borg (1980) and Camilleri (1991a and 1991b) that what in fact happens is that all groups of speakers mix the two languages continuously, although presumably not everyone, and not always, mixes them in the same way or to the same extent.

4. Is Maltese English a New English?

In this section, Maltese English is discussed in terms of whether, and to what extent it could be described as a new institutionalized variety of English, as for example, Indian English has. According to Platt et al. (1984) and Kachru (1986) there are certain features that are common to (and necessary for?) the new Englishes to be considered institutionalized. These are summarized below and their applicability to the Maltese situation is examined.

(i) The new varieties have developed through the education system.

This is true for English in Malta to a large extent. However, the education system is not the only means of English language acquisition in Malta. Maltese children and people in general are continuously in contact with native and non-native speakers of English through the tourist industry, and indirectly through the media.

(ii) English is taught as a subject and used as a medium of instruction in schools.

In Malta, English is taught as a subject from the very beginning of schooling. Knowledge of English is essential for the Maltese student and for Maltese people in general because books in Maltese are very limited in all subjects, including subjects like Maltese History. Therefore students have to resort to books in English for the acquisition of knowledge.

English is also used as a medium of instruction, and one of the arguments normally brought forward in favour of its use as medium, is that it helps students be more proficient in English. However, one has to be wary of generalizations because very often Maltese is used alongside English, and is mixed with it in most lessons (see Camilleri, 1991b).

(iii) Primary importance is given to written sources.

This is also true for English language instruction, and use of English in general throughout the island.

(iv) It has local functions in administration, government and the media.

As outlined in Section 2.2 above, English has a very small role to play in parliament and general government administration, especially as a spoken medium, while it competes with Italian in the media.

(v) It is used for interethnic communication.

This does not apply to Malta since the Maltese are an ethnically and culturally homogeneous community.

(vi) It is culture bound and has become localized.

English as it is spoken in Malta has become localized to a certain extent. It has become culture bound mainly when it is influenced by and mixed with Maltese. As Konti (1983) shows, even students who seem to use a lot more English at school, are exposed to Maltese within society at large, and they do use it to communicate with neighbours, and to read the local newspapers and to watch the local television channel. However, written English is much closer to its British model.

The question of the use of English in Malta does not have the same relevance to the question of nationalism as it does in some Asian and African countries. The Maltese population in general does not feel the need to speak a different variety from British English in order to distance itself from the colonial days. The Maltese language seems to fulfill all the nationalist needs for the Maltese people and English is mainly perceived as the language of education and a necessary tool for international communication. There is no controversy as to which model of English should be presented in schools - the British model is taken for granted (as presented in books published in Britain and as it is spoken by the Maltese teachers).

It is very important to note at this point, that Maltese English in the perception of its speakers is not a different variety from Standard British English. For example I was told by a headmaster of a private primary school in Malta, that when he tried to explain to parents at a meeting that their English differed from the English spoken in Britain they were very surprised and found it hard to accept. However, this does not mean that they think they speak 'native' British English, but that their English rather than being a separate variety common to all Maltese people, is an individual manifestation of a less than perfect imitation of the model. I have been told by a university lecturer of English in Malta for example, that she has heard people, mainly of the younger generation, apologize for their English which they feel is not good enough. Thus, there seems to be a growing awareness of diversity from British English but this is perceived by its Maltese speakers as a manifestation of interlanguage and not of a new variety of English.

It might be appropriate to point out that a number of schools for the teaching of English as a Foreign Language are flourishing in Malta at the moment. A good number of European and North African people come to Malta for EFL courses given by Maltese teachers. Therefore, the understanding that the type of English delivered by Maltese teachers is acceptable at international level.

5. Conclusions

The following conclusions are drawn from the above discussion.

1. The difference between written and spoken English must be stressed because while written English in Malta is rather close to British English, spoken Maltese English is not always so.

2. When talking about spoken Maltese English we are excluding the use of a Mixed Maltese English variety which is clearly different in terms of social and linguistic characteristics.

3. Spoken Maltese English is mainly used locally for two purposes: (a) for
international communication; and (b) in formal contexts where the topic is
normally educational, scientific, technical or professional in some way.

4. Two groups of speakers can also be identified: Maltese people who use English for
international communication (3a above), are in the majority and their English
generally shows signs of interlanguage phenomena (see Ellis, 1986:47).

The other smaller group of speakers of Maltese English who use it for academic purposes
(3b above), are those who probably perceive their English as identical to British English
because they had the time and the opportunity to develop this proficiency through many
years of study and practice in English, very often in a native environment.

However, although two main uses and two main groups of speakers of Maltese English
have been identified, it would probably be more realistic to describe Maltese English in
terms of a continuum which ranges from near- nativeness to lesser proficiency by people
who are either still learning the language at school or through social interaction, or who
have become fossilized at some stage.

In conclusion then, it seems necessary to distinguish between the description of Maltese
English on the linguistic, sociolinguistic and psycholinguistic levels. From a descriptive
point of view, it seems that there is enough evidence to distinguish the English spoken in
Malta from the English spoken elsewhere. In sociolinguistic terms English is a
complementary variety to Maltese rather than a second language; and it is not perceived
by its speakers as a variety in its own right. In psycholinguistic terms Maltese English is,
for a large majority of the population influenced by a base language - Maltese.

Notes
1. The Republic of Malta consists of two main inhabited islands with a total area of
246 sq. km. and a population of 345,636.
2. There are no official data on languages spoken in Malta. There were no questions
on language in any of the national censuses.
3. It has been my recent experience in translating into Maltese from both an English
text produced in a Maltese newspaper and another text from a British newspaper,
that it was much easier to translate into Maltese from the Maltese newspaper in
English than it was from the British newspaper. Could this be taken as evidence of
a Maltese linguistic substratum in the written English text?

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The Use of Maltese and English in Malta today
with particular reference to Education

Antoinette Camilleri

Meeting for Experts on Language Planning
Malta: July 1992

I would like to start my communication by saying that I believe that the Maltese language in Malta and Gozo should never be considered as a "lesser used language" because it is spoken by the vast majority of the Maltese population in an independent republic. Not only has it been codified and standardized, and enjoys national and official status, but also as I shall proceed to illustrate, is used in most domains of life. I also think that language planning in Malta should not be solely aimed at Maltese, but should also involve English. Towards the end of my presentation I put forward a suggestion about how this could be done in the school system.

In Table 1 I try to sketch briefly the use of Maltese and English in various domains. As can be seen, Maltese is spoken and written in administrative spheres such as parliament, the law courts (where the Maltese text is binding) and church affairs. In government departments where much written business is carried out in English, there have been attempts to encourage more use of Maltese. In fact, forms that have to be filled in by the general public like tax, passport and inland revenue forms are printed in both Maltese and English.

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With regard to media, there has recently been an increase in the number of radio stations in Maltese, as well as local stations in English, apart from the overseas channels. Although it is not possible to provide statistics about which channels are the most popular, it is more common to hear Maltese channels in public places such as shops and buses than English ones. There is only one T.V. station in Maltese and although a number of programmes in Maltese are produced, films and documentaries are relayed in English without any dubbing. A number of Italian T.V. stations are also very popular. Theatre productions are presented in both Maltese and English, but the cinema is all in English. Books, newspapers and magazines are published regularly in Maltese but there is a considerable local production of such materials in English in addition to foreign importations. It is interesting to note that some books, pamphlets etc. are printed in both Maltese and English, not only those published by the Department of Information, but also other kinds of books such as the book by the Ministry for Social Policy, *A Caring society in a changing world: proposals for social welfare strategy for the Nineties and beyond* (1990), and a recent book on the centenary of the parish of St Julians (Fiorini 1992).

