

Level :3ms

SEQUENCE :four

Me And My Environment



by Mr djamel

Initial situation

As a member of Greenpeace organization , you want to protect the environment where you live. Prepare a short article to be published in social networks. Make people in your city aware about the causes and bad effects of pollution. Suggest some solutions.

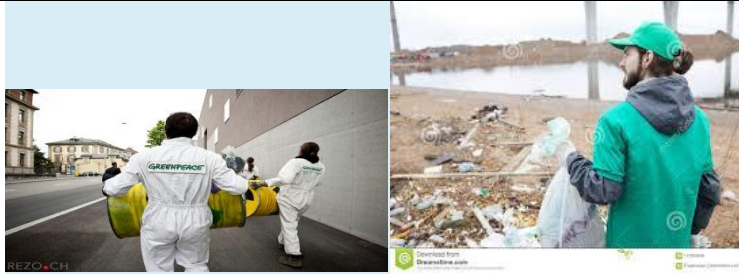
The learning objectives

- *Expressing obligation
- *Expressing prohibition
- *Making recommendations
- Comparing and *evaluating

The communicative tasks

- table completion
- Role plays
- forums/blogs
- duscussion
- Making posters
- Charters
- Collage

Task cycle

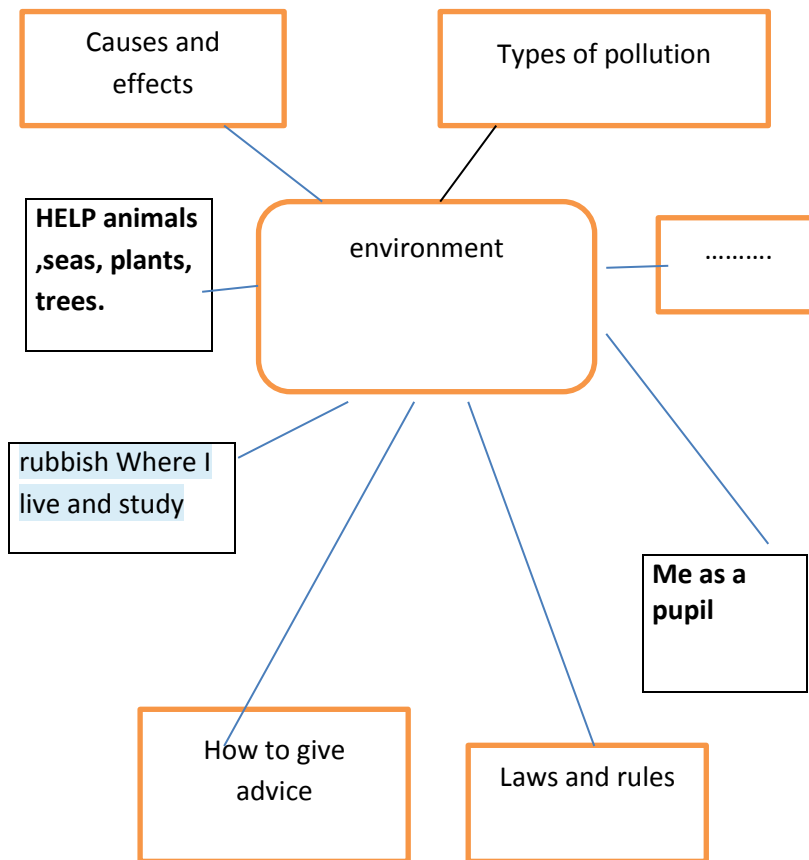


Teacher writes the "initial situation" on the board. He reads it. Then helps his pps to interpret it

Initial situation : As a member of Greenpeace organization , you want to protect the environment where you live. Prepare a short article to be published in social networks. Make people in your city aware about the causes and bad effects of pollution. Suggest some solutions.

T invites his pps to work in groups to discuss the problem and suggest solutions in 10 minutes .
 The teacher monitors , encourages but shouldn't help.
 The teacher invites his pps to read orally what they wrote.
 T encourages them and never blames .

Using spider graphic organizer , the teacher starts a discussion



T : In this new sequence : Me and My environment , We are going to see all these topics and ideas

L/L

To meet the problem

to encourage pps to discuss and cooperate to generate

s brainstorming ideas as much as possible

announce the topics of sequence 4

W board

V/
A/
K/T

SUGGESTION

The teacher provides his pps with some useful sites to check and get some ideas during learning this sequence :

<https://www.algeria.com/attractions/national-parks/>


<http://www.unesco.dz/index.php/en/sciences-et-technologie-3/36-man-and-the-biosphere-programme-mab-of-the-unesco>

https://en.wikipedia.org/wiki/Wildlife_of_Algeria

www.globallearningcircles.org/.../projects/EndangeredAnimals.ppt..

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY Environment	Lesson: I listen and do language use	Framework: PDP
Learning Objective (s): by the end of this lesson my learners will be able to listen to a text and do tasks and use some lexis related to the environment and Algerian fauna and flora		
Targeted competencies: interact – interpret – produce. Target structure: - simple present – adverbs of location	Domain (s): Oral/written/ both	Materials: / W. Board/ s books/ audio file

Cross Curricular Competencies	Core values
<ul style="list-style-type: none"> ➤ Intel: Learner can understand verbal and non verbal messages . ➤ Meth: He can work in pairs or in small groups. ➤ Com: He can lead a discussion ➤ Per and soc: He can socialize through oral exchanges 	<ul style="list-style-type: none"> ➤ Being proud of belonging to Algeria ➤ Valuing the wonderful Algerian heritage. ➤ Being proud of the national heritage. ➤ Valuing good attitudes towards the environment

Time	Frame work	Procedure	Foc us	Aims	Mater ial	Va kt
	Warm up Pre listen	<p>T greets his pps .The pps respond. T :Who can draw the map of Algeria on the board in a perfect way? What do you know about it?(location , area, population, wilayas ,neighbours) Which animals do they live here? What about the plants and the trees which grow here? Can you name some of them?</p> <p>The teacher pins on the board a picture of anational park and asks; What is this? Why Algeria built these kind of parks? Do you know other parks? Through guiding questions the teacher explains the key words biodiversity- landscape- ecological- mountainous,.....</p>	T/L	Refresh prior knowledge and pave the way	w board	V/ A/
			T/L	To introduce the topic and the key lexical items	flash card W board	a/v
While		The 1st listening :		the pps listen and tick the		

