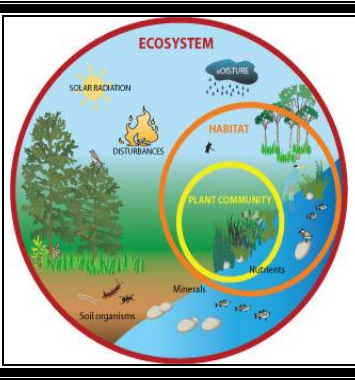
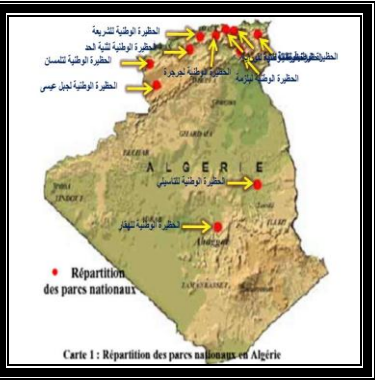
Sequence: 04	**Lesson:** 01 (I Listen and Do **1**)	**Framework:** P.D.P
Learning objectives: To enable the learners to know more details about Algeria, identify its biodiversity and name endangered fauna and flora.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** WH questions.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing the wonderful Algerian heritage and good attitudes towards the environment./ Being proud of belonging to Algeria and the national heritage.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages to get information.		**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.
Communicative: They can use a role play to communicate appropriately and talk about biodiversity in Algeria.		**Social and Personal:** They can socialize through oral exchanges and written messages.

Warming Up: The teacher greets the learners and sticks some flashcards about Algerian forests, national parks, endangered animals on the board and invites the learners to match the flashcards with definitions (**Algeria – National parks – Ecosystem – Biodiversity**).

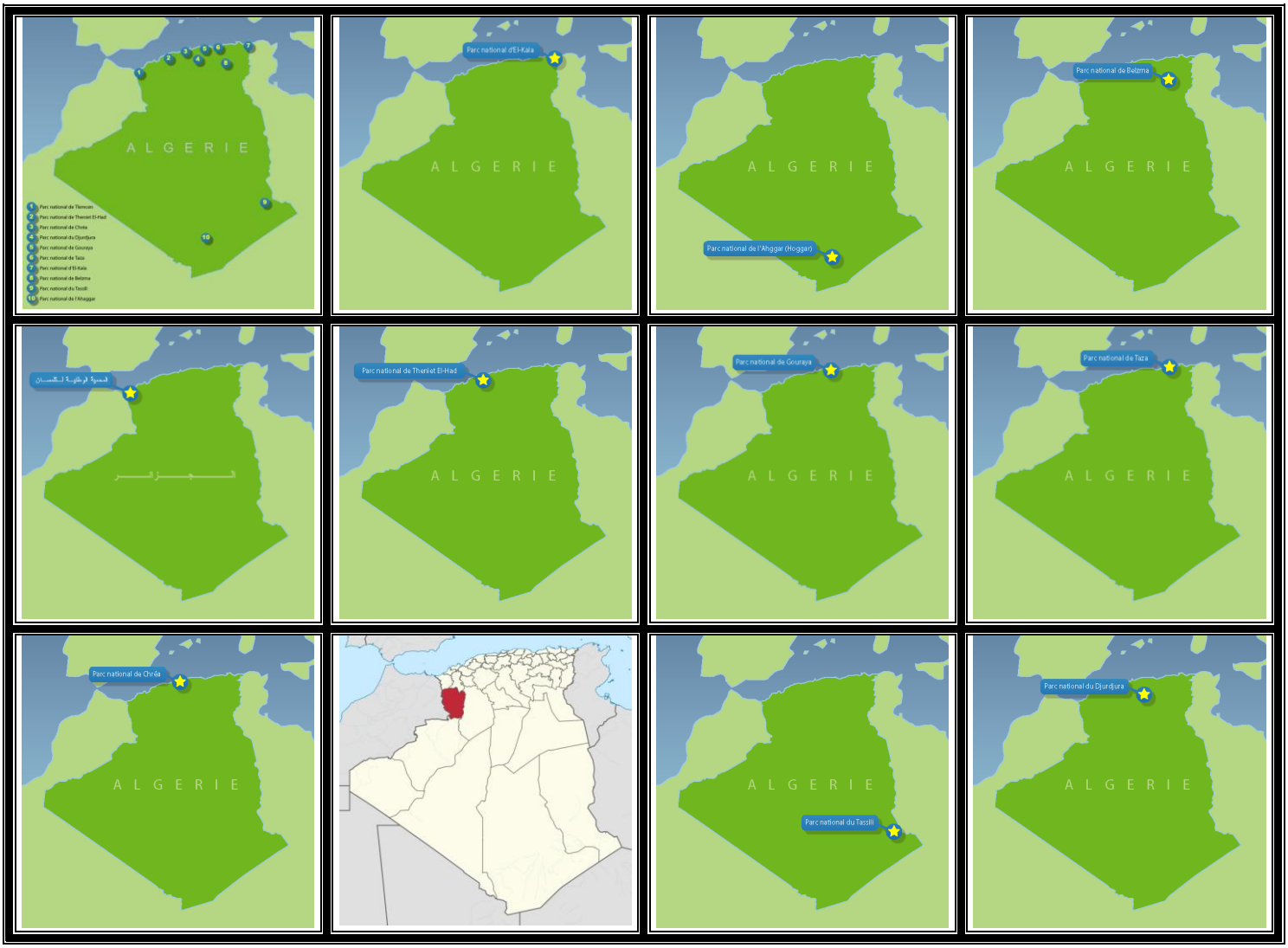




Carte 1 : Répartition des parcs nationaux en Algérie

Pre-Listening: The teacher pins the following national park maps on the board and asks the learners to work in pairs and try to name them. The teacher must give them the words and asks them to predict how the pictures relate to the main topic. (**Belezma National Park – Chrea National Park – El Kala National Park - Djurdjura National Park – Gouraya National Park – Hoggar National Park – Tassili N'Ajjer National Park – Taza National Park – Tlemcen National Park – Mount Aissa National Park – Theniet El-Had National Park**).



<u>During Listening</u>: 1st Listening: The teacher invites the learners to open their books on **Page 113** and listen to **Script 1,2, 3** and **4 page 29** (**Algeria's National Parks "Part 1"**). After that, he/ she asks the learners to do **Task 1 page 113**.

<u>Task 1 page 113</u>: (I listen to the UNESCO representative speaking on BBC radio about biodiversity in Algeria "**Part 1**" and tick the box next to the name of each national park I hear).

- ☑ **1.** Belezma National Park
- ☑ **2.** Chrea National Park
- ☐ **3.** Tikjda National Park
- ☑ **4.** El Kala National Park
- ☑ **5.** Theniet El-Had National Park
- ☐ **6.** Aures National Park
- ☑ **7.** Djurdjura National Park
- ☑ **8.** Gouraya National Park
- ☑ **9.** Hoggar National Park
- ☑ **10.** Tassili N'Ajjer National Park
- ☐ **11.** Atlas National Park
- ☑ **12.** Mount (Djebel) Aissa National Park
- ☑ **13.** Taza National Park
- ☑ **14.** Tlemcen National Park

- **2nd Listening:** The teacher asks the learners to listen again to the text and do **Task 3 page 113/ Task 4 page 114**.

<u>Task 3 page 113</u>: (I listen again to the UNESCO representative speaking on BBC radio "**Part 1**" and complete the information in the fact file).

FACT FILE

Algeria's Biodiversity



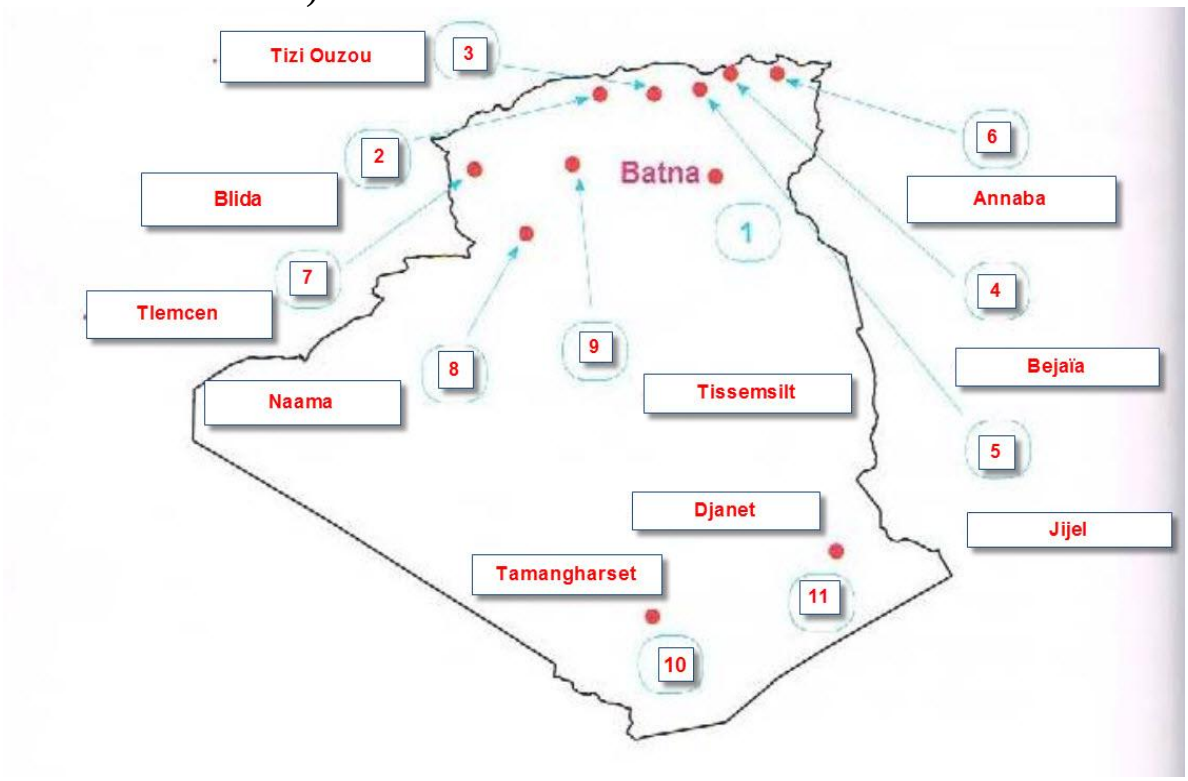
Continental Location: ***…North Africa…***
Bordering Countries: ***…Tunisia*** and ***Morocco …***
Sea: ***… The Mediterranean Sea …***
Area: ***… 2,381,741 square kilometres (km²)***
Number of National Parks: ***… 11 …***
Importance of National Parks: ***… Ecological*** and ***Cultural Significance …***
Reason for establishing National Parks: ***... Preserve biodiversity …***

