

**Democratic and Popular Republic of Algeria**  
**Ministry of National Education**

**General Inspectorate of Pedagogy**

**Department of General and Technological Secondary Education**

**Learning Progressions**  
**English**  
**Year 2**

September 2018

### **Introduction:**

In preparation for the 2018/2019 academic year, and in an attempt to improve the quality of teaching as well as pedagogical performance and pursue the reforms that have been undertaken, the Ministry of National Education via the General Inspectorate of Pedagogy has issued the following learning progressions as a complementary tool to the reference documents in use. The present document is thus intended to facilitate understanding and implementation of the curriculum as clearly stated in the accompanying documents. These progressions also allow the achievement of coherence with the pedagogic assessment plan and the continuous assessment scheme. Henceforth, practitioners (teachers, inspectors...) are requested to get an insight into the underlying principle of these progressions to put them into practice. The inspectors are expected to accompany teachers, particularly the newly appointed ones, by training them to SARSing activities and making the best use of ICT's to install and develop the targeted competencies.

### **Methodological note**

Although the educational curricula and their accompanying documents have stated in their preambles important pedagogical orientations related to their implementation, the field practices on the one hand and the adoption by the Ministry of time-bound linear annual distributions of the programs focusing on quantity rather than quality and the establishment of commissions to supervise and evaluate the rate of syllabus implementation on the other hand have led to the necessity to raise the issue again in order to provide an alternative for effective learning by the implementation of learning progressions .

Unlike the yearly distribution that sets pre-established contents, binding on the agenda (it imposes the date, time, the number of sessions), responds to the desire to unify content, the pace of programs' achievement and deadlines for official exams and gives priority to taxonomic levels of memorization, the learning progression focuses on the syllabus implementation methods with respect to learners' learning pace, their abilities and autonomy. Besides, not only does it revolve around the notion of competency which is considered as a starting point and an end for any pedagogical practice but also considers knowledge content (linguistic components) as mere resources that serve the competency within the conceptual framework structuring the discipline.

**Level: Secondary Education: Year Two (SE2)**

**Streams: Scientific**

**Time devoted: 3 Hours/week**

**GLOBAL COMPETENCE**

**At the end of SE2, the learner will be able to produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 150 words, using written or oral support.**

- 1- Peace and Conflict Resolution
- 2- Poverty and World Resources
- 3- Technology and Innovation
- 4- Disasters and Safety

Unit 1	Theme/ Topic	Learning objectives	D. C	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	Time
Ma ke	Diagnostic assessment(exit profile – entry profile)					1- Assessment should occur at regular	wee ks-
	Project outcomes: To write a statement of achievements about Nobel Peace Prize winners						

Unit 2	Theme /Topic	Learning objectives D. C	Communicative tasks SAR Sed Activities	Linguistic resources	Integration & Assessment	Time
	<p><b>Peace and Conflict Resolution</b></p>	<p><b>SWBA to:</b> -Define the word conflict and list types of conflicts (family, classroom, community, world). -Discuss and identify the sources of conflict. -figure on ways for conflicts resolutions -discover and use lexis related to peace and conflict -discover and discuss the role of intern. Org. (UNO) in settling these issues -Recognize bias and prejudice -write a poem denouncing prejudice apologise for and criticize wrong actions - Express obligation, prohibition, absence of obligation and deduction -Express appreciation -set a list of school regulations -Analyse what a charter is; focusing on form and context/ analyse style - distinguish between duties and rights -talk about abuse of human rights</p>	<p>- interact about conflicts, peace, solutions, using pictures, video... - express ability and possibility (using «can») - Use idiom “be able to” as substitute to “can” (future, present perfect, etc...) -Use “managed to” to express the notion of “achievement / fulfilment” - identify the different functions of the modal “can” and its substitutes (act 2 p is all right) - write a poem for a UNESCO competition to denounce prejudice. - oral interaction about daily conflicts and their context (to bring about conflicts at school, between classmates...) The activities p 44 are quite all right, so they can be kept *Teacher may choose a video to clarify the theme (wrong actions.)</p>	<p>-acronyms and abbreviations - ability and possibility using “can” - verb idiom “be able to” in different tenses -could/managed to” - Intonation in polite requests and QQ -primary stress in connected speech - Criticize/ apologize -Should (not) have + PP(v) - obligation: Must / have to / had to + stem - deduction: Must be / have (or their negatives.) + adj / noun ... - prohibition, abs of obligation: mustn’t, don’t have to... -lexis related to peace, rights/duties... - lexis related to human rights: slavery-injustice – abuse- rights- blacks... - Homonyms... <b>(Refer to the program)</b></p>	<p>intervals during the sequence and at the end of the sequence in addition to designated intervals</p> <p>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. 3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	