	<p>listen</p> <p>The teacher invites his pps to listen to the UNESCO representative speaking on BBC radio about biodiversity in Algeria, and tick the box next to the name of each national park they hear.</p> <p><u>The 2nd listening :</u> the pps listen again and complete the information in the fact file(Task 3 page113</p> <p><u>The 3rd listening</u> The pps listen again to the UNISCO representative part 1 and check their answers .Then they WORK WITH their partners.pps work together . Compare their answers and correct each other.</p> <p><u>The 4th listening</u> T he teacher invites his pps to listen to the UNESCO representative part 2 and do task 6 page 114</p> <p>The teacher invites his pps to work in pairs compare their answers and correct each other.</p> <p>post listen</p> <p>Discussion – Ask students to work in small groups to compose 2 discussion questions based on the topics that came up during the listening.</p>		L/L	<p>name they hear</p> <p>to listen and complete</p> <p>to encourage peer correction</p> <p>for further comprehension of the listening phase</p>	S books	V/ A/ K/T W board
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Listening scripts : 3ms sequence 4 I listen and do 2

Tasks 27 and 28: Eco-Schools (Part 1) “Eco-Schools” is an international programme that has involved millions of schoolchildren in environmental issues around the world for more than twenty years. I listen to the BBC interview of the UK Eco-School representative.

BBC Journalist: Thank you for sparing some of your time for this interview. My first question is: What is litter ?

UK Eco-School representative: Litter can be described as ‘rubbish that is in the wrong place’. It can be food, chewing gum, sweetie papers, syringes, crisp packets, plastic bags or banana skins – in fact, any item left by a person that should not be there. Natural matter, such as leaves that have fallen from trees, are not classed as litter. Litter can take a very long time to degrade (rot away), or may never degrade at all. It is dangerous to people and wildlife – it is a form of pollution

Tasks 31, 32, 33 and 34: Eco-Schools (Part 3)

BBC Journalist: How can litter be dangerous to wildlife?

UK Eco-School representative: Well, we have found animals killed by eating plastic. 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.

BBC Journalist: Are there other problems that litter can cause?

UK Eco-School representative: Firstly, fires can be caused by the careless discarding of matches and cigarettes, or by the sun being magnified through the glass of a bottle. So, this can lead to forest fires that will destroy both plant and animal habitats. Secondly, food litter attracts rats and other animals and insects, which will spread disease among people and other animals. There is now the same number of rats as people in the UK!

Tasks 35, 36, 37, 38, 39 and 40: Eco-Schools (Part 4)

BBC Journalist: How can schools participate in solving this problem?

UK Eco-School representative: Here are a few recommendations that any schoolchild can follow. First of all, the three “Rs”: REDUCE the amount of litter you create by buying items with less packaging; REUSE whatever you can by buying durable, reusable items not disposable ones, such as paper plates and cups; RECYCLE by buying goods with packaging that can be easily recycled. Second, don’t litter; put your rubbish in a bin; if there isn’t one near, put it in your pocket until you find one or take it home. Third, use reusable bags (“bags for life”); don’t use plastic ones. Fourth, organize “litter patrols” at school: each class should take it in turn to pick up litter on the school grounds throughout the week. Fifth, classes can put up posters or make a display on the notice board to remind everyone of the dangers and damage that litter can cause to the environment in general. Finally, schoolchildren should raise awareness of this litter problem among their community by talking about its causes and dangers to their friends outside school, their family and relatives, and also to their neighbours in the place where they live, whether in towns or in villages.

Time	Frame work	Procedure	Focus	Aims	Material	Value
	Warm up	T greets his pps/ pps respond				
	Pre listen	<u>Lead in</u> <ul style="list-style-type: none"> • Has anyone ever littered at school? • Why did you litter? 		To involve every one and pave the way	w board	V/A/
	While listen	<ul style="list-style-type: none"> • Has anyone seen someone littering? What did they do? • Why do you think pps did this? Have you ever run a litter patrol or a litter campaign ? Discuss in groups how can we reduce the amount of litter you create ? (T elicits the key words of the listening phase ; reduce , reuse, recycle, bin,garbage , litter patrol)	T/L	To introduce the key lexical items		
	post listen	<u>The 1st listening</u> T invites his pps to listen to the conversation part 4 and do : <u>Task 37 page 122 :</u> I listen and number the recommendations given below, following the order mentioned by the interviewee . one of these recommendations is missing. <u>The 2nd listening :</u> I listen again , I work with my partner , we check our answers and we correct each other. <u>The 3rd listening :</u> The teacher invites his pps to listen again to the conversation part 4 and fill in the gap with the right word they hear (Task 39 page 122).		the pps listen and tick the recommendation they hear		
		Your friend tells you that littering is not a problem .And we can't reduce the amount of litter . Is he right ? what can you tell him ? (group work)	L/L	to listen and complete	flash card	a/v
				the pps use what he learnt to solve a problem	W S books	V/A/K/T

Tutorial session

Objective: A) My pps will be able to use dictionaries to look up the meaning of an English word in a correct way.

b) Use some topical Lexis related to litter and environment.

Task one: Task 22 page 138 I match each word with its definition adapted from oxford definition (group work).

Task 2: We use these words in examples

Task 3 ; Task 23 page 139 .

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 <i>ME AND MY Environment</i>	Lesson: I listen and do (2) language use	Framework: PDP

Learning Objective (s): by the end of this lesson my learners will be able to identify some endangered animals in Algeria and make a poster to save them .

