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| **Level: Secondary Education : Year One (SE1)**  **Stream: Scientific and Technological Stream**  **Time devoted: 3 hours** |
| **GLOBAL COMPETENCE**  **At the end of SE1, the learner will be able to produce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 12 lines, using written or oral support** |

First term

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| **UNIT** | **THEME** | | |  | **Targeted Competency** | | **Communicative tasks/activities** | | **Resources** | | **Integration & Assessment** | | **Time** | | |
| **Diagnostic assessment** | | | | | | | | | | | | | **SEPT**  **week 2** | | |
| **ONE - GETTING THROUGH** | | **Project:** Making a job application booklet/Creating a web page/Writing a letter/ an e-mail | | | | | | | | | | | **6 weeks** | | |
| **Intercultural Exchanges** | | **Students will be able to :**  **\*** speak/write about means of intercultural exchanges (computer, internet, telephone…)  \* Name the main parts of a computer.  \* write a paragraph on the advantages and drawbacks of Internet.  **\*** manipulate some common means of intercultural exchanges.  **\***identify the different types of letters.  **\***write a letter or an e-mail.  \* differentiate between formal and formal letters and write messages on that way. | **Interacting**  **Interpreting**  **Producing** | | \*labelling  \*ordering instructions  \* Filling in a form and writing an application letter  \* responding to an e-mail/ advert  \*Recognizing the layout / Writing an application letter  \* conducting interviews  \* giving opinion  \* agreeing /refusing. | **Grammar**:  **\***The imperative.  **\*Sequencers**: first, next…  **\***Modals: need to, have to.  **\*Comparatives of adjectives** and adverbs: less/ more +adj + than.  **\*Expressing purpose**: in order to, so as to , to .  **\*Frequency adverbs**: always, often…  **\*Degree adverbs** : very , quite …  **\*Reflexive pronouns** :  myself , yourself …  **\*Modals**: have to , had to , must  \* **Extreme adjectives**: boiling exhausted…  \*- **Types of pronouns**: subject, object,… | | | *1- Assessment should occur at*  *regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.* | |
| **ONE - GETTING THROUGH** | | **Intercultural Exchanges** | | **\***state point of view and justify it  **\***write short notes to invite, refuse and accept invitation.  **\*** write short notes to express sympathy and apology.  **\***write a letter of inquiry.  \* write about advantages and drawbacks of the internet  **\***fill in a résumé (CV).  **\***write a letter of application.  **\***hold a telephone conversation.  \*- Write some class rules.  **\***express obligation.  **\***express purpose. | **Interacting**  **Interpreting**  **Producing** | |  | **\*Prepositions of time and place**: in , on , at …  **\*** **Correlative conjunctions** : Neither ….nor / either ….or / both ….and …  **\*Definite and indefinite articles**: a , an , the , Ø.  **\*Instructing & comparing**  **\*Expressing preferences & purpose.**  **\*Describing people‘s regular activities**.  **\*Describing a place**.  **\*Expressing obligation**: must /have to….  **\***Inviting / accepting and refusing invitation.  **\***Apologising.  **Lexis:**  **\*** related to computing and messages  **\* voc related to description**: to the west, to the north, it’s bordered…..  - **Phone tactics**: phone number, I’m afraid….  **Phonology:**  **\***Intonation in polite requests.  **\***Stress in two syllables words | | *2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.* | | | |  | |
| **PROJECT PRESENTATION** | | | | | | **Peer assessment** | | | |
| **TWO: OUR FINDINGS**  **SHOW**  **TWO - OUR FINDINGS SHOW** | | **Project:** Conducting a survey | | | | | | | | | | | | **6**  **w**  **e**  **e**  **k**  **s** | |
| **Communication – The Press** | **Students will be able to:**  **\***speak/write about means of communication ( TV,  newspapers, magazines …)  \* compare sensational newspapers with serious ones  **\***conduct surveys  \* read and interpret reports, newspaper articles and graphs  **\***write a report/an article  \* record the main ideas of a survey  **\*** write about people’s reading habits  \*conduct an interview  \*Summarise what people say  (report statements, questions, orders, greeting..)  \* express a point of view/ opinion  \* make requests/suggestions / recommendations.  \*narrate a story reporting the events of an accident  \*write a memo | | | **Interacting**  **Interpreting**  **Producing** | \*Filling in a questionnaire  \* Summarising dialogues  \* choosing the appropriate  reporting verbs.  \*Asking for and giving information. | | **Grammar:**  **\*Degree adverbs : quite , absolutely…**  **\*Direct & indirect speech: questions, orders, requests, modals…**  **\*Quotation marks .**  **\*Reporting verbs :** suggested /ordered ….  **\*Adverbs of manner:** politely, fast…  **\*Adjectives**  **\*Giving advice/ inviting.**  **\*Expressing like and dislikes**  **Expressing contrast:** on the contrary, but…  **Phonology:**  **\*Stress in compound words:** newspaper  **\*Stress shift ( from noun to adjective)**  **\*Silent letters:** would…  **\*Pronunciation of final** « s » / « ed »  **\*Formation of words with suffixes ‘**ful’/‘ less’ | | | ***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 will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.* | |
| **First term exams** | | | | | | | | |
| **Correction of the first term examination and remediation** | | | | | | | | |
| **PROJECT PRESENTATION** | | | | | | | | | **Peer assessment** | |
| **WINTER HOLIDAYS** | | | | | | | | | | | | | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Unit** | **Theme** | **Learning objectives** | **Targeted Competency** | **Communicative tasks/activities** | **Resources** | **Integration & Assessment** | **Time** | | **THREE- BACK TO NATURE** | **Environment , Pollution and The World of Animals** | **Project:** Designing a consumer’s guide | | | | | **7**  **w**  **e**  **e**  **k**  **s** | | **Students will be able to:**  **\*** speak and write about:  - different climates.  - different types of pollution.  - natural and man-made disasters.  - causes and effects of global warming.  - recycling and renewable energies  \*write SOS messages.  \*write an expository paragraph about pollution  \*conduct a meeting  **\***write the minutes of a meeting  \*read /interpret/write an advert  \*write a letter of complaint  \*write a memo | **Interacting**  **Interpreting**    **Producing**  **Linguistic** | \*Reading a world climate map  \*Interpreting pictures  \*Answering questions  \*Using pictures and cues to make a dialogue  \*Matching  \*Gap-filling  \*Table- completion | **Grammar**:  \* ***If conditional*** (type 0/1/2)  \****Sequencers***: firstly, secondly..  \****Expressing cause / effect relationship.***  \****Link words*** : as a result, so, consequently …..  \****Quantifiers*** : some , a little of most of , all of , half of , few  \****Expressing opinion / feelings*** :  -agreeing and disagreeing  - arguing for and against.  \****Polite requests***  **Morphology:**  \****Forming adjectives*** using  suffixes : al, ic , ical…  \****Deriving opposites using prefixes***  **Lexis related to :**  **-** pollution, natural disasters and climate change  **Phonology:**  \*Intonation in yes /no questions  \****Stress in words ending*** in  « tion »  \****Stress in words starting with prefixes*** | *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 will be table to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.* | | **Second term exams** | | | | | **Correction of the second term examination and remediation** | | | | | **PROJECT PRESENTATION** | | | | **Peer assessment** | | **SPRING HOLIDAYS** | | | | | | | | | | | | | | | | | | | | | | | |