Waste not, Want not	<ul style="list-style-type: none"> <li>• Project outcome: Writing a charter against poverty                             <ul style="list-style-type: none"> <li>• Making a poster with alternative energies</li> </ul> </li> </ul>					
	Poverty and World Resources	<p><b>SWBA to:</b> Demonstrate awareness and understanding of the issue of sustainable development</p> <ul style="list-style-type: none"> <li>-Explain the concept of sustainable development and its relationship with environmental issues</li> <li>- identify natural resources in your country and in the world</li> <li>- explore ways natural resources are shared in your country and in the world</li> <li>-Discuss and suggest a fair way of sharing non-renewable sources of energy</li> <li>-Discuss the issue of equality and sharing wealth (solidarity towards deprived people).</li> <li>- Enrich their lexical memory with new words related to the topic of the unit.</li> </ul>	Interacting Interpreting Producing	<ul style="list-style-type: none"> <li>-Explain the concept of sustainable development.</li> <li>-Recognize the greatest conservation challenges</li> <li>-Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources</li> <li>-Write a press release</li> <li>-Write the presentation of solar home</li> <li>-Analyse the impact of technological development on people</li> <li>-Write a paragraph using the four types of sentences studied in the reading passage</li> <li>- class debate</li> <li>- use advert / commercial</li> <li>-newspaper / magazine article</li> </ul>	<ul style="list-style-type: none"> <li>-Passive voice Modals: could/must/should/ ought to/in order to/so as to/ so that...</li> <li>-Sequencers: first, then.... Why don't you? if I were you... You'd better... It would help if...</li> <li>Present perfect; Present and past simple</li> <li>-Passive voice Modals could/must/should/ ought to/ in order to/so as to/ so that...</li> <li>-Suggesting: Could/ May/might</li> <li>-Form nouns (poor/poverty) hungry/scarce /homeless</li> <li>- 'The' (before collective nouns (the poor)</li> <li>-Final's 'as /s/ (helps/meets)</li> <li>-Final 'ed' as /id/ (added), /d/(studied/wanted), /t/ helped, worked;</li> <li><b>(Refer to the program)</b></li> </ul>	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</p> <p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>

Unit 3	Theme /Topic	Learning objectives	D C	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	Time
Sci		<b>Project outcome:</b> Make and present/report on a scientific experiment / Write a report about the positive impact of technology on human being					

	<b>Technology and Innovation</b>	<p><b>SWBA TO:</b></p> <ul style="list-style-type: none"> <li>-Discuss issues related to human discoveries.</li> <li>-Identify and discuss how advancements in technology have changed the world positively.</li> <li>-Examine how technology is used for the welfare of human beings/ Explain the impact of technology.</li> <li>-Explain famous individual contributions</li> <li>-Read and respond to an expository text about an experiment</li> <li>- make suggestions</li> <li>- write a letter seeking and giving advice</li> </ul>	<b>Interacting Interpreting Producing</b>	<ul style="list-style-type: none"> <li>-Read a text to study the language.</li> <li>-Write a paragraph to describe the physical properties of water as a natural resource.</li> <li>-Listen and analyse the structure and/ or take notes to write a summary</li> <li>-write letter to ask for advice</li> <li>-Write a reply making suggestions.</li> <li>-Read about scientific experiments and analyse/study the impact on people’s life/ development/ Explain famous individual contributions.</li> <li>-Write a reply revealing contingency plan.</li> <li><b>Additional activities:</b></li> <li>-Match ideas with paragraphs</li> <li>-True /false -Word reference</li> <li>-Find synonyms and antonyms/match words with their synonyms</li> <li>-Table completion</li> <li>-Gap filling</li> <li>-MCQ</li> </ul>	<ul style="list-style-type: none"> <li>- If conditional (type 0/1)</li> <li>- Comparative form of adjectives (revision)</li> <li>- Other functions of conditional type 1 (threat, advice, promise, prediction, offer) -</li> <li>Forming adjectives using suffixes (ial, ful, ical, ic, able, ous, ible)</li> <li>- Diphthongs</li> <li>-Stress in words ending with: -gy, -ical, -ics, -tion, -ic.</li> <li>- Intonation in complex sentences with if.</li> </ul> <p><b>(Refer to the program)</b></p>	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</p> <p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	<b>7 weeks- 21 hours</b>
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Unit 4	Theme/ Topics	Learning objectives	DC	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	Time
is a	Project outcomes: conducting a survey					1- Assessment should	2



<b>Disasters and Safety</b>	<p>SWBA to:</p> <ul style="list-style-type: none"> <li>-Explain the importance of safety rules and conduct (especially in disasters)</li> <li>-List types of disasters and where they occur.</li> <li>- Ask for and give advice and information on the right behaviour during a disaster</li> <li>- Write a report</li> <li>- Quote someone</li> <li>- Express interest and surprise</li> <li>- Disagree politely</li> <li>- conduct an interview and report its results</li> <li>-Write a report using a pie chart.</li> <li>- Write a public announcement on earthquake safety measures.</li> <li>-Write an opinion article</li> </ul>	<b>Interacting</b> <b>Interpreting</b> <b>Producing</b>	<p>Additional activities to:</p> <ol style="list-style-type: none"> <li>1-Discovering language (mcq/ matching /cohesive markers/T-F)</li> <li>2-listning and speaking:(table filling).</li> <li>3-reading and writing: <ul style="list-style-type: none"> <li>-choosing gist</li> <li>-reordering ideas</li> <li>-True/false</li> <li>-find synonyms</li> <li>-close passage.</li> <li>-listening to a radio interview.</li> <li>-managing through a conversation.</li> <li>-taking turns in an interview.</li> <li>- reading a report</li> <li>-interpreting a pie chart.</li> <li>-writing a public announcement.</li> <li>-writing an opinion article.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>-Reporting statements / questions / orders (past tenses)</li> <li>-Had better-ought to-should-if I were you...</li> <li>-Link words expressing cause</li> <li>-Topical lexis</li> <li>-silent letters</li> <li>-Final /ed/ pronunciation</li> </ul> <p><b>(Refer to the program)</b></p>	<p>occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</p> <p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	
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**-RESOURCE MATERIALS:** Textbook (Getting Through) I.S.B.N. 9947/06 n° Depot legal 245 2006, extra text, pictures.