Targeted competencies: interact – interpret – produce. Target lexis lexis related to	Domain (s): Oral/written/ both	Materials: / W. Board/ power point file/ book
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Cross Curricular Competencies

- Intel: Learner can understand verbal and non verbal messages .
- Meth:
He can work in pairs or in small groups.
- Com: He can lead a discussion
- Per and soc: He can socialize through oral exchanges

Core values

- Being proud of belonging to Algeria
- Valuing the wonderful Algerian heritage.
- Being proud of the national heritage.
- Valuing good attitudes towards the environment

Time	Frame work	Procedure	Foc us	Aims	Mater ial	Va kt
	Warm up	T greets his pps .The pps respond.				
	pre listening	Think , pair and share : A lot of animals (fauna) and plants (flora) are endangered or went extinct .Why? Brainstorm		Refresh prior knowledge and pave the way	flash cards	V/ A/
	while listening	The teacher uses the following powerpoint file to explain the keywords in the listening script : https://padlet.com/DjamelDjamel/uoaoaoa23tj8 <u>The listening script</u> The IUCN representative talking to Algerian journalists about protected animal and plant species in Algeria <div style="border: 1px solid black; padding: 5px;"> <p>Many Algerian plants, trees and animals have been inscribed on the red list of our organization – the International Union for Conservation of Nature (IUCN) – as vulnerable or endangered species. Therefore, the country’s environmental authorities and Algerian people themselves must protect all these species. The Atlas cedar has been registered as an endangered species on the IUCN red list since 2013. Barbary sheep has been listed as a vulnerable species on the same list since 1986. Barbary macaques have been inscribed on the IUCN red list of endangered species since 2008. The Algerian nuthatch has been classified as an endangered species since 1994. Dorcas gazelles have been considered as vulnerable species since 1988, and Cuvier’s ones since 2016. The Saharan cheetah, which lives in the Hoggar Mountains, has not been evaluated and classified but it is considered as a rare species. The Atlas or Barbary lion became extinct in the wild around 1942 but there are some descendants still living in captivity in many zoos around the world.</p> </div> <u>The 1st listening :</u>	T/L	To introduce the topic and the key lexical items		a/v
			T/L	to listen and and do tasks	W board	

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY Environment	Lesson: language learning /use	Framework: PPU
Learning Objective (s): by the end of this lesson my learners will be able to talk about their present activities using present perfect		
Targeted competencies: interact – interpret – produce . Target language : present perfect/ since / for/ how long/ past participle	Domain (s): Oral/written/ both	Materials: / W. Board/Sbook/ listening file / list of irregular verbs

Cross Curricular Competencies	Core values
<p>1. Intellectual competency:</p> <ul style="list-style-type: none"> ➤ The learner can use his critical thinking skills when eliciting the new target structure. ➤ He can understand and interpret verbal and non-verbal messages <p>2 Methodological competency:</p> <ul style="list-style-type: none"> - He can work in pairs or within the whole class. <p>3.Communicative competency:</p> <p>He can talk about his present activities.</p> <p>4. Personal and social competencies:</p> <p>He socialises through oral or written exchanges</p>	<ul style="list-style-type: none"> ➤ Being proud of belonging to Algeria ➤ Valuing the wonderful Algerian heritage. ➤ Being proud of the national heritage. ➤ Valuing good attitudes towards the environment

Time	Frame work	Procedure	Foc us	Aims	Mater ial	Va kt
	Warm up	T greets his pps .The pps respond.		Set up a good climate /Review the use of the simple past	a listening file	v/ A/
	presenta tion	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Hi! My name is Sami. I'm a member of SOSwildlife organization . I have joined this organization since 2013. We have saved so many endangered animals and vulnerable plants .My father has been an ecologist for 25 years . Wildlife has always had a special place in my life. .</p> </div> <p>How long has sami joined this organization ? (T uses gestures) Is he still a member ? How long has his father been an ecologist ? Is he still an ecologist ?</p> <p>T: So, in this text, Sami tells us about some of the things He and his father started in the past and They are still doing in the present. Listen again to Sami and find the missing words. We so many endangered animals and vulnerable plant. T : saving animals happened in the past but it is connected to the present T invites his pps to analyse the sentence</p> <p>We have saved so many endangered animals and vulnerable plants</p> <p style="margin-left: 40px;"> S aux pp have</p> <p>T presents the rules (form and meaning) of the present perfect)</p> <p>To talk about something started in the past and continue to the present ,I use the present perfect : 'have/has + past participle' Affirmative ; I have had a pet. Negative form : I haven't seen Ahmed.</p>	T/L	To introduce the target language in a context	W board	a/v
			T/L	Giving the opportunity to the learners to guess and		

	<p>practice</p>	<p><u>Interrogative form</u> : Have you bought a new book ? Yes ,I have/ No, I haven't <u>Wh- questions</u> What have you done?</p> <p><u>Task one</u> ; Put the words in the right order.</p> <p>1- I/homework/finished/ haven't/my 2- He/home/gone/has/ 3- The train/the station/left/has</p> <p><u>Task two</u> : I CORRECT THE VERBS The vet (cure) _____ the sick dog. The police (arrest) _____ two men for illegal hunting. _____ you (finish) ?</p> <p><u>Task 4</u>: I CHECK THE LIST and Complete the table with the past participle</p> <table border="1" data-bbox="247 660 1066 1008"> <tr> <td>1 do</td> <td>_____</td> <td></td> <td></td> </tr> <tr> <td>2 live</td> <td>_____</td> <td>6 eat</td> <td>_____</td> </tr> <tr> <td>3 give</td> <td>_____</td> <td>7 ask</td> <td>_____</td> </tr> <tr> <td>4 write</td> <td>_____</td> <td>8 wear</td> <td>_____</td> </tr> <tr> <td>5- be</td> <td>.....</td> <td>9 buy</td> <td>_____</td> </tr> </table> <p>Students are encouraged to describe actions that they (or their families) have started in the past and they are still doing in the present. It could be about their present interests, studies, free time activities,...etc. Then, students will be invited to share these actions with their classmates .</p>	1 do	_____			2 live	_____	6 eat	_____	3 give	_____	7 ask	_____	4 write	_____	8 wear	_____	5- be	9 buy	_____	<p>T/L</p>	<p>elicit the new structure</p> <p>highlighting rules of present perfect highlighting rules of present perfect</p> <p>To check how well the learners have grasped the meaning and the use of the new structure</p> <p>the pps use what they learnt to talk about their present activities</p>	<p>BB</p> <p>BB</p> <p>BB list of irregular verbs</p>	<p>V/ A/ K/T</p>
1 do	_____																									
2 live	_____	6 eat	_____																							
3 give	_____	7 ask	_____																							
4 write	_____	8 wear	_____																							
5- be	9 buy	_____																							
	<p>use</p>																									

