

L1. Inegrating skills (listening, reading, speaking, writing)

Introductory Text -1-

It is already the wee hours of the morning, I got up, everyone else had already fallen into their slumber. I just lie down and stare at the ceiling. As I keep staring, tapping my toes against the cold wall while clasping my pillow. I couldn't help but suddenly imagine the unfathomable expanse of the universe, and then a thought entered my mind:

“if the universe is this big, are our actions just insignificant blips against the backdrop of cosmic indifference?”

It's scary to continue delving deeper into this thought. Nevertheless, the universe is something beautiful that occurred.

Helix Nebula

L2. Inegrating skills (listening, reading, speaking, writing)

Text -2-

As part of the ecosystem and ecology, the environment is a cohesive whole made up of various components that interact with one another (Merlin and Choay, 2010). Thus, global challenges such as climate change and natural resource depletion have raised public awareness about the need of protecting biodiversity and ecological compartments. This has been reflected in stringent policies linked to sustainable land management and a green economy that is environmentally conscious (World Bank, 2022). Furthermore, every public policy is the product of a decision-making process produced by government actors who intervene and decide on a course of action including various topics or problems (Turgeon and Savard, 2012). This strategy on the interaction between nature, ecology and society (Gautier and Benjaminsen, 2012) aims to manage natural resources and develop environmental knowledge (Benjaminsen and Svarstad, 2009). However, the basic significance of the territory in

the approach to sustainable development has encouraged governments to construct an international strategic policy that incorporates the component of multi-scale territorial cohesiveness.

Algeria, like the other Mediterranean nations, is not immune to the same challenges and issues that create an alarming scenario in terms of the environment, territorial imbalance, and fragmentation. Algeria has implemented, in conjunction with international devices, many principles connected to sustainability in its national policy of land use planning, and this through planning instruments, in order to balance its socioeconomic growth with a more sensible use of its natural resources (United Nations Commission on Sustainable Development of Algeria, 2011). This article focuses on the process of incorporating the environmental factor into territorial and national strategic planning instruments. It seeks to provide answers to the following questions: To what degree has Algeria's renewed environmental strategy enabled it to adapt to new sustainability problems developing at the national and international levels? What are the consequences of the national strategy for the environment and sustainable development in terms of institutional strengthening? We used an analytical technique to comprehend the issue of Algerian environmental policy and appropriately react to these concerns. As a result, we will first examine the depiction of environmental challenges in Algeria since the year 2000, both nationally and internationally. Second, we will discuss the growth of Algeria's legislative and institutional framework controlling environmental preservation and development. Finally, we shall discuss Algeria's environmental strategy through the National Land Use Plan (SNAT).

Boucherit Sihem, Seguia Saoussene: *Environmental Policy and Land Use Planning in Algeria, Overview and Perspectives*, University of Constantine1, 2023.

L3. Prepositions of place

- Prepositions that establish relationship in Space/ Place (in, on, at)

Preposition	Use
At	Indicates a fixed point in relation to the position of something else
On	Indicates the surface on which something rests
In	Indicates an area (boundaries) or a volume (confines)

Task 01

Put on, at, in where necessary:

- the desktop, the user can find a variety of programs' items such as: Word, Excel, Powerpoint... that he saved for future use.
- The user can paste a copied file the desktop.
- In order to select a file from Documents, you put the mouse pointer that item.
- To select a program, click the Start menu then search about it, or press the item directly the desktop.

Task 02

Complete the following sentences using on, in, at

- 1- Look at those people swimming the river.
- 2- One of the strings his guitar was broken.
- 3- There are many icons the desktop.
- 4- There is something wrong with the car; we would better to stop next station.
- 5- Would you like sugar your coffee!
- 6- The leaves the tree are of a beautiful color.
- 7- Last year we had a wonderful skiing holiday the mountains.
- 8- There is nobody living that island; it is uninhabited.
- 9- He spends most of the day sitting the window and looking outside.