At various places of work, the spoken medium is Maltese, while English is more common as a written medium. In fact recently I have observed that on the local T.V. network, while the title in English "Education and Training Corporation" appears on the screen, the viewer is told about the "Korporazzjoni għall-ekzvimjoni u t-tahrig". I think that this is an important observation as it has consequences for language planning in education as I hope to explain below.

Before going into detail about the use of Maltese and English in the classroom, I would like to mention the family domain. According to the questionnaire results (Borg, Mifsud and Sciitha, 1992) the vast majority of respondents reported the use of Maltese at home as the main medium of communication. A little note of caution is called for here because the designation "Maltese" does not refer to one homogeneous variety, but also refers to a number of Maltese dialects still used regularly in some parts of Malta. Furthermore, there are speakers who report themselves as using English when in fact they might be using a Mixed Maltese-English variety (Borg, 1980). My point is that in Malta it is not always easy to talk about two languages, but one has to take into consideration a range of varieties in use.

Since there is not enough time to talk about this in detail, I shall limit myself to the field of education. First I shall talk about the teaching of Maltese as a subject. I cannot go into the question of how Maltese is being taught and examined as a subject. There are a number of issues that could be raised in this regard that would also be of relevance to our topic. But for brevity's sake I shall only mention some facts about the importance of Maltese as a subject; and then I shall discuss the use of Maltese as a medium of instruction.

1. Maltese is taught as a subject throughout the schooling system in all schools, from the first years up to University where it is taught on a scientific level in linguistics, literature and pedagogy.
2. Maltese is used as a medium of instruction for a number of subjects: religion, social studies and Maltese history. In these subjects, and in Systems of Knowledge, the exam questions at Matriculation level, could be answered either in Maltese or in English.
3. A pass in Maltese as a subject is required together with passes in English and Mathematics for entry into the Junior Lyceum (secondary schools for the more academically orientated students);
4. A pass in Maltese at ordinary matriculation level is also required for entry into the New Lyceum (Sixth Form) and into University. For some courses at University a pass in Maltese at advanced
level is required.

5. A pass in Maltese as a subject at ordinary or advanced matriculation levels is often required for employment.

Now let us have a look at what is happening in some classrooms with regard to the use of Maltese as medium of instruction. While we do so we must keep in mind that the classroom is a microcosm of society and therefore what happens at school is very often a reflection of society at large. As I have already mentioned, in the repertoire of some Maltese individuals there is a prevalence of one of the dialects, or of standard Maltese, or of English, or of Mixed Maltese-English. Similarly, there are classrooms where standard Maltese is more prevalent, others where English is more common, yet others where Mixed Maltese-English is used. These comments are based on a number of classroom observations and lesson transcriptions in a number of different schools, subjects and levels (Camilleri, 1991).

HOW is Maltese (and English) used as a teaching medium?

From the lesson transcriptions it has resulted that almost in each lesson observed, both Maltese and English were used to differing extents. There were cases where Maltese predominated such as during a social studies lesson which was basically in Maltese with a few terms in English and where two poems in English were used; on the other hand, during the English lesson, the teacher felt the need to translate the names of some animals in Maltese. There were other lessons such as Mathematics and Biology which although mainly conducted in Maltese, a number of expressions in English were used:

'T. Tissu dawn ovvjament iktar ma jghaddi z-zmien iktar tibda taghilhom malairj. Mela five hundred times interest li huwa two seven one, ir-rate lija four point five times three, orraj? Meta nahdmuha l-answer suppost taghna jijina two thousand.'

There are other cases where it is quite obvious that the use of the two languages is not a pedagogical requirement, but simply a result of the idiosyncratic way that the teacher speaks, as in tag-switching:

'T. Allura dan il-carbon dioxide li jidhol hawnhekk se jsir l-iktar il-photosynthesis f'dawn il-palisade cells. Allura tistorja li-kel ghax hawnhekk hawn hafna spazju, biex li jkun dahal jasal f'dawn is-cells malairj kemm jista' jkun, ok? Il-photosynthesis issir hawhekk f'dawn is-cells ta' l-ispongy layer li ukoll ghandhom chloroplasts, Ghalfejn? Biex id-dawl ikun wasal hawnhekk u dawk is-cells ma jhdux il-light kollu biex jahdmu l-photosynthesis.'

There will be deductions, hux veru?

Ninety-five years, mhux hekk?

and in the use of discourse markers as in:

Issa, look at those two triangles.

So, rispera li tifhmu l-importanza taghna l-kwiistjoni.

WHY are Maltese and English used in these various ways in the Maltese classroom?
The first reason that probably comes to the mind of language planners is that this must be the result of a lack of clear policy from the Department of Education regarding medium of instruction in state schools. However, it seems to us, that even if there had to be a clear policy regarding this matter, the situation might still not improve. In other countries where similar issues have been researched, it has been found that as long as the participants are bilingual, it is very difficult for the two languages to be kept completely in isolation (e.g. on Hong Kong see Gibbons, 1989).

The teachers explain that they feel they have to use both languages: English has to be used because educational materials and examinations are in English and students are required to write in English; and Maltese in order to make sure that students have understood the lesson, and are more at ease to participate in classroom events.

According to the questionnaire results (Borg, Mifsud and Sciriha, 1992), a vast majority of respondents, not only that they use Maltese at home, but that they also think that teaching at primary level should take place in Maltese if books in Maltese are provided as this would facilitate comprehension and learning.

It has been my own personal experience as a primary school teacher that quite a number of children whose home language is Maltese, lag behind in some school subjects where written work is done in English, such as some areas of the mathematics syllabus, simply due to language problems. Children aged seven in the third year of primary school, find it difficult to understand a story-sum like the following:

"If three children have four sweets each, how many sweets have they in all?"
But once the teacher translates into Maltese:

"Jekk tlett iftal ghandhom erba’ helwiet kull wiehed, kemm ghandhom helu b’kolloy?"

they soon translate that into three multiplied by four equals twelve.

Let us for the sake of the argument imagine that for several reasons, including the will of the majority of Maltese parents, teaching in Maltese primary schools had to be done totally in Maltese. There seems to be general agreement that in this way they would understand better and learn more. What could the disadvantages of such a policy be?

Let us leave out from our considerations the logistic problems of providing teaching materials in Maltese, and discuss the policy on a theoretical level. It has to be remembered that from primary school, pupils move to secondary school, and then onto tertiary level education. For practical reasons it has to be admitted that not only at tertiary level, but also at secondary level, it is unlikely that Maltese will ever be the written medium in all subjects. This means that students who would be taught in Maltese at primary level would have to switch medium at some later stage in their educational career. This would certainly bring about more serious problems for those already disadvantaged students.

It is also known that at secondary level Maltese students not only manage to learn through the medium of English, but they also learn one or two other foreign languages, apart from the newly introduced subject of literature appreciation where students can appreciate European works in their original language (i.e. Italian, French, German, Spanish etc). This means that the Maltese student is not only bilingual, but multilingual. In any case, outside school he is exposed to at least three languages - Maltese, English and Italian. Therefore how could this linguistic potential be enhanced rather than ignored or retarded?
The prevalence of English in Malta has to be seen as a big advantage for the Maltese student, it being the world language of today. (For example it has been estimated that about 75% of world technical and academic conventions take place in English).

