

Democratic and Popular Republic of Algeria

Ministry of National Education

General Inspectorate of Pedagogy

Direction of the General Secondary and Technological Teaching

Planning Learning

English

Year 2

September 2018

Introduction

In preparation for the 2019-2018 academic year, and in order to ensure the quality of education and to improve educational pedagogic performance, and to continue with the reforms it has initiated, the General Inspectorate of Pedagogy is putting the pedagogy in the hands of educational practitioners as complementary tools for the reference documents adopted and implemented in the field at the stage In order to facilitate the reading, understanding and implementation of the curriculum and to standardize the content of the content in the context of the guidance provided by the curriculum, which is explained in the accompanying documents. These gradations allow methodically to harmonize it with the pedagogic assessment plan and the continuous monitoring scheme. In order to reflect this, we ask everyone to read and understand the principle of these gradients in order to put it into effect. The inspectors are constantly involved to accompany the teachers, especially the new ones, to modify or adapt the activities. Applied according to the availability of laboratory equipment for the technology or the mass media to simulate it - appropriate, as required by the efficiency observed, provided that it is approved by the National Education Inspector of the discipline.

Methodological note

However, the field practices on the one hand, and the adoption by the Ministry for a period of annual distributions of courses obliges professors to respect the time of their implementation, and the task of supervising and follow-up bodies to assess the percentage of completion of the curriculum and the accompanying documents. We have decided to submit the solutions to supplement them cumulatively, which led us to re-put the issue urgently to provide the alternative, because the difference between the implementation of the curriculum and the gradual implementation. The first is based on a restricted automatic distribution according to time scales with pure linear programming, in which handling is in sequence and in all the particles and rationales due to the serious preparation of the learners for the tests resulting in negative practices such as typing, filling, preservation and retrieval without analysis or analysis. , While the second, the annual course for the construction of learning, focuses on how the curriculum is implemented with respect to the pace of learning and the learner's abilities and independence, and to consider efficiency as a systematic principle of the curriculum. This efficiency is a starting point and point of access for any educational work. Knowledge is a resource that serves efficiency within the structured concept network of the discipline.

Unit 1	Theme Topics	Learning objectives	T. C	SARSed Activities	RESOURCES	Integration & Assessment	Time
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Level: Secondary Education : Year Two (**SE2**)

Streams : **Scientific**

Time devoted: 3 Hours

GLOBAL COMPETENCE

At the end of SE2, the learner will be able to produce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 15 lines, using written or oral support.

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

Diagnostic assessment(exit profile – entry profile)									
Project outcomes: To write a statement of achievements about Nobel Peace Prize winners									
Unit 2	Theme /Topics	SWBA To: Learning objectives	T. C	Interactive	SARSED Activities	RESOURCES	Integration & Assessment	Time	
Peace and Conflict Resolution	Make Peace	-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		Interactive Interpretive Productive	- 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.)	- acronyms and abbreviations - ability and possibility using “can” - verb idiom “be able to” in different tenses -could/managed to” - Intonation in polite requests andQQ -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... (Refer to the program)	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.	7 weeks- 21hours	

Annual Progression- Secondary

Poverty and World Resources	Project outcome: Writing a charter against poverty		Making a poster with alternative energies			
	Waste not, Want not	SWBA To: Demonstrate awareness and understanding of the issue of sustainable development -Explain the concept of sustainable development and its relation 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 -Form nouns (poor/poverty) 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; (Refer to the program)	Make a poster with alternative energy sources, using slogans in favour of sustainable development. - Make a survey on how natural resources are distributed in the world (water, fish, minerals, wood, plants, etc.) - Make a map of endangered species - Design a survival/ life-kit (when all natural resources are used up) - Write a charter against poverty