L4. Homographs and Homophones

- **Homographs** are words that have the same spelling (writing) and differ in their meanings.
- **Homophones** are words that sound the same and have the same pronunciation but differ in their meanings.

Note: Words which have the same spelling, same pronunciation and different meanings can be both homographs and homophones at the same time.

Practice:

Task one:

- 1- The lady has a strong accent.
 - Stress or emphasis.
 - *Manner of speaking or pronunciation.*
- 2- I went fishing and caught a bass.
 - A deep voice or tone.
 - *Kind of fish.*
- 3- I want to produce music when I grow up.
 - *To create or make.*
 - Fresh fruits and vegetables.
- 4- Everyone decided to desert the town.
 - A hot and arid region.
 - *To leave.*
- 5- I saw a bat flying in the cave.
 - A piece of sporting equipment.
 - *Winged animal.*

Task two:

- 1- Please, may I use your pen?
 - Enclosed area.
 - *Writing tool.*
- 2- She is a very kind lady.
 - *Nice.*
 - Type.
- 3- (Sea, *See*) you later!
- 4- She is going (*to*, too, two) her grandmother.
- 5- That desk is light.
 - Illumination.

- *Not heavy.*
- 6- Please, can you bring me a (peace, *piece*) of chalk?
- 7- Turn this page!
- *Sheet of paper.*
- Calling someone using an electronic pager.
- 8- (Eye, *I*) am a first year student.
- 9- This lady has (to, too, *two*) nationalities.
- 10- The second one, is it your turn?
- 1/60 minute.
- *After the first.*
- 11- I cannot see clearly, may I switch on the light?
- *Illumination.*
- Not heavy.
- 12- He (*ate*, eight) (ate, *eight*) apples.

L5. The Simple Past, the Past Perfect and the Progressive (Continuous)

The past tense is used to express the idea that the action is complete or finished in the past.

The past progressive indicates the idea that the action or an activity in progress in the past.

Examples:

- John went to the party. He met Richard.
- He opened the window because it was hot.
- Catherine bought a magazine but she didn't (did not) read it.
- I saw Paul this morning. I was walking along the street and he was waiting for the bus.

The past perfect is used to refer to an event or situation which took place before another past event.

The past perfect progressive may express an activity in progress close in time to another activity or time in the past.

Examples

- Sarah went to a party last week. Paul went to the party too, but they didn't see each other. Paul left the party at 10.30 and Sarah arrived at 11 o'clock. So:

When Sarah arrived at the party, Paul wasn't there.

He had gone home.

(Sarah arrived at the party. Paul had already gone home.)

- Yesterday morning, I got up and looked out of the window. The sun was shining, but the ground was very wet.

It had been raining. (before)

L6. The present simple

Use:

a. Repeated actions, habits, and routines:

Use the simple present to express the idea that an action is repeated or usual.

- We *leave* for work at 7.30 every morning.
- They usually *play* football on Sunday.

Note: the simple present is often used with adverbs of frequency (often, usually, rarely, never, frequently, every week, from time to time...)

b. Facts and generalizations:

The simple present can be used to indicate that the speaker believes that a fact was true before, is true now, and will be true in the future. It is also used to make generalizations about people or things.

- Cats *like* milk.
- Windows *are* not made of wood.
- He *talks* a lot.
- Berlin *is* the capital city of Germany.

Importantly, the simple present is used to express general, universal, true and scientific statements.

- The Earth *goes* round the Sun.
- Calcium *is* important to the formation of strong bones.

c. Stative/ Non-continuous verbs:

- She *needs* help.
- We *know* that man.
- I *like* swimming.

d. Permanent situations:

Use the simple present to talk about situations in life that last a relatively long time.

- He *lives* in Boston.
- He *works* as a fireman.

e. Scheduled events in the near future:

- The bus *leaves* tonight.
- Courses *start* next week.

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