Time	Framework	Procedure	Focus	Aims	Material	Value
	Warm up presentation	<p>T greets his pps .The pps respond.</p> <p>A quick review of the last lesson(present perfect)</p> <p>T invites his pps to consider the following sentences</p> <p>a)I have joined this organization since 2013</p> <p>b) My father has been an ecologist for 25 years.</p> <p>T : How long has Salim joined the SOS organization ?</p> <p>How long has his father been an ecologist ?</p>		<p>reinforce and pave the way</p> <p>To introduce the target language in a context</p>	board	V/A/
	practice	<p>T : explains the use of since and for with present perfect (student book b pages 130 /131)</p> <p><u>Task one</u> : (task 16 page 136)</p> <p>I write the appropriate heading for each column since or for</p> <p><u>Task two</u> <u>Task 17 page 136</u></p> <p>I fill in each gap with since or for</p> <p><u>Task three</u> ; (Task 18 page 136) I ask questions on the underlined words in Task 17 using ‘ how long ‘ as in the following example .</p>	T/L	<p>Giving the opportunity to the learners to guess and elicit the new structure highlighting rules of present perfect with since and for to check and reinforce</p>	s books	
	use	<p>Students are encouraged to work in pairs , prepare (03 questions) with how long and invite their partners to answer them using since and for .</p> <p><u>Example</u> :</p> <p>How long have you been able to ride a bicycle ?</p> <p>How long have you lived in Relizane ?</p> <p>How long have you been a a student here ?</p> <p>How long have you practiced sport ?</p> <p>How long have your parent been married</p>	T/L	<p>the pps use what they learnt to ask and answer about their presentactivities</p>		a/v
			T/L			V/A/K/T

Present perfect :(*has/have + past participle*): For something which happened in the past, but we don't know exactly when, and for something which happened in the past but which is connected to the present

Affirmative	Negative
I have/’ve bought a new book. He/She/It has/’s finished . You/We/They have/’ve made efforts.	I have not/haven’t bought a new book. He/She/It has not/hasn’t finished . You/We/They have not/haven’t made efforts
Questions	Short answers
Have you bought a new book? Has he/she/it helped you ? Have you/we/they listened to you ?	Yes, I have . / No, I haven’t . Yes, he/she/it has . / No, he/she/it hasn’t . Yes, I/you/we/they have . / No, I/you/we/they haven’t .

Wh- questions

what **have you done**? What **has happened**?

Where **have they gone**?

Present perfect and past simple

I've **had** a car for two years. (= You had it two years ago and still have it now.)

I **had** a car. (= You don't have it now.)

Task 1 : I make present perfect sentences

I / send/ him an invitation

Karim/reorder/the sentences

The pupils /buy/a gift

I/be/ a teacher for a long time

TASK 2 : I match

- | | |
|-------------------------------------|---|
| 1 Why didn't you call me today? | a Me. I've been in the kitchen all day! |
| 2 Where has Tom put the dictionary? | b Well, I've corrected the mistakes |
| 3 What have you done? | c At eight o'clock this morning. I've been here all day |
| 4 Who made all this food? | d Not yet . |
| 5 have you bought a school bag ? | e) Sorry, I've been very busy. |
| 6 When did you get here, Sarah? | F) He left it on the table |

Task 3: I Complete the table with the past participle

1 have	_____	
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2 turn	_____	6 drink	_____
3 sell	_____	7 ask	_____
4 dance	_____	8 wear	_____
5- be	9 answer	_____

Time expressions for the present perfect

	Position	Example
for	before a time period (<i>a year, three days, two hours</i>)	He hasn't been a teacher for years.
since	before a point in time (<i>2010, 5 o'clock, this morning</i>)	I have been abroad since 2003.
How long...?	at the beginning of a question	How long have you known Paul?

Task 2 : Complete what Hamid says. Use the PastParticipleT and **for** or **since**.

- a) I'm from Algeria, but I live in London now. I _____ (live) here _____ 1992.
- b) I'm a journalist. I work for a sports magazine in London. I _____ (work) there _____ two years.
- c) I'm married. My wife's name is Ahlem. We _____ (be) married _____ 1993.
- d) She works in a bank. She _____ (work) there _____ three years.

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 <i>ME AND MY Environment</i>	Lesson 1 practice Lesson focus: language learning/use	Framework: PPU

Learning Objective (s): by the end of this lesson my learners will identify the keys to protect the environment ,express strong obligation and prohibition using must and mustn't and mild obligation using should and shouldn't

Target competencies: interact – interpret – produce . Target structure: - Must / mustn't / should /shouldn't	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/ free texts/Sbook
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Cross Curricular Competencies

Core values

- Intel: Learner can understand verbal and non verbal messages .
- Meth:
He can work in pairs or in small groups.
- Com: He can make a charter
- Per and soc: He can socialize through oral exchanges

- Valuing a clean and healthy environment
- Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	Procedure	Focus	Aims	Material	Value
	Warm up	T greets his pps .The pps respond. I A lot of animals (fauna) and plants (flora) are endangered or went extinct .Why? Brainstorm		Refresh prior knowledge and pave the way	w board	V/ A/
	Presenta tion	the teacher invites his pps to listen to the following short text and do task one "Hello to you all! My name is Djamel Salem. I am an ecologist and I work to save the endangered species, that 's animals which are disappearing from our country Algeria , because of the illegal hunting and the destruction of their habitat . We are all concerned. The Algerian authorities must put an end to this problem. People should be ready to help these animals to survive." Task one : Listen and answer these questions 1- Is Mr Djamel Salem a teacher? 2- Why are animals disappearing ? Listen again and find the missing words in the following sentences. The Algerian authorities put an end to this problem. People be ready to help these animals . T : Which sentence represents a strong obligation to save these animals? T invites his pps to analyse these sentences. <u>The Algerian authorities must put an end to this problem.</u> subject + modal + verb (strong obligation)	T/L	To introduce the target structure in a context Giving the opportunity to the learners to guess and elicit the new structure highlighting rules Strong and mild obligation	Free text W board	a/v
			T/L			

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 <i>ME AND MY Environment</i>	Lesson : I practice Lesson focus: languagelearning / use	Framework: Ppu

Learning Objective (s): by the end of this lesson my learners will able to give recommendations and make a school eco-charter using imperative.


