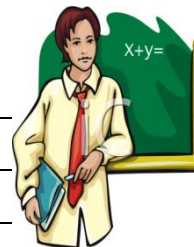








Lesson Plan



Level: Year Two, All Streams.	Teacher: Lacheheb yasmine
Unit: Waste not, Want not.	Theme: Poverty and World Resources.
Rubric: Getting Started.	Time Allowance: 01 hour.
Competency: Interacting and interpreting.	Materials: Whiteboard, Worksheets and Pictures.

Objectives: by the end of this lesson, my learners will be able to: have a general **idea** about the whole **unit**, and learn some new **lexis** related to the **theme**.

Interaction steps	Procedures/Correction	Aims	Time																				
Warm up	<ul style="list-style-type: none">* The teacher greets his/ her Ls and welcomes them.* The teacher interacts with them to set a suitable and positive atmosphere for learning.	To make Ls speak English	03 Mn																				
Pre-Task	<p>✓ The teacher distributes worksheets for pupils and encourage them to do the following.</p> <p>A/ Match each of the following pictures with its correct name or description.</p> <div><div>Wind Energy - Coal - Hydro Electric Energy- Natural Gas- Garbage/Wastes – Oil</div><div><div> A</div><div> B</div><div> C</div><div> D</div><div> E</div><div> F</div></div><p>✓ The teacher encourages pupils to classify the previous items in the followin table.</p><p>B/ Classify the pictures above in the following chart.</p><table><tr><th>Renewable Energies (Products that can be used again)</th><th>Non-Renewable Energies (Products that can be used only one time)</th></tr><tr><td>..... / /</td><td>..... / /</td></tr></table><p>Key Answers:</p><p>A/ Matching pictures.</p><table><tr><th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>F</th></tr><tr><td>Hydro-Electric Energy</td><td>Oil</td><td>Wind Energy</td><td>Garbage/Wastes</td><td>Coal</td><td>Natural Gas</td></tr></table><p>B/ Classifying energies.</p><table><tr><th>Renewable Energies (Products that can be used again)</th><th>Non-Renewable Energies (Products that can be used only one time)</th></tr><tr><td>Wind Energy- Hydro-Electric Energy - Garbage/Wastes</td><td>Coal - Natural Gas- Oil</td></tr></table></div>	Renewable Energies (Products that can be used again)	Non-Renewable Energies (Products that can be used only one time) / / / /	A	B	C	D	E	F	Hydro-Electric Energy	Oil	Wind Energy	Garbage/Wastes	Coal	Natural Gas	Renewable Energies (Products that can be used again)	Non-Renewable Energies (Products that can be used only one time)	Wind Energy- Hydro-Electric Energy - Garbage/Wastes	Coal - Natural Gas- Oil	To arouse learners interest to what they are going to learn about	20 Mn
Renewable Energies (Products that can be used again)	Non-Renewable Energies (Products that can be used only one time)																						
..... / / / /																						
A	B	C	D	E	F																		
Hydro-Electric Energy	Oil	Wind Energy	Garbage/Wastes	Coal	Natural Gas																		
Renewable Energies (Products that can be used again)	Non-Renewable Energies (Products that can be used only one time)																						
Wind Energy- Hydro-Electric Energy - Garbage/Wastes	Coal - Natural Gas- Oil																						
During Task	<p>✓ The teacher directs them to check the definitions given and choose the most correct one.</p> <p>Activity 01: Choose the correct answer.</p> <p>“WASTE NOT, WANT NOT” is an English quote by Maria Edge worth which is said to:</p> <ol style="list-style-type: none">1. Tell people that they can waste all the useful things, because they will not need them in the future.2. Advise people not to waste useful things, because they might need them in future.	To meet and define the problem	05 Mn																				

✓ The teacher encourages them to fill in the chart.

Activity 02: Complete the following table using the given suffixes as shown in the example.

Key answers:

	Verb	Noun	Adjective
Example:	To waste	Wastage/Wasting	Wasteful
	To sustain	Sustain ability	Sustain able
	To reuse	Reuse / Reusing ing	Reus able
	To reduce	Reduction ion	Reduc ed / Reduc ible
	To recycle	Recycl ing / Recycl ability	Recycl able / Recycl ed
	To protect	Protection ion	Protect ed / Protect ive
	To develop	Develop ment	Develop ed / Develop ing

*** Choosing the correct answer.**

"WASTE NOT, WANT NOT" is an English quote by Maria Edge worth which is said to:

2. Advise people not to waste useful things, because they might need them in future

To form nouns and adjective using their suffixes

15 Mn

Unit Project

On April 22nd, people around the world celebrate Earth Day to raise awareness of conservation and support for environmental protection.

In honor of this international day, design earth-friendly crafts.

Practical Part: Making a recycled product.

Check YOUTUBE for more ideas by writing key words like:
MAKING RECYCLED CRAFTS.

Suggested Recycled Crafts:



a. Household Craft.



b. Vase and Flowers.



c. Vase

Written Part: Writing a Presentation of your Product.

Write a short paragraph in which you represent your recycled craft/product using the presentation style of a product in Sequence 02 and passive, active voice where necessary.

Ladies and gentlemen, this is my new recycled product. It is a

.....

.....

.....

It is made out of It has different uses.

First, it can be used for Second.

Moreover.....

.....

.....

Finally.....

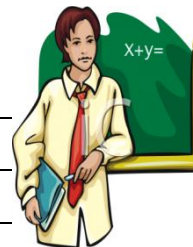
.....

To launch the project of unit two

15 Mn









Post Task

Lesson Plan 01



Level: Year Two, All Streams.	Teacher:
Unit: Waste not, Want not.	Rubric: Reading.
Sequence One: Discovering Language.	Time Allowance: 1 hour.
Competency: Interacting, Interpreting and Producing.	Materials: Worksheets, Whiteboard and Pictures.

