

## FIRST YEAR LITERARY STREAM

**Level: Secondary Education Year One (SE1)**

**Stream: Literary stream**

**Time devoted: 4 hours/ week**

**EXIT PROFILE**

**At the end of SE1, the learner will be able to produce oral/written messages / texts of descriptive, narrative, argumentative, expository and prescriptive types of about 120 words using written or oral support.**

Theme / Topic	Unit
1-Intercultural Exchanges	Getting Through
2- Communication –The Press	Our Findings Show
3-Environment, Pollution and The World of Animal	Back to nature
4-Innovation and Technology	Eureka
5-Famous People	Once Upon a Time.

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
<b>Intercultural Exchanges</b>  <b>Unit 1 :</b>  <b>Getting Through .</b>	<b>Interacting</b>  <b>Interpreting</b>  <b>Producing</b>	<b>SWBA To:</b> * Name the main parts of a computer. *Instructing & comparing * speak and or write about means of intercultural exchanges (computer, internet, telephone...)  *manipulate some common means of intercultural exchanges.  *write a letter or an e-mail.  * differentiate between formal and informal letters and write messages on that way.  *Expressing preferences	<b>Grammar:</b> *The imperative: to give instructions, <u>to warn and to give advice.</u>  *Sequencers: first, next...  *Comparatives of <b>adjectives and adverbs: less/ more +adj + than.</b>  * <b>Frequency adverbs: always, often...</b>  *Degree adverbs : very , quite ... * I prefer....to ..., I prefer.... rather than....  * <b>Reflexive pronouns : myself , yourself...</b>  * <b>Types of pronouns: subject, object,...</b>  * <b>Prepositions of time and place: in , on , at</b>  *Correlative conjunctions : Neither ....nor / either ....or / both ....and ...	*labelling <u>T. provides a task to teach the imperative expressing advice and warnings.</u> <b>E.g:</b> <u>Advice: Consult reliable sites is much better for you than any site.</u> <u>Warning: watch out for hackers!</u>  *ordering instructions using sequencers.  * write a composition about advantages and drawbacks of the internet  * respond to an e-mail describing regular activities, family, a place using frequency and degree adverbs.  *write formal/ informal notes following the models provided in the textbook. * Filling in a form. *fill in a résumé (CV).  *write an application letter *write a letter of inquiry. * respond to an advert <u>and an application letter.</u>	Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.  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 .	<b>6 weeks</b> <b>24 hours</b>

			<p><b>Lexis:</b> * related to computing and messages * related to description: to the west, to the north, it's bordered.....</p> <p><b>Phonology:</b> *Stress in two syllables words <u>*Stress placement in instructions used to give advice and warn.</u></p>		
<b>Project Outcome</b>	<b>Making a job application booklet/Creating a web page/Writing a letter/ an e-mail</b>				

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<b>Communication –The Press</b>  <b>Unit 02.</b>  <b>Our Findings Show.</b>	<b>Interacting</b>  <b>Interpreting</b>  <b>Producing</b>	<b>SWBA To:</b> *speak and or write about means of communication(TV, newspapers, magazines ...) *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 *Summarize what people say (report statements, questions). <u>*Express likes and dislikes</u> * make requests/suggestions / recommendations.	<b>Grammar:</b> <u>*Like, prefer, enjoy, hate</u> *Direct & indirect speech: questions+ statements in simple tenses, modals... *Reporting verbs: said, told, wondered, asked, answered, replied, .... *formation of adverbs of manner: politely, fast... *formation of Adjectives: ful/less. *Express contrast: on the contrary, but... <b>Phonology:</b> *Stress in compound words: newspaper *Stress shift ( from noun to adjective) <b>*Pronunciation of final</b> « s » / « ed »	*Talking about one's star sign expressing likes and dislikes  * comparing sensational newspapers with serious ones  *Filling in a questionnaire  * Summarizing dialogues  *choosing the appropriate reporting verbs.  *Asking for and giving information.  *narrating a story reporting the events of an accident	Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.  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 .	<b>5 weeks</b>  <b>20 hours</b>
<b>Project Outcome</b>	<b>Conducting a survey</b>					