Task 4 page 114: (I work with my partner to match each of the two words I heard in the text "**Part 1**" with the corresponding definition from Cambridge Dictionary).

ecosystem (eco = ecology) + (system)	(noun) all the living things in an area and the way they affect each other and the environment.
biodiversity (bio = life) + (diversity = variety)	(noun) the number and the types of plants and animals that exist in a particular area or in the world generally, or the problem of protecting this.

- **3rd Listening:** The teacher invites the learners to open their books on **Page 114** and listen to **Script 6** and **7 page 29** (**Algeria's National Parks" Part 2"**). After that, he/ she asks the learners to do **Task 6 page 114**.

Task 6 page 114: (I listen to the UNESCO representative "**Part 2**" and write down on the map the number in "Task 1" corresponding to the name of each Algerian National Park I hear and the name of the nearest town).



Post Listening: The teacher asks the learners to interview each other using the information in the text "**Algeria's National Parks**" "**Part 1** and **2**"). Then, act out the dialogue.

Task: (I play the role of the UNESCO representative and answer my partner's interview questions using the information in the "**Algeria's National Parks**" "**Part 1** and **2**").

My partner: Hello! Where's Algeria located?
Me: ***It is in the north African. It lies between Morocco and Tunisia.***
My partner: Is it a coastal country?
Me: ***Yes, it is. It is along the Mediterranean coast of North Africa.***
My partner: Is it a large country?
Me: ***Yes, it is Africa's largest country.***
My partner: How many National Parks are there in Algeria?
Me: ***There are 11.***
My partner: Can you name some of them?
Me: ***Yes, there are Belezma National Park, Chrea National Park, El Kala National Park, Djurdjura National Park, etc .***
My partner: Thank you very much.
Me: ***You are welcome.***

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 04	**Lesson:** 02 (I Listen and Do **2**)	**Framework:** P.D.P
Learning objectives: To enable the learners to discuss, explore and reflect on the causes and effects of litter and pollution in their community and give solution to this big problem.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Lexis related to litter and pollution (Causes & Effects).		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing clean and healthy environment./ Raising teenagers awareness of environmental issues and seeking a change in their attitudes .		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages to get information.		**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.
Communicative: They can use a role play to communicate appropriately and lead a discussion.		**Social and Personal:** They can socialize through oral exchanges and written messages.

Warming Up: The teacher greets the learners and sticks on the board some flashcards and invites the learners to match the flashcards with definitions (**Eco-School – litter – rubbish – crisp packet – plastic bags – banana skins**).





Eco-Schools


Pre-Listening: The teacher asks the learners to answer the following questions:

1- Have you seen litter in your neighbourhood?
2- Is it a problem for you? Why?
3- What types of litter have harmful or dangerous effects?
4- What are the causes of litter?
5- Can it causes illnesses and fire? How?

During Listening: First Listening: The teacher invites the learners to open their books on **Page 120** and listen to the dialogue **Script 27** and **28 page 32** (**Eco-Schools Part 1**). After that, he/ she asks the learners to do **Task 27 page 120**.

Task 27 page 120: (I listen to the BBC interview of the UK Eco-School representative "**Part 1**" and tick the information given by the interviewer).

What is litter?

According to the UK Eco-School representative, the litter is:

- ☑ food
- ☑ plastic bags
- ☑ banana skins
- ☑ rubbish that is in the wrong place
- ☑ not natural matter, like tree leaves
- ☑ any item left by a person that should not be there
- ☑ chewing gum
- ☑ syringes
- ☑ crisps packets
- ☑ a form of pollution
- ☑ sweetie paper

Second Listening: The teacher invites the learners to listen to the dialogue **Script 31, 32, 33** and **34 page 32** (**Eco-Schools Part 3**) and do **Task 31 page 121**.

Task 31 page 121: (I listen to the BBC interview of the UK Eco-School representative "**Part 3**" and fill in each gape with the corresponding word I hear).

How can litter be dangerous to wildlife?

Well, we … ***have*** … found animals killed by swallowing balloons. Many of them are trapped inside cans, bottles and … ***plastic*** … bags. Some are poisoned by … ***cigarette*** … butts. Food containers, like crisp packets and plastic bags, can be blown out to sea by the wind. … ***Fish*** … and sea birds will eat them, thinking they are food. Scientists estimate that a … ***million*** … birds and 100,000 marine mammals and turtles die every year from … ***eating*** … plastics.

Post Listening: The teacher asks the learners to interview each other using the information in the text "**Eco-Schools**" and do **Task 41 page 123**. Then, act out the dialogue.

Task 41 page 123: (I answer my partner questions using some information I learnt from the play the role of the BBC interview of the UK Eco-School representative).

My partner: Where do you often see litter in El-Oued?
Me: ***I often see it near the market place or supermarket.***
My partner: What kind of litter can we find in or around our school?
Me: ***We can find almost all kind of litter like sweetie papers, chewing gum, bottles, etc.***
My partner: What sorts of problems can this litter cause?
Me: ***(problem 1) Children can touch and play with this litter and be harmed.***
(problem 2) It can attract insects and animals which can bring diseases.
(problem 3) It can damage the environment.
My partner: What can our school do to help solve this environmental problem?
Me: ***(solution 1) Put more litter and rubbish bins inside and outside our school.***
(solution 2) Organise litter patrols and voluntary campaigns to clean the school.
(solution 3) Put up posters everywhere to remind people by the damage that litter Can cause to us and the environment.
My partner: If you drop litter in a public place in England, the police will make you pay a fine of between £50 and £80, and a school that doesn't pick litter on its grounds can be fined up to £2,500. What do you think of this solution?
Me: ***I think, It's a good solution.***

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 04	**Lesson:** 03 (I Listen and Do **3**)	**Framework:** P.D.P
Learning objectives: To enable the learners to identify some Algeria's Endangered Fauna and Flora and make a poster to save them.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Lexis related to Algeria's Endangered Fauna and Flora.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing the richness of biodiversity and the importance of it preservation./ Being proud of the Algerian biodiversity.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages to get information.	**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.	
Communicative: They can use a role play to communicate appropriately and lead a discussion.	**Social and Personal:** They can socialize through oral exchanges and written messages.	

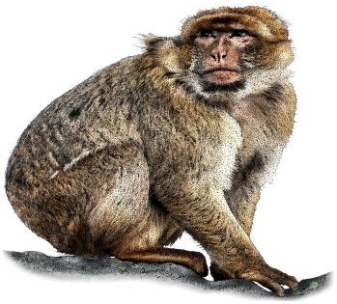
Warming Up: The teacher greets the learners and sticks on the board some flashcards of endangered animals and rare plant in Algeria and invites the learners to match the flashcards with definitions (**Atlas Cedar – Barbary Sheep – Barbary Apes/ Macaque – Nuthatch Bird – Dorcas Gazelle – Cuvier's Gazelle – Saharan Cheetah – The Atlas/ Barbary Lion**).



Nuthatch Bird



The Atlas Lion



Barbary Macaque



Dorcas Gazelle



Atlas Cedar



Cuvier's Gazelle



Saharan Cheetah



Barbary Sheep

Pre-Listening: The teacher asks the learners to answer the following questions:

1- What are these pictures represent? 2- Are they still exist in our country?

3- Try to find other endangered animals or plants in your region?

During Listening: First Listening: The teacher invites the learners to open their books on **Page 116** and listen to the dialogue **Script 16** and **17 page 31** (**Algeria's Endangered Fauna and Flora**). After that, he/ she asks the learners to do **Task 14 page 116**.

Task 14 page 116: (I listen and write down the English name of each rare or endangered species under its corresponding picture).



Barbary Macaque



Nuthatch Bird



Saharan Cheetah



Cuvier's Gazelle



Dorcas Gazelle



Barbary Sheep



Atlas Cedar

Second Listening: The teacher invites the learners to open their books on **Page 117** and listen again to the dialogue **Script 16** and **17 page 31** (**Algeria's Endangered Fauna and Flora**). After that, he/ she asks the learners to do **Task 16 page 117**.

Task 16 page 117: (I listen now to the representative of the International Union for Conservation of Nature "**IUCN**" talking to Algerian journalists about protected animal and plant species in Algeria, and I complete the fact file by ticking the right answer).