Objectives: by the end of this lesson, my learners will be able to: identify, explore ways natural resources are shared in **Algeria**, in the **world**, to form **nouns**, to use the **four types** of sentences, and learn some new lexis related to the theme.

Interaction steps	Procedures/Correction	Aims	Time																				
Warm up	<ul style="list-style-type: none">* The teacher greets his/ her Ls and welcomes them.* The teacher interacts with them to set a suitable and positive atmosphere for learning.	To make Ls speak English	03 Mn																				
Pre-Reading	<p>A/ Check the countries' flags (1-4) then match them with their main natural resource (A-D):</p> <div><div></div><table><tr><td>Countries</td><td>1. Australia</td><td>2. Canada</td><td>3. Iran</td><td>4. United States</td></tr><tr><td>Natural Resources</td><td>.....</td><td>.....</td><td>.....</td><td>.....</td></tr></table><div><div></div><div><div>A. Uranium</div><div>B. Timber</div><div>C. Gold</div><div>D. Natural Gas</div></div></div><p>Key answers:</p><table><tr><td>Country</td><td>Australia</td><td>Canada</td><td>Iran</td><td>United States</td></tr><tr><td>Natural Resource</td><td>Timber</td><td>Uranium</td><td>Natural Gas</td><td>Gold</td></tr></table></div>	Countries	1. Australia	2. Canada	3. Iran	4. United States	Natural Resources	Country	Australia	Canada	Iran	United States	Natural Resource	Timber	Uranium	Natural Gas	Gold	To set LS in context/ build the necessary knowledge to understand the text.	10 Mn
Countries	1. Australia	2. Canada	3. Iran	4. United States																			
Natural Resources																			
Country	Australia	Canada	Iran	United States																			
Natural Resource	Timber	Uranium	Natural Gas	Gold																			
During Reading	<p>A/ Read the text silently, and then do the following activities.</p> <p>Activity 01: Say whether the following statements are “true” or “false”.</p> <p>a. Natural resources are made by man.</p> <p>b. Algeria leads the African countries in realizing the renewable power.</p> <p>c. The coal and nuclear are considered as a renewable energy source.</p> <p>Key answers:</p> <p>a. false b. false c. false</p> <p>Activity 02: Answer the following questions according to the text.</p> <p>a. The new Algerian energy security is based on what?</p> <p>b. What is the plan being advertised by Algeria?</p> <p>Key answers:</p> <p>a. The new Algerian energy security is based on intensive use of water, coal, nuclear, non-renewable, and renewable sources.</p> <p>b. The country announced its plan to install around 22 GW (gigawatts) of renewable energy capacity by 2030.</p>	<p>To skim for checking answers</p> <p>To check whether the statements are true or false</p> <p>To look for specific information</p>	15 Mn																				

Activity 03: What or who do the underlined words refer to in the text.

Its = it =

Key answers:

Its = Possessive adjective (Algeria) it = The country of Algeria

Activity 01: Complete the following table as shown in the given example.

Key answers:

Adjective	Noun	Adjective	Noun
<i>Ex: Poor</i>	<i>Poverty</i>	<i>Homeless</i>	<i>Home</i>
Experimental	Experiment	Environmental	Environment
Social	Society	Renewable	Renew
Dangerous	Danger	Hungry	Hunger
Operational	Operation	Sustainable	Sustainability
Polluted	Pollution	Recycled	Recycling

*To form
nouns out
of their
adjectives*

Activity 02: Fill in the gaps using these words.

Renewable – Environmental – Solar – Production – Pollution

Key answers:

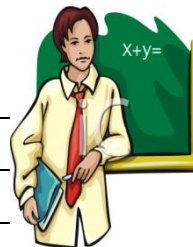
Our planet is suffering from several types of **pollution**. A lot of **environmental** problems would disappear if we reduce our use of petroleum, coal and natural gas as raw-materials for power **production**. The focus should entirely shift on **renewable** sources of energy. The use of alternative sources of energy (**solar** energy) would help saving the environment from global warming.

*To fill in a
passage
using a list
of words*

*Post
Reading*

**25
Mn**

Lesson Plan 02



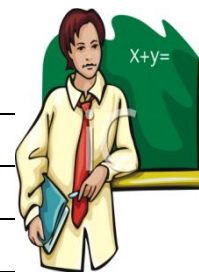
Level: Year Two, All Streams.	Teacher:
Unit: Waste not, Want not.	Rubric: Grammar Desk
Sequence One: Discovering Language.	Time Allowance: 1 hour.
Competency: Interacting, Interpreting and Producing.	Materials: Worksheets and Whiteboard.

Objectives: by the end of this lesson, my learners will be able to: identify, practice, and correctly use the passive voice in (present, past, future, and present perfect tenses), and passive voice with **modals** (could, must, should, ought to...) and learn some new lexis related to the theme.

