

Level: Secondary Education Year One (SE1)

Stream: Literary stream

Time devoted: 4 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 Year Literary Stream:

- 1) Unit One: Getting Through (Intercultural Exchanges)**
- 2) Unit Two: Our Findings Show... (Communication: The Press)**
- 3) Unit Three: Back To Nature (Environment/Pollution/The World of Animals)**
- 4) Unit Four: Eureka! (Innovation and Technology)**
- 5) Unit Five: Famous people (biographies)**

THEME		Targeted Competency	Communicative tasks/activities	Resources	Integration & Assessment	Time
Diagnostic assessment						SEPT week 2
Project: Making a job application booklet/Creating a web page/Writing a letter/ an e-mail						
ONE - GETTING THROUGH	Intercultural Exchanges	<p>Students will be able to :</p> <ul style="list-style-type: none"> * 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. 	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p> <ul style="list-style-type: none"> *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. 	<p>Grammar:</p> <ul style="list-style-type: none"> *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,... 	<p><i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p>	6 weeks

<p style="color: red; font-weight: bold;">ONE - GETTING THROUGH</p> <p style="font-weight: bold;">Intercultural Exchanges</p>	<ul style="list-style-type: none"> *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. 	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<ul style="list-style-type: none"> *Prepositions of time and place: in , on , at ... * Correlative conjunctions : Neithernor / eitheror / bothand ... *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 	<p><i>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.</i></p>
	<p>PROJECT PRESENTATION</p>			<p>Peer assessment</p>

TWO: OUR FINDINGS Communication – The Press	Project: Conducting a survey				5 w e k s	
	<p>Students will be able to:</p> <ul style="list-style-type: none"> *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 	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<ul style="list-style-type: none"> *Filling in a questionnaire * Summarising dialogues * choosing the appropriate reporting verbs. *Asking for and giving information. 	<p>Grammar:</p> <ul style="list-style-type: none"> *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... <p>Phonology:</p> <ul style="list-style-type: none"> *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’ 		<p><i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p> <p><i>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.</i></p>
	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						5 weeks
		<p>Students will be able to:</p> <ul style="list-style-type: none"> * speak and write about: <ul style="list-style-type: none"> - 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 	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<ul style="list-style-type: none"> *Reading a world climate map *Interpreting pictures * Answering questions *Using pictures and cues to make a dialogue *Matching *Gap-filling *Table completion 	<p>Grammar:</p> <ul style="list-style-type: none"> * 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 : <ul style="list-style-type: none"> -agreeing and disagreeing - arguing for and against. *Polite requests <p>Morphology:</p> <ul style="list-style-type: none"> *Forming adjectives using suffixes : al, ic , ical... *Deriving opposites using prefixes <p>Lexis related to :</p> <ul style="list-style-type: none"> - pollution, natural disasters and climate change <p>Phonology:</p> <ul style="list-style-type: none"> *Intonation in yes /no questions *Stress in words ending in « tion » *Stress in words starting with prefixes 	<p><i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p> <p><i>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.</i></p>		
PROJECT PRESENTATION						Peer assessment		

FOUR - EUREKA	Innovation and Technology	Project: Making an invention profile/ Writing a biography about a scientist				5 weeks	
		<p>Students will be able to:</p> <ul style="list-style-type: none"> *speak /write about: <ul style="list-style-type: none"> - 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. 	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<ul style="list-style-type: none"> *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 	<p>Grammar:</p> <ul style="list-style-type: none"> * Express concession: “ 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 		<p><i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p> <p><i>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.</i></p>
		Second term exams					
		Correction of the second term examination and remediation					
		PROJECT PRESENTATION					Peer assessment
SPRING HOLIDAYS							

Unit	Theme	Learning objectives	Targeted Competency	Communicative tasks/activities	Resources	Integration & Assessment	Time	
FIVE - ONCE UPON A TIME	Famous People	Project: Writing a biography / a book review						6 weeks
		<p>Students will be able to:</p> <ul style="list-style-type: none"> *listen and respond to a tale *read and respond to a short narrative * illustrate the importance of a blurb * read and interpret a literary portrait *describe people’s physical appearance and personality features *read/write about literary figures * read and interpret a poem/a folktale *express literary preferences * write: <ul style="list-style-type: none"> - a book review - a biography - the summary of a story - a personal narrative/a short story/ a folktale/a poem 	<p align="center">Interacting</p> <p align="center">Interpreting</p> <p align="center">Producing</p>	<ul style="list-style-type: none"> *Interpreting pictures/ book covers *Asking/answering questions * Table-filling *Gap –filling *Writing a paragraph using notes 	<p>Grammar:</p> <ul style="list-style-type: none"> *Past simple and past continuous using “when”, “while” *Relative pronouns “who”, “whom” , “which” <p>Lexis:</p> <ul style="list-style-type: none"> - “Beside”, “Besides” - Describing people: dreamy, flashing, eyebrows... <p>Phonology:</p> <ul style="list-style-type: none"> *Stress in three-syllable words *Pronunciation of final ‘ed’ *Asking for and giving directions: Excuse me, go straight... 	<p><i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p> <p><i>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.</i></p>		
		PROJECT PRESENTATION						
Third term exams								
Correction of the third term examination and remediation								