FACT FILE

IUCN Red List

Algeria's Protected Species



➢ Atlas cedar			
IUCN status:	☐ extinct	☐ vulnerable	☑ endangered
Date of inscription:	☐ 2003	☐ 1913	☑ 2013
➢ Barbary sheep			
IUCN status:	☐ extinct	☑ vulnerable	☐ endangered
Date of inscription:	☐ 1996	☐ 1968	☑ 1986
➢ Barbary apes/ macaques			
IUCN status:	☐ extinct	☐ vulnerable	☑ endangered
Date of inscription:	☐ 1988	☐ 2008	☐ 1998
➢ Algerian nuthatch			
IUCN status:	☐ extinct	☐ vulnerable	☑ endangered
Date of inscription:	☑ 1994	☐ 1984	☐ 2014
➢ Dorcas gazelle			
IUCN status:	☐ extinct	☑ vulnerable	☐ endangered
Date of inscription:	☐ 2008	☑ 1988	☐ 1998

➢ Cuvier's gazelle			
IUCN status:	☐ extinct	☑ vulnerable	☐endangered
Date of inscription:	☐ 1996	☐ 1916	☑ 2016
➢ Saharan cheetah			
IUCN status:	☑ not evaluated	☐ vulnerable	☐endangered
➢ Atlas/ Barbary lion			
IUCN status:	☑ extinct	☐ vulnerable	☐endangered
Approximated date of extinction:	☐ 1922	☐ 1924	☑ 1942

Post Listening: The teacher asks the learners to interview each other using the information in the text "**Algeria's Endangered Fauna and Flora**" and do **Task 20 page 118**. Then, act out the dialogue.

Task 20 page 118: (I answer my partner questions using some information I learnt from the text "**Algeria's Endangered Fauna and Flora**").

My partner: How many National Parks are there in our country?
Me: ***There are (14) fourteen National Parks in Algeria .***
My partner: Can you name six of them?
Me: ***Yes, I can. There are "Chrea, Djurdjura, El Kala, Aures, Tlemcen, and Gouraya".***
My partner: And how many Biosphere Reserves are there?
Me: ***There are (8) eight Biosphere Reserves in Algeria.***
My partner: Can you name four of them?
Me: ***Of course, I can. There are "Taza, Djurdjura, Chrea, and Tassili N'Ajjer".***
My partner: Which one is nearer to the place where we live?
Me: ***The nearest one from El-Oued is Belezma in Batna.***
My partner: Why has UNESCO created Biosphere Reserves?
Me: ***It created them because the Algerian National Parks have a rich variety of Eco-systems.***
My partner: Can you name four endangered plant and animal species in our country?
Me: ***Of course, I can. There are "The Barbary apes, the Atlas cedar, the Algerian Nuthatch, and Cuvier's gazelle".***
My partner: Can you name one endemic animal species?
Me: ***Yes, I can. It is the Barbary sheep.***
My partner: Can you name one extinct animal species?
Me: ***Of course, I can. It is the Atlas lion.***

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.

The teacher invites the learns to copy down in their copybooks.

Sequence: 04	**Lesson:** 04 (The Language Use **1**)	**Framework:** P.P.U
Learning objectives: To enable the learners to talk about their present activities using **the present perfect**.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** **The present perfect** "***Since/ For/ How long***".		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing the wonderful national heritage and belonging to Algeria/ Valuing good attitudes towards the environment.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can use his critical thinking skills when eliciting the new target structure and understand and interpret verbal and nonverbal messages.		**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.
Communicative: They can talk about his present activities.		**Social and Personal:** They can socialize through oral exchanges and written messages.

Warming Up: The teacher greets the learners and makes a quick revision about Algeria's Endangered Fauna and Flora.

Presentation: The teacher writes the following text on the board and asks the learners to work in pairs and answer the following question:

Hi! My name is John. I'm a member of The World Wide Fund for Nature organization (WWF). I **have joined** it ***since 2015***. This organization **has founded** ***since 1961***. It is working in the field of the wilderness preservation, and the reduction of human impact on the environment. The members of WWF **have saved** so many endangered animals and vulnerable plants with the aid of other organizations like Greenpeace. My uncle **has been** an ecologist in this organization ***for*** more than ***25 years***. Wildlife **has** always **had** a special place in our family life.

1- ***How long*** **has** John **joined** this organization? 2- Is John still a member in it?
3- ***How long*** **has** his uncle **been** an ecologist? 4- Is his uncle still an ecologist?

- The teacher highlights the target structure "**My Grammar Tools page 130 – 131**". He/ She may use sentences from the previous text.

How long	**has** John **joined**	this organization?
Question Words	**To have (Present) + Past Participle**	

I	I **have joined** it	***since 2015***.
	To have (present) + Past Participle	**Preposition of Time + Fixed Time**

My uncle	**has been** an ecologist in this organization	***for*** more than ***25 years***.
	To have (present) + Past Participle	**Preposition of Time + Period of Time**

I use:

The Present Perfect (How Long/ Since and For)

➡To talk about an action/ activity, an event or situation that started in the past and continue to the present, I use **The Present Perfect** tense: "**have/ has**" + **Past Participle**.

Example: 1- I **have lived** in this house ***since 2010***.
(= I still live in the same house today, in 2019/ 2020/ 20….)
2- I **have lived** in this house ***for nine/ ten/ … years***.
(= I still live in the same house today, in 2019/ 2020/ 20….)

➡ I use "**have**" with (I, You, We, They) and "**has**" with (He, She, It).
➡ **The Past Participle** form of regular verbs is "Verb Stem + ed". (**eg:** to live → **lived**)

a- Using The Present Perfect Tense with "Since"

➡ "**Since**" is **A Preposition of Time** which indicates a previous point in time. (**A Fixed Time** in the past), such as "***2010***", "***Monday***", "***June 1st***", "***2:30***" etc.

Example: The Atlas Cedar **has become** an endangered species ***since 2013***.

b- Using The Present Perfect Tense with "For"

➡ "**For**" is **A Preposition of Time** which indicates **A Period of Time**, such as "***nine years***", "***two days***", "***three weeks***", "***two hours***" etc.

Example: Dr Sian Waters **has studied** the Barbary Macaque ***for ten years***.

➡ **The Present Perfect Tense: Positive and Negative Forms**

➢ **Positive form:** "**have/ has + Past Participle**".

Example: Barbary Macaques **have lived** in North Africa ***for a long time***.

➢ **Negative form:** "**haven't/ hasn't + Past Participle**".

Example: He **hasn't received** any email from his English friend ***since last Monday***.

➡ **The Present Perfect Tense: Interrogative Form**

➢ To ask about the duration of an action/ activity or an event, I use **The Question Words:** "***How Long***" + **have/ has** + Subject + **Past Participle** …?

Example: **Question:** ***How long*** **have** you **worked** as an ecologist?
Answer (1): ***Since last September***.
Answer (2): ***For eight months***.

Practice: The teacher asks the learners to do **Task 16, and 17 page 136**. They may work in pairs.

Task 16 page 136: (I write the appropriate heading for each column: "**since**" or "**for**").

… *Since* …	… *For* …
• Last month/ January 23rd	• A month/ Many years
• My childhood/ My last birthday	• A long time/ Five minutes
• Yesterday/ 14:00 pm	• Two centuries/ Twelve hours

Task 17 page 136: (I fill in each gap with: "**since**" or "**for**" and write the correct form of the verbs in italics between brackets).

1. The IUCN (***list***) … **has listed** … some Australian tree kangaroos as threatened species … ***for*** … **four years**.
2. Many wildlife organizations, such as the Wold Wildlife Fund (WWF), (***consider***) … **have considered** … the Australian Koala as a vulnerable species … ***since*** … **2014**.
3. Native to Africa (Kenya, Tanzania, Namibia), the black rhino (***be***) …**has been** … on the IUCN red list of critically endangered species … ***for*** … **almost thirty-two years**.
4. Wild dogs and ferrets (***endanger***) … **have endangered** … the life of New Zealand's kiwi … ***for*** … **a number of years**.
5. Reindeer are vulnerable species that (***live***) … **have lived** … in Siberia, Mongolia, Finland, Norway, Greenland, Canada and Alaska … ***since*** … **the beginning of time**.

Use: The teacher asks the learners to do **Task 18 page 136**.

Task 18 page 96: (I ask questions on the underlined words in the "**Task 17**" using the question words "***How long***" as in the example:).

Sentence: Algeria **has been** a member of UNESCO ***since*** **1962**.
Question: ***How long*** **has** Algeria **been** a member of UNESCO?

Sentence 1: The IUCN **has listed** some Australian tree kangaroos as threatened species ***for*** **four years**.
Question: ***How long*** **has** the IUCN **listed** some Australian tree kangaroos as threatened species?
Sentence 2: Many wildlife organizations, such as the Wold Wildlife Fund (WWF), **have considered** the Australian Koala as a vulnerable species ***since*** **2014**.
Question: ***How long*** **have** the wildlife organizations **considered** the Australian Koala as a vulnerable species?
Sentence 3: Native to Africa (Kenya, Tanzania, Namibia), the black rhino **has been** on the IUCN red list of critically endangered species ***for*** **almost thirty-two years**.
Question: ***How long*** **has** the black rhino **been** on the IUCN red list of critically endangered species?
Sentence 4: Wild dogs and ferrets **have endangered** the life of New Zealand's kiwi ***for*** **a number of years**.
Question: ***How long*** **have** wild dogs and ferrets **endangered** the life of New Zealand's kiwi?
Sentence 5: Reindeer are vulnerable species that **have lived** in Siberia, Mongolia, Finland, Norway, Greenland, Canada and Alaska ***since*** **the beginning of time**.
Question: ***How long*** **have** Reindeer **lived** in Siberia, Mongolia, Finland, Norway, Greenland, Canada and Alaska?