Interaction steps	Procedures/Correction	Aims	Time																																												
Warm up	<ul style="list-style-type: none">* The teacher greets his/ her Ls and welcomes them.* The teacher interacts with them to set a suitable and positive atmosphere for learning.	To make Ls speak English	03 Mn																																												
Presentation	<p>Activity 01: Match each sentence (a-c) from list 'A' with its equivalent in meaning to (1-3) from list 'B'.</p> <p>Key answers:</p> <table><tr><th colspan="4">List 'A'</th></tr><tr><td colspan="4">a. Different countries are using renewable energies.</td></tr><tr><td colspan="4">b. A lot of chemical industries pollute the rivers.</td></tr><tr><td colspan="4">c. The government has protected the Amazon basic ecosystem.</td></tr><tr><th colspan="4">List 'B'</th></tr><tr><td colspan="4">1. The Amazon basic ecosystem has been protected by the government.</td></tr><tr><td colspan="4">2. Renewable energies are being used by different countries.</td></tr><tr><td colspan="4">3. The rivers are polluted by a lot of chemicals</td></tr><tr><td>List 'A'</td><td>a</td><td>b</td><td>c</td></tr><tr><td>List 'B'</td><td>2</td><td>3</td><td>1</td></tr></table> <p>Activity 02: Classify each of the above sentences in the right columns.</p> <p>Key answers:</p> <table><tr><th>Active Voice</th><th>Passive Voice</th></tr><tr><td>- a - b - c</td><td>- 1 - 2 - 3</td></tr></table> <p>Activity 03: Check the sentences and say whether they are active or passive.</p> <p>Key answers:</p> <ul style="list-style-type: none">1. Some farmers mustn't overuse chemicals in their crops. → Active voice2. The world economy will be improved by the invention of a cheap and non-polluting car. → Passive voice3. The students cleaned the beach after their picnic. → Active voice4. The government has protected the environment from pollution. → Active voice5. A lockdown was imposed by many countries because of Corona virus. → Passive voice	List 'A'				a. Different countries are using renewable energies.				b. A lot of chemical industries pollute the rivers.				c. The government has protected the Amazon basic ecosystem.				List 'B'				1. The Amazon basic ecosystem has been protected by the government.				2. Renewable energies are being used by different countries.				3. The rivers are polluted by a lot of chemicals				List 'A'	a	b	c	List 'B'	2	3	1	Active Voice	Passive Voice	- a - b - c	- 1 - 2 - 3	To set LS in context/ build the necessary knowledge to understand the text.	15 Mn
	List 'A'																																														
	a. Different countries are using renewable energies.																																														
	b. A lot of chemical industries pollute the rivers.																																														
	c. The government has protected the Amazon basic ecosystem.																																														
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	3. The rivers are polluted by a lot of chemicals																																														
	List 'A'	a	b	c																																											
List 'B'	2	3	1																																												
Active Voice	Passive Voice																																														
- a - b - c	- 1 - 2 - 3																																														





Practice	Activity 03: Let's draw the rule.		To draw the rule of passive & active voice	15 Mn
		Active voice; Subject + Verb + Object. Passive Voice: Object + to be + verb (p.p) + by+ subject.		
	Present Simple	Active voice; Subject + Verb (in present) + Object. Passive Voice: Object + to be (in present) + verb (p.p) + by+ subject.		
	Past Simple	Active voice; Subject + Verb (in past) + Object. Passive Voice: Object + to be (in past) + verb (p.p) + by+ subject.		
	Future Simple	Active voice; Subject + Verb + Object. Passive Voice: Object + to be (in future) + verb (p.p) + by+ subject.		
	Modal & Semi-modal verbs	Active voice; Subject + Verb + (Modal & Semi-modal) + Object. Passive Voice: Object + (Modal & Semi-modal) + be + verb (p.p) + by+ subject.		
Use	Activity 01: Say in which tense each verb is conjugated. Key answers: 1. Too much plastic is thrown by people.→Present passive voice. 2. Chemicals are being overused in agriculture.→ Present continuous passive voice. 3. Some rainforest ecosystems have been destroyed by deforestation.→ Present perfect passive voice.. 4. Some regions will be affected by global warming. → Future passive voice. 5. Many water zones will be depleted. → Future passive voice. 6. The beaches are being damaged. → Present continuous passive voice.		To identify the tense of passive voice verbs	25 Mn
	Activity 02: Turn the following sentences into passive voice. Key answers: a. Environmentalists were protecting some animals in danger. * Some animals in danger were being protected by environmentalists b. Global warming has caused the rise of temperature. * The rise of temperature has been caused by global warming. c. Air pollution destroys the environment. * The environment is destroyed by air pollution d. The greenhouse effect causes climate changes around the globe. * Climate changes are caused by the greenhouse effect around the globe. e. People are wasting water. * Water is being wasted by people			

Lesson Plan 03



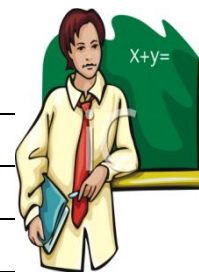
Level: Year Two, All Streams.	Teacher:
Unit: Waste not, Want not.	Rubric: Write it Right
Sequence One: Discovering Language.	Time Allowance: 1 hour.
Competency: Interacting, Interpreting and Producing.	Materials: Worksheets, Whiteboard and Pictures.

Objectives: by the end of this lesson, my learners will be able to: **consolidate** the use of the **past**, and **future passive** voice within a context, to develop their writing skill to produce a **press release**, and learn some new lexis related to the theme.

Interaction steps	Procedures/Correction	Aims	Time										
Warm up	<ul style="list-style-type: none">* The teacher greets his/ her Ls and welcomes them.* The teacher interacts with them to set a suitable and positive atmosphere for learning.	To make Ls speak English	03 Mn										
Pre-Writing	<p>A/ Check the pictures then label each of them with the appropriate idea.</p> <div><div><p>1</p></div><div><p>2</p></div><div><p>3</p></div><div><p>4</p></div></div> <p>a. Death of millions of marine animals. → b. The explosion of ‘Deepwater Horizon’.→ c. The catastrophe occurred in the Gulf of Mexico.→ d. The oil spilled into the Gulf.→</p> <p>Key answers:</p> <table><tr><td>Pictures</td><td>Picture 01</td><td>Picture 02</td><td>Picture 03</td><td>Picture 04</td></tr><tr><td>Definitions</td><td>b</td><td>c</td><td>d</td><td>a</td></tr></table>	Pictures	Picture 01	Picture 02	Picture 03	Picture 04	Definitions	b	c	d	a	To set LS in context/ build the necessary knowledge to understand the next stage.	10 Mn
Pictures	Picture 01	Picture 02	Picture 03	Picture 04									
Definitions	b	c	d	a									
During Writing	<p>B/ Complete the report below putting the verbs in brackets in the simple past passive.</p> <p>The catastrophe happened in April 20th ,2010 when an oil platform named ‘Deepwater Horizon’ (explode)....., causing an oil spill in the Gulf of Mexico. The shorelines of four Gulf States: Louisiana, Alabama, Mississippi, and Florida (damage)..... by the oil spill. In addition, the water (pollute)....., birds and animals (kill) Moreover, the fishing and tourism industry (ruin).....</p> <p>Later, a press release (make).....by the owner of the company to apologise for the damage and pledged reforms.</p> <p>Key answers: (explode) → was exploded. (damage)→ were damaged. (pollute)→ was polluted. (kill)→ were killed. (ruin)→ were ruined. (make)→ was made.</p>	To consolidate the use of the past passive voice within a context	10 Mn										