I would like to suggest that in order to enhance a system of bilingual education at primary level, bilingual written texts should be provided for schools in subjects like mathematics, social and environment studies etc. for the following reasons:

1. Maltese society is bilingual. School is a microcosm of society. In many classes bilingual instruction is already taking place but unfortunately in a haphazard way. Providing bilingual texts would ease the responsibility of bilingual instruction from the individual teacher and would regularize bilingual education throughout the various schools.

2. It is necessary that primary school texts be provided in both languages. The text in English is important in preparation for future and further education. The text in Maltese aids understanding and participation.

3. Such a system would be fairer for all children, both for those whose home language is English and for those for whom it is Maltese.

4. Maltese as a language would be enhanced with an increase in the practice of its registers that are being forgotten because they are not used so frequently any more e.g. register of nature and environment.

5. Bilingualism would be enhanced. The issue today no longer is one of whether bilingual education is profitable or not, but one about how to best implement it. According to a study by Jacobson (1990), bilingual medium of instruction is to the advantage of the student if it takes place in a well-organized manner and not in a flip-flopping way as Jacobson calls what seems to be the case in our classrooms.

I hope that a discussion will follow about the implications of my suggestion for an improvement in Maltese bilingual education.

Thankyou.

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Language contact between Maltese and English: codeswitching and crosslinguistic influence

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Conference on Arabic Dialectology
Paris, January 1993

Abstract

In the introduction to the volume on Codeswitching (Journal of Multilingual and Multicultural Development 1992/13/162), Eastman proclaims that the theoretical divisions between such language contact phenomena as borrowing, code mixing and codeswitching are doomed.

In this paper, the term 'crosslinguistic influence' is proposed as an alternative umbrella term. The adequacy of this concept is illustrated with examples of crosslinguistic influence between Maltese and English, i.e. how the two languages have influenced each other on various linguistic levels, and how they are used in bilingual speech in Malta in a complementary manner.

1. Introduction

The use of Maltese and English in Malta, and crosslinguistic influence between the two languages is overviewed in this paper in three ways. A brief sketch of some social domains of language use (after Fishman 1972) is first presented to illustrate how Maltese and English are used by Maltese society. Then, three extracts of classroom transcripts are used to illustrate how Maltese and English are meaningfully juxtaposed in classroom talk, serving several communicative and pedagogical purposes. Finally, some observed instances of crosslinguistic influence between Maltese and English on various linguistic levels inside and outside the classroom are presented. This is followed by some theoretical implications for such language contact phenomena as observed in the Maltese context.

2. Sociolinguistic background

The Constitution of the Republic of Malta (1974) designates Maltese as the national language, and as co-official with English. In everyday life the two languages share a number of functions as illustrated in Figure 1. Maltese is the only language used for parliamentary affairs, and is the binding language of the law courts. It is relevant to point out that Maltese is mainly used for spoken purposes while English is used more extensively in writing.

Figure 1: Use of spoken and written Maltese and English

<table>
<thead>
<tr>
<th></th>
<th>MALTESE</th>
<th>ENGLISH</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>spoken</td>
<td>written</td>
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</table>

3. The classroom data

The data on which my analysis is based consists of over 8 hours of lesson transcriptions amounting to about 50,000 words. The three samples here represent mixed Maltese and English speech, as used by three different teachers as a medium of instruction. There are no regulations about the use of language as a spoken medium in the classroom. Apart from Maltese, all subjects are examined through English. Religion, Maltese History and Social Studies are examined through either Maltese and English at higher levels - the candidate may choose to answer the examination paper in either language.
Extract 1
Lesson A

1. T: today we're going to talk about money management. orraj, the money that comes into the home, and the money that we spend.
2. issa, when we talk about money, what is important for us to do, let's say the money that comes into the family, to the home, mela budgeting. it is important that we will be able to manage our money properly, issa and how can we manage, how can we budget our money. how can we say that we are doing good budgeting we are managing our money well, how... issa, when can we really say that we are budgeting well. our money

11. T: mela we should save up some money, for the time when we come in need of it, what else
13. L: ()
14. T: it should be well distributed. mela, let me tell you what we are going to do. first of all we are going to see what money, orraj, can come into the family. issa we are going to consider let's take an average, kind of family, orraj, where there is the mother, the father, and two young children. sewwa, the mother, the father, and two young children, and only the father works. issa, what is the money that will be coming into this family, issa, what do we have. ara try to imagine your own situation at home, if only your father works. from where do you get your money
23. L: mela from the father's wage. from the father's job, what else

This extract comes from a Economics lesson at Form 5 level (last year at secondary school). There were about 12 students in class and the topic of the lesson is 'Home Budgeting'. The teacher speaks in English throughout the lesson, but switches to Maltese at regular points. She uses the terms 'issa' (now), 'mela' (so); 'issa' (come on); 'sewwa' (is that right) and 'ara' (look). Each of these terms in Maltese marks the organisation of discourse. It is interesting to note that each time the teacher says 'issa' she introduces new information about the topic, each 'issa' marks a new step in the progress of the lesson, and in the exchange of information between the teacher and the learners. On the other hand, each time the teacher uses 'mela', she repeats the already given information. The other terms 'issa', 'sewwa' and 'ara' serve as attention-getting devices whereby the teacher encourages the learners to think and to participate in the lesson even non-verbally by for example looking at the teacher or at the blackboard. The use of Maltese at these points in the discourse also act as markers of friendliness or solidarity with the learners on the teacher's part as she moves from a formal teaching mode signalled by the use of English to a friendly mode signalled by the use of Maltese.

Extract 2
Lesson B
12. L: (reads from textbook in English) a square room has a square carpet
13. seventy-three placed in it this leaves an area uncovered of nine metres squared and the area of the whole room is twenty-five metres squared find the length of one side of the carpet
16. T: issa, di tixbah. lil din t'hawn l'xem uru. imma l-area tahieina maqduma di d-durba. sewwa. issa. area illi ghandha a square room
18. x'glandha square room
20. Ls: kollox indags
20. Ls: five sides equal
20. T: kollox indags five sides equal orraj square root immarkajuha. issa
22. T: has a square carpet symmetrically placed in it. il-carpet ikbar jew
24. Ls: izghar
25. T: izghar Marica suppost gheg'din attenti u ma niktubx. orraj din ukkoll
26. Ls: izghar square qed nimmarka is-sides jiena. halli ma nigferixx ghandha hija
27. T: eh this leaves the area uncovered of nine metres squared mela
28. ghandi bċiċa t'hawnhek. uncovered. taphlu miegħi
29. Ls: ebe
31. T: u kemm hija din
32. Ls: nine metres squared
33. T: orraj nine metres squared maqduma. ara ma t'dux li izball li tghidu
33. three by three. dik m'għanduħ xi-taqsam ahna tinswej. biex għina dik l-area. dik għina dik l-area x'għamulna
35. Ls: ()
36. Ls: orraj il-kbira minus iz-zghira u hekk. l-listess din in-nine. dik bl-listess
37. mod irridu ngibuha mela ma nisxax nghid three by three għax hija
38. square. għax nażeb kemm kien l-izball tagħkom

This extract taken from a mathematics lesson at Form 4 level. starts at a point in the lesson where a learner is reading aloud from the mathematics textbook which is in English. During content lessons, there is often a switch from spoken Maltese to written English because the textbooks and other reference works, teaching aids and written work are in English. The use of written English also has a "carry-over" effect, in the sense that after reading in English, participants in the discourse switch from Maltese to English when
they refer to certain terms and phrases that have been read in English. This can be seen in extract 2, in line 22 when the teacher says "has a square carpet symmetrically placed in it" and in line 27 when she repeats "this leaves the area uncovered of nine metres squared". Other mathematical terms in English are used in the lesson such as "minus", "area" and "square root". For technical terms there often is no Maltese equivalent, or if there is it is never used in the classroom because it does not belong to the classroom register. Since the written work is done in English this also effects the use of English terms such as "carpets" and "sides" in extract 2 above.