Unit 3	Theme /Topics	Learning objectives	T C	SARSED Activities	RESOURCES	Integration & Assessment	Time
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		Project outcome: Make and present/report on a scientific experiment / Write a report about the positive impact of technology on human beings.					
Budding Scientists	Technology and Innovation	Interacting Interpreting Producing	SWBA TO: -Discuss issues related to human discoveries. -Identify and discuss how advancements in technology have changed the world positively. -Examine how technology is used for the welfare of human beings/ Explain the impact of technology. -Explain famous individual contributions -Read and respond to an expository text about an experiment - make suggestions - write a letter seeking and giving advice	-Read a text to study the language. -Write a paragraph to describe the physical properties of water as a natural resource. -Listen and analyse the structure and/ or take notes to write a summary -write letter to ask for advice -Write a reply making suggestions. -Read about scientific experiments and analyse/study the impact on people’s life/ development/ Explain famous individual contributions. -Write a reply revealing contingency plan. Additional activities: -Match ideas with paragraphs -True /false -Word reference -Find synonyms and antonyms/match words with their synonyms -Table completion -Gap filling -MCQ	- If conditional (type 0/1) - Comparative form of adjectives (revision) - Other functions of conditional type 1 (threat, advice, promise, prediction, offer) - -Forming adjectives using suffixes (ial, ful, ical, ic, able, ous, ible) - Diphthongs -Stress in words ending with: -gy, -ical, -ics, -tion, -ic. - Intonation in complex sentences with if. (Refer to the program)	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.	7 weeks- 21 hours

Unit 4	Theme/ Topics	Learning objectives	Targeted Competency	SARSed Activities	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.	7 weeks- 21 hours
	D I S A S T E R S & S A F E T Y	SWBA To: -Explain the importance of safety rules and conduct (especially in disasters) -List types of disasters and where they occur. - Ask for and give advice on information on the right behaviour during a disaster - Write a report - Quote someone - Express interest and surprise - Disagree politely - conduct an interview and report its results -Write a report using a pie chart. - Write a public announcement on earthquake safety measures. -Write an opinion article	Interactive Interpretive Productive	Additional activities to: 1-Discovering language(mcq/ matching /cohesive markers/T-F) 2-listning and speaking:(table filling). 3-reading and writing: -choosing gist -reordering ideas -True/false -find synonyms -close passage. -listening to a radio interview. -managing through a conversation. -taking turns in an interview. - reading a report -interpreting a pie chart. -writing a public announcement. -writing an opinion article.	-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 (Refer to the program)	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.	

-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 Management**

Time devoted: 3 Hours

GLOBAL COMPETENCE

At the end of SE2, the learner will be able to produce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 15 lines, using written or oral support.

- 1- Make Peace**
- 2- Poverty and World Resources**
- 3- Disasters and Safety**
- 4- Management and Efficiency**

Unit 1	Theme Topics	Learning objectives	T. C	SARsed Activities	RESOURCES	Integration & Assessment	Time
Peace and Conflict Resolution	Diagnostic assessment(exit profile – entry profile)					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.	7 Weeks- 21 hours
	Project outcomes: To write a statement of achievements about Nobel Peace Prize winners						
	Make Peace	SWBA To: -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	Interactive Interpretive Productive	- 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.)	-acronyms and abbreviations - ability and possibility using “can” - verb idiom “be able to” in different tenses -could/managed to” - Intonation in polite requests andQQ -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... (Refer to the program)		

Unit 2	Theme /Topics	Learning objectives	T. C	SARSed Activities	RESOURCES	Integration & Assessment	time
Poverty and World Resources	Project outcome: Writing a charter against poverty		Making a poster with alternative energies				
	Waste not, Want not	SWBA To: Demonstrate awareness and understanding of the issue of sustainable development - Explain the concept of sustainable development and its relation 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 - Form nouns (poor/poverty) 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; (Refer to the program)	Make a poster with alternative energy sources, using slogans in favour of sustainable development. - Make a survey on how natural resources are distributed in the world (water, fish, minerals, wood, plants, etc.) - Make a map of endangered species - Design a survival/ life-kit (when all natural resources are used up) - Write a charter against poverty	7 Weeks 21 hours