Targeted competencies: interact – <u>interpret</u> – <u>produce</u> . <u>Target structure</u> : - imperative	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/Sbook
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Cross Curricular Competencies

- Intel: Learner can understand verbal and non verbal messages .
- Meth:
He can work in pairs or in small groups.
- Com: He can make a charter
- Per and soc: He can socialize through oral exchanges

Core values

- Valuing a clean and healthy environment
- Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	Procedure	Foc us	Aims	Mater ial	Va kt
	Warm up	<p>Teacher greets his pps / the pps respond</p> <p>A quick review to connect the previous lesson with the current one by asking some questions :</p> <p>What should people do to live in a healthy environment ?</p> <p>What must they do to help animals , plants and trees live longer ?</p> <p>Teacher shows his pps some signs to elicit some recommendations</p>	T/L	<p>Refresh prior knowledge and pave the way</p> <p>To elicit some lexical and structural keys</p>	w board	V/ A/
	Presenta tion		T/L		Flash cards	a/v



You must slow down
 You mustn't throw butts in the rubbish (or litter)bin .

T : What do these sentences express ?
 PPS : recommendations , advice , obligations.

T : consider the following sentences .

- Slow down.
- Don't throw butts here .

T : What do they express ?

T : How do they start ?

T : How to call this mode .

Teacher elicits and highlights rules (see grammar tools 2 page130)

Task one :((TASK 12 PAGE 135) :

I rewrite each of the following sentences using imperative.

The first one is given.

- T invites his pps to work in pairs , read my grammar tools again and check their answers then correct each other.

Task two : I rewrite each of the following texts using imperative (The texts mentioned in Task 1 page 130).

Task three :(Task 13 page 135).

The Teacher invites his pps to work in small groups to write five recommendations using imperative that will be included in my school eco charter.

DO s	DONT' s

Giving the opportunity to the learners to guess and elicit the new structure

highlighting rules giving advice and recommendations using imperative

to check and consolidate

The pps reinvest what they learnt to make school eco- charter

Sbook

Practice

Use

LEVEL : 3ms

Project : 03

Teacher : Mr B .Djamel

Sequence : 04 Me And My Environment

Tutorial session

Objective : My pps will use what they learnt before to work in groups to make an Environment Day poster .

Material : scissors , pencils, colouring pencils , markers,colouring sheets ;glue.....

Learning style : VAKT

Steps :

Before poster :

- The teacher presents the task : It is “ The environment Day” in Algeria. To celebrate the event , your teacher of English asked you to make a poster about protecting the environment and reducing litter to make your school mates aware of the causes and the effects of the problem. The best posters will be displayed on the walls

- The teacher gives some recommendations about how to make a poster.
The teacher can help to get things started by using the board to elicit some ideas of what we can do to make the environment looks better.
Discuss the poster deseign : Which illustration can we use ? Which slogan can we write ?
The teacher may suggest some slogans : eg , Help me . Put your rubbish here. Don't kill me

Presentation :

The pps present their posters to the classroom before they are displayed on the walls.

Post Poster : The posters can be judged or voted on by other students or teachers.

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 <i>ME AND MY Environment</i>	Lesson 1 practice Lesson focus: language learning/use	Framework: PPU

Learning Objective (s): by the end of this lesson my learners will identify the keys to protect the environment ,express strong obligation and prohibition using must and mustn't and mild obligation using should and shouldn't

Target competencies: interact – interpret – produce . Target structure: - Must / mustn't / should /shouldn't	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/ free texts/Sbook
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Cross Curricular Competencies

Core values

- Intel: Learner can understand verbal and non verbal messages .
- Meth:
He can work in pairs or in small groups.
- Com: He can make a charter
- Per and soc: He can socialize through oral exchanges

- Valuing a clean and healthy environment
- Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	Procedure	Focus	Aims	Material	Value
	Warm up	T greets his pps .The pps respond. I A lot of animals (fauna) and plants (flora) are endangered or went extinct .Why? Brainstorm		Refresh prior knowledge and pave the way	w board	V/ A/
	Presenta tion	the teacher invites his pps to listen to the following short text and do task one "Hello to you all! My name is Djamel Salem. I am an ecologist and I work to save the endangered species, that 's animals which are disappearing from our country Algeria , because of the illegal hunting and the destruction of their habitat . We are all concerned. The Algerian authorities must put an end to this problem. People should be ready to help these animals to survive." Task one : Listen and answer these questions 1- Is Mr Djamel Salem a teacher? 2- Why are animals disappearing ? Listen again and find the missing words in the following sentences. The Algerian authorities put an end to this problem. People be ready to help these animals . T : Which sentence represents a strong obligation to save these animals? T invites his pps to analyse these sentences. <u>The Algerian authorities must put an end to this problem.</u> subject + modal + verb (strong obligation)	T/L	To introduce the target structure in a context Giving the opportunity to the learners to guess and elicit the new structure highlighting rules Strong and mild obligation	Free text W board	a/v
			T/L			

People **should** be ready to help these animals.

| subject | modal | verb (infinitive without to)
(mild obligation)

Grammar tools :

The teacher explains rules (page 129)

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

Task 2 page 133 :What do all the preceding signs (task 1) express ?I tick the box next to the right answer.
obligation or prohibition

Task 3 page 133 : I rewrite each of the preceding text (Task1) using mustn't or shouldn't as in the example.

Task 4 page

READ THE SENTENCES AND WRITE SHOULD OR SHOULDN'T

1-WETAKE CARE OF THE ENVIRONMENT

2-WEUSE PLASTIC BAGS

4-WEuse.PAPER BAGS

5-WEUSE RECYCLED PAPER

6-Westop testing medicine on animals -

Task 5 : Match

Questions	answers
1-Should people use paper bags?	a)They should make litter patrols
2-What should pupils do.to keep their school clean?	b) Yes, we must.
3-Must we punish the litter louts	c) No, we shouldn't
4-Should we throw rubbish anywhere?	d) Yes, they should

Group work

A- T : Write five keys (The most important ones in your opinion) to to live in a better environment. Use must , mustn't , should and shouldn't starting like this :

To live in a better environment ,

L/L

Highlighting rules (must/ should)

Check and reinforce

The pps use what they learnt to show the others how can we make our environment feel better

S books

W board

V/
A/
K/T

Practice

Use

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MY Environment	Lesson : I practice Lesson focus: language learning / use	Framework: PPU

Learning Objective (s): by the end of this lesson my learners will able to give recommendations and make a school eco-charter using imperative.