Extract 3

Lesson G

1. (noise)
2. T: now no more talking please se tqoghdhu tiskantaw ahorgu il-kotha w il-files
3. (noise)
4. (noise)
5. (noise)
6. T: take out your books and your files on page forty we're starting a new topic today
7. (noise)
8. T: right can I have silence now (learners quieter down) irridkom tqoghdahu attenti kafina ghall-lessen ok ghaliex hij ... sa nibeuf unit gidid ... xi fis mill-affarijet li ... sa nagmilu ... fidan il-unit ... sa jkollkom zgur fil-ozami allura tridu tqoghdhu attenti iktar ... secondly ... you must also have noticed that we have a visitor today ... we have Miss Camilleri here with us ... sa tooqgod kweta hemmhekk ... nittama li kulljadq tooqgod kwet daqs kemm tooqgod kweta Miss Camilleri ... tism ... ujekk ... Miss Camilleri mhux sa ttiparecapi fil-lezjoni ... intom sa ttiparecapaw ... pero mhux bit-mod ... tisaltu ... fejn tqedwdu ... eh ... so ... page forty ... topic ... Eric ... fuqhiex inhu

This extract is taken from the beginning of a general science lesson at Form 1 level. The teacher codeswitches continuously thus achieving certain goals. In the beginning she attracts the learners' attention first by making disciplinary comments in English (lines 2, 4 and 7) and then by switching to Maltese in lines 2 and 7 to re-enforce her authority. She uses terms like 'files', 'lesson' and 'unit' in English which belong to the classroom register system. Most classroom register terms are used in English by most of the teachers observed, but this particular teacher also uses the term 'lezjoni' in Maltese for lesson in line 14. The teacher switches to English again in lines 11 and 15. These two codeswitches coincide with a change in the topic of discourse, thus marked by a switch in language. Each time, however, she switches back to Maltese to attract the learners' attention again and to ensure their participation.

The above examples are only some of the motivations of codeswitching as observed in Maltese classrooms. It should be clear enough from these three extracts that codeswitching is not a random activity, but is purposeful and systematic even if the speakers themselves are most often unaware of what they are doing at the time of doing it. Teachers, as bilingual speakers, utilize the knowledge they have of two languages to pass a message across in an efficient and meaningful way as possible.

4. Crosslinguistic influence

Apart from switching from one language to another, other things happen when bilinguals draw on the knowledge that they have of two languages. According to traditional definitions and exemplification of language contact phenomena such as borrowing and codeswitching, one language is seen as dominating over the other language, thus the subordinate language "borrows" from the dominant language; the dominant language "influences" the subordinate language etc. (going back to Bloomfield, 1933). Such metaphor have been applied to languages due to the social status of the speakers of those languages and thus the dominant language is so perceived because of the dominant political, social, numerical status of its speakers while the subordinate language is the language of minorities, stigmatized ethnic and social groups etc.

However, when two languages come in contact at societal level, it is normally the case that both languages influence each other. Becker quotes Py by 1956 on language attrition of Spanish in Mexican Spanish to illustrate this. Rouch in 1978 on an immigrant American minority group in New York. Furthermore, in the case of Malta it would be seen that the crosslinguistic influence of language and subordinate languages or speech communities are mainly on the community concerned is ethnic, and that the language functioning in two languages.

Kachru (1992) reviews the different English with other languages in multinational and multilingual situations. He talks about the process of nativisation where a language is created. One other process that has resulted with other languages is the Englishisation process.

The processes of nativisation and Englishisation of English with Maltese and other languages are respectively as follows. Each of these processes are given below.

4.1 Nativisation of English in Malta

English as used by speakers of Maltese is referred to as "Maltese English" (see for example Borg, 1980; Borg, 1988).
Maltese English are given in for example Delceppo, 1986; Calleja, 1987; and Navarro and Grech, 1984).

Maltese English is influenced by Maltese on all linguistic levels, namely phonology, grammar, semantics and discourse, but not on the lexical level, i.e. there are no Maltese lexical items within a stretch of Maltese English speech. There is however, an influence from Maltese on lexical choice. Some examples are given below.

Phonological influence can be observed on both the segmental and the suprasegmental levels. On the segmental level, for instance we observe the neutralization of English alveolar /t/, /d/ and fricatives /θ/, /ð/ by Maltese dental /t/, /d/, as in “the” /de/. Voicing distinctions made in Standard British English may also differ slightly in Maltese English. Maltese devoices obstruents word finally. It is therefore highly likely that Maltese English may be characterized by non-standard patterns of voicing and instances of word final devoicing especially may frequently be noted. devoicing word-finally as in “plug” /plák/.

On a suprasegmental level, especially with regard to intonation it is extremely difficult to find a Maltese speaker of English who is not influenced to a greater or lesser extent by the intonation of Maltese. For example, at word-level, there is a tendency to shift stress towards the end of the word. Stress in Maltese is either penultimate or final, and only rarely - and usually only in loan words - antepenultimately. Thus, where the stress rules of English would give Arabic with stress on the first (i.e. antepenultimate) syllable, Maltese English would have stress on the second (i.e. penultimate) syllable, thus Arabic. Similarly, where operation of the Compound Stress Rule in English would give fire-engine with main stress on fire, Maltese English would invariably have main stress on the syllable of engine. This occurs quite systematically in compounds whose second component is two or more syllables long. For example, fire-fighter and fire-alarm would both be pronounced with primary stress on the first syllable of their second component and secondary stress on fire where Standard English would have the opposite.

The following are some examples of Maltese grammatical influence on Maltese English:

the possessive construction (almost a literal gloss from the construction in Maltese), e.g.

‘The book is at you’ for ‘You have the book’
li-kitch gżogħed għandek

‘This is the car of John’ for ‘It’s John’s car’
Din il-karozza ta’ John

the comparative construction
‘They are more cold’ for ‘They are colder’
Daum huma iktar keshin

topicalization pattern
‘Like that, I told you to do it’
Hekk għindtek tagħmilna

‘At four they close’
Fl-erbqha jajjilu

The latter examples are considered as examples of Maltese English, not so much because they are idiosyncratic to this variety, but rather because they occur more frequently than expected, i.e. in contexts where they are not likely to occur, or are marked, if they occur in Standard British English.

Navarro & Grech (1984) also give some examples of lexical choice deviancy as in “Don’t stand in the middle” (for ‘Don’t stay in the way’) (in Maltese Topoghdx fin-nof) and the omission of ‘do’, ‘does’, or ‘did’ as in “You want ice-cream?” (in Maltese Trid gelal?). Such examples, they comment, are prominent features of Maltese English.