Annual Progression- Secondary

U nit 3	Theme/ Topics	Learning objectives	Targeted Competency	SARSed Activities	RESOURCES	Integration & Assessment	Time
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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.	7 weeks 21 hours
	D I S A S T E R S & S A F E T Y	SWBA To: -Explain the importance of safety rules and conduct (especially in disasters) -List types of disasters and where they occur. - Ask for and give advice on information on the right behaviour during a disaster - Write a report - Quote someone - Express interest and surprise - Disagree politely - conduct an interview and report its results -Write a report using a pie chart. - Write a public announcement on earthquake safety measures. -Write an opinion article	Interactive Interpretive Productive	Additional activities to: 1-Discovering language(mcq/ matching /cohesive markers/T-F) 2-listning and speaking:(table filling). 3-reading and writing: -choosing gist -reordering ideas -True/false -find synonyms -close passage. -listening to a radio interview. -managing through a conversation. -taking turns in an interview. - reading a report -interpreting a pie chart. -writing a public announcement. -writing an opinion article.	-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 (Refer to the program)		

Unit 4	Theme /Topics	Learning objectives	T. C	SARSed Activities	RESOURCES	Integration & Assessment	Time
Business is Business	Project outcome: Write a business portfolio/ write the profile of a good manager						
	Management and Efficiency	SWBA To: -Define and explain the concept of efficiency and explain how it helps in company success. -List basic marketing principles. -Describe what the positive spirit of management is. -List different forms of management: web-management vs pyramidal management. -Explore the concept of innovation in management -Enrich their lexical memory with new words related to the topic of the unit.	Interacting Interpreting - Producing	-Identify types of correspondence -Write a facsimile and a reply -Summarise a dialogue -Act out dialogues making comments -Write an annual report for a company -Read a text to deduce the meaning. -Write a business report.	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 -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) (Refer to the program)	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.	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: LE : 5 hours

GLOBAL COMPETENCE

At the end of SE2, the learner must produce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 15 lines, using written or oral support.

1- Diversity

2- Peace and Conflict Resolution

3- Poverty and World Resources

4-Technology and Innovation

5- Science or Fiction

6- Disasters and Safety

Unit 1	Theme Topic	Learning objectives	Targeted Competency	SARSed Activities Communicative tasks/activities (oral/written)	RESOURCES	Integration & Assessment	Time
SignsoftheTime	Diagnostic assessment (exit profile – entry profile)						5 weeks 25 hours
	Project outcomes: 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.					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.	
	Lifestyles	SWBA To: -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. -Enrich lexical memory with words related to the topic.	Interacting Interpreting Producing	-read a text to study some language points and use them. - talk about pre-arranged plans or intentions -write a policy statement - Talk about medicine dvpt/weather predictions to brainstorm the topic. - Write a short dialogue predicting what might happen in different fields/ Make a short commentary on the radio talk - Write a paragraph about their town and possible changes in peoples’ lifestyles in the future - Interact with pupils about the difference in food habits between the past and now - Identify techniques of avoiding repetition (Synonyms /antonyms /relative pronouns) - compare and contrast people’s clothing style evolution. - write an email	- used to... -Going to + stem planning to + stem intend to + Stem Homophones/ Homonyms/final “s” Stress shift from noun to adj -formation of adj - degree of certainty: might/ might well, may... -Relative pronouns, defining vs non-defining relative clauses. - Comparatives and superlatives -Link words comparing / contrasting (Refer to the program)		

Unit 2	Theme/ Topics	Learning objectives	T. C	SARsed Activities	RESOURCES	Integration & Assessment	Time
Peace and Conflict Resolution	Make Peace	Project outcomes: write a statement of achievements about Nobel Peace Prize winners				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	5 weeks 25 hours
		SWBA To: -Define the word conflict and list types of conflicts (family, classroom, community, and 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 -ta lk about abuse of human rights	Interactive Interpretive Productive	- 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.)	-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... (Refer to the program)		

Unit 3	Theme /Topics	Learning objectives	T.C	SARSeD Activities	RESOURCES	Integration & Assessment	Time
Annual Progression - Secondary							
Project outcome: Writing a charter against poverty – Making a poster with alternative energies							
Poverty and World Resources	Waste not, Want not	SWBA To: Demonstrate awareness and understanding of the issue of sustainable development - Explain the concept of sustainable development And its relation 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 - Form nouns (poor/poverty) 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; (Refer to the program)	Make a poster with alternative energy sources, using slogans in favour of sustainable development. - Make a survey on how natural resources are distributed in the world (water, fish, minerals, wood, plants, etc.) - Make a map of endangered species - Design a survival/ life-kit (when all natural resources are used up) - Write a charter against poverty	5 weeks 25 hours