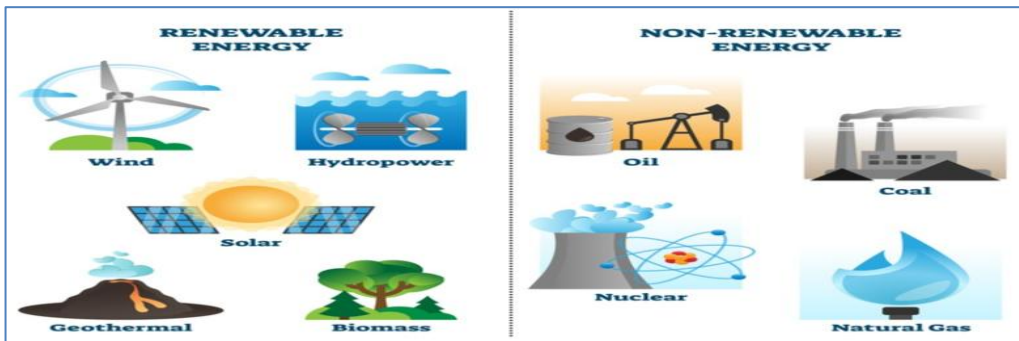
	<p>C/ Imagine you were the owner of ‘Deepwater Horizon’. Write a press release using the notes below and the future passive. You can add sentences of your own</p> <ul style="list-style-type: none"> - 2000 workers /recruit/ soon - Oil/ recuperate with special machines - Beaches /clean - Birds / wash out - Marine life / restore - Tourist industry / compensate / for its losses. <p>* the teacher should explain to his/her students what a press release is.</p> <p>* Pupils are going to interpret the picture then use the notes above. However, pupils should understand that they have to use the future simple passive.</p> <div style="border: 1px solid black; border-radius: 10px; padding: 10px; margin: 10px 0;"> <p>Press Release: is an official written document that gives specific information about an event to newspapers, magazines and television.</p> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><i>Press Release</i></p> <p>We make our sincere apologies for the damage caused by the wreck of the Deepwater Horizon. We promise that the spilled oil will be recovered recuperated with special and very advanced machines and equipments. We also disinfect and that the spoilt beaches will be cleaned. Marine life will also be restored and revived. We will carry out the process of purifying, and that birds and marine animals affected by the emitted oil will be washed out. Also, we did not forget that 2000 workers will be compensated and re-hired very soon. All hotel workers will be re-employed by the company, and the tourist industry will be compensated for its loss.</p> </div>	<p style="text-align: center;"><i>To implement the use of future passive voice</i></p>	20 Mn
Post Writing	<p>D/ Now, take turns to address your classmates to perform your press release on stage.</p> <ul style="list-style-type: none"> * Make the best use of gestures to express your deepest regret and sorrow. * Ask forgiveness and promise to make the needed reforms soon. 	<p style="text-align: center;"><i>To act out the press release</i></p>	10 Mn

Lesson Plan 04



Level: Year Two, All Streams.	Teacher:
Unit: Waste not, Want not.	Rubric: Say it Loud and clear.
Sequence One: Discovering Language.	Time Allowance: 1 hour.
Competency: Interacting, Interpreting and Producing.	Materials: Worksheets, Whiteboard and Pictures.

Objectives: by the end of this lesson, my learners will be able to: correctly pronounce and mark the intonation (↗ or ↘) in a list of multiple items, to identify the three ways of pronouncing the final “ed” of the simple past and the past participle of regular verbs.

Interaction steps	Procedures/Correction	Aims	Time
Warm up	<ul style="list-style-type: none"> * The teacher greets his/ her Ls and welcomes them. * The teacher interacts with them to set a suitable and positive atmosphere for learning. 	To make Ls speak English	03 Mn
Presentation	<p>Activity 01: The following picture represents types and classification of natural resources.</p>  <p>A/ Listen to your teacher reading the text below and mark the intonation on the words written in bold type with appropriate arrows (↗ or ↘).</p> <p>Key answers:</p> <p>Natural resources are all those things that come directly from nature and are classified into two main types, resources present in unlimited quantities in nature which can be used repeatedly and are known as renewable resources such as: solar energy, hydroelectric power, and wind energy...</p> <p>Resources that are limited in quantity and can be exhausted by human activity in the future and are known as non-renewable resources which include fossil fuels like: coal, petroleum, and natural gas...</p>	<p>To set LS in context.</p> <p>To practice the use of intonation in listing.</p>	15 Mn
	<p>Activity 02: Discuss your answers with your teacher and then complete the reminder below “ Intonation in listing ”.</p> <p>Key answers:</p> <p>Remark :</p> <ul style="list-style-type: none"> ❖ Intonation in lists: each item goes up/raising (↗) in pitch until the final item, which goes down/ falling (↘) in pitch (tone). 	To draw the rule/ remark for marking the intonation s in listing	10 Mn