The following are two other classroom examples of lexical collocation where transfer from Maltese is obvious:

‘He works with the government’ for ‘he is a civil servant’
jahdem mal-gvern

‘The cooker works with electricity’ for ‘it is an electric cooker’
il-kukker jahdem il-eletriku

4.2 Englishisation of Maltese

Probably most Maltese speech is influenced to a greater or lesser degree by English. For instance it is difficult to listen to radio and television in Maltese and not find examples of English linguistic items used by Maltese speakers. However, it is interesting to point out that such lexical items are often adapted to the Maltese phonetic and phonological systems. Thus, lexical and phonological assimilation can be seen occurring simultaneously as in the following examples of wholly and partially assimilated elements observed in
classrooms. A distinction is here drawn between wholly and partially assimilated items on the criterion of orthography. If an originally English term is now generally written in Maltese orthography it is considered as wholly assimilated, if the English spelling is still generally used, it is considered as partially assimilated.

Examples of wholly assimilated items:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
<th>Maltese plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;orraj&quot;</td>
<td>/orraj/</td>
<td>(allright)</td>
</tr>
<tr>
<td>&quot;cekk&quot;</td>
<td>/tek/</td>
<td>(cheque)</td>
</tr>
</tbody>
</table>

Examples of partially assimilated items:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
<th>Maltese plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;structure&quot;</td>
<td>/straktʃə/</td>
<td>(structure)</td>
</tr>
<tr>
<td>&quot;function&quot;</td>
<td>/fæŋkʃən/</td>
<td>(structure)</td>
</tr>
<tr>
<td>&quot;triangle&quot;</td>
<td>/traɪæŋgəl/</td>
<td>(triangle)</td>
</tr>
</tbody>
</table>

While the most obvious influence of English on Maltese is lexical, one has to distinguish between a loan which is purely lexical, e.g.:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
<th>Maltese plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>'kettle'</td>
<td>'kitla'</td>
<td>'khtli'</td>
</tr>
</tbody>
</table>

where the grammatical category of number is then realized by a native Maltese form, in this case the broken plural; and other loans which come into the language with some of their accompanying morphology, e.g.:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
<th>Maltese plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;cookers&quot;</td>
<td>&quot;kukers&quot;</td>
<td>/kukəz/</td>
</tr>
<tr>
<td>&quot;symbols&quot;</td>
<td>/simbəlz/</td>
<td></td>
</tr>
<tr>
<td>&quot;pets&quot;</td>
<td>/pɛts/</td>
<td></td>
</tr>
</tbody>
</table>

The presence of this English plural morpheme in these loanwords is such that it is today considered as an integral part of Maltese pluralizing morphology.

The following are examples of English terms that have been adapted to Maltese inflectional morphology:

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
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<tbody>
<tr>
<td>'tistorja'</td>
<td>/tistorja/</td>
</tr>
<tr>
<td>'tistreccja'</td>
<td>/tistreccja/</td>
</tr>
<tr>
<td>'tid'drajklinja'</td>
<td>/tid'drajklinja/</td>
</tr>
<tr>
<td>'rubblicjaha'</td>
<td>/rubblicjaha/</td>
</tr>
</tbody>
</table>

Calques are another example of crosslinguistic influence when morphemic substitution occurs without any importation from the donor language. The following examples involve the literal translation of English idioms or metaphors.

<table>
<thead>
<tr>
<th>Calque</th>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;tonoh immiheke&quot;</td>
<td>to blow one's nose</td>
<td>tomhot</td>
</tr>
<tr>
<td>&quot;jibed is-saqaj&quot;</td>
<td>to pull one's legs</td>
<td>twaqqa' ghaq-cajt</td>
</tr>
<tr>
<td>&quot;jideppendi fuj&quot;</td>
<td>to depend on</td>
<td>jideppendi minn</td>
</tr>
<tr>
<td>&quot;gazzi ghal&quot;</td>
<td>thanks to</td>
<td>bis-sahha ta</td>
</tr>
<tr>
<td>&quot;gieghed fuj bta'la&quot;</td>
<td>to be on holiday</td>
<td>mar bta'la</td>
</tr>
<tr>
<td>&quot;titlob ghal&quot;</td>
<td>to look for</td>
<td></td>
</tr>
<tr>
<td>&quot;ttlob ghal&quot;</td>
<td>to ask for</td>
<td></td>
</tr>
</tbody>
</table>

These last two examples in Maltese require a direct object.

The following are two examples of syntactic influence from English onto written Maltese where the definite article is omitted corresponding to English usage where Maltese structure demands it, e.g.:

Grazzi tally uzajta' is-servizz ta' (l-) Mid-Med Bank
Thankyou for using the services of Mid-Med Bank

(In-)Ref. tieghek
Your Ref.

4.6 Continuum of Crosslinguistic Influence

The use of Maltese and English in mixed speech and the influence that each of the languages exerts on the other, is best illustrated by
a continuum of crosslinguistic influence. This ranges from small scale borrowing of lexical items from English at one end, through different examples of code-switching, to Maltese influence on spoken English at the other end. The grading of types of crosslinguistic influence is not so neatly staged in real language use. The aim of the scale is just to give a general idea of crosslinguistic influence as it occurs between Maltese and English as observed in the course of this research.

Figure 2: Continuum of crosslinguistic influence and mixed language usage of Maltese and English

5. Conclusion

The findings from the Maltese data as discussed here could be summarized as follows:

References


Lesson B
1 L: (reads from textbook in English) a square room has a square carpet seventy-three placed in it this leaves an area uncovered of nine metres squared and the area of the whole room is twenty-five metres squared find the length of one side of the carpet.
2 T: now this is similar to this one here isn’t it... but the area is given worked out already this time... is that correct... now... area which has a square room what has a square room got...
3 LS: everything equal
4 LS: five sides equal
5 T: everything equal five sides equal alright square root we have marked it... now has a square carpet symmetrically placed in it... the carpet is it larger or smaller than the room
6 LS: smaller
7 T: smaller Maria you should be paying attention and not writing alright this is also a square I am marking the sides... so that I won’t get mixed up we have... eh this leaves the area uncovered of nine metres squared so I have this bit over here... uncovered... do you agree with me?
8 LS: cheek
9 T: and how much is it this one
10 LS: nine metres squared
11 T: alright nine metres squared it is worked out... be careful not to make the mistake of saying three by three... that has nothing to do we remember in order to obtain that area... to obtain that area what did we do
12 LS: ()
13 T: alright the big one minus the small one and like that... this is the same this nine... that one we must work out in the same way so I cannot say three by three because it is a square... because I think that’s were you made the mistake.
Abstract

This paper deals with the connection between individual instances of codeswitching and large scale relationships between language and society. Micro-level analysis of codeswitching reflect macro-level societal bilingual use of Maltese and English. Each Maltese/English codeswitch could be understood as a reflection of the Maltese language situation. The factors that influence code choice in Maltese classrooms are established in relation to the written-spoken language distinction. Codeswitching motivations and functions are outlined. The major motivation for codeswitching arise from the fact that the textbooks, the examinations and the written work are done in English, but the primary language of the participants is Maltese.

Introduction

In this paper I would like to illustrate how the employment of language (i.e. Maltese and/or English) as a medium of education in Malta, is very closely related to the use of language in the society concerned. The Maltese context especially permits this perspective since there are no political and bureaucratic arrangements regulating language choice and use in the classroom. In fact there is no language policy in education. What we observe happening in schools is in no way constrained by formal, official requirements. The medium of instruction in schools and the language of examinations is in no way a political issue.