**THIRD TERM**

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| **UNIT** | **THEME** | **Learning objectives** | **Targeted Competency** | **Communicative tasks/activities** | **Resources** | **Integration & Assessment** | **Time** |
| **FOUR - EUREKA** | **Innovation and Technology and famous scientists / inventors** | **Project:** Making an invention profile/ Writing a biography about a scientist | | | | | **6**  **w**  **e**  **e**  **k**  **s** |
| **Students will be able to:**  \*speak /write about:  - inventions, discoveries and developments in technology  - the development of telecommunications  - the evolution of an invention - scientists and their inventions  or discoveries  - the historical background of the invention of a washing machine  \* state/identify advantages and drawbacks of some inventions  \* Take sides in a debate  \* make an oral presentation of a product from product specifications  \* write a business letter  \*write an opinion letter  \* Write a biography about a scientist  - present a product. | **Interacting**  **Interpreting**  **Producing** | \*Interpreting a picture  \* Table- filling  \*Note- taking  \* Making an oral presentation or writing a paragraph from notes  \*Asking /answering questions  \*Matching  \* Write a paragraph out of a flow chart | **Grammar**:  \* ***Express concessio***n:  “ however”, “although” …  \* ***Use definite and indefinite articles***  ***\*Express result***: so+adj+ that  \****Describe an object***: shape, colour, etc.  ***- Dimensions***: deep, width…  \****Relative pronoun*** “whom”  **Lexis**  \* related to telecommunication  **Phonology**  \****Intonation in indirect questions***  \***Stress of words ending in: y + ical** | *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 will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.* |
| **PROJECT PRESENTATION** | | | |

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|  |  | **PROJECT PRESENTATION** | **Peer assessment** |  |
|  |  | **Third term exams** |  |
| **Correction of the third term examination and remediation** |