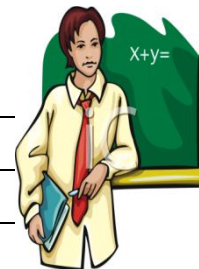
Practice	<div>Final /ed/ (pre-requisite)</div> <div>Activity 04: Go back to the press release, pick out all the verbs that end in (ed) and classify them in the table below according to their pronunciation of final /ed/.</div> <div>Recovered - recuperated – cleaned - restored – revived – Washed – hired - compensated – employed</div> <div>Key answers:</div> <table><tr><td>/t/</td><td>/d/</td><td>/id/</td></tr><tr><td>Washed -</td><td>Recovered – cleaned - restored – revived - hired - employed</td><td>Recuperated – compensated</td></tr></table> <div>* Now, listen to your teacher pronouncing the verbs and check your answers to the exercise above</div> <div>Reminder:</div> <div>The final –ed at the end of past tense and the past participle of all regular verbs has three (3) different pronunciations as shown in the chart below.</div> <div>* Note that the sound that is important, not the letter or spelling.</div> <table><tr><td>/t/</td><td>* After voiceless sounds: /c/, / f /, / k /, /x/, / p /, /ss/, / θ/, / ʃ/, /t ʃ/</td></tr><tr><td>/d/</td><td>* After vowels and voiced consonant sounds except /d/: /y/, /b/, /r/, /g/, /w/, /l/, /m/, /n/, /ŋ/, /ð/, /z/, /v/, /ʒ/, /dʒ/</td></tr><tr><td>/id/</td><td>* After: /t/ and /d/</td></tr></table>	/t/	/d/	/id/	Washed -	Recovered – cleaned - restored – revived - hired - employed	Recuperated – compensated	/t/	* After voiceless sounds : /c/, / f /, / k /, /x/, / p /, /ss/, / θ/, / ʃ/, /t ʃ/	/d/	* After vowels and voiced consonant sounds except /d/: /y/, /b/, /r/, /g/, /w/, /l/, /m/, /n/, /ŋ/, /ð/, /z/, /v/, /ʒ/, /dʒ/	/id/	* After: /t/ and /d/	<div>To revise the pronunciation of final /ed/at the end of past regular verbs</div> <div>To identify the three ways of pronouncing the final “id” of the simple past and the past participle.</div>	15 Mn
	/t/	/d/	/id/												
	Washed -	Recovered – cleaned - restored – revived - hired - employed	Recuperated – compensated												
/t/	* After voiceless sounds : /c/, / f /, / k /, /x/, / p /, /ss/, / θ/, / ʃ/, /t ʃ/														
/d/	* After vowels and voiced consonant sounds except /d/: /y/, /b/, /r/, /g/, /w/, /l/, /m/, /n/, /ŋ/, /ð/, /z/, /v/, /ʒ/, /dʒ/														
/id/	* After: /t/ and /d/														
Use	<div>Activity 03: Read the text below carefully and mark the right intonation on the words written in bold type with appropriate arrows (↗ or ↘).</div> <div>Key answers:</div> <div>There are five types of alternative energies: solar, wind, biomas and hydroelectric energies. All of them can be produced in our country because we have the following natural resources: the wind, the sun, and the mountains...</div> <div>However, solar energy is by far the most valuable. It is cheaper, safer and less polluting. Sonalgaz has already constructed power plants in Biskra, Djelfa, Hassi Rmel and other localities in the South of Algeria.</div> <div>* Now, listen to your teacher reading the passage with the right tone, and then check your answers to the exercise above.</div>	<div>To check pps comprehension.</div>	10 Mn												

The listening Script.

Good morning everybody, our lecture today is about the **SDGs**. So what is meant by this? The **SDGs** is an acronym that stands for (**Sustainable Development**) which aims at meeting the needs of the present, without harming environment or compromising the ability of future generation in order to meet their own needs. Sustainable development has three major components which are: environmental development, economic growth and social inclusion.


The rise of the idea of sustainable development is connected to the industrial revolution where societies started to discover that their economic and industrial activities had a significant impact on the environment and the social balance. Sustainable development was created so as to reduce global warming, habitat destruction, poverty and many other socio-environmental issues. To do so, several dimensions are used, such as: green space, crop rotation, renewable energy, recycling waste, poverty reduction, water treatment and water efficient fixtures.

Lesson Plan 05



Level: Year Two, All Streams.	Teacher:
Unit: Waste not, Want not.	Rubric: Listening and Speaking.
Sequence Two: Developing Skills.	Time Allowance: 02 hours.
Competency: Interacting, Interpreting and Producing.	Materials: Worksheets, Whiteboard and Pictures.

Objectives: by the end of this lesson, my learners will be able to: explain the concept of **sustainable development** and its relationship with **environmental issues**, to **express purpose** using (so that, in order to, so as to), and to make **suggestions** using (Why don't you... / If I were you, I would... / you'd better...).