**Note:** If the teacher considers that some (or all) of the tasks suggested in the textbook do not suit a particular group of students, they should feel free to resort to ‘Teacher-produced materials’ to cater for different learning styles.

The teaching Unit is to be covered within about 20 hours. 15hours for teaching/learning and 5 hours are to be exploited in Remedial activities and Project monitoring and presentation.

**Level: Secondary Education: Year Two (SE2)**

**Streams: Economy and Management**

**Time devoted: 3 Hours/week**

**GLOBAL COMPETENCE**

**At the end of SE2, the learner will be able to produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 150 words, using written or oral support.**

- 1- Peace and Conflict Resolution
- 2- Poverty and World Resources
- 3- Disasters and Safety
- 4- Management and Efficiency

Unit 1	Theme Topics	Learning objectives	D C	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	Time
e Pe ac	Diagnostic assessment (exit profile – entry profile)					1- Assessment should occur at regular	eks - 21 hou
	Project outcomes: To write a statement of achievements about Nobel Peace Prize winners						

	<p><b>Peace and conflict resolution</b></p> <p><b>SWBA to:</b>                  -Define the word conflict and list types of conflicts (family, classroom, community, world).                  -Discuss and identify the sources of conflict.                  -figure on ways for conflicts resolutions                  -discover and use lexis related to peace and conflict                  -discover and discuss the role of intern. Org. (UNO) in settling these issues                  -Recognize bias and prejudice -write a poem denouncing prejudice apologise for and criticize wrong actions                  - Express obligation, prohibition, absence of obligation and deduction                  -Express appreciation                  -set a list of school regulations                  -Analyse what a charter is; focusing on form and context/ analyse style                  - distinguish between duties and rights                  -talk about abuse of human rights</p>	<p><b>Interacting</b></p> <ul style="list-style-type: none"> <li>- interact about conflicts, peace, solutions, using pictures, video...</li> <li>- express ability and possibility (using «can»)</li> <li>- Use idiom “be able to” as substitute to “can” (future, present perfect, etc...)</li> <li>-Use “managed to” to express the notion of “achievement / fulfilment”</li> <li>- identify the different functions of the modal “can” and its substitutes (act 2 p is all right)</li> <li>- write a poem for a UNESCO competition to denounce prejudice.</li> <li>- oral interaction about daily conflicts and their context (to bring about conflicts at school, between classmates...)</li> </ul> <p><b>Interpreting</b></p> <p>The activities p 44 are quite all right, so they can be kept</p> <p><b>Producing</b></p> <p>*Teacher may choose a video to clarify the theme (wrong actions.)</p>	<ul style="list-style-type: none"> <li>-acronyms and abbreviations</li> <li>- ability and possibility using “can”</li> <li>- verb idiom “be able to” in different tenses</li> <li>-could/managed to”</li> <li>- Intonation in polite requests and QQ</li> <li>-primary stress in connected speech</li> <li>- Criticize/ apologize</li> <li>-Should (not) have + PP(v)</li> <li>- obligation: Must / have to / had to + stem</li> <li>- deduction: Must be / have (or their negatives.) + adj / noun ...</li> <li>- prohibition, abs of obligation: mustn’t, don’t have to...</li> <li>-lexis related to peace, rights/duties...</li> <li>- lexis related to human rights: slavery-injustice – abuse- rights- blacks...</li> <li>- Homonyms...</li> </ul> <p><b>(Refer to the program)</b></p>	<p>intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</p> <p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	
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Unit 2	Theme /Topics	Learning objectives	D C	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	time
Waste not, Want not	Poverty and World Resources	Project outcome: Writing a charter against poverty		Making a poster with alternative energies			
		<p><b>SWBA to:</b> Demonstrate awareness and understanding of the issue of sustainable development</p> <ul style="list-style-type: none"> <li>-Explain the concept of sustainable development and its relationship with environmental issues</li> <li>- identify natural resources in your country and in the world</li> <li>- explore ways natural resources are shared in your country and in the world</li> <li>-Discuss and suggest a fair way of sharing non-renewable sources of energy</li> <li>-Discuss the issue of equality and sharing wealth (solidarity towards deprived people).</li> <li>- Enrich their lexical memory with new words related to the topic of the unit.</li> </ul>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<ul style="list-style-type: none"> <li>-Explain the concept of sustainable development.</li> <li>-Recognize the greatest conservation challenges</li> <li>-Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources</li> <li>-Write a press release</li> <li>-Write the presentation of solar home</li> <li>-Analyse the impact of technological development on people</li> <li>-Write a paragraph using the four types of sentences studied in the reading passage</li> <li>- class debate</li> <li>- use advert / commercial</li> <li>-newspaper / magazine article</li> </ul>	<ul style="list-style-type: none"> <li>-Passive voice Modals: could/must/should/ ought to/in order to/so as to/ so that...</li> <li>-Sequencers: first, then.... Why don't you? if I were you... You'd better... It would help if...</li> <li>Present perfect; Present and past simple</li> <li>-Passive voice Modals could/must/should/ ought to/ in order to/so as to/ so that...</li> <li>-Suggesting: Could/ May/might</li> <li>-Form nouns (poor/poverty) hungry/scarce /homeless</li> <li>- 'The' (before collective nouns (the poor)</li> <li>-Final's 'as /s/ (helps/meets)</li> <li>-Final 'ed' as /id/ (added), /d/(studied/wanted), /t/ helped, worked;</li> <li><b>(Refer to the program)</b></li> </ul>	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</p> <p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	7 Weeks 21 hours