I also hope that this brief overview of bilingual classroom discourse in Malta will provide further exemplification of the pedagogic and discourse functions of codeswitching already identified by other scholars (e.g. Lin 1990; Tuson 1985; Ndayipfukamiye 1991; Taha 1989).

Codeswitching motivations in Maltese classrooms are similar in some ways to those found in other contexts, but vary in other ways due to the distinctive character of each bilingual milieu. Even if the 'formal' features of codeswitching in the classroom are similar across schools in different countries, e.g. translation, switching to explain meaning etc., the political value of each type of codeswitch may be different in each situation according to the language values and attitudes pertaining to the society or to the individuals concerned.

Bilingual Education in Malta

Bilingual education in Malta takes place by accident rather than by choice. In the National Curriculum Regulations there hardly any mention of the use of language as a medium of instruction. As far as primary education is concerned, it is vaguely stated that:

"Maltese will be the first language used in teaching but the teacher should also seek to speak English so as to accustom children to understand and speak the language. Those children who speak English at home should be trained to a more correct use of the language, in addition to their being taught Maltese."

(National Minimum Curriculum Regulations 1989)

For secondary level the use of language as medium is not mentioned.

Linguistic Background

I shall now give some information about the bilingual societal context of the Maltese islands.

English was introduced in Malta by the British colonial powers (1800-1964). It has been used in education and for general administrative purposes and record-keeping for about a hundred years. More recently, since independence, its importance has increased considerably due to one of Malta's largest industries, that of tourism. Malta currently welcomes almost a million tourists annually, largely from nearby European countries, with half the number coming from the U.K.
Maltese, the language of the local people, has been spoken for many centuries. Originating from Arabic, it has undergone various linguistic evolutionary processes as a result of its contact with the languages of the colonizing powers, namely Sicilian, Italian and English (see Mifsud 1992; Camilleri and Borg 1992).

Maltese and English are both used within Maltese society at large. Figure 1 gives an indication of the use of the two languages in some social domains. I would like to point out that in some cases, especially in places like offices, restaurants etc., English is normally used as a written medium, while Maltese (mixed with English to varying degrees) is commonly used as a spoken medium.

Figure 1: Use of Maltese and English

<table>
<thead>
<tr>
<th>Domains</th>
<th>Maltese</th>
<th>English</th>
<th>Mixed M. &amp; E.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>spoken and written:</td>
<td>written:</td>
<td>occasionally spoken</td>
</tr>
<tr>
<td></td>
<td>Law Courts</td>
<td>administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parliament</td>
<td>correspondence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>T.V.</td>
<td>T.V</td>
<td>observed during</td>
</tr>
<tr>
<td></td>
<td>Radio</td>
<td>Radio</td>
<td>live discussions &amp;</td>
</tr>
<tr>
<td></td>
<td>Theatre</td>
<td>Cinema</td>
<td>interviews</td>
</tr>
<tr>
<td></td>
<td>Newspapers</td>
<td>Newspapers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Magazines</td>
<td>Magazines</td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td>spoken</td>
<td>written</td>
<td>sometimes spoken</td>
</tr>
<tr>
<td>Education</td>
<td>mainly spoken</td>
<td>mostly written</td>
<td>spoken</td>
</tr>
<tr>
<td>Leisure</td>
<td>most people</td>
<td>few people</td>
<td>some people</td>
</tr>
<tr>
<td>Home</td>
<td>majority of families</td>
<td>few families</td>
<td>some families</td>
</tr>
</tbody>
</table>

In Figure 2, we distinguish between four types of families in Malta on the basis of language acquisition by the children and language use in the family domain.

In type A family, found largely in Gozo and in towns and villages in suburban and rural parts of Malta, a dialect of Maltese is acquired as L1 by the children and is used in the family and immediate environment. Standard Maltese and English are acquired later through education.

In type B family, standard Maltese is the language of primary socialization of the children. English is acquired through formal education.

In type C family both Maltese and English are acquired as L1 and are used interchangeably within the family.

Type D families, where only English is spoken, account for a very small percentage of families.

**Language Choice**

Now I’ll concentrate on the use of Maltese and English in education. My research results are based on ethnographic classroom observation, 16 lesson transcriptions, video-recordings, questionnaires and informal interviews with teachers. I shall first talk about the variables that affect the choice of Maltese and/or English as medium.

1 It is very difficult to correlate family type with social class and/or geographical region. The Maltese islands are very small and crowded (the fifth most densely populated in the world) to be able to distinguish easily between town and village for example. Furthermore, the notion of social class is problematic as education and wealth do not go hand in hand.
of instruction. Then I will talk about motivations for codeswitching in the 
classrooms observed.

Different situational variables affect the choice of language as 
either a WRITTEN or a SPOKEN medium:

Figure 3: Situational variables and language choice

<table>
<thead>
<tr>
<th>WRITTEN</th>
<th>SPOKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>examinations</td>
<td>school policy</td>
</tr>
<tr>
<td>textbooks</td>
<td>teacher variables</td>
</tr>
<tr>
<td>reference works</td>
<td>- own school experience</td>
</tr>
<tr>
<td></td>
<td>- own home language</td>
</tr>
<tr>
<td></td>
<td>- teacher training</td>
</tr>
<tr>
<td></td>
<td>learner ability</td>
</tr>
</tbody>
</table>

The choice of language for written purposes depends on three factors:

1. The language of the examinations
The only subject examined in Maltese is the Maltese language and literature 
examination. The examination papers for Religion, Maltese History, Social Studies 
and Systems of Knowledge could be answered in either Maltese or English. The 
language subjects themselves are examined through the language studied, while 
all other school subjects are examined through English.

Until very recently, all school leaving certification was obtained through the G.C.E. 
Ordinary level examinations of London and Oxford Universities. This responsibility 
is at the moment being transferred to local matriculation examination boards. 
However, the language of examinations continues to be English. The washback 
effect is that school examinations and class tests are largely held in English.

2. The language of the textbooks
Almost all textbooks used in schools are in English. Some of the textbooks used in 
those subjects that are optionally examined in Maltese are only available in 
English. As a result, almost all reading and writing activities in schools are carried 
out in English.

3. The language of reference works
The vast majority of reference works are in English. This, in turn, sustains the 
continued use of English in schools. It is a fact that English is in a very strong 
position world-wide, and most Maltese people believe that Malta is in a privileged 
position, having enjoyed English-medium education for many years. This allows 
Maltese people to communicate freely at all levels at an international level.

This argument, however, may be used by certain professional classes, and also by 
those aspiring to upwards social mobility, against a more widespread use of 
Maltese in education. It is feared that if Maltese gains more importance, it will 
replace English, and as a result Maltese students will suffer from a loss in English 
language proficiency and isolation from the rest of the world (see Camilleri 1992).

The following variables have been observed to affect the choice of Maltese or 
English as a spoken medium.

1. Individual school policy
Private schools in Malta generally favour the use of English as a spoken medium 
inside and outside the classroom. Many children in private schools come from 
family types C and D (figure 2). Furthermore, there is a considerable number of 
foreign students in private schools who make it necessary for teachers and learners 
to interact in English. Naturally, the use of English in private schools is also 
tied to current sociolinguistic attitudes, namely that knowing English is equal to 
having an education (see Phillipson 1992).

State schools in Malta do not have individual policies. However, the Head of
School can exert influence on the choice of language as a spoken medium. For example, cases have been encountered where a Head of School demanded that all learners address her in English because she believes that English is a more appropriate language in education.