Interaction steps	Procedures/Correction	Aims	Time
Warm up	<ul style="list-style-type: none"> * The teacher greets his/ her Ls and welcomes them. * The teacher interacts with them to set a suitable and positive atmosphere for learning. 	To make Ls speak English	03 Mn
Pre-Listening	<p>The SDGs (Sustainable Development Goals) which were set by United Nations in 2015 as a universal call to end poverty, hunger, protect the planet, and ensure that by 2030.</p>  <p>Activity 01: Circle the letter that corresponds to the right answer.</p> <ul style="list-style-type: none"> ➤ The Sustainable Development Goals refer to: <ul style="list-style-type: none"> a- Relying and using only non-renewable resources of energy. b- Meeting the needs of the present, without harming the environment. <input checked="" type="checkbox"/> c- Using resources as if they will last long. 	To set LS in context/ build the necessary knowledge to understand the listening passage.	15 Mn
During Listening	<p>* Listen to the audio and then do the following activities.</p> <p>Activity 02: Say whether the following statements are "true" or "false".</p> <ul style="list-style-type: none"> a- The SDGs aim at harming and affecting environment. b- The increase of the SDGs idea is linked to the industrial revolution. c- The SDGs were not created to reduce global warming. <p>Key answers:</p> <p>a. False b. True c. False</p> <p>Activity 03: Listen again to the audio and answer the following questions.</p> <ul style="list-style-type: none"> a- What is sustainable development? b- How many components does the SDGs consist of? What are they? <p>Key answers:</p> <ul style="list-style-type: none"> a. Sustainable Development is meeting the needs of the present, without harming environment or compromising the ability of future generation in order to meet their own needs. b. The SDGs consist of three major components which are: <ol style="list-style-type: none"> 1. Environmental development. / 2. Economic growth. / 3. Social inclusion. <p>Activity 04: Consider the example below and do the following.</p> <ul style="list-style-type: none"> ➤ Sustainable development was created so as to reduce global warming. <p>A/ What does the word 'so as to' express? Tick the correct answer.</p>	<p>To check whether the statements are true or false</p> <p>To look for specific information</p>	20 Mn

1) Obligation 2) Advice 3) Purpose

Key answers: The word '**so as to**' expresses: 3) Purpose

Reminder: When you are expressing a purpose for a particular action, you can use;

1- **Affirmative:** In order to/ So as to + stem... / **Negative:** In order not to/ so as not to + stem
Or you can also express purpose with **so that**. In this case you generally need to use a **modal**.

2- **Affirmative:** So that +subject + modal (would/can/could/would...) + stem...

Activity 05: The following pairs are not in order. Use the connectors below to join column 'a' to column 'b'. Make the necessary changes.

Sentence 'A'	Connector	Sentence 'B'
1- People should recycle waste materials into new objects....	So that In order to So as to	a- our children can inherit from us.
2- Overfishing must be prevented....		b- (to reduce) the pollution caused by waste.
3- We must protect the environment....		c- (to save) the ecosystems and the balance of the marine life.

To express purpose in both affirmative and negative actions.

Key answers:

1→ People should recycle waste materials into new objects **so as to reduce** the pollution caused by waste.

2→ Overfishing must be prevented **in order to save** the ecosystems and the balance of the marine life.

3→ We must protect the environment **so that** our children **can** inherit from us.

(pre-requisite)

Reminder: When you are making a suggestion to someone for a particular action, you can use;

1- **Affirmative form:** If I were you, I would + stem... / **Negative:** If I were you, I would +not + stem....

2- **Affirmative:** You'd better (you would / had) + stem... / **Negative:** You'd better + not + stem....

3- **Always use the interrogative form:** Why don't we/you + stem...?

Activity 06: Rewrite the sentences below using: Why don't you... / If I were you, I would... / You'd better... **make the necessary changes.**

1. We must use eco-friendly products and materials.

→ **If I were you, I would** use eco-friendly products and materials.

2. You should buy less plastic and use reusable shopping bags.

→ **You'd better** buy less plastic and use reusable shopping bags.

3. It is recommended to save energy and reduce wastage.

→ **Why don't you/we** recommend saving energy and reducing wastage?

4. It is better to join cleanliness campaigns to keep our society clean.

→ **If I were you, I would** join cleanliness campaigns to keep our society clean.

5. It is not advisable to put chemicals into our water ways.

→ **You'd better** not to put chemicals into our water ways.

To identify and practice the different expressions of making suggestion

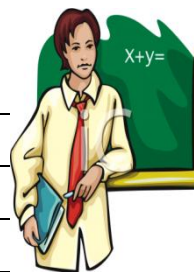
**Post
Listening**

15
Mn

15
Mn


25
Mn

Lesson Plan 06



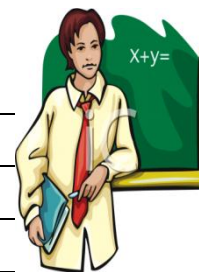
Level: Year Two, All Streams.	Teacher:
Unit: Waste not, Want not.	Rubric: Write it up.
Sequence Two: Developing Skills.	Time Allowance: 02 hours.
Competency: Interacting, Interpreting and Producing.	Materials: Worksheets, Whiteboard and Pictures.

Objectives: by the end of this lesson, my learners will be able to: make the **presentation** of a **product** which helps to **preserve** the **environment**, and learn some new lexis related to the theme.

Interaction steps	Procedures/Correction	Aims	Time
Warm up	<ul style="list-style-type: none"> * The teacher greets his/ her Ls and welcomes them. * The teacher interacts with them to set a suitable and positive atmosphere for learning. 	<i>To make Ls speak English</i>	03 Mn
Pre-Writing	<p>Activity 01: Use the notes below in order to write a presentation of a tote bag (as shown the picture below).</p> <p>You can make it with an in-used Jeans in less than (20) twenty minutes. No special skills needed. With just Basic cutting and sewing skills needed.</p>  <div> <p>Notes</p> <ul style="list-style-type: none"> • Use in-used jeans / Cut the pants into pieces(legs). • Open them on both sides / Sew them together to have a base. • Cut the belt circle / Use it to have the hand straps. • Sew those cuts with sewed base / Use square jeans cuts. • Decorate the bag / Use square jeans cuts / Shape them as hearts </div> <p>Make the best use of the following tips.</p> <ul style="list-style-type: none"> ➤ Use the appropriate linking words. ➤ Include passive voice sentences. ➤ Use the connectors to express purpose. ➤ Use sequencers (first, then....) <div> <p>Reminder: <i>Sequencers</i> are words that are used to organize your writing and speaking.</p> <p>Words like: <i>first, next, then, after that, and finally.</i></p> </div>	<p><i>To set LS in context/</i></p> <p><i>To provide pupils with the required guidance</i></p>	15 Mn