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 04	**Lesson:** 05 (The Language Use **2**)	**Framework:** P.P.U
Learning objectives: To enable the learners to identify the keys to protect the environment and express **strong obligation** and **prohibition** using "**must**" and "**mustn't**" and **mild obligation** or **advice** using "**should**" and "**shouldn't**".		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure: Must/ Mustn't/ Should/ Shouldn't.**		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing a clean and healthy environment/ Raising teenagers awareness of environmental issues and seeking a change in their attitudes.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages to get information.		**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.
Communicative: They can use a role play to communicate appropriately and make a charter.		**Social and Personal:** They can socialize through oral exchanges and written messages.

Warming Up: The teacher greets the learners and writes the following sentence on the board, reads it and asks the following questions.

"thousands of animals (fauna) and plants (flora) are endangered or went extinct .

- Why?
- What can we do to save them? (Brainstorming)

Presentation: The teacher writes the following text on the board and asks the learners to work in pairs and answer the following questions:

Hello to you all! My name is Karim Tedjani. I am an Algerian ecologist and head of the website nouara-algerie.com, a website dedicated to the protection of the environment, I work to save the endangered species of animals and plants which are disappearing from our country, because of the illegal hunting, trees cutting, forest fires and the destruction of their habitat. We are all concerned. The Algerian authorities **must** put an end to this illegal trade of wild animals and people **should** be more responsible and ready to help these animals to survive.

1- Is Mr Karim Tedjani a biologist? **2-** Why are animals and plants disappearing?
3- Which sentence represents a **strong obligation** or **prohibition** and which one represents **mild obligation** or **advice**?

- The teacher highlights the target structure "**My Grammar Tools page 129**". He/ She may use sentences from the previous text.

The Algerian authorities	**must**	put an end to this illegal trade of wild animals
	Modal Verb **Strong Obligation** or **Prohibition**	

People	**should**	be more responsible
	Modal Verb **Mild Obligation** or **Advice**	

I use:

EXPESSING OBLIGATION

a. Expressing "**Strong Obligation**" using "**Must**"

➡ To talk about something that has to be done because it is compulsory or obligatory (**Strong Obligation**), I use: "**Must** + **Verb (Stem)**".

Example: - We **must put** an end to this illegal trade of wild animals.
The country's environmental authorities and Algerian people themselves **must protect** all animal and plant species.

➡ **"Must": Interrogative and Affirmative (Positive) Forms**

➢ **Interrogative Form:** "**Must** + **Verb (Stem)**"

Example: - **Must** we **punish** those who break the law?

➢ **Affirmative Form:** "**Must** + Subject + **Verb (Stem)** …?"

Example: - Litter louts **must be** punished.

➡ **Negative Form:** "**Mustn't** + **Verb (Stem)**"

Example: - We **mustn't leave** litter on the beach.

b. Expressing "**Mild Obligation**" using "**Should**"

➡ To express "**Mild**" (Less strong or weak obligation), I use: "**Should** + **Verb (Stem)**".

Example: - Schoolchildren **should raise** awareness of this litter problem among their community.

➡ **"Should": Positive, Negative and Interrogative Forms**

➢ **Positive Form:** "**Should** + **Verb (Stem)**"

Example: - People's attitude towards wildlife **should** change.

➢ **Negative Form:** "**Shouldn't** + **Verb (Stem)**"

Example: - You **shouldn't forget** to pick up your litter after a picnic.

➡ **Interrogative Form:** "**Should**+ Subject + **Verb (Stem)**"

Example: - **Should** we **keep** watching careless people throw litter everywhere and do nothing?

Practice: The teacher asks the learners to do **Task 1, 2** and **3 page 133**. They may work in pairs.

Task 1 page 133: (I match each sign with its corresponding text).



1. No tree cutting in this area!



2. No littering in this area!



3. No swimming in this area!



4. No fishing in this area!



5. No hunting in this area!



6. No flower picking in this area!



7. No throwing of matches, cigarette butts or glass bottles in this area!

Task 2 page 133: (What do all the preceding signs "**Task 1**" express? I tick the box next to the correct answer).

☑ Obligation ☐ Prohibition

Task 3 page 133: (I rewrite each of the preceding texts "**Task 1**" using "**mustn't**" or "**shouldn't**", as in the example).

- **Text 1 (original):** "No tree cutting in this area!"
- **Text 1 (rewritten):** "When we see this sign, (it means that) we ***mustn't/ shouldn't cut*** trees in this area."
- **Text 2 (original):** "No littering in this area!"
- **Text 2 (rewritten):** "When we see this sign, (it means that) we ***mustn't/ shouldn't litter/ throw*** litter in this area."
- **Text 3 (original):** "No swimming in this area!"
- **Text 3 (rewritten):** "When we see this sign, (it means that) we ***mustn't/ shouldn't swim*** in this area."
- **Text 4 (original):** "No fishing in this area!"
- **Text 4 (rewritten):** "When we see this sign, (it means that) we ***mustn't/ shouldn't fish*** in this area."
- **Text 5 (original):** "No hunting in this area!"
- **Text 5 (rewritten):** "When we see this sign, (it means that) we ***mustn't/ shouldn't hunt*** in this area."
- **Text 6 (original):** "No flower picking in this area!"
- **Text 6 (rewritten):** "When we see this sign, (it means that) we ***mustn't/ shouldn't pick*** flowers in this area."
- **Text 7 (original):** "No throwing of matches, cigarette butts or glass bottles in this area!"
- **Text 7 (rewritten):** "When we see this sign, (it means that) we ***mustn't/ shouldn't throw*** matches, cigarettes butts or glass bottles in this area."

Use: The teacher asks the learners to do **Task 6 page 134** and **Task 8 page 135**.

Task 6 page 134: (I match each traffic sign with its corresponding text).



1. Kiwis crossing the road!



2. Cows crossing the road!



3. Sheep crossing the road!



4. Koalas crossing the road!



5. Reindeer crossing the road!



6. Kangaroos crossing the road!



7. Rhinoceros crossing the road!



8. Dromedaries crossing the road!

Task 8 page 135: (I rewrite each of the preceding texts "**Task 6**" using "**must**" or "**should**", as in the example).

- **Text 1 (original):** "Kiwis crossing the road!"
- **Text 1 (rewritten):** **a.** Kiwis can cross the road.
  b. Motorists/ Cars ***must***/ ***should slow*** down.
- **Text 2 (original):** "Cows crossing the road!"
- **Text 2 (rewritten):** **a.** Cows can cross the road.
  b. Motorists/ Cars ***must***/ ***should slow*** down.
- **Text 3 (original):** "Sheep crossing the road!"
- **Text 3 (rewritten):** **a.** Sheep can cross the road.
  b. Motorists/ Cars ***must***/ ***should slow*** down.
- **Text 4 (original):** "Koalas crossing the road!"
- **Text 4 (rewritten):** **a.** Koalas can cross the road.
  b. Motorists/ Cars ***must***/ ***should slow*** down.
- **Text 5 (original):** "Reindeer crossing the road!"
- **Text 5 (rewritten):** **a.** Reindeer can cross the road.
  b. Motorists/ Cars ***must***/ ***should slow*** down.
- **Text 6 (original):** "Kangaroos crossing the road!"
- **Text 6 (rewritten):** **a.** Kangaroos can cross the road.
  b. Motorists/ Cars ***must***/ ***should slow*** down.
- **Text 7 (original):** "Rhinoceros crossing the road!"
- **Text 7 (rewritten):** **a.** Rhinoceros can cross the road.
  b. Motorists/ Cars ***must***/ ***should slow*** down.
- **Text 8 (original):** "Dromedaries crossing the road!"
- **Text 8 (rewritten):** **a.** Dromedaries can cross the road.
  b. Motorists/ Cars ***must***/ ***should slow*** down.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 04	**Lesson:** 06 (The Language Use **3**)	**Framework:** P.P.U
Learning objectives: To enable the learners to give recommendations and make a School Eco- Charter using **the imperative**.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** **The imperative** (**Must**/ **Mustn't**).		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing a clean and healthy environment/ Raising teenagers awareness of environmental issues and seeking a change in their attitudes.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages to get information.		**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.
Communicative: They can use a role play to communicate appropriately and make a charter.		**Social and Personal:** They can socialize through oral exchanges and written messages.

Warming Up: The teacher greets the learners, makes quick review to connect the previous lesson with the current one by asking some questions and asks the learners to answer them.

- What should we do to live in a clean and healthy environment?
- What must we do to help animals and plants live longer?

Presentation: The teacher sticks the following road signs on the board and tries to elicit some recommendations.








1- You **must drive** slowly near the public gardens and national parks. **Don't** drive quickly.
2- You **mustn't throw** rubbish on the floor. **Put** it in a bin.
3- You **mustn't leave** fire in the forest. **Keep** it out.

- The teacher highlights the target structure "**My Grammar Tools 2 page 130**". He/ She may use sentences from the previous text.

You	**Mustn't**	leave fire in the forest.	**Keep**	it out.
	Modal Verb **Strong Obligation** or **Prohibition**		**The Imperative** **Verb (Stem)**	

I use:

Giving Advice and Making Recommendations Using the Imperative

➡ To make recommendations or giving advice to someone, I can use **the imperative**: "**Verb (Stem)**".

Examples: - **Put** your rubbish in a big.
- **Use** reusable bags ("Bags for Life").
- **Be** responsible.

➡ To form the negative, I use "**Do not/ Don't** + **Verb (Stem)**".