Unit 3	Theme/ Topics	Learning objectives	DC	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	Time	
No Man is an Island	Project outcomes: conducting a survey						1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. 3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective	7 weeks 21 hours
	Disasters and Safety	<p>SWBA to:</p> <ul style="list-style-type: none"> <li>-Explain the importance of safety rules and conduct (especially in disasters)</li> <li>-List types of disasters and where they occur.</li> <li>- Ask for and give advice on information on the right behaviour during a disaster</li> <li>- Write a report</li> <li>- Quote someone</li> <li>- Express interest and surprise</li> <li>- Disagree politely</li> <li>- conduct an interview and report its results</li> <li>-Write a report using a pie chart.</li> <li>- Write a public announcement on earthquake safety measures.</li> <li>-Write an opinion article</li> </ul>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<p>Additional activities to:</p> <ul style="list-style-type: none"> <li>1-Discovering language (mcq/ matching /cohesive markers/T-F)</li> <li>2-listning and speaking:(table filling).</li> <li>3-reading and writing:               <ul style="list-style-type: none"> <li>-choosing gist</li> <li>-reordering ideas</li> <li>-True/false</li> <li>-find synonyms</li> <li>-close passage.</li> <li>-listening to a radio interview.</li> <li>-managing through a conversation.</li> <li>-taking turns in an interview.</li> <li>- reading a report</li> <li>-interpreting a pie chart.</li> <li>-writing a public announcement.</li> <li>-writing an opinion article.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Reporting statements / questions / orders (past tenses)</li> <li>-Had better-ought to-should-if I were you...</li> <li>-Link words expressing cause</li> <li>-Topical lexis</li> <li>-silent letters</li> <li>-Final /ed/ pronunciation</li> </ul> <p><b>(Refer to the program)</b></p>			

Unit 4	Theme /Topics	Learning objectives	D C	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	Time
Business is Business	Management and Efficiency	Project outcome: Write a business portfolio/ write the profile of a good manager					
		<p>SWBA to:</p> <ul style="list-style-type: none"> <li>-Define and explain the concept of efficiency and explain how it helps in company success.</li> <li>-List basic marketing principles.</li> <li>-Describe what the positive spirit of management is.</li> <li>-List different forms of management: web-management vs pyramidal management.</li> <li>-Explore the concept of innovation in management</li> <li>-Enrich their lexical memory with new words related to the topic of the unit.</li> </ul>	Interacting Interpreting - Producing	<ul style="list-style-type: none"> <li>-Identify types of correspondence</li> <li>-Write a facsimile and a reply</li> <li>-Summarise a dialogue</li> <li>-Act out dialogues making comments</li> <li>-Write an annual report for a company</li> <li>-Read a text to deduce the meaning.</li> <li>-Write a business report.</li> </ul>	<p>Present perfect The best way to... is I don't think... I can't agree on this point; You're right, but think... I'm sorry to disagree with you but... Passive: the m will be held... point was disc Past and future Imperatives: d this/do that/ I this to be done want that to be today</p> <p>-Be capable of -Have confidence - Deal WITH -Conscious OF - Interested IN -Ready FOR (refer back to the program: Persuading/ Convince/Suggesting/ Advising/Agreeing/ Disagreeing/ Reporting Making decisions Making previsions Instructing/ Negotiating) <b>(Refer to the program)</b></p>	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. 3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	7 week s 21 hours

**-RESOURCE MATERIALS:** Textbook (Getting Through) I.S.B.N. 9947/06 n° Depot legal 245 2006, extra text, pictures.

**Note:** If the teacher considers that some (or all) of the tasks suggested in the textbook do not suit a particular group of students, they should feel free to resort to ‘Teacher-produced materials’ to cater for different learning styles.

The teaching Unit is to be covered within about 20 hours. 15hours for teaching/learning and 5 hours are to be exploited in Remedial activities and Project monitoring and presentation.



**Level: Secondary Education: Year Two (SE2)**

**Streams: Foreign Languages**

**Time devoted: 5 hours/week**

**GLOBAL COMPETENCE**

**At the end of SE2, the learner must produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 150 words, using written or oral support.**

**1- Diversity**

**2- Peace and Conflict Resolution**

**3- Poverty and World Resources**

**4-Technology and Innovation**

**5-Fiction or Reality**

**6- Disasters and Safety**

<b>Unit 1</b>	<b>Theme Topic</b>	<b>Learning objectives</b>	<b>DC</b>	<b>Communicative tasks/ SARSed Activities</b>	<b>Linguistic resources</b>	<b>Integration &amp; Assessment</b>	<b>Time</b>
5 :-	Diagnostic assessment (exit profile – entry profile)						6

<p><b>Project outcomes:</b> Making a profile including a list of things and thoughts which teenagers used to do and think that they no longer do and have, and predictions for the future</p>		<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. 3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	<p><b>Weeks</b> 18 <b>hours</b></p>
<p style="text-align: center;"><b>Diversity</b></p>	<p>SWBATO: -Identify and define the concept of diversity. - Explore, compare cultural differences among people and their lifestyles throughout time -Compare people’s values and accept them as they are. -Explore the different contributions of people in the world in many fields. -Define the concept of twin towns. -Lexis related to the topic</p>		

Unit 2	Theme/ Topics	Learning objectives	D C	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	Time
<b>Make Peace</b>	<b><u>Project outcomes:</u></b> write a statement of achievements about Nobel Peace Prize winners					<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</p> <p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources</p>	<b>5 weeks 25 hours</b>