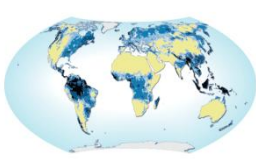
<p>During Writing</p>	<p><i>Drafting</i></p> <p>* The teacher invites his learners to study the presentation guidelines and what should they write in each stage.</p> <p><u>Start like this:</u></p> <p>Ladies and gentlemen, this is our new shopping tote bag. It is better than other plastic bags because it is environmentally friendly.....</p> <div style="background-color: #e6e6fa; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><i>A Shopping Tote Handbag</i></p> <p>Ladies and gentlemen, this is our new product which is a tote handbag. It is better than plastic or any other type of bags because it is environmentally friendly.</p> <p>This bag is specially designed for daily use like shopping and all your light items can be carried in it.</p> <p>It is made out of old or in-used cloth like jeans. First, we cut the legs of the pants into two pieces. Then, we open them on both sides. Next, we sew them together to have the base of the bag as shown in the picture above. Moreover, we cut the belt circle of the pants into two equal halves. After that, we sew each part on one side until we get a hand straps. Finally, we shape other jeans cuts’ as hearts and stick them on the sides of the bag so as to decorate it. And now, you have a stylish, light tote handbag.</p> </div> <p><i>Editing</i></p> <p>* The teacher helps his/ her students to find out and correct typological errors in grammar, style and spelling.</p>	<p><i>To make the presentation of a product which helps to preserve the environment</i></p> <p><i>To engage pupils in self-assessment and correction</i></p>	<p>25 Mn</p>
<p>Post Writing</p>	<p><i>Publishing</i></p> <p>* The teacher invites 2/3 students to read their final drafts. * The teacher selects the best work with fewer mistakes to be written on the white board. * The teacher invites his/ her learners to copy down the presentation of “ The Tote Handbag” on their copybooks</p>	<p><i>To present their written production</i></p>	<p>10 Mn</p>

Lesson Plan 07



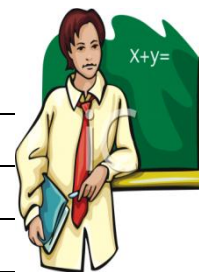
Level: Year Two, All Streams.	Teacher:
Unit: Waste not, Want not.	Rubric: reading and Writing.
Sequence Two: Developing Skills.	Time Allowance: 02 hours.
Competency: Interacting, Interpreting and Producing.	Materials: Worksheets, Whiteboard and Pictures.

Objectives: by the end of this lesson, my learners will be able to: discuss the issue of **equality** and **sharing wealth**, to suggest a **fair way** of sharing it, and to make **suggestions**: might/could/may.

Interaction steps	Procedures/Correction	Aims	Time
Warm up	<ul style="list-style-type: none"> * The teacher greets his/ her Ls and welcomes them. * The teacher interacts with them to set a suitable and positive atmosphere for learning. 	<i>To make Ls speak English</i>	03 Mn
Pre-Reading	<p>A/ Check the following pictures and then answer the questions.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>1. 2. 3.</p> <p>Key answers.</p> <p>a- What does each picture represent? → 1. Natural Resources 2. A Balance 3. The Earth</p> <p>b- What is the relationship between the three pictures? → The world's natural resources are not shared equally on earth.</p>	<i>To set LS in context/ build the necessary knowledge to understand the text.</i>	10 Mn
During Reading	<p>B/ Read the text and check your answers to the questions above.</p> <p>Activity 01: Choose the suitable idea that best sums up the text.</p> <p>Key answers.</p> <p>A. The United Nations failed to end global poverty. B. How can the rich world end global poverty and preserve the environment. <input checked="" type="checkbox"/> C. There's a gap between the poor and the rich countries. D. The world's natural resources ought to be shared.</p> <p>Activity 02: Circle the letter that corresponds to the right answer.</p> <p>Key answers.</p> <p>A. The international community.....put an end to poverty and preserve the environment. a. managed to. b. was not able to <input checked="" type="checkbox"/> c. was not allowed to</p> <p>B. The global economy made the situation of the poor a. worse <input checked="" type="checkbox"/> b. known to all c. better than before</p> <p>C. Cooperating and sharing resources is one of the ways to..... a. Widen the gap between the poor and rich countries b. End poverty and hunger in the world <input checked="" type="checkbox"/> c. Improve the present global economy.</p>	<p><i>To skim for checking answers.</i></p> <p><i>To choose the appropriate answer</i></p>	25 Mn

	<p>Activity 03: Pick out from the text words that are closest in meaning to.</p> <p>a- Stop (§1) =.....</p> <p>b- Wealthy (§2) =.....</p> <p>c- Threatens (§2) =.....</p> <p>Key answers.</p> <p>a. Prevent b. Rich c. Endangers</p>	<p><i>To look for synonyms</i></p>	
<p>Post Reading</p>	<p style="text-align: center;">Making Suggestions “Might / Could/ May”</p> <div style="border: 1px solid green; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>Reminder: “might / could/ may” are called modal verbs.</p> <p>They are generally used to make suggestion.</p> <p>1. Affirmative form: subject + might, could, may + stem + sentence.</p> <p>2. Negative: subject + might, could, may + not + stem + sentence.</p> <p>3. Interrogative: could, may + subject + stem + sentence + ?</p> </div> <p>Activity 04: A/ Pick out from paragraph (03) a sentence that expresses offering a solution (SUGGESTING) to manage the world’s resources.</p> <p>→</p> <p>B/ Use the following notes to prepare a list of suggestions on how the Algerian government can eradicate poverty.</p> <ol style="list-style-type: none"> 1. To speed up the pace of eco growth. 2. To decrease the production of agriculture crops. 3. To provide opportunities for self employment. 4. To reduce the inequality of income. <p>Key answers.</p> <div style="border: 1px solid black; background-color: #e1f5fe; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">My List of Suggestions</p> <p>→ I suggest that Algeria might speed up the pace of eco growth</p> <p>→ It is advisable that our government may not decrease the production of agriculture crops.</p> <p>→ I highly recommend that our country could provide opportunities for self employment.</p> <p>→ I suggest that Algeria might reduce the inequality of income.</p> </div> <p>* The teacher is free to modify or add other relevant ideas to the theme.</p>	<p><i>To make suggestions using modal verbs: Could/ might/ may.</i></p>	<p>15 Mn</p>