Examples: - **Do not/ Don't litter**.
- **Don't use** plastic bags.

Practice: The teacher asks the learners to do **Task 11** and **12 page 135**. They may work in pairs.

Task 11 page 135: (I rewrite each of the texts "**Task 1**" using "**The Imperative**", as in the example).

- **Text 1 (original):** "No tree cutting in this area!"
- **Text 1 (rewritten):** "***Do not/ Don't cut*** trees in this area."
- **Text 2 (original):** "No littering in this area!"
- **Text 2 (rewritten):** "***Do not/ Don't litter/ throw*** litter in this area."
- **Text 3 (original):** "No swimming in this area!"
- **Text 3 (rewritten):** "***Do not/ Don't swim*** in this area."
- **Text 4 (original):** "No fishing in this area!"
- **Text 4 (rewritten):** "***Do not/ Don't fish*** in this area."
- **Text 5 (original):** "No hunting in this area!"
- **Text 5 (rewritten):** "***Do not/ Don't hunt*** in this area."
- **Text 6 (original):** "No flower picking in this area!"
- **Text 6 (rewritten):** "***Do not/ Don't pick*** flowers in this area."
- **Text 7 (original):** "No throwing of matches, cigarette butts or glass bottles in this area!"
- **Text 7 (rewritten):** "***Do not/ Don't throw*** matches, cigarettes butts or glass bottles in this area."

Task 12 page 135: (I rewrite each of the following sentences using "**The Imperative**").

1. You **must slow** down. → ***Slow*** down.
2. You **mustn't litter**. → ***Do not/ Don't litter***.
3. You **must respect** your environment. → ***Respect*** the environment.
4. You **must be** responsible. → ***Be*** responsible!
5. You **mustn't harm** animals. → ***Do not/ Don't harm*** animals.
6. You **must keep** Algeria clean and tidy. → ***Keep*** Algeria clean and tidy.

Use: The teacher asks the learners to do **Task 13 page 135**.

Task 13 page 135: (I write five recommendations using "**The Imperative**" that will be included in my school Eco-Charter).

Dos	DON'Ts
… *Take care of plants* …	… *Don't throw rubbish anywhere!* …
… *Take care of animals* …	… *Don't use your car/ motorcycle every day.* …
… *Respect the environment* …	… *Don't be selfish!* …
… *Plant trees* …	… *Don't be irresponsible towards nature* …
… *Keep your school clean and tidy* …	… *Don't leave lights on in class* …
… *Be responsible* …	… *Don't pick up flowers* …

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 04	**Lesson:** 07 (The Language Use **4**)	**Framework:** P.P.U
Learning objectives: To enable the learners to talk and write about **the causes**/ **reasons** and **consequences**/ **results** of litter using **the discourse markers**/ **connectors** (**As**/ **Because**/ **So**/ **Therefore**).		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure: The Discourse Markers**/ **Connectors** (**As**/ **Because**/ **So**/ **Therefore**).		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing a clean and healthy environment and good attitudes towards the environment/ Raising teenagers awareness of environmental issues and seeking a change in their attitudes/ Valuing the wonderful Algerian and being proud of the national heritage.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can use his critical thinking skills when eliciting the new target structure and interpret verbal and nonverbal messages to get information.		**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.
Communicative: They can differentiate between reasons and results.		**Social and Personal:** They can socialize through oral exchanges and written messages.

Warming Up: The teacher greets the learners and makes a quick review about national parks and biospheres in Algeria and the reasons behind making such biospheres and national parks. After that, he/ she shows the learners some flashcards and asks the following questions:






➢ Why the Dorcas Gazelle is considered as an endangered animal?
➢ Why fish is dead in seas and rivers? ➢ Why our forests, beaches, streets and public places are not clean and tidy? ➢ Why we have these plastic bags and bottles everywhere?

Presentation: The teacher writes the following sentences on the board and asks the learners to work in pairs and answer the following questions:

- **As** there are not severe rules against litter louts, our streets and public places will remain untidy and a lot of animals went extinct in Algeria and in the world **because** of illegal hunting and smuggling.
- A lot of plants and trees are cut our burnt. **So**, the Algerian authorities must protect them.
- Plastic bags are thrown everywhere .**Therefore**, people should use durable ones "bags for life".

➢ Underline **the causes**/ **reasons** and **consequences** in the sentences.
➢ Which connectors are used to show us **the causes**/ **reasons** and **consequences** in the sentences?

- The teacher highlights the target structure "**My Grammar Tools 5 page 132**".

I use:

DISCCOURSE / SENTENCES CONNECTORS

a. Using "As" and "Because" (Cause/ Reason)

➡ To express cause or reason, I can use the connectors "**As**" or "**Because**".

Example:

- **As** there are no strict measures against litter louts, streets and public places will remain covered with litter.
- Wildlife trade is an international problem **because** it affects all countries.

b. Using "So" and "Therefore" (Consequence/ Result)

➡ To express consequence or result, I can use the connectors "**So**" or "**Therefore**".

Example:

- The Tlemcen Mountains Biosphere Reserve is home to diverse flora with over 1,130 species. **So**, this reserve needs great care.
- Many Algerian species have been added to the red list of our organization (IUCN) as vulnerable or endangered. **Therefore**, the country's environmental authorities and Algerian people themselves must protect them.

Practice: The teacher asks the learners to do **Task 5 page 134/ Task 9 page 135**. They may work in pairs.

Task 5 page 134: (I use the information I learnt about wildlife and my environment in my listening tasks to answer the following questions about the signs and texts in the "**Task 1**").

Text 1: Why is forbidden to cut trees in this area?
- It is forbidden to cut trees in this area because trees give us the oxygen we breath and protect us from strong winds.
Text 2: Why is forbidden to throw litter in this area?
- It is forbidden to throw litter in this area because our environment must remain very clean and healthy.
Text 3: Why is forbidden to swim in this area?
- It is forbidden to swim in this area because it is too dangerous.
Text 4: Why is forbidden to fish in this area?
- It is forbidden to fish in this area because there are endangered species that are protected by the UNESCO or Greenpeace.
Text 5: Why is forbidden to hunt in this area?
- It is forbidden to hunt in this area because there are endangered species that are protected by the IUCN or WWF.
Text 6: Why is forbidden to pick flowers in this area?
- It is forbidden to pick flowers in this area because it is a public garden/ park not a private one .
Text 7: Why is forbidden to throw matches, cigarette butts or glass bottles in this area?

- It is forbidden to throw matches, cigarette butts or glass bottles in this area <u>because</u> this can provoke forest fires.

<u>Task 9 page 135</u>: (I combine each pair of sentences I have written in "**Task 8**", using the connectors "t**herefore**/ **so**" and "**because**/ **as**" to express both **cause** and **consequence**, as in the example).

Text 1 (Rewritten): **a.** Kiwis can cross the road.
b. Motorists (must/ should) slow down.
(Sentence Combined):
Consequences/ Result:
- **As** kiwis can cross the road, motorists (must/ should) slow down.
- Motorists (must/ should) slow down **because** kiwis can cross the road.

Cause/ Reason:
- Kiwis can cross the road. **Therefore**/ **So**, motorists (must/ should) slow down.

Text 2 (Rewritten): **a.** Cows can cross the road.
b. Motorists (must/ should) slow down.
(Sentence Combined):
Consequences/ Result:
- **As** cows can cross the road, motorists (must/ should) slow down.
- Motorists (must/ should) slow down **because** cows can cross the road.

Cause/ Reason:
- Cows can cross the road. **Therefore**/ **So**, motorists (must/ should) slow down.

Text 3 (Rewritten): **a.** Sheep can cross the road.
b. Motorists (must/ should) slow down.
(Sentence Combined):
Consequences/ Result:
- **As** sheep can cross the road, motorists (must/ should) slow down.
- Motorists (must/ should) slow down **because** sheep can cross the road.

Cause/ Reason:
- Sheep can cross the road. **Therefore**/ **So**, motorists (must/ should) slow down.

Text 4 (Rewritten): **a.** Koalas can cross the road.
b. Motorists (must/ should) slow down.
(Sentence Combined):
Consequences/ Result:
- **As** koalas can cross the road, motorists (must/ should) slow down.
- Motorists (must/ should) slow down **because** koalas can cross the road.

Cause/ Reason:
- Koalas can cross the road. **Therefore**/ **So**, motorists (must/ should) slow down.

Text 5 (Rewritten): **a.** Reindeer can cross the road.
b. Motorists (must/ should) slow down.
(Sentence Combined):
Consequences/ Result:
- **As** reindeer can cross the road, motorists (must/ should) slow down.
- Motorists (must/ should) slow down **because** reindeer can cross the road.

Cause/ Reason:
- Reindeer can cross the road. **Therefore**/ **So**, motorists (must/ should) slow down.

Text 6 (Rewritten): **a.** Kangaroos can cross the road.
b. Motorists (must/ should) slow down.

(Sentence Combined):

Consequences/ Result:

- **As** kangaroos can cross the road, motorists (must/ should) slow down.
- Motorists (must/ should) slow down **because** kangaroos can cross the road.

Cause/ Reason:

- Kangaroos can cross the road. **Therefore**/ **So**, motorists (must/ should) slow down.

Text 7 (Rewritten): **a.** Rhinoceros can cross the road.

b. Motorists (must/ should) slow down.

(Sentence Combined):

Consequences/ Result:

- **As** rhinoceros can cross the road, motorists (must/ should) slow down.
- Motorists (must/ should) slow down **because** rhinoceros can cross the road.

Cause/ Reason:

- Rhinoceros can cross the road. **Therefore**/ **So**, motorists (must/ should) slow down.