Targeted competencies: interact – <u>interpret</u> – <u>produce</u> . <u>Target structure</u> : - imperative	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/Sbook
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Cross Curricular Competencies

- Intel: Learner can understand verbal and non verbal messages .
- Meth:
He can work in pairs or in small groups.
- Com: He can make a charter
- Per and soc: He can socialize through oral exchanges

Core values

- Valuing a clean and healthy environment
- Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	Procedure	Focus	Aims	Material	Value
	Warm up	<p>Teacher greets his pps / the pps respond</p> <p>A quick review to connect the previous lesson with the current one by asking some questions :</p> <p>What should people do to live in a healthy environment ?</p> <p>What must they do to help animals , plants and trees live longer ?</p> <p>Teacher shows his pps some signs to elicit some recommendations</p>	T/L	<p>Refresh prior knowledge and pave the way</p> <p>To elicit some lexical and structural keys</p>	w board	V/ A/
	Presenta tion		T/L		Flash cards	a/v



You must slow down
 You mustn't throw butts in the rubbish (or litter)bin .

T : What do these sentences express ?
 PPS : recommendations , advice , obligations.

T : consider the following sentences .

- Slow down.
- Don't throw butts here .

T : What do they express ?

T : How do they start ?

T : How to call this mode .

Teacher elicits and highlights rules (see grammar tools 2 page130)

Task one :((TASK 12 PAGE 135) :

I rewrite each of the following sentences using imperative.

The first one is given.

- T invites his pps to work in pairs , read my grammar tools again and check their answers then correct each other.

Task two : I rewrite each of the following texts using imperative (The texts mentioned in Task 1 page 130).

Task three :(Task 13 page 135).

The Teacher invites his pps to work in small groups to write five recommendations using imperative that will be included in my school eco charter.

DO s	DONT' s

Giving the opportunity to the learners to guess and elicit the new structure

highlighting rules giving advice and recommendations using imperative

to check and consolidate

The pps reinvest what they learnt to make school eco- charter

Sbook

Practice

Use

LEVEL : 3ms

Project : 03

Teacher : Mr B .Djamel

Sequence : 04 Me And My Environment

Tutorial session

Objective : My pps will use what they learnt before to work in groups to make an Environment Day poster .

Material : scissors , pencils, colouring pencils , markers,colouring sheets ;glue.....

Learning style : VAKT

Steps :

Before poster :


- The teacher presents the task : ‘It is “ The environment Day” in Algeria. To celebrate the event , your teacher of English asked you to make a poster about protecting the environment and reducing litter to make your school mates aware of the causes and the effects of the problem. The best posters will be displayed on the wall.

- The teacher gives some recommendations about how to make a poster.
The teacher can help to get things started by using the board to elicit some ideas of what we can do to make the environment looks better.
Discuss the theme the pps choose.
Discuss the poster design :Which illustration the pps may choose Which slogan they can write
The teacher may suggest some slogans : eg , Help me . Put your rubbish here. Don’t kill me

Presentation :

The pps present their posters to the classroom before they are displayed on the walls.

Post Poster : The posters can be judged or voted on by other students or teachers.

	<p>practice</p>	 <p>T : Why rhenceros is considered as an endangered animal ? T : Why the fish is dead ? T : Why this place is not clean and tidy ? T : Why we have these plastic bags here in this area ? T invites his pps to consider the following sentences and answer the questions :</p> <div style="border: 1px solid black; padding: 5px;"> <p>1- As there are not severe rules against litter louts, our streets and pubic places will remain untidy . 2- Some animas went extincted because of illgal hunting and smuggling.</p> </div> <p>T : Underline the causes in the 2 sentences . T : Which connectors are used to show us the causes ? T : Consider the following sentences and answer the questions/</p> <div style="border: 1px solid black; padding: 5px;"> <p>1- Alot of plants and trees are cut everyday. So , the Algerian authorities must protect them. 2- Plastic bags are thrown everywhere .Therefore ,people should use durable ones' bags for life '.</p> </div> <p>T : Underline the consequences in the 2sentences. T : Which connectors are used to show us the consequences?</p> <p><u>Highlighting rules :</u></p> <p>1- We often use as and because when we want to focus more on the causes and the reasons ... 2- We often use so and therefore when we want to focus more on the results (consequences)..</p> <p>Task 1 (5 page 134) Task 2 : complete with <u>as/because</u> or <u>therefore/so</u></p> <hr/> <p>1.there are not enough dustbins ,people should reduce their food waste. 2. Some animals are vulnerabletheir habitats are destroyed. 3. The number of national parks are not enough.we should have more parks. 4. Alot of animals are threatenedwe can't leave them alone. 5. This animal is looking for waterhe is thirsty</p> <p>Task 3 : <u>Discuss in groups causes and results of litter in the neighborhoods and make sentences using as/because or therefore/so.</u></p>	<p>T/L</p> <p>T/L</p> <p>T/L</p> <p>T/L</p> <p>T/L</p> <p>T/L</p> <p>L/L</p>	<p>Giving the opportunity to the learners to guess and elicit the new structure</p> <p>highlighting rules of using discourse markers to talk or write about causes and consequences</p> <p>To check how well the learners have grasped the meaning and the use of the new structure</p> <p>the pps use what they learnt to talk about the causes and consequence of litter in the neighborhoods</p>	<p>BB</p> <p>BB</p>	<p>V/ A/ K/T</p>
	<p>use</p>					

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 <i>ME AND MY Environment</i>	Lesson: I practice Lesson focus : language learning /use	Framework: PPU

Learning Objective (s): by the end of this lesson my learners will be able to compare the danger facing the Algerian fauna and flora using the comparative of superiority

Targeted competencies: interact – interpret – produce. Target language : the comparative of superiority Irregular adjectives/short adjectives/ long adjectives	Domain (s): Oral/written/ both	Materials: / W. Board/Sbook/ flash cards
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Cross Curricular Competencies

Core values

- Intellectual competency:
 - The learner can use his critical thinking skills when eliciting the new target structure.
 - He can understand and interpret verbal and non-verbal messages
- Methodological competency:
 - He can work in pairs or within the whole class.
- Communicative competency:
 - He can compare .
- Personal and social competencies:
 - He socialises through oral or written exchanges