	<p style="text-align: center;"><b>Peace and Conflict Resolution</b></p>	<p><b>SWBA to:</b></p> <ul style="list-style-type: none"> <li>-Define the word conflict and list types of conflicts (family, classroom, community, and world).</li> <li>-Discuss and identify the sources of conflict.</li> <li>-figure on ways for conflicts resolutions</li> <li>-discover and use lexis related to peace and conflict</li> <li>-discover and discuss the role of intern. Org. (UNO) in settling these issues</li> <li>-Recognize bias and prejudice -write a poem denouncing prejudice apologise for and criticize wrong actions</li> <li>- Express obligation, prohibition, absence of obligation and deduction</li> <li>-Express appreciation</li> <li>-set a list of school regulations</li> <li>-Analyse what a charter is; focusing on form and context/ analyse style</li> <li>- distinguish between duties and rights</li> <li>-ta</li> </ul> <p>lk about abuse of human rights</p>	<p style="text-align: center;"><b>Interacting</b></p> <p style="text-align: center;"><b>Interpreting</b></p> <p style="text-align: center;"><b>Producing</b></p>	<ul style="list-style-type: none"> <li>- interact about conflicts, peace, solutions, using pictures, video...</li> <li>- express ability and possibility(using“can”)</li> <li>- Use idiom “be able to” as substitute to “can” (future, present perfect, etc...)</li> <li>-Use “managed to” to express the notion of “achievement / fulfilment”</li> <li>- identify the different functions of the modal “can” and its substitutes (act 2 p is all right)</li> <li>- write a poem for a UNESCO competition to denounce prejudice.</li> <li>- oral interaction about daily conflicts and their context (to bring about conflicts at school, between classmates...)</li> </ul> <p>The activities p 44 are quite all right, so they can be kept</p> <p>*Teacher may choose a video to clarify the theme (wrong actions.)</p>	<ul style="list-style-type: none"> <li>-acronyms and abbreviations</li> <li>- ability and possibility using “can”</li> <li>- verb idiom “be able to” in different tenses</li> <li>-could/managed to”</li> <li>- Intonation in polite requests and QQ</li> <li>-primary stress in connected speech</li> <li>- Criticize/ apologize</li> <li>-Should (not) have + PP(v)</li> <li>- obligation:Must / have to / had to + stem</li> <li>- deduction:Must be / have (or their negatives. ) + adj / noun</li> <li>...</li> <li>-prohibition, abs of obligation: mustn’t, don’t have to...</li> <li>-lexis related to peace, rights/duties...</li> <li>- lexis related to human rights: slavery – injustice - abuse – rights – blacks...</li> <li>- Homonyms...</li> </ul> <p><b>(Refer to the program)</b></p>	<p>as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	
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Unit 3	Theme Topics	Learning objectives (Secondary Education)	DC	Communicative tasks/ SAR Sed Activities	Linguistic resources	Integration & Assessment	Time
Waste Not, Want Not	Poverty and World Resources	Project outcome: Writing a charter against poverty		Making a poster with alternative energies		1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. 3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective	5 week s 25 hours
		SWBA To: Demonstrate awareness and understanding of the issue of sustainable development -Explain the concept of sustainable development And its relationship with environmental issues - identify natural resources in your country and in the world - explore ways natural resources are shared in your country and in the world -Discuss and suggest a fair way of sharing non-renewable sources of energy -Discuss the issue of equality and sharing wealth (solidarity towards deprived people). - Enrich their lexical memory with new words related to the topic of the unit.	Interacting  Interpreting  Producing	-Explain the concept of sustainable development. -Recognize the greatest conservation challenges -Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources -Write a press release -Write the presentation of solar home -Analyse the impact of technological development on people -Write a paragraph using the four types of sentences studied in the reading passage - class debate - use advert / commercial newspaper / magazine article	-Passive voice Modals: could/must/should/ ought to/in order to/so as to/ so that... -Sequencers: first, then.... Why don't you? if I were you... You'd better... It would help if... Present perfect; Present and past simple -Passive voice Modals could/must/should/ ought to/ in order to/so as to/ so that... -Suggesting: Could/ May/might hungry/scarce /homeless - 'The' (before collective nouns (the poor) -Final's 'as /s/ (helps/meets) -Final 'ed' as /id/ (added), /d/(studied/wanted), /t/ helped, worked; <b>(Refer to the program)</b>		