Unit 4	Theme /Topics	Learning objectives	T C	SARSeD Activities	RESOURCES	Integration & Assessment	Time
Budding Scientists	Project outcome: Make and present/report on a scientific experiment / Write a report about the positive impact of technology on human beings.						4 weeks- 20 h
	Technology and Innovation	SWBA TO: -Discuss issues related to human discoveries. -Identify and discuss how advancements in technology have changed the world positively. -Examine how technology is used for the welfare of human beings/ Explain the impact of technology. -Explain famous individual contributions -Read and respond to an expository text about an experiment - make suggestions - write a letter seeking and giving advice	Interacting Interpreting Producing	-Read a text to study the language. -Write a paragraph to describe the physical properties of water as a natural resource. -Listen and analyse the structure and/ or take notes to write a summary -write letter to ask for advice -Write a reply making suggestions. -Read about scientific experiments and analyse/study the impact on people's life/ development/ Explain famous individual contributions. -Write a reply revealing contingency plan. Additional activities: -Match ideas with paragraphs -True /false -Word reference -Find synonyms and antonyms/match words with their synonyms -Table completion -Gap filling -MCQ	- If conditional (type 0/1) - Comparative form of adjectives (revision) - Other functions of conditional type 1 (threat, advice, promise, prediction, offer) - - Forming adjectives using suffixes (ial, ful, ical, ic, able, ous, ible) - Diphtongs -Stress in words ending with: -gy, -ical, -ics, -tion, -ic. - Intonation in complex sentences with if. (Refer to the program)	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.	

Unit 5	Theme/ Topics	Learning objectives	T. C	SARSed Activities	RESOURCES	Integration & Assessment	Time
Technology and the Arts	Project outcomes :Writing Miscellanies /Writing a repertory of inventions and discoveries.						4 week s 20h
	SCIENCE OR FICTION	SWBA To: -explain the concept of science fiction - describe book covers/ watch videos related to fiction -list and discuss the topics of sci-fi. - read a newspaper article about science fiction and identify the basisof sci-fi. - Give advice / express regrets/ wishes -Write a newspaper article speculating -Ask for and give explanations in a conversation and speculate -Write a commentary. -Write and recite a poem Write an autobiography/Tell about people who contributed to the welfare of humanity	Interacting Interpreting producing	Past form of may/can is omitted - Review the past simple and past perfect tense -Note taking Instead of personal lament write about an environmental issue.	• If conditional types 2&3 • Present perfect • Past perfect • If only • Adverbs: well+ past participle Well-informed • Compound words • Phrasal & prepositional words • Emphatic stress(do/did) • Rising & falling intonation with unfinished statement (Refer to the program)	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.	

Unit 6	Theme / Topics	Learning objectives	T. C	SARsed Activities	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.	5 weeks 25 hours
	D I S A S T E R S & S A F E T Y	SWBA To: -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	Interacting Interpreting Producing	Additional activities to: 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.	-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 (Refer to the program)	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.	

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

I.S.B.N. 9947/06 n° Depot legal 245 2006

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 to 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: LE : 4 hours

GLOBAL COMPETENCE

At the end of SE2, the learner will be able to produce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 15 lines, using written or oral support.

**1-
Diversity
2-Make
Peace**

3- Poverty and World Resources

4- Science or Fiction

5- Disasters and Safety

Unit 1	Theme Topic	Learning objectives	T. C	SARSed Activities Communicative tasks/activities (oral/written)	RESOURCES	Integration & Assessment	Time
Signs of the	Diagnostic assessment (exit profile – entry profile)						6 Weeks
	Project outcomes: 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					1- Assessment	