- Valuing the wonderful Algerian heritage.
- Being proud of the national heritage.
- Valuing good attitudes towards the environment
Valuing a clean and healthy environment
- Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	Procedure	Foc us	Aims	Mater ial	Va kt																				
	Warm up	<p>T greets his pps .The pps respond. A quick review of : reserves in Algeria; endangered animals. and plants The teacher invites his pps to consider the following chart and answer the questions</p> <table border="1"> <thead> <tr> <th>animals</th> <th>heavy</th> <th>fast</th> <th>endangered</th> </tr> </thead> <tbody> <tr> <td>adjectives</td> <td></td> <td></td> <td></td> </tr> <tr> <td>elephant</td> <td>+++</td> <td>+</td> <td>++</td> </tr> <tr> <td>fennec</td> <td>+</td> <td>++</td> <td>++</td> </tr> <tr> <td>Saharan cheetah</td> <td>++</td> <td>+++</td> <td>+++</td> </tr> </tbody> </table>	animals	heavy	fast	endangered	adjectives				elephant	+++	+	++	fennec	+	++	++	Saharan cheetah	++	+++	+++		QUICK REVIEW TO REINFORCE AND PAVE THE WAY	flash cards	V/ A/
animals	heavy	fast	endangered																							
adjectives																										
elephant	+++	+	++																							
fennec	+	++	++																							
Saharan cheetah	++	+++	+++																							
	presenta tion	<p>Which animal is faster ? The fennec or Saharan cheetah? Which animal is more endangered ?The elephant or Saharan cheetah? Teacher can add more questions? Teacher writes the answers! The Saharan cheetah is faster than the fennec. The Saharan cheetah is more endangered than the elephant. The teacher gives the learners opportunity to analyse and elicit the new structure The Saharan cheetah is faster than the fennec Short adjective+ er+ than</p>	T/L	Introduce the Target structure in a context	W board	a/v																				

	<p>practice</p> <p>use</p>	<p>The Saharan cheetah <u>is more endangered than</u> the elephant more+ long adjective+ than</p> <p>Highlighting rules of the comparative of superiority. My grammar tools page 134.</p> <p><u>Task one :</u> Reorder the following words to get coherent sentences. is / dangerous / more/ The lion/ the tiger. Apes/smarter/than/are/birds</p> <p>Task 2 : Task 20 page 138</p> <p>Task 3 Read the grammar tools again and work with your partner to correct the spotted mistakes</p> <ul style="list-style-type: none"> - I'm gooder than my friend . - Horses are sociabler than Macaques. <p>Task 4 Task 19 page 137</p> <p>I use the graded IUCN list to compare the danger facing Algerian fauna and flora .I put the adjectives in brackets in the correct form as in the example</p>	<p>T/L</p> <p>T/L</p>	<p>the new structure</p> <p>highlighting rules of using discourse markers to talk or write about causes and consequences</p> <p>To check how well the learners have grasped the meaning and the use of the new structure</p> <p>the pps use what they learnt to compare the danger facing the Algerian fauna and flora</p>	<p>BB</p>	
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Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 <i>ME AND MY Environment</i>	My pronunciation tools Lesson focus : language learning and use	Framework: PPU

Learning Objective (s): At the end ,my learners will be able to;

- **Pronounce words contain the sounds (/ʒ/ & /dʒ/) in a correct way**
- **Identify the silent letters : w- h- k- t**
- **Ask different questions using a correct intonation.**

Targeted competencies: interact – interpret – produce. Target language : wh question- yes no questions intonation	Domain (s): Oral/written/ <u>both</u>	Materials: / W. Board/S book
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Cross Curricular Competencies

Core values

1. Intellectual competency:
 - He can understand and interpret verbal and non-verbal messages
- 2 Methodological competency:
 - He can work in pairs or within the whole class.
 - He can use strategies for listening and interpreting
- 3.Communicative competency:
 - He can use role plays to communicate.
4. Personal and social competencies:
 - He socialises through oral or written exchanges



- Valuing the wonderful Algerian heritage.
- Being proud of the national heritage.
- Valuing good attitudes towards the environment
Valuing a clean and healthy environment
- Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	Procedure	Foc us	Aims	Mater ial	Va kt
	Warm up	<u>T</u> greets his pps the pps respond The teacher invites his pps to say the English alphabets The teacher writes the following statements on the boards He reads them and invites his pps to listen and focus on the sounds (/ʒ/ & /dʒ/) :		To involve the learners and pave the way		V/ A/
	presenta tion	Algeria is our treasure. The Algerian authorities and people are obliged to take some measures to face the danger of garbage in our streets.	T/L	To identify the sounds(/ʒ/ & /dʒ/)	W board	
	practice	T : Underline the words which contain these sounds(/ʒ/ /dʒ/) T: Write the sounds (/ʒ/ & /dʒ/) in these words in another colour. T : How are theses sounds spelt in each word? The teacher starts eliciting ,highlighting rules and how are these sounds usually spelt (my pronunciation tools page134) The teacher invites his pps to do tasks 1,2,3,4 page127. The teacher writes some words on the board and invites his students to work in groups and identify the sounds (/ʒ/ & /dʒ/) then each group should choose one of them to read these words focussing on (/ʒ/ & /dʒ/)		Eliciting and highlighting rules To check and reinforce Encourage The group work The pps reinvest what they learnt to	SB	a/v
					W board	

	use	dangerous pleasure garbage treasure education vision Algerian equation Larger Ecology Confusion Region	L/L	read some English words in a correct words	s	VA KT
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Time	Frame work	Procedure	Focus	Aims	Material	Va kt
	Warm up	<p>The teacher greets his pps .The pupils respond. T invites his pps to sing the song of the English alphabet.</p> <p>Teacher tells the students that today he will be talking about silent letters.</p> <p>T explains that silent letters are letters that are spelled but are not pronounced. These letters can come at the beginning, middle, and end of words.</p> <p>Teacher may well reminds his pps of the silent letters which they have already seen in the previous sequences like : r</p>	T/L	To involve the learners and pave the way	W board	V/ A/
	presentation	<p>The teacher writes some words on the board .He reads them and invites his pupils to listen and spot the silent letters in these :</p> <p style="text-align: center;">What - know -Who –What- mustn't -school</p> <p>Pps: h- k- t- w</p> <p>T highlights quickly some rules of</p>		Eliciting and highlighting rules		a/v
	practice	<p>Silent H Rule 1: The letter H is usually silent when it appears after W. • Why, what, when, weather, where. Rule 2: Sometimes the letter H is not silent after W, consider the words below. • Whose, whosoever, who, whoever, whole. Rule 3: H is mute at the beginning of many words like : Hour, honest, honour, heir. Rule 4: Exceptions: Most of the words beginning with H are not silent : • History, Historical, Hair, Happy</p> <p>Silent K Rule: The letter K is always silent when it precedes the letter N in a word. • Know, knock, knife, knight, knowledge.</p> <p>Silent T Rule: The letter T is not pronounced in the following common English words: • Castle, Christmas, fasten, listen, often, beret, Chevrolet, whistle, thistle, bustle, hasten, soften, rapport, gourmet, ballet.</p> <p>Silent W Rule 1: The letter W is not pronounced at the beginning of a word when it is before the letter R. • Write, wrest, wrong, wrack, wrap. Rule 2: W is silent in the following words: • Who, whose, whole, whom, whole, whoever, answer, sword, two</p>	L/L		W board	
		<p>Task 1 (task2 page 125) Listen and repeat. Task 2 : (task 6 page 127) listen and tick the box</p>		To check and reinforce	Sbook	