Unit 4	Theme /Topics	Learning objectives	DC	Communicative tasks/ SARSeD Activities	Linguistic resources	Integration & Assessment	Time	
<b>Budding Scientists</b>	<b>Technology and Innovation</b>	<b>Project outcome:</b> Make and present/report on a scientific experiment / Write a report about the positive impact of technology on human beings.						4 weeks- 20 h
		<p>SWBA TO:</p> <ul style="list-style-type: none"> <li>-Discuss issues related to human discoveries.</li> <li>-Identify and discuss how advancements in technology have changed the world positively.</li> <li>-Examine how technology is used for the welfare of human beings/ Explain the impact of technology.</li> <li>-Explain famous individual contributions</li> <li>-Read and respond to an expository text about an experiment</li> <li>- make suggestions</li> <li>- write a letter seeking and giving advice</li> </ul>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<ul style="list-style-type: none"> <li>-Read a text to study the language.</li> <li>-Write a paragraph to describe the physical properties of water as a natural resource.</li> <li>-Listen and analyse the structure and/ or take notes to write a summary</li> <li>-write letter to ask for advice</li> <li>-Write a reply making suggestions.</li> <li>-Read about scientific experiments and analyse/study the impact on people's life/ development/ Explain famous individual contributions.</li> <li>-Write a reply revealing contingency plan.</li> </ul> <p><b>Additional activities:</b></p> <ul style="list-style-type: none"> <li>-Match ideas with paragraphs</li> <li>-True /false -Word reference</li> <li>-Find synonyms and antonyms/match words with their synonyms</li> <li>-Table completion</li> <li>-Gap filling</li> <li>-MCQ</li> </ul>	<ul style="list-style-type: none"> <li>- If conditional (type 0/1)</li> <li>- Comparative form of adjectives (revision)</li> <li>- Other functions of conditional type 1 (threat, advice, promise, prediction, offer) -</li> <li>Forming adjectives using suffixes (ial, ful, ical, ic, able, ous, ible)</li> <li>- Diphtongs</li> <li>-Stress in words ending with: -gy, -ical, -ics, -tion, -ic.</li> <li>- Intonation in complex sentences with 'if'.</li> </ul> <p><b>(Refer to the program)</b></p>	<p>.1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</p> <p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>		

Unit 5	Theme/ Topics	Learning objectives	DC	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	Time
Science or Fiction	<b>Project outcomes: Writing Miscellanies /Writing a repertory of inventions and discoveries.</b>						
	Fiction or Reality	<p><b>SWBA to:</b></p> <ul style="list-style-type: none"> <li>-explain the concept of science fiction</li> <li>- describe book covers/ watch videos related to fiction</li> <li>-list and discuss the topics of sci-fi.</li> <li>- read a newspaper article about science fiction and identify the basis of sci-fi.</li> <li>- Give advice / express regrets/ wishes</li> <li>-Write a newspaper article speculating</li> <li>-Ask for and give explanations in a conversation and speculate</li> <li>-Write a commentary.</li> <li>-Write and recite a poem</li> <li>Write an autobiography/Tell about people who contributed to the welfare of humanity</li> </ul>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>producing</b></p>	<p>Past form of may/can is omitted</p> <p>- Review the past simple and past perfect tense</p> <p>-Note taking</p> <p>Instead of personal lament write about an environmental issue.</p>	<ul style="list-style-type: none"> <li>• If conditional types 2&amp;3</li> <li>• Present perfect</li> <li>• Past perfect</li> <li>• If only</li> <li>• Adverbs: well+ past participle</li> </ul> <p>Well-informed</p> <ul style="list-style-type: none"> <li>• Compound words</li> <li>• Phrasal &amp; prepositional words</li> <li>• Emphatic stress(do/did)</li> <li>• Rising &amp; falling intonation with unfinished statement</li> </ul> <p style="text-align: center;"><b>(Refer to the program)</b></p>	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</p> <p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	4 weeks 20h

Unit 6	Theme / Topics	Learning objectives	DC	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	Time
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		Project outcomes: conducting a survey							
<b>No Man is an Island</b>	<b>Disasters and Safety</b>	SWBA to:	<b>Interacting</b>	Additional activities to:	<b>Interpreting</b>	<b>Producing</b>	-Reporting statements / questions / orders (past tenses) -Had better-ought to-should-if I were you... -Link words expressing cause -Topical lexis  -silent letters -Final /ed/ pronunciation  <b>(Refer to the program)</b>	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. 3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective	<b>5 weeks 25 hours</b>
		-Explain the importance of safety rules and conduct (especially in case of natural disasters. -List types of natural disasters and where they occur. - Ask for and give advice on information on the right behaviour during a disaster - Write a report - conduct an interview and report its results -Write a report using a pie chart. - Write a public announcement on earthquake safety measures/ a natural disaster. - Enrich their lexical memory with new words related to the topic of the unit. -Write an opinion article		1-Discovering language (mcq/ matching /cohesive markers/T-F) 2-listening and speaking:(table filling). 3-reading and writing: -choosing gist -reordering ideas -True/false -find synonyms - fill in the blanks -listening to a radio interview. -manage through a conversation. -take turns in an interview. -interpret a pie chart. -write a public announcement. -write an opinion article.					

- RESOURCE MATERIALS: Textbook (Getting Through), extra text, pictures.

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**Note:** If the teacher considers that some (or all) of the tasks suggested in the textbook do not suit a particular group of students, they should feel free to resort to ‘Teacher-produced materials’ to cater for different learning styles.



The teaching Unit is to be covered within about 20to 25 hours. 15 to 20 hours for teaching/learning and 5 hours are to be exploited in Remedial activities and Project monitoring and presentation

**Level: Secondary Education: Year Two (SE2)**

**Streams: Literature and Philosophy**

**Time devoted: 4 hours/week**

**GLOBAL COMPETENCE**

**At the end of SE2, the learner will be able to produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 150 words, using written or**

**oral support.**

- 1- Diversity**
- 2- Peace and Conflict Resolution**
- 3- Poverty and World Resources**
- 4- Fiction or Reality**
- 5- Disasters and Safety**