Text 8 (Rewritten): **a.** Dromedaries can cross the road.

b. Motorists (must/ should) slow down.

(Sentence Combined):

Consequences/ Result:

- **As** dromedaries can cross the road, motorists (must/ should) slow down.
- Motorists (must/ should) slow down **because** dromedaries can cross the road.

Cause/ Reason:

- Dromedaries can cross the road. **Therefore**/ **So**, motorists (must/ should) slow down.

Use: The teacher asks the learners to do the following task.

Task: (I read and complete the following text with the suitable connectors).

Nowadays, a lot of people have breathing problems … ***because*** … cars, motorcycles and factories spread vapours in the air. Also, air is becoming too dirty … ***therefore*** …, visibility is almost non-existent in the roads. … ***As*** … the oil tankers are releasing thick oil in seas and oceans, sea creatures are threatened with extinction and industrial waste is poured in seas and rivers … ***so*** … a lot of kinds of fish die.

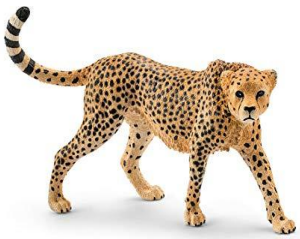
- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 04	**Lesson:** 08 (The Language Use **5**)	**Framework:** P.P.U
Learning objectives: To enable the learners to compare the danger facing the Algerian fauna and flora using **the Comparative of Superiority**.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure: The Comparative of Superiority** (**Sort**/ **Long**/ **Irregular**) Adjectives.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing a clean and healthy environment and good attitudes towards the environment/ Raising teenagers awareness of environmental issues and seeking a change in their attitudes/ Valuing the wonderful Algerian and being proud of the national heritage.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can use his critical thinking skills when eliciting the new target structure and interpret verbal and nonverbal messages to get information.		**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.
Communicative: They can use **the comparative** form.		**Social and Personal:** They can socialize through oral exchanges and written messages.

Warming Up: The teacher greets the learners, makes quick review about reserves in Algeria, endangered animals and plants.

- What should we do to live in a clean and healthy environment?
- What must we do to help animals and plants live longer?

Presentation: The teacher sticks the following chart on the board and asks the learners to answer the questions.

Animals / Adjectives	Saharan Cheetah	The Fennec Fox	Dorcas Gazelle
			
Fast	✓ ✓ ✓	✓	✓ ✓
Dangerous	✓ ✓ ✓	✓ ✓	✓

1- Which is **faster** the Fennec Fox or the Dorcas Gazelle?
- The Dorcas Gazelle is **faster than** the Fennec Fox.

2- Which is **more dangerous** the Saharan Cheetah or the Fennec Fox?
- The Saharan Cheetah is **more dangerous than** the Fennec Fox.

- The teacher highlights the target structure "**My Grammar Tools 4 page 131/ 132**". He/ She may use sentences from the previous answers.

The Dorcas Gazelle is	**faster than**	the Fennec Fox.
	Short Adjective + than	

The Saharan Cheetah is	**more dangerous than**	the Fennec Fox.
	More + Long Adjective + than	

I use:

THE COMPARATIVE OF SUPERIORITY

Comparative Adjectives

➡ **To compare two persons, objects or animals, I use adjectives**.

- Comparative Adjectives can be **Short** (= 1 or 2 syllables).

Examples: - **Big**/ **Tall**/ **Cold**/ **Hot** (one syllable)
- **Happy**/ **Easy**/ **Funny** (two syllable)

- Comparative Adjectives can be **Long** (= + 2 syllables).

Examples: - **Dangerous**/ **Important**/ **Expansive**

a. Short Adjectives

➡ When I use Short Adjectives to compare two persons, objects or animals, I write the **Short Adjective** like this: (**Short Adjective** + "**er**") + **than** …

Example: - Gouraya National Park is **smaller than** Belezma National Park.

b. Long Adjectives

➡ When I use **Long Adjectives** to compare two persons, objects or animals, I write the **Long Adjective** like this: (**More** + **Long Adjective**) + **than** …

Example: - Glass and plastic bottles are **more dangerous** to the environment **than** fruit waste.

Irregular Adjectives

➡ Some Short Comparative Adjectives have irregular forms:

Short Adjective	Irregular Comparative Form
Good	**Better than**
Bad	**Worse than**
Many/ **Much**	**More than**
Little/ **Few**	**Less than**
Far	**Farther than**/ **Further than**
Old	**Older than**/ **Elder than**

Comparative Adjectives: Spelling Rules

➡ **RULE 1:** Drop the final "**e**" in the Short Adjectives.

Examples: - **Rare**/**er**/ **Large**/**er**/ **Nice**/**er**

➡ **RULE 2:** Change the final "**y**" into "**i**" in the Short Adjectives with two syllables.

Examples: - **Easy** → **Easier**/ **Happy** → **Happier**/ **Funny** → **Funnier**

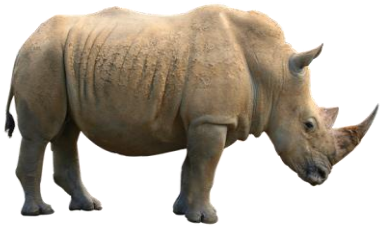
COMPARE: Shy → **shyer** (one syllable)

➡ **RULE 3:** Double the final ***Consonant*** in the Short Adjective (with one syllable) if this ***Consonant*** is preceded by one ***vowel***.

Examples: - **Hot → Hotter/ big → bigger/ fat → fatter/ slim → slimmer**

Practice: The teacher asks the learners to do **Task 20 page 138**. They may work in pairs.

Task 20 page 138: (I use the adjectives "**big**; **heavy**; **resistant**" to **compare** the animals "**reindeer**/ **rhinoceros**; **ostrich**/ **kiwi**; **dromedary**/ **horse**" in the pictures and write sentences as in the example).

Dromedary 	**Ostrich** 	**Rhinoceros** 
 **Horse**	 **Kiwi**	 **Reindeer**
Resistant	**Big**	**Heavy**

- The dromedary is **more resistant than** the horse.
- The ostrich is **bigger than** the kiwi.
- The rhinoceros is **heavier than** the reindeer.

Use: The teacher asks the learners to do **Task 19 page 137**.

Task 19 page 137: (I use the graded **IUCN** list to **compare** the dangers facing Algerian animal and plant species. I put the adjectives between brackets in the correct form as in the example).



Threatened | **Vulnerable** | **Endangered** | **Critically Endangered**

Atlas Deer



Dorcas Gazelle



Atlas Cedar

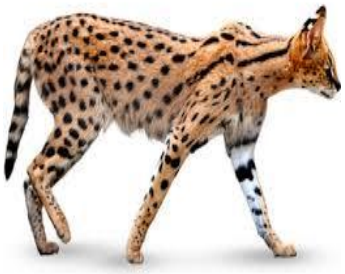


Numidian Fir Tree











Barbary Sheep | **Cuvier's Gazelle** | **Algerian Serval** | **Saharan Cheetah**

Dangers Facing Algerian Fauna and Flora

1. The dangers facing the Algerian/ Numidian Fir Tree are (critical) … ***more critical than*** … those facing the Atlas Cedar.
2. The dangers facing the Dorcas Gazelle are (serious) … ***more serious than*** … those facing the Atlas Deer/ Stag.
3. The dangers facing the Saharan Cheetah are (grave) … ***graver than*** … those facing the Algerian Serval.
4. The dangers facing the Cuvier's Gazelle are (great) … ***greater than*** … those facing the Barbary Sheep.

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 04	**Lesson:** 09 (I Pronounce)	**Framework:** P.P.U
Learning objectives: To enable the learners to pronounce words contain the sounds "/ʒ/, /dʒ/" in a correct way, identify **The Silent Letters k, w, h, t**" and ask different questions using the correct **intonation**.		
Targeted competencies: Interact/ Interpret/ **Produce**. **Target structure:** Words contain the sounds "/ʒ/, /dʒ/"/ **The Silent Letters** "**k**, **w**, **h**, **t**"/ The intonation in "**WH**" and "**Yes, No,**" questions.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing a clean and healthy environment and good attitudes towards the environment/ Raising teenagers awareness of environmental issues and seeking a change in their attitudes/ Valuing the wonderful Algerian and being proud of the national heritage.		**Materials:** Board/ Flashcards.
I pronounce: Words contain the sounds "/ʒ/, /dʒ/"/ **The Silent Letters**/ **The intonation**.		
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages to get information and interpret and identify sounds.	**Methodological:** They can develop effective study methods, mobilise their resources efficiently and manage their time rationally and work in pairs or in groups.	
Communicative: They can use a role play to communicate appropriately and face an audience.	**Social and Personal:** They can socialize through oral exchanges and written messages.	

Warming Up: The teacher greets the learners and asks them to say the alphabet and name the consonant letters.

Presentation: The teacher invites the learners to read the following text and work in pairs or in small groups to find words which have the following sounds /ʒ/ and /dʒ/ and **the silent letters** "**k**, **w**, **h**, **t**". After that, they classify them in the chart below.

Yesterday, I lis**t**ened to an interview on the televi**s**ion about environment. The **j**ournalist asked a guest about the state mea**s**ures to protect the environment. He answered: "You **kn**ow that the Al**g**erian authorities took several mea**s**ures such as awareness campaigns in sc**h**ools, newspapers and on TV to face the dan**g**er of garba**g**e in our streets, cities and seas. Do you ima**g**ine **how**↘ can litter be dan**g**erous to wildlife? People should face this big problem and they mus**t**n't throw litters everyw**h**ere. They should advise anyone **w**ho does this and **what**↘ he should do to protect the environment. **Are**↗ we aware of that? We must start now!