	use	<p>corresponding to the pronunciation of the letter in bold type in each word</p> <p>The pupils read the words in task 6 page 27 loudly focussing on the learnt silent letters.</p> <p><i>Dictation :</i> <i>Teacher dictates some words and gives 30 seconds to students to think and write ;</i> <i>Rhenoceros – where- whale- cheetah- known – school</i> </p>		reinvest what they learnt to read some English words in a correct words		VA KT
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Time	Frame work	Procedure	Focus	Aims	Material	Value
	Warm up	T greets his pps .The pps respond. T invites his pps to ask him any question they like and the teacher should answer example : What's your full name? Are you married? Which movies do you like to watch?		To involve the learners and pave the way		V/ A/
	presentation	Teacher writes two questions on the board. T: what is the difference between them? 1- What problems can litter cause?  2- Are there other problems that litter can cause?  Pps: Number 1 is a wh- question and number 2 is a yes-no question. T: Now listen to me reading them and follow my voice and find how do I read them? T elicits the words intonation , rising or up / falling or down <u>Highlighting rules :</u> <u>What is intonation ? page 126.</u> <u>3 intonation in questions page</u>	T/L	To identify the different intonation	W board	
	practice	<u>Task one :</u> I listen to my teacher and mark the intonation in the following questions: Where is Algeria situated? How many national parks are there in Algeria? Can you name some of them? Can you name some endangered animals? Is litter dangerous ? What must people do to reduce litter? Should the pupils do litter patrols? <u>Task two :</u> (task 9 page128) I listen and mark the intonation of each question (the interview questions) <u>Task three :</u> I read my pronunciation rules about intonation and I correct my intonation in the interview questions (task 2) with the help of my partner. <u>Task four :</u> I write my personal answers to the six answers in task9 page128. <u>Task five :</u> I work with my partner.we act out the interview in task 9 page 128 .we correct each other pronunciation.		Setting rules of intonation	SB	
	use			To check and reinforce the Ls understanding		a/v
				Encourage Peer correction	W board	
			T/L	The pps reinvest what they learnt to act out a meaningful dialogue	Sbooks	VA KT
			L/L			

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MT ENVIRONMENT	Lesson: I read and do 1 language use	Framework: PDP


Learning Objective (s): by the end of this lesson my pps will be able to read a text and sort out information

Targeted competencies: interact_– interpret – produce_ Target structure: - Should. Pronouns	Domain (s): Oral/written/ <u>both</u>	Materials Student book / W. Board/
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Cross Curricular Competencies

Core values

<ul style="list-style-type: none"> - Intel: He can understand and interpret non-verbal messages. - He can show some degree of autonomy in all areas of learning ➤ . - Meth: He can work in pairs or within the whole class. - He can mobilize his resources ➤ . - Com: he can develop effective reading strategies - • Per and soc: He socialises through oral or written exchanges. 	<ul style="list-style-type: none"> ➤ Valuing the wonderful Algerian heritage. ➤ Being proud of the national heritage. ➤ Valuing good attitudes towards the environment Valuing a clean and healthy environment ➤ Raising teenagers awareness of environmental issues and seeking a change in their attitudes
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Time	Framework	Procedure	Focus	Aims	Material	Value
	Warm up before read	The teacher greets his pps . The pupils respond. Teacher asks the pupils to complete the following graphic organizer about which sort of litter people throw every day				
	While reading	 <p style="text-align: right;">Butts</p>	T/L	T helps their pps bring their prior knowledge to the surface	Graphic organizer	V/A/
		T invites his pps to read only the 1 st paragraph of the text (page139)and guess the topic of the text and which vocabularies		Presenting the topic by eliciting from	S books	

Level : MS3	School : Bormadia Relizane	Teacher: Mr Bendoubaba djamel djamel djamel
Sequence: 4 ME AND MT ENVIRONMENT	Lesson: I read and do 2 language use	Framework: PDP

Learning Objective (s): by the end of this lesson my pps will be able to read a text and sort out information


Targeted competencies: interact_– interpret – produce_ Target structure: - Should. Pronouns	Domain (s): Oral/written/ both	Materials Student book / W. Board/
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Cross Curricular Competencies

Core values

- Intel: He can understand and interpret non-verbal messages.
- He can show some degree of autonomy in all areas of learning
- .
- Meth: He can work in pairs or within the whole class.
- He can mobilize his resources
- .
- Com: he can develop effective reading strategies
-
- Per and soc: He socialises through oral or written exchanges.

- Valuing the wonderful Algerian heritage.
- Being proud of the national heritage.
- Valuing good attitudes towards the environment
Valuing a clean and healthy environment
- Raising teenagers awareness of environmental issues and seeking a change in their attitudes

Time	Frame work	Procedure	Focus	Aims	Material	Va kt
	Warm up before read	The teacher greets his pps . The pupils respond. Teacher asks the pupils to complete the following graphic organizer about which sort of litter people throw every day			Graphic organizer	V/ A/
	While reading	 <p style="text-align: center;">Litter we throw every day</p> <p style="text-align: right;">Butts</p>	T/L	T helps their pps bring their prior knowledge to the surface	S books	
		T invites his pps to read only the 1 st paragraph of the text (page139)and guess the topic of the text and which vocabularies they are going to face.(the teacher elicits and explain the key words)		Presenting the topic by eliciting from the PPs and engaging them		