Unit 1	Theme Topic	Learning objectives	DC	Communicative tasks/ SARSeD Activities	Linguistic resources	Integration & Assessment	Time
<b>Signs of the Time</b>	Diagnostic assessment (exit profile – entry profile)						
	<b>Project outcomes:</b> Making a profile including a list of things and thoughts which teenagers used to do and think that they no longer do and have, and predictions for the future						
	<b>Diversity</b>	<p>SWBATO:</p> <ul style="list-style-type: none"> <li>-Identify and define the concept of diversity.</li> <li>- Explore, compare cultural differences among people and their lifestyles throughout time</li> <li>-Compare people’s values and accept them as they are.</li> <li>-Explore the different contributions of people in the world in many fields.</li> <li>-Define the concept of twin towns.</li> <li>-Lexis related to the topic</li> </ul>	<b>Interacting Interpreting Producing</b>	<ul style="list-style-type: none"> <li>-read a text to study some language points and use them.</li> <li>- talk about pre-arranged plans or intentions</li> <li>-write a policy</li> <li>- Talk about weather predictions/medicine/dvpt to brainstorm the topic.</li> <li>- Write a short dialogue predicting what might happen in different fields/ Make a short commentary on the radio talk</li> <li>- Write a paragraph about their town and possible changes in peoples’ lifestyles in the future</li> <li>- Interact with pupils about the difference in food habits between the past and now</li> <li>- Identify techniques of avoiding repetition (Synonyms /antonyms /relative pronouns)</li> <li>- compare and contrast people’s clothing style evolution.</li> <li>- write an email</li> </ul>	<ul style="list-style-type: none"> <li>- used to...</li> <li>-Going to + stem planning to + stem intend to + Stem</li> <li>Homophones/ Homonyms/final “s”</li> <li>Stress shift from noun to adj</li> <li>-formation of adj</li> <li>- degree of certainty: might/might well, may...</li> <li>-Relative pronouns, defining vs non-defining relative clauses.</li> <li>- Comparatives and superlatives</li> <li>-Link words comparing / contrasting</li> </ul> <p><b>(Refer to the programme)</b></p>	<ul style="list-style-type: none"> <li>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</li> <li>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</li> <li>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</li> </ul>	<b>6 Weeks 18 hours</b>

Unit 2	Theme Topics	Learning objectives	D C	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	Time
<b>Make Peace</b>	<b>Project outcomes: To write a statement of achievements about Nobel Peace Prize winners</b>					<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</p>	<b>6 weeks 18 hours</b>

	<b>Peace and Conflict Resolution</b>	<p>SWBA to:</p> <ul style="list-style-type: none"> <li>-Define the word conflict and list types of conflicts (family, classroom, community, world).</li> <li>-Discuss and identify the sources of conflict.</li> <li>-figure on ways for conflicts resolutions</li> <li>-discover and use lexis related to peace and conflict</li> <li>-discover and discuss the role of intern. Org. (UNO) in settling these issues</li> <li>-Recognize bias and prejudice - write a poem denouncing prejudice</li> <li>apologise for and criticize wrong actions</li> <li>- Express obligation, prohibition, absence of obligation and deduction</li> <li>-Express appreciation</li> <li>-set a list of school regulations</li> <li>-Analyse what a charter is; focusing on form and context/ analyse style</li> <li>- distinguish between duties and rights</li> <li>-talk about abuse of human rights</li> </ul>	<b>Interacting Interpreting Producing</b>	<ul style="list-style-type: none"> <li>- interact about conflicts, peace, solutions, using pictures, video...</li> <li>- express ability and possibility(using“can”)</li> <li>- Use idiom “be able to” as substitute to “can” (future, present perfect, etc...)</li> <li>-Use “managed to” to express the notion of “achievement / fulfilment”</li> <li>- identify the different functions of the modal “can” and its substitutes (act 2 p is all right)</li> <li>- write a poem for a UNESCO competition to denounce prejudice.</li> <li>- oral interaction about daily conflicts and their context (to bring about conflicts at school, between classmates...)</li> <li>The activities p 44 are quite all right, so they can be kept</li> <li>*Teacher may choose a video to clarify the theme (wrong actions.)</li> </ul>	<ul style="list-style-type: none"> <li>-acronyms and abbreviations</li> <li>- ability and possibility using “can”</li> <li>- verb idiom “be able to” in different tenses</li> <li>-could/managed to”</li> <li>- Intonation in polite requests and QQ</li> <li>-primary stress in connected speech</li> <li>- Criticize/ apologize</li> <li>-Should (not) have + PP(v)</li> <li>- obligation: Must / have to / had to + stem</li> <li>- deduction: Must be / have (or their negatives.) + adj / noun</li> <li>- prohibition, abs of obligation: mustn’t, don’t have to...</li> <li>-lexis related to peace, rights/duties...</li> <li>- lexis related to human rights: slavery – injustice - abuse – rights – blacks...</li> <li>- Homonyms...</li> <li><b>(Refer to the program)</b></li> </ul>	<p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	
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Unit 3	Theme /Topics	Learning objectives	D C	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	Time
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<b>Waste Not, Want Not</b>	<b>Project outcome: Writing a charter against poverty      Making a poster with alternative energies</b>					
	<b>Poverty and World Resources</b>	<p><b>SWBA To:</b>Demonstrate awareness and understanding of the issue of sustainable development</p> <ul style="list-style-type: none"> <li>-Explain the concept of sustainable development and its relationship with environmental issues</li> <li>- identify natural resources in your country and in the world</li> <li>- explore ways natural resources are shared in your country and in the world</li> <li>-Discuss and suggest a fair way of sharing non-renewable sources of energy</li> <li>-Discuss the issue of equality and sharing wealth (solidarity towards deprived people).</li> <li>- Enrich their lexical memory with new words related to the topic of the unit.</li> </ul>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<ul style="list-style-type: none"> <li>-Explain the concept of sustainable development.</li> <li>-Recognize the greatest conservation challenges</li> <li>-Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources</li> <li>-Write a press release</li> <li>-Write the presentation of solar home</li> <li>-Analyse the impact of technological development on people</li> <li>-Write a paragraph using the four types of sentences studied in the reading passage</li> <li>- class debate</li> <li>- use advert / commercial newspaper / magazine article</li> </ul>	<ul style="list-style-type: none"> <li>-Passive voice Modals: could/must/should/ ought to/in order to/so as to/ so that..</li> <li>-Sequencers: first, then.... Why don't you? if I were you... You'd better... It would help if...</li> <li>Present perfect; Present and past simple</li> <li>-Passive voice Modals could/must/should/ ought to/ in order to/so as to/ so that...</li> <li>-Suggesting: Could/ May/might</li> <li>-Form nouns (poor/poverty) hungry/scarce /homeless</li> <li>- 'The' (before collective nouns (the poor)</li> <li>-Final's 'as /s/ (helps/meets)</li> <li>-Final 'ed' as /id/ (added), /d/(studied/wanted), /t/ helped, worked</li> <li><b>(Refer to the program)</b></li> </ul>	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</p> <p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>