/ʒ/	/dʒ/	Silent "k"	Silent "w"	Silent "h"	Silent "t"
televi**s**ion, mea**s**ures	**j**ournalist, Al**g**erian, dan**g**er, garba**g**e, ima**g**ine, dan**g**erous	**kn**ow	**w**ho	sc**h**ools, everyw**h**ere, w**h**at	lis**t**ened, mus**t**n't

- The teacher presents the rules from **My Pronunciation Tools page 124, 125, 126**.

MY PRONUNCIATION TOOLS

1. Pronunciation of the consonant sounds /ʒ/ and /dʒ/

➡ **/ʒ/** is usually (but not always) spelled "**s**" or "**g**". It is rarely spelled: "**t**" (as in: "equation").

➡ **/dʒ/** is usually spelled "**j**" or "**g**". It can also be spelled "**d**" (as in: "individual").

➡ The consonant sounds **/dʒ/** is more frequent in English than the consonant sound **/ʒ/**.

2. Silent letters: "k"; "w"; "h"; "t"

➡ "**K**" is usually silent (not pronounced) when it is in initial position (the first letter in the word) and followed by "**n**".

➡ "**W**" is usually silent (not pronounced) when it is in initial position (the first letter in the word) and followed by "**r**".

EXCEPTION

➢ "s**w**ord" – "play**w**right".

3. Intonation in Questions

a. "Wh-Questions": Falling Intonation (↘)

b. "Yes-No Questions": Rising Intonation (↗)

DEFINITION: What is Intonation?

Intonation is the way my voice rises (goes up) or falls (goes down) when I speak. This rise and fall in my voice affects the meaning of what I say.

➡ **"Wh" Questions**

- **"Wh" Questions** are questions that begin with a (**Wh-**) word, such as "**What**", "**When**", "**Where**", "**Why**", "**Who**", "**Which**", "**Whose**" and "**How**".
- **"Wh-Questions"** cannot be answered by "**Yes**" or "**No**".
- The intonation of "**Wh-Questions**" is normally falling (↘)

➡ **"Yes-No" Questions**

"Yes-No" Questions are questions that begin with an auxiliary, such as "**Do**", "**Be**", "**Have**" or a modal verb like "**Can**", "**Should**" and "**Must**".

- **"Yes-No Questions"** are answered by "**Yes**" or "**No**".
- The intonation of "**Yes-No Questions**" is normally rising (↗)

Practice: The teacher asks the learner to do **Task 1,3 and 6 page 127/ 128**.

Task 1 page 127: (I listen and tick the correct pronunciation of the letters in bold).

a. When I start my revi**s**ion for an exam, I u**s**ually forget all about lei**s**ure.

☐ /dʒ/ ☑ /ʒ/

b. Environmental pro**j**ects, like litter mana**g**ement, should be part of e**d**ucational programmes in all Al**g**erian schools.

☐ /ʒ/ ☑ /dʒ/

c. Our environment is more valuable than any treasure. We must make the right decisions and take preventive and repressive measures to preserve it. ☐ /dʒ/ ☑ /ʒ/

Task 3 page 127: (I listen and match together the words that rhyme. Then, I match each rhyming pair with its corresponding phonetic symbol (/dʒ/ - /ʒ/).

/dʒ/	/ʒ/
cage ↔ page danger ↔ stranger carriage ↔ marriage	explosion ↔ implosion evasion ↔ invasion casual ↔ visual

Task 6 page 128: (I listen and tick the box corresponding to the pronunciation of the letter in bold type in each word).

1.	Pronounced	Silent	2.	Pronounced	Silent
honour	☐	☑	cheeta**h**	☐	☑
knuckle	☐	☑	w**h**ale	☐	☑
fas**t**ener	☐	☑	t**w**o	☐	☑
rig**h**t	☐	☑	w**h**y	☐	☑
honesty	☐	☑	**w**riter	☐	☑
knit	☐	☑	**k**not	☐	☑
T**h**ames	☐	☑	w**h**en	☐	☑
r**h**inoceros	☐	☑	**w**rap	☐	☑

Use: The teacher asks the learner to do **Task 9 page 128**.

Task 9 page 128: (I listen and mark the intonation of each question: ↘ or ↗).

Interview Questions

Question 1: Was there a waste-paper basket in your classroom when you were at primary school? ↗
Question 2: Were there any litter bins in your schoolyard or playground? ↗
Question 3: Are there any recycling bins in your neighborhood? ↗
Question 4: What materials make up most of your family's rubbish? ↘
Question 5: How many plastic rubbish bags does your family throw away every day? ↘
Question 6: What kinds of waste material can be recycled? ↘

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

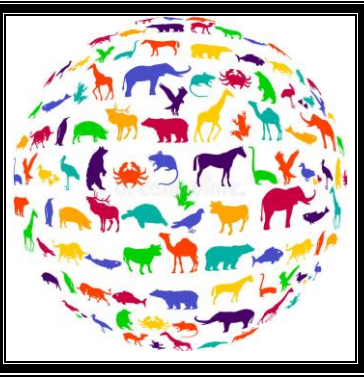
Sequence: 04	**Lesson:** 10 (I Read and Do)	**Framework:** P.D.P
Learning objectives: To enable the learners to read texts, sort information and know the causes, the consequences, suggest solutions and recommendations to protect the environment and save endangered animals.		
Targeted competencies: Interact/ **Interpret**/ Produce. **Target structure:** Lexis related to litter (causes, consequences and solutions).		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing a clean and healthy environment and good attitudes towards the environment/ Raising teenagers awareness of environmental issues and seeking a change in their attitudes/ Valuing the wonderful Algerian and being proud of the national heritage.		**Materials:** Board/ Flashcards.

Cross curricular competencies

Intellectual: They can interpret verbal and nonverbal messages and show some degree of autonomy in all areas of learning.	**Methodological:** They can assess their work, their classmates and work in pairs or in groups./ They can develop effective study methods, mobilise their resources efficiently and manage their time rationally.
Communicative: They can develop effective reading strategies.	**Social and Personal:** They can socialize through oral exchanges and written messages and show responsibility towards team work.

Warming Up: The teacher greets the learners and sticks the following pictures on the board and asks them to answer these questions.






1- What do the following pictures represent?
2- How can we do to protect the environment and save animals?

Pre-Reading: The teacher writes some keywords on the board and asks the learners to guess the topic. The keywords are: (**litter, disease, schoolyard, clean area, punishment, wildlife, endangered,** etc).

While-Reading: The teacher invites the learners to read "**Texts 1 page 139**" and fill in the bibliographical notes and answer the reading notes **Task 1 page 139**.

Task 1 page 139: (I read "**Texts 1**" and fill the "**Bibliographical Notes**". Then, I answer the questions in the "**Reading Notes**").

Bibliographical Notes

1. **Type of the text:**
   - **a.** descriptive
   - **b.** argumentative (✓)
   - **c.** prescriptive
2. **Type of document**
   - **a.** email
   - **b.** press article
   - **c.** web article (✓)

Reading Notes

1. Give a title to the text. ***Clean Up Your School and Your Neighbourhood!***
2. How many paragraphs are there in the text? ***There are three (3) paragraphs in this text.***
3. Why should Scottish pupils learn about litter? List the reasons. ***Scottish pupils should learn about litter because of:***
   1- ***There are health risks associated with litter, such as the carriage of disease to young children.***
   2- ***Litter ruins the look of our environment, kills wildlife, and causes fires.***
   3- ***Discarded food, such as apple cores and banana skins, attracts rats and mice.***
4. In which paragraph is it mentioned that the school environment also includes the local neighbourhood? ***In the third paragraph./ In paragraph three (3).***
5. Why have many Scottish schools rewarded their pupils? ***Many Scottish schools have rewarded their pupils because they have helped with tidying their classrooms or schoolyard at the end of the day.***
6. What or who do the words in bold type refer to in the text? (**we**) ***The readers,*** (**them**) ***The children,*** (**who**) ***The pupils,*** (**their**) ***The pupils,*** (**they**) ***The pupils*** (**they**) ***The pupils,*** (**its**) ***The school.***
7. What lesson have Scottish pupils learnt from cleaning up the local neighbourhood? ***Cleaning up the local neighbourhood has given the Scottish pupils an understanding that putting litter in the right place doesn't just happen in schools, but it should happen everywhere.***
8. Should Scottish pupils think of litter picking as a kind of chore? What is the writer's opinion? ***No, they shouldn't. They should regard it as a positive action towards the environment and not as a kind of punishment.***
9. Do you think that picking up litter in schools or in the streets isn't good thing to do? Discuss with your class. ***Sure, it is a good thing we should do….***

- The teacher invites the learners to read "**Texts 2 page 140**" and do **Task 2 page 140**.

Task 2 page 140: (I read "**Text 2**" and fill the "**Bibliographical Notes**". Then, I answer the questions in the "**Reading Notes**").