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<p><b>Environment , Pollution and The World of Animal</b></p> <p><b>Unit 3</b> <b>Back to nature</b></p>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<p><b>SWBA To:</b></p> <p>* speak and / or write about:</p> <ul style="list-style-type: none"> <li>- different climates.</li> <li>- natural and man-made disasters.</li> </ul> <p>- causes and effects of global warming.</p> <p>- recycling and renewable energies</p> <p>*write SOS messages.</p> <p>*write an expository paragraph about pollution</p> <p><b>*Express opinion</b> (agreeing and disagreeing, arguing for and against)</p> <p>*read /interpret/write an advert giving arguments using <u>sequencers</u></p> <p>*write a letter of complaint</p> <p>*write a memo</p>	<p>* <u>If conditional (type 0/1) only</u></p> <p><b>*Sequencers: firstly, secondly...</b></p> <p>*Express cause / effect relationship using as a result, so, consequently...</p> <p>*Quantifiers : some , a little of most of , all of , half of , few</p> <p>*Express opinion, what do you think, about...? I like, I agree/ disagree...</p> <p><b>*Polite requests</b></p> <p><b>Morphology:</b></p> <p>*Forming adjectives using suffixes : al, ic , ical...</p> <p><b>Lexis</b> related to :</p> <p>- <b>pollution, natural disasters and climate change</b></p> <p><b>Phonology:</b></p> <p>*<b>Intonation in yes /no questions</b></p> <p>*Stress in words ending in « tion, sion »</p>	<p>*Reading a world climate map</p> <p>*Interpreting pictures</p> <p>*Answering questions</p> <p>*Using pictures and cues to make a dialogue</p> <p>*Matching</p> <p>*Gap-filling</p> <p>*Table completion</p>	<p>Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>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 .</p>	<p><b>5 weeks</b></p> <p><b>20 hours</b></p>
<b>Project Outcome</b>	<b>Designing a consumer's guide</b>					

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<b>Innovation and Technology</b>  <b>Unit 4:</b> <b>Eureka.</b>	<b>Interacting</b>  <b>Interpreting</b>  <b>Producing</b>	<b>SWBA To:</b> *speak and/ or write about: - inventions, discoveries and developments in technology - the development of telecommunications - the evolution of an invention * state/identify advantages and drawbacks of some inventions * take sides in a debate * make an oral presentation of a product from product specifications *write an opinion letter * Write a biography about a scientist	<b>Grammar:</b> * <b>Use definite and indefinite articles</b>  *Express result: so+adj+ that  *Describe an object: shape, colour, etc. - Dimensions: deep, width...  * <b>Lexis</b> related to telecommunication  <b>Phonology</b> *Stress in words ending in: y + ical	*Matching  * Interpreting a picture  * Table- filling  *Note- taking  *Asking /answering questions  * Making an oral presentation or writing a paragraph from notes  * Write a paragraph out of a flow chart	Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.  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 .	<b>5 weeks</b>  <b>20 hours</b>
<b>Project Outcome</b>	<b>Making an invention profile/ Writing a biography about a scientist</b>					

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<b>Famous People</b>  <b>Unit 5:</b>  <b>Once Upon a Time.</b>	<b>Interacting</b>  <b>Interpreting</b>  <b>Producing</b>	<b>SWBA To:</b> *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: - a book review - a biography - the summary of a story - a personal narrative/ a short story/ a folktale/ a poem	<b>Grammar</b> Past simple and past continuous using “when”, “while”  *Relative pronouns “who”, “which”  <b>Lexis:</b> - “Beside”, “Besides” - Use adjectives to describe people  <b>Phonology:</b> <b>*Pronunciation of final ‘ed’</b>	*Asking/answering questions  * Table-filling  *Gap –filling  *Interpreting pictures/ book covers  *Writing a paragraph using notes	Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.  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 .	<b>7 weeks</b>  <b>28 hours</b>
<b>Project Outcome</b>	<b>Writing a biography / a book review</b>					