On the other hand, some Headteachers prefer to use Maltese in all morning assemblies, school prize days and school circulars etc., as they wish to promote the Maltese language and try to encourage students to appreciate the use of their own mother-tongue in education.

2. Teacher variables

To a large extent, teachers in state schools are free to choose either Maltese or English as the spoken medium of instruction. The factors that seem to influence a teacher's choice of language are the following:

(i) the teacher's own experience at school as a student, such that teachers who attended English-medium private schools are more likely to use English themselves as a medium;

(ii) the teacher's home language background. Teachers who come from English speaking families (types C and D) are more likely to have attended English-medium schools, and therefore to use English as a spoken medium in class. Similarly, teachers from type A family who commonly interact in a Maltese dialect and who teach in village schools especially in Gozo, sometimes use their dialect as a medium of instruction. Teachers who normally interact in standard Maltese generally use Maltese, sometimes mixed with English in the classroom.

(iii) teacher training practices. Until about fifteen years ago, teacher training in Malta was run on a residential basis by British Religious Orders. It has been observed that teachers trained in this way are more likely to use English as a medium of instruction than younger teachers who have been trained at the University of Malta. This reflects social change in post-Independence Malta, such that Maltese is increasingly used in education. At the same time, since Maltese is gaining currency in education, and English has become more widely available through compulsory education for all until age 16 (since the 1970's), an increase in codeswitching is observed.

(iv) learner ability. Teachers have suggested that English is preferred as a medium with higher ability learners, while Maltese is the only medium possible with weaker learners. However, lecturers at the University of Malta, who work with the higher-ability learners, have commented that Maltese is a better means for communicating with almost all the students. English seems to create a barrier between the lecturer and the students. Maltese on the other hand permits more learner participation as the majority of students feel more competent and at ease with Maltese, their L1.

Codeswitching Motivations

Codeswitching in Maltese classrooms (see figure 4) takes place either:

(i) from Maltese to English when speech in Maltese is influenced by the written text in English; or

(ii) from English to Maltese when a teacher who normally speaks in English accommodates the learners' language;

(iii) in either direction, for topic and classroom management.
In a monolingual classroom, the written text is translated into a spoken text in the same language. This happens in the language lessons themselves. But in those classes where a bilingual medium of instruction is used there is a further dimension. The written text in English is translated into a spoken text in Maltese.

Figure 5 below shows the four textual possibilities of spoken and written language available to Maltese bilinguals. The classroom text can be in any of these four forms of text. Links are created between the vertical texts if the participants operate in a monolingual code, diagonal links are added when a bilingual discourse is created and a horizontal link is often created between spoken Maltese and English.

1. Switching from Maltese to English: the influence of written language on spoken discourse
One very important component in classroom discourse is the interaction between the human participants on the one hand, and the written text on the other. There is continual interaction in most lessons between the written text and the spoken text. The written text is considered as the basic point of reference and is constantly being reiterated, paraphrased and reinterpreted by the teacher and the learners.
As Lemke (1989:136) says,

"The problem of learning through texts is, I believe, fundamentally a problem of translating the patterns of written language into those of spoken language. Spoken language is the medium through which we reason to ourselves and talk our way through problems to answers.... When we approach written text, we need to be able to do more than just decode letters to sounds.... To comprehend it, we need to be able to paraphrase it, restate it in our own words, and translate its meanings into the more comfortable patterns of spoken language".

In those lessons where both Maltese and English are used, some of the interaction is between the written text in English and the spoken text in Maltese. This results in the use of English technical terms and phrases within Maltese speech. In fact, this accounts for 78% of codeswitching in my data (about 50,000 words - see Camilleri forthcoming).

Let's take, as an example, a mathematics lesson at form 4 level with a weak class.
Most of the time the teacher uses Maltese. Throughout the lesson she gives directives in Maltese. The sums that are read out in English from the textbook are translated into Maltese (Is. 781).

78 L: (reads from textbook in English) a square room has a square carpet seventy-three placed in it this leaves an area uncovered of nine metres squared and the area of the whole room is twenty five.

79 T: Issa, din takabb. Ill din thawn hux veru. Issa l-area li ghadna a square room xghandha square room.

80 Ls: kollox indaq

81 Ls: five sides equal.

82 T: kollox indaq five sides equal orraj square root immarkajjiga. Issa has a square carpet symmetrically placed in it. Il-carpet ilkar jew izghar mili-kamma.


84 Ls: eh this leaves the area uncovered of nine metres squared meli ghandi lbiqqa (thawmhekk, uncovered, taqblu minghi).

The teacher explains the text in Maltese by eliciting from the learners the meaning of what is read in English. For example in 1.84 the teacher wants to know the meaning of "square room" in Maltese, to which the learners reply in 1.85 kollox indaq (all sides equal).

As the teacher works out the sums on the blackboard, she consistently uses textbook terms like 'area' (Is. 82.83), 'sides' (l. 92), 'uncovered' (l.94), 'carpet' (l. 88) etc within stretches of Maltese utterances. Although there are equivalent terms in Maltese for some of these mathematical terms, the English versions are used in the classroom because the learners are familiar with them through the written version. While the written text in English is then being interpreted in Maltese the English technical or sub-technical terms in English continue to be used.

2 Unfortunately, Maltese has not yet been developed as a written medium for most school subjects, since no political or professional body has been willing to dedicate time and time for such undertaking (see Camilleri forthcoming).

The following extract is taken from a social studies lesson where Maltese is normally used in writing activities. This teacher used two poems in English related to the topic of this lesson - the environment. He asks two individual learners to stand up and read the poems aloud twice to the class and then seeks to explain the meaning of the poems through elicitation from the learners. The underlined text in bold in the extract below is the poem being read aloud. After the learner finishes reading the poem in 1.143, the teacher takes one line at a time and translates and explains its meaning in Maltese. Sometimes he does this by using metalinguistic comments such as 'igifier' (this means) in Is. 145 and 158. At other times he gives or elicits the meaning of the line as in Is. 148 and 153 and 157.

In 1.153 the teacher asks the meaning of the word 'wish' in Maltese and in doing so he repeats it in English. The learners answer in Maltese in 1.154 showing that they have understood what the 'wish' is. In 1.161 the teacher refers to the poem in English as 'poem' and not as 'poezija' in Maltese, even though its meaning had been completely reiterated in Maltese.

143 L: (reads poem)

144 T: ara... ha nispigajekkom, issa jarna... jigij inajjaha... ismghuha kemm hi helwa... a little seed for me to sow a little earth... igifier fit 'amrija... to make it grow... ghandek... ikliem... jirraija... illu' m'intoxm qed igigbu rufkom tajeb bizzeged ta... qeg'din nikkasu... u... mujin qeg'din.

145 L: teqba... a little hole g'ax int... mel taqba... 'amrija... igifier fit... xla... a little white and then a flower... issa araw kemm hi helwa... ha jarna... jigijekkom... akarhom... u araw kemm hi... poem... helwa... hafna.

2 Switching from English to Maltese

In some circumstances English is preferred as a spoken medium of instruction (e.g. in private schools and by older 'British' trained teachers). However, codeswitching
from English to Maltese has been observed in these classrooms. Its motivation is to accommodate the learners' language. At the same time it serves three pedagogic functions: for explanation, for elicitation and to establish rapport.