Bibliographical Notes

3. **Title:** ***In Search of the Elusive Saharan Cheetah***
4. **Author:** ***Sarah Durant***
5. **Source:** ***Zoological Society of London***
6. **Date of publication:** ***January 28, 2015***
7. **Type of document:**

☐ blog page
☐ excerpt from a book
☑ web article

Reading Notes

1. Give another title to the text. ***The Saharan Cheetah, a Critically Endangered Species***
2. What or who do the words in bold type refer to in the text? (**I**) ***The author,*** (**my**) ***The author***, (**It**) ***The Saharan Cheetah,*** (**who**) ***The sub-Saharan relatives,*** (**We**) ***Sarah Durant and her PhD students Farid Belbachir and Amel Belbachir-Bazi*** (**Today**) ***In 2015,*** (**we**) ***The author and the readers,*** (**we**) ***The author and the readers.***
3. Can you guess the meaning of the two underlined opposites in (§3)? **Nocturnal** ***= active during the night/*** **Diurnal** ***= active during the day .***
4. Is the 1st paragraph argumentative or narrative? Why? ***It is narrative because the action took place in the mountains of the Hoggar National Park to the author and her students.***
5. Is there any descriptive paragraph in the text? Explain. ***Yes, the second paragraph (§2) is descriptive. It describes the Saharan Cheetah.***
6. Why is the Saharan Cheetah listed as a critically endangered species? ***The Saharan Cheetah listed as a critically endangered species because there has been a dramatic decline in the Saharan wildlife over the course of the 20th century.***
7. What does the author think about the future of the Saharan Cheetah? ***The author thinks that the future of the Saharan Cheetah hangs in the balance. She also thinks that "Surely we will lose something of the magic of the spectacular landscapes of the Sahara if we allow the cheetah to disappear".***

Post Reading: The teacher asks the learners to read "**Texts 2 page 140**" again and do **Task 3 page 140**. After that, work in pairs or small groups and find some "**Similarities**" and "**Differences**" between "**Scottish**" and "**Algerian**" students' attitudes toward the environments.

Task 3 page 140: (I complete the Saharan Cheetah's Profile) .

Saharan Cheetah Profile

8. **Common Name:** ***Saharan Cheetah***
9. **Scientific Name:** ***Acinonyx Jubatus Hecki***
10. **Classification:** ***Mammal***
11. **Diet:** ***Carnivorous (eating meat)***
12. **Lifespan:** ***10 to 13 years***
13. **Habitat:** ***In the Hoggar National Park in south central Algeria***
14. **Physical Features:** ***"doglike" face with a pointed muzzle and sharp facial features***
15. **IUCN Status:** ***Critically Endangered***

Similarities	Differences

- The learners read their work in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

Sequence: 04	**Lesson:** 11 (I Learn to Integrate)	**Framework:** P.P.P
Learning objectives: To enable the learners to integrate their resources and work in small groups to design and write an Eco-Charter.		
Targeted competencies: Interact/ **Interpret**/ **Produce**. **Target structure:** Lexis and expressions related to litter, environment, and endangered animals.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing a clean and healthy environment and good attitudes towards the environment/ Raising teenagers awareness of environmental issues and seeking a change in their attitudes/ Valuing the wonderful Algerian and being proud of the national heritage.		**Materials:** Board/ Flashcards.
Cross curricular competencies		
Intellectual: They can interpret verbal and nonverbal messages and show creativity when producing oral and written messages.		**Methodological:** They can assess their work, their classmates and work in pairs or in groups./ They can develop effective study methods, mobilise their resources efficiently and manage their time rationally.
Communicative: They can use information and communication technology such as blogs, website pages, forums to interact with learners of other cultures and mobilize their resources to write about eco-principles.		**Social and Personal:** They can socialize through oral exchanges and written messages and show responsibility towards team work.

Warming Up: The teacher greets the learners and splits the class into small groups and asks them to gather information as much as possible about: (**environment, biodiversity, biosphere, endangered species "fauna and Flora", extinction, litter,** etc).

Pre-Writing Process: The teacher writes the situation on the board, reads it and explains the task. Then, helps the learners to remember what they learnt in this sequence. After that, he/ she asks them to fill the **KSA** chart on **page 140**.

Setting up the Situation: (I learn to integrate).

Our school has applied to become a member of the "**International Eco-School Programme**". Therefore, I am going to write a list of ten eco-principles that should be discussed by my class and included in our "**School Eco-Charter**". The "**School Eco-Charter**" is a document that lists all the fundamental principles related to the clearing of the environment from litter and the protection of endangered animal and plant species in my country.

Planning:

KNOWLEDGE	SKILLS	ATTITUDES
▪ *Lexis related to UNESCO Biosphere Reserves and National Parks (ecosystems and biodiversity):* **Environment, Ecology, Area, Preservation, etc.** ▪ *Lexis related to threatened or endangered plant species:* **ICUN Status: Extinct, Vulnerable, The Atlas Cedar, The Green Oak, etc.** ▪ *Lexis related to threatened or endangered animal species:* **ICUN Status: Extinct, Vulnerable, Barbary Sheep, Barbary Apes/ Macaque, Dorcas Gazelle, Cuvier's Gazelle, Saharan Cheetah, etc.** ▪ *Lexis related to litter as an environmental issue in and outside school (causes, consequences and solutions):* **Litter Bins, Litter Louts, Rubbish, Recycle, etc.** ▪ *The imperative mode:* **Respect nature!, Don't throw cigarette butts everywhere.**	▪ *Expressing obligation (strong and mid)* ▪ *Expressing prohibition* ▪ *Making recommendations* ▪ *Comparing and evaluating*	▪ *Valuing the richness of national biodiversity and the importance of its preservation* ▪ *Valuing a clean, healthy, rural and urban school environment, and the importance of its conservation* ▪ *Raising teenagers' awareness of vital local and national environmental issues, seeking a change in their attitude towards these issues* ▪ *Raising teenagers' awareness of global, international environmental issues* ▪ *Sharing responsibility (as future citizens) with their community through collaboration and cooperation*

- The teacher asks the learners to follow the **Guideline 2 page 141** and do **Task 3 page 141**. After that, he asks them to start working. The previous lessons may help them.

In-Writing Process: (Practice)

Drafting: With the help of their teacher, the learners start drafting.

Editing: Teacher helps the learners to examine the text carefully to find and correct typographical errors and mistakes in grammar, style and spelling.

Publishing: (Produce)

Task 3 page 141: (I can write my ten eco-principles).

I can start like this: (Example)

My Ten Eco-Principles

1. ***Be responsible towards the environment.***
2. ***Preserve all the plant species.***
3. ***Don't hunt vulnerable animals.***
4. ***Keep the environment and schools always tidy and clean.***
5. ***Don't throw litter in class, the schoolyard or anywhere.***
6. ***Respect and love our mother "The Earth".***
7. ***Clean your school and your neighbourhood every weekend.***
8. ***Teach children to respect nature.***
9. ***Use recycled bags "Bags For Life" to reduce pollution and protect our plant.***
10. ***Don't be careless towards the environmental issues.***

- The teacher invites the learns to copy down in their copybooks.

Sequence: 04	**Lesson:** 12 (I Think and Write)	**Framework:** P.P.P
Learning objectives: To enable the learners to design an Eco-poster about a threatened animal.		
Targeted competencies: Interact/ **Interpret**/ **Produce**. **Target structure:** Lexis and expressions related to litter, environment, and endangered animals.		**Domains:** Oral/ Written/ **Both**.
Core values: Valuing a clean and healthy environment and good attitudes towards the environment/ Raising teenagers awareness of environmental issues and seeking a change in their attitudes/ Valuing the wonderful Algerian and being proud of the national heritage.		**Materials:** Board/ A3 papers/ Colouring pens/ Photos.
Cross curricular competencies		
Intellectual: They can critical thinking skills when gathering information for learning and research producing, solve problem situations using a variety of communication means, show creativity when producing oral and. written messages and show some degree of autonomy in all areas of learning.	**Methodological:** They can work in small groups, develop reading skills strategies and effective study methods, mobilise their resources efficiently and manage their time rationally and share information with the whole class.	
Communicative: They can use reading strategies to collect and process digital data.	**Social and Personal:** They can show some degree of autonomy in learning.	

Warming Up: The teacher greets the learners and shows them the following pictures and asks them to try to name them. (**Eco-poster Display – Earth Day – Endangered Animals**)







Presentation: The teacher introduces the situation **Task page 143** .

My school is organizing an eco-poster display at the local "**Cultural Centre**" in my Wilaya to celebrate "**Earth Day**". I have decided to design an eco-poster about threatened native animal (**Barbary Deer**) to raise public awareness of the urgent need to protect such animals in our country. My poster should comprise: a descriptive text about this animal, a list of threats facing this animal, a catchy slogan and photos of this animal.

Practice: The teacher provides the learners with the "**Profile page 143**" about the "***Barbary Deer***", simplify and clarify the steps which may face them and asks them to start gathering information for their eco-posters, engage in the task by controlling, monitoring, have peer correction before posting and offering help when needed. They should use the information that they have already seen in the previous lessons.

Production: The teacher asks the learners to start designing their eco-posters.

- The learners produce their own eco-posters, present them and let the classmates check, take notes and assess the work.

Example:

My Earth Day Eco-Poster

1. **Do you know the Barbary Deer?**
   The "Barbary Deer" is also called the "Atlas Deer" or "Stag". Its scientific name is "Cervus Elaphus Barbarus". The "Barbary Deer" is native to North Africa; it lives in the "Atlas forests". It is an herbivorous mammal with an average of 10 to 14 years. It weighs between 100 to 250 kg. The "Barbary Deer" is smaller than "European Red Deer". It has dark brown colour with white spots on its back and flanks; and males have antlers.



2. **Why is the Barbary Deer a threatened species today?**
   The dangers facing this animal are:
   - ***Hunting (Poaching)***
   - ***Forest fires***
   - ***Construction of roads and residential areas***
   - ***Traffic accidents***
   - ***Deforestation (Tree cutting)***



3. **Slogan:**
   "Save our dear Barbary Deer!"

- The teacher collects the learners work to be corrected at home.