Lesson Plan 08



Level: Year Two, All Streams.	Teacher:
Unit: Waste not, Want not.	Rubric: Write it out.
Sequence Two: Developing Skills.	Time Allowance: 02 hours.
Competency: Interacting, Interpreting and Producing.	Materials: Worksheets, Whiteboard and Pictures.

Objectives: by the end of this lesson, my learners will be able to: identify the four **types** of **sentences**, **write** and **analyze** the organization of a coherent **paragraph** using them, and practice the **passive voice**.

Interaction steps	Procedures/Correction	Aims	Time																				
Warm up	<ul style="list-style-type: none">* The teacher greets his/ her Ls and welcomes them.* The teacher interacts with them to set a suitable and positive atmosphere for learning.	To make Ls speak English	03 Mn																				
Pre-Writing	<p>A/ Have allo kat the tip box below and do the exercises that follow.</p> <div><p>TIP BOX</p><ul style="list-style-type: none">* There are generally four types of sentences in a well-written paragraphs.1- A sentence which focuses on the general / main idea (topic sentence).2- A sentence which gives details to support/ develop the general idea made in the topic sentence. (supporting sentence)3-A sentence which provides a smooth transition from one idea to another (transitional sentence).4- A sentence which supports the new idea (supporting sentence).5- Finally, a sentence which logically concludes the ideas discussed in the paragraph: (concluding sentence)</div>	<p>To set LS in context</p> <p>To focus on the types of sentences that enable students to write a well organized paragraph</p>	10 Mn																				
	<p>Activity 01: Put the verbs in brackets into the passive form.</p> <p>Key answers:</p> <p>A. (create) are created - (graze) are grazed - (trample) trampled.</p> <p>B. (denude) are denuded.</p> <p>C. (introduce) are introduced - (nudge) are nudged out.</p> <p>D. (cause) is caused - (provoke) are provoked.</p> <p>E. (dissipate) are dissipated - (erode) is eroded.</p> <p>F. (make) was made.</p> <p>G. (threaten) are threatened.</p> <p>H. must (stop) be stopped - (transform) will be transformed.</p> <p>I. (build) were built.</p> <p>J. (be established) were established.</p>	<p>To practise more Present/past passive voice</p>	15 Mn																				
Task 01 p. 71																							
	<p>Activity 02: The sentences in activity 01 are not in order. Re-order them into a coherent a newspaper article about ‘Desertification’.</p> <p>Key answers:</p> <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>f</td><td>j</td><td>i</td><td>g</td><td>d</td><td>a</td><td>c</td><td>e</td><td>b</td><td>h</td></tr></table>	1	2	3	4	5	6	7	8	9	10	f	j	i	g	d	a	c	e	b	h	<p>To be able to re-order statements</p>	
1	2	3	4	5	6	7	8	9	10														
f	j	i	g	d	a	c	e	b	h														

<p>During Writing</p>	<p><i>Drafting</i></p> <ul style="list-style-type: none"> * The teacher invites his/her pupils to follow this process. - Topic sentence → Supporting sentence → Transitional sentence → Supporting sentence (for a new idea) → Concluding sentence. <div style="border: 1px solid #00AEEF; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><i>An Article about “Desertification”</i></p> <p>A long time ago, history was made in the deserts. At least two great civilizations were established there. These civilizations were built in deserts because people knew how to live in harmony with nature. Today, about 140 million people are threatened by the spread of the desert caused through the interaction of climatic fluctuations and man's abuse of his environment. Many people think that desertification is caused only by a change in climate, but the truth is that deserts are provoked by human actions. Throughout the world, deserts are created because pastures near arid lands heavily are grazed and trampled. More productive plants are introduced into semi-arid lands. As a result, indigenous plants necessary for the maintenance of the soil are nudged out. Because of intensive production of cash crops like cotton and groundnuts, soil nutrients are dissipated and the topsoil is eroded by wind and water. Around towns, adjacent forest belts are denuded by people in their search for firewood. Desertification must be stopped now, otherwise deserts will be transformed into a curse for man soon.</p> </div> <p><i>Editing</i></p> <ul style="list-style-type: none"> * The teacher helps his/ her students to find out and correct typological errors in grammar, style and spelling. 	<p><i>To know more about the structure of a well written paragraphs.</i></p> <p><i>To engage pupils in self-assessment and correction</i></p>	<p>20 Mn</p>
<p>Post Writing</p>	<p>Activity 03: Pick out types example of sentences from the article.</p> <ul style="list-style-type: none"> * Topic sentence: F. A long time ago.....in deserts. * Supporting sentences: J. At least, two.....there. / I. → These civilizations.....with nature. * Transitional sentence: G. Today, about.....environment. * Supporting sentences (for the new idea): D. Many people.....actions. / A. Throughout the world.....trampled. C. More productive.....nudged out. / E. Because.....water. * Concluding sentence: B. Around towns.....fire wood. / H. Desertification..... soon. <p><i>Publishing</i></p> <ul style="list-style-type: none"> * The teacher selects the best work with fewer mistakes to be written on the white board. * The teacher invites learners to copy down the article on their copybooks. 	<p><i>To identify types of sentences</i></p> <p><i>To present their written production</i></p>	<p>15 Mn</p>