(i) For explanation

Teachers switch from English to Maltese when they are not sure that the learners have understood fully what has been said in English. All the teachers interviewed said that it is necessary to explain the lesson in Maltese to a lesser or greater degree:

Teacher D: *nispica* I-hezzjoni naghmel translation tan-notes
*(in the lesson I end up translating notes)*

meta nuza l-ingliz mhux kollox jinfliehem
*(when I use English not everything is understood)*

Teacher E: *ma kontx inhossni nikkomunika maghom*
*(I did not feel I could communicate with them)*

Teacher P: *ma listax taffordja tkellimhom il-hin kollu bi-ingliz ghax jinflif*
*(one doesn't afford to speak to them in English all the time because they feel lost)*

(ii) For elicitation

A switch from English to Maltese is noticed at various elicitation points during classroom interaction. For instance in a biology lesson, largely conducted in English, the teacher revises the structure of the leaf. At one stage she wants some feedback from the learners. She first asks a simple question in English, then repeats it in Maltese and amplifies a little bit on it (ls. 117-122). In this case she does not wait for the learners to reply, but a little later (ls. 126), she asks another question in Maltese, and this time interacts with one of the learners in Maltese, thus revising the opening and closing of the stomata, in a medium more comprehensible to the learners (ls. 129-140).

114 T: they are surrounded by the kidney-shaped cells they are called guard cells. what else. I told you there is something in particular about

115 them I told you that these guard cells have something in particular

116 the epidermis cells don't have it. what do they have... *x'glandhom*

118 ghidna s-cells t-ohrajn -is-cells t-ohrajn bhall-palisade cells

119 s-cells ta' t-spongy layer - kellhom il-chloroplasts biex jaghmu

120 l-photosynthesis orrajt imbaghad ghidna fl-epidermis irid ikun

121 transparenti bhai lessa dawn il-guard cells. il jaghmu il-tistotma

122 orrajt x'ghidna li fizhom .. dawna fizhom il-chloroplasts ukol... now

123 let me explain to you why they have the chloroplasts ok they have

124 the chloroplasts inside them, because they must be able to open and

125 close

126 T: orrajt did you understand it, orrajt meli nghidli Kenneth... tell me in

127 your own words kif taghmel il-tistotma biex tintefah u biex

128 tinghaliq

129 L: waqt il-gurnata bis-sunlight taghmel il-glucose u. ehm bil-glucose

130 din tistreccja

131 T: tistreccja ghax tiefu. il-lima

132 L: il-lima

133 T: ok

134 L: (unclear)

135 T: ehe

136 L: umbaghad waqt il-lejl taghmel il-glucose

137 T: tuza

138 L: tkun tista' tistreccja allura il-pores jinghaylq

139 T: allura il-pores jinghaylq ghax jishqju juzaw... taghna orrajt u

140 il-pores jinghaylq. orrajt ftehmna ... so that is (points to bbi) the

141 way. the stomata open and close over here in figure four we are

142 seeing this diagram over there, called you are seeing the way the

143 stomata look in the leaf. ok

(iii) To establish rapport

In a home-economics lesson the teacher works out a family budget with the

learners.

300 T: how much

301 L: three

302 T: three children u how much do you pay

303 L: twenty

304 T: twenty. l-ehja nghidu

305 Ls: imma dawk flat ghandhom

306 T: ahna we are talking about a flat

307 L: jha ahna dar ghandma

308 T: orrajt meli eja naghmilha twenty-five halli ma niqjieldux sewwa. twenty-five. every four months. mel'ejja nghidu twenty-four. ha
On a few occasions she does not agree with the replies of the learners. In such cases she switches to Maltese thus rendering her final decision, which is in contradiction with that of the learners, more acceptable to them. For example in the extract above, from Is. 300-307 there is one such disagreement. In L. 308 the teacher switches to Maltese and says 'alright let's say it is twenty five so that we do not quarrel, is that right?'. By switching to Maltese she earns the learners' support and in fact one learner finally agrees with the teacher's decision on practical grounds, and says (L. 311) "ahjar hekk ghax tigi four pounds" (this is better because we have four pounds) and the rest of the learners laugh (L. 312). A codeswitch in this case seems to have brought a consensus and a happy resolution to a disagreement.

3. Topic and classroom management

Codeswitching for topic and classroom management purposes could take place either from English to Maltese or vice versa. The following are some examples.

(i) Topic (Information) management

In the same home-economics lesson mentioned above which is largely conducted in English, there is an interesting use of discourse markers in Maltese. Each time the teacher says issa (now), she introduces new information about the topic; each issa marks a new step in the progress of the lesson and in the exchange of information between the teacher and the learners. On the other hand, each time the teacher uses mela (so), she repeats some already given information. The examples which appear in the extract below are summarized in Table 1.

| L. 7 | issa, when we talk about money |
| L. 9 | mela, budgeting |
| L. 10 | issa and how we can manage |
| L. 15 | mela, we should save up |
| L. 20 | issa we are going to consider |
| L. 18 | mela, let me tell you |

Table 1: 'issa' and 'Mela' as markers of new and given information

(ii) Classroom management

On several occasions, in a variety of lessons, a language switch co-occurs with a change in classroom activity. Each codeswitch is a potential attention-getting device. When a codeswitch co-occurs with an aside or with a change in activity, it
also highlights the change in the flow of information, e.g.

- conversation: Maltese
- explanation: English
- conversation: Maltese

(Integrated Science, Form 1)

Conclusion

I conclude with a summary of some of the issues identified at micro-level analysis of classroom language practices in Malta. These reflect the sociolinguistic conditions beyond schools and classrooms, but which at the same time have a direct bearing on what goes on inside the classroom.

The most clear distinction in the functions of Maltese and English in the classroom and outside it, is that of written and spoken language. This, in turn is a reflection of a more subtle dichotomous relationship between Maltese and English where English stands for formal discourse, the establishment of distance between speakers and almost forbidding participation by learners in a classroom. On the other hand, the use of Maltese creates an informal atmosphere, establishes warmth and closeness between participants and encourages participation and discussion on the part of the learners.

Another significant finding is the preference for English as a spoken medium of instruction by older teachers (roughly over 35 years), and preference for Maltese (often mixed with English) by younger teachers. This reflects the changing nature of social structures in post-Independence Malta. 'British' institutions have been replaced by Maltese establishments, leading to an increase in the use of Maltese. However, rather than replacing English, Maltese is increasingly mixed with it, such that Borg (1988) prefers to speak in terms of the use of a Mixed Maltese English variety in several domains (e.g. family type C; education).

Codeswitching is extensively used inside and outside the classroom. It is employed by teachers in the classroom as a useful communicative resource to transmit subtle messages. At the same time, it reflects a psycho-social reality experienced by the Maltese nation. Many value the Maltese language and generally endeavour to promote its use. At the same time they cling to the colonial heritage of English, a world language, indispensable for the Maltese economy based on tourism, for professional development and for international communication. Maltese and English are not functionally differentiated at societal level and this allows for more extensive use of codeswitching. Language attitudes, further support the use of codeswitching which has become a norm. By codeswitching, a speaker avoids being associated with "Maltese purists" and also with "snobbish English speakers". By codeswitching one can appear to know enough Maltese, a symbol of identity, and enough English to be considered an educated person.

From this brief "emic" analysis (see Watson-Gegeo 1988) of language choice and codeswitching in the communicative practices at classroom level, I hope to have thrown some light upon the language values of the Maltese world beyond the classroom. Indeed, "there are no large-scale relationships between language and society that do not depend on individual interaction for their realization" (Fishman 1972:31). Possibly, each Maltese/English codeswitch reflects the ambivalence within the Maltese language situation.
References


