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- Grammar and vocabulary lessons
- Writing prompts and assignments
- Speaking and listening activities
- Review exercises and practice tests
- Glossary of key terms

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- Complete all practice exercises and review questions
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Learners: Perspectives for Secondary English Language Education Grit Alter, Thorsten Merse, 2023-11-27 Der didaktische Wert von Picturebooks für den Englischunterricht in der Grundschule gilt als unumstritten. Jedoch gibt es in Forschung und Unterrichtspraxis derzeit kaum Ansätze, wie der Transfer dieses vermeintlich kindlichen Literaturmediums in die Sekundarstufe gelingen kann. Dieser Band legitimiert Picturebooks als komplex angelegte Textform, die sich auch mit fortgeschrittenen Lernenden zu kompetenz- und inhaltsorientierter Arbeit im Englischunterricht anbietet. Die im Band versammelten konzeptuellen und empirischen Perspektiven zeigen angehenden und praktizierenden Lehrkräften konkret auf, wie vielfältig Picturebooks den Unterricht bereichern können. Eine große Bandbreite praktischer Beispiele verdeutlicht ihr Potenzial für den Englischunterricht der Sekundarstufen - von der Förderung verschiedener literacies und literarischen Lernens bis hin zur Fokussierung von Themen wie Umwelt, sozialer Gerechtigkeit oder kultureller Diversität.

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interdisciplinary learning, empathy development, minority issues, and intercultural competence. Moreover, they consider relevant aspects of the educational environments, such as the inclusion of picturebooks in the curriculum, the significance of school libraries, and the impact of publishers. Exploring Challenging Picturebooks in Education sheds new light on the multiple dimensions relevant to investigating the impact of picturebooks on learning processes and the development of multimodal literacy competencies. It thus makes a significant contribution to the growing area of picturebook research and will be key reading for educators, researchers, and post-graduate students in the field of literacy studies, children's literature, and education research.

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Popular Culture Texts Patricia Paugh, Tricia Kress, Robert Lake, 2014-11-26 This edited volume supports implementation of a critical literacy of popular culture for new times. It explores popular and media texts that are meaningful to youth and their lives. It questions how these texts position youth as literate social practitioners. Based on theories of Critical and New Literacies that encourage questioning of social norms, the chapters challenge an audience of teachers, teacher educators, and literacy focused scholars in higher education to creatively integrate popular and media texts into their curriculum. Focal texts include science fiction, dystopian and other youth central novels, picture books that disrupt traditional narratives, graphic novels, video-games, other arts-based texts (film/novel hybrids) and even the lives of youth readers themselves as texts that offer rich possibilities for transformative literacy. Syllabi and concrete examples of classroom practices have been included by each chapter author

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