Unit 4	Theme/ Topics	Learning objectives	DC	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	Time
e o		<b>Project outcomes: Writing Miscellanies /Writing a repertory of inventions and discoveries.</b>				1- Assessment should	<b>5</b>

<b>Fiction or Reality</b>	<p><b>SWBA to:</b></p> <ul style="list-style-type: none"> <li>-explain the concept of science fiction</li> <li>- describe book covers/ watch videos related to fiction</li> <li>-list and discuss the topics of sci-fi.</li> <li>- read a newspaper article about science fiction and identify the basis of sci-fi.</li> <li>- Give advice / express regrets/ wishes</li> <li>-Write a newspaper article speculating</li> <li>-Ask for and give explanations in a conversation and speculate</li> <li>-Write a commentary.</li> <li>-Write and recite a poem</li> <li>-Write an autobiography/ people who contributed to the welfare of humanity</li> </ul>	<b>Interacting interpreting producing</b>	<p>Past form of may/can is omitted</p> <ul style="list-style-type: none"> <li>- Review the past simple and past perfect tense</li> <li>-Note taking</li> </ul> <p>Instead of personal lament write about an environmental issue.</p>	<ul style="list-style-type: none"> <li>• If conditional types 2&amp;3</li> <li>• Present perfect</li> <li>• Past perfect</li> <li>• If only</li> <li>• Adverbs: well+ past participle</li> </ul> <p>Well-informed</p> <ul style="list-style-type: none"> <li>• Compound words</li> <li>• Phrasal &amp; prepositional words</li> <li>• Emphatic stress(do/did)</li> <li>• Rising &amp; falling intonation with unfinished statement</li> </ul> <p><b>(Refer to the program)</b></p>	<p>occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</p> <p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	week S 20 h
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Unit 5	Theme / Topics	Learning objectives	D C	Communicative tasks/ SARSed Activities	Linguistic resources	Integration & Assessment	Time
is a		Project outcomes: conducting a survey				1- Assessment should	5

	<b>Disasters and Safety</b>	<p>SWBA to:</p> <ul style="list-style-type: none"> <li>-Explain the importance of safety rules and conduct (especially in disasters).</li> <li>-List types of disasters and where they occur</li> <li>- Ask for and give advice on information on the right behaviour during a disaster</li> <li>- Write a report</li> <li>- Quote someone</li> <li>- Express interest and surprise</li> <li>- Disagree politely</li> <li>- conduct an interview and report its results</li> <li>-Write a report using a pie chart.</li> <li>- Write a public announcement on earthquake safety measures.</li> <li>-Write an opinion article</li> </ul>	<b>Interacting Interpreting Producing</b>	<p>Additional activities to:</p> <ol style="list-style-type: none"> <li>1-Discovering language (mcq/ matching /cohesive markers/T-F)</li> <li>2-listening and speaking:(table filling).</li> <li>3-reading and writing:             <ul style="list-style-type: none"> <li>-choosing gist</li> <li>-reordering ideas</li> <li>-True/false</li> <li>-find synonyms</li> <li>-close passage.</li> </ul> </li> <li>-listening to a radio interview.</li> <li>-managing through a conversation.</li> <li>-taking turns in an interview.</li> <li>- reading a report</li> <li>-interpreting a pie chart.</li> <li>-writing a public announcement.</li> <li>-writing an opinion article.</li> </ol>	<ul style="list-style-type: none"> <li>-Reporting statements / questions / orders (past tenses)</li> <li>-Had better-ought to-should-if I were you...</li> <li>-Link words expressing cause</li> <li>-Topical lexis</li> <li>-silent letters</li> <li>-Final /ed/ pronunciation</li> </ul> <p><b>(Refer to the program)</b></p>	<p>occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</p> <p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	<b>weeks 20 h</b>
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- RESOURCE MATERIALS: Textbook (Getting Through), extra text, pictures.

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**Note:** If the teacher considers that some (or all) of the tasks suggested in the textbook do not suit a particular group of students, they should feel free to resort to ‘Teacher-produced materials’ to cater for different learning styles.

The teaching Unit is to be covered within about 18 hours. 13hours for teaching/learning and 5 hours are to be exploited in Remedial activities and Project monitoring and presentation