Annual Progression- Secondary

	Lifestyles	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	Interacting Interpreting Producing	-read a text to study some language points and use them. - talk about pre-arranged plans or intentions -write a policy - Talk about weather predictions/medicine dvptto brainstorm the topic. - Write a short dialogue predicting what might happen in different fields/ Make a short commentary on the radio talk - Write a paragraph about their town and possible changes in peoples' lifestyles in the future - Interact with pupils about the difference in food habits between the past and now - Identify techniques of avoiding repetition (Synonyms /antonyms /relative pronouns) - compare and contrast people's clothing style evolution. - write an email	- used to... -Going to + stem planning to + stem intend to + Stem - Homophones/ Homonyms/final "s" - Stress shift from noun to adj -formation of adj - degree of certainty: might/ might well, may... -Relative pronouns, defining vs non-defining relative clauses. - Comparatives and superlatives -Link words comparing / contrasting (Refer to the programme)	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.	18 hours
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Unit 2	Theme Topics	Learning objectives	T. C	SARSeD Activities	RESOURCES	Integration & Assessment	Time
P	Project outcomes: To write a statement of achievements about Nobel Peace Prize winners					1- Assessment	6

	Make Peace	SWBA To: -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	Interactive - 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.)	Interpretive -acronyms and abbreviations - ability and possibility using “can” - verb idiom “be able to” in different tenses -could/managed to” - Intonation in polite requests andQQ -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... (Refer to the program)	Productive 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.	weeks 18 hours
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Unit 3	Theme /Topics	Learning objectives	T. C	SARSeD Activities	RESOURCES	Integration & Assessment	Time
Poverty and World Resources	Project outcome: Writing a charter against poverty		Making a poster with alternative energies				
	Waste not, Want not	SWBA To: Demonstrate awareness and understanding of the issue of sustainable development - Explain the concept of sustainable development and its relation 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 - Form nouns (poor/poverty) 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 (Refer to the program)	Make a poster with alternative energy sources, using slogans in favour of sustainable development. - Make a survey on how natural resources are distributed in the world (water, fish, minerals, wood, plants, etc.) - Make a map of endangered species - Design a survival/ life-kit (when all natural resources are used up) - Write a charter against poverty	6 weeks 24 hours

Unit 4	Theme/ Topics	Learning objectives	Targeted Competency	SARsed Activities	RESOURCES	Integration & Assessment	Time
Technology and the Arts	Project outcomes :Writing Miscellanies /Writing a repertory of inventions and discoveries.					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.	5 weeks 20 h
	S C I E N C E O R F I C T I O N	SWBA To: -explain the concept of science fiction - describe book covers/ watch videos related to fiction -list and discuss the topics of sci-fi. - read a newspaper article about science fiction and identify the basis of sci-fi. - Give advice / express regrets/ wishes -Write a newspaper article speculating -Ask for and give explanations in a conversation and speculate -Write a commentary. -Write and recite a poem -Write an autobiography/ people who contributed to the welfare of humanity	Interacting Interpreting producing	Past form of may/can is omitted - Review the past simple and past perfect tense -Note taking Instead of personal lament write about an environmental issue.	• If conditional types 2&3 • Present perfect • Past perfect • If only • Adverbs: well+ past participle Well-informed • Compound words • Phrasal & prepositional words • Emphatic stress(do/did) • Rising & falling intonation with unfinished statement (Refer to the program)		

Unit 5	Theme / Topics	Learning objectives	T . C	SARSed Activities	RESOURCES	Integration & Assessment	Time
5				Project outcomes: conducting a survey		1- Assessment should	5

Annual Progression- Secondary

	D I S A S T E R S & S A F E T Y	SWBA To: -Explain the importance of safety rules and conduct (especially in disasters). -List types of disasters and where they occur - Ask for and give advice on information on the right behaviour during a disaster - Write a report - Quote someone - Express interest and surprise - Disagree politely - conduct an interview and report its results -Write a report using a pie chart. - Write a public announcement on earthquake safety measures. -Write an opinion article	Interactive Interpretive Productive	Additional activities to: 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 -close passage. -listening to a radio interview. -managing through a conversation. -taking turns in an interview. - reading a report -interpreting a pie chart. -writing a public announcement. -writing an opinion article.	-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 (Refer to the program)	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.	weeks 20 h
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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