

FIRST YEAR SCIENTIFIC STREAM

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

Stream: **Scientific and Technological Stream**

Time devoted: **3 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 |

| Theme and Unit | Targeted Competency | Learning Objectives | Resources | Suggested Tasks | Assessment and Remediation | Time |
|---|---|--|--|---|---|-----------------------------------|
| Intercultural Exchanges Unit 1 : Getting Through . | Interacting Interpreting Producing | SWBA To: * Name the main parts of a computer. * Speak and/write about means of intercultural exchanges (computer, internet, telephone...) *Manipulatesome common means of intercultural exchanges. * differentiate between formal and informal letters and write messages on that way. *write a letter or an e-mail. *express preferences *Instructing & comparing | Grammar: *The imperative: to give instructions, <u>to warn and to give advice.</u> *Sequencers: first, next... * Comparatives of adjectives and adverbs: less/ more +adj + than. * Frequency adverbs: always, often... *Degree adverbs : very , quite ... * Reflexive pronouns : myself, yourself, *I prefer....to ..., I prefer.... rather than.... * Types of pronouns: subject, object,... * Prepositions of time and place: in , on , at *Correlative conjunctions : Neithernor / eitheror / bothand ... | *labelling * <u>T. provides a task to teach the imperative to express advice and warnings.</u> E.g: <u>Advice: Consult reliable sites is much better for you than any site.</u> <u>Warning: watch out for hackers!</u> *order 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. *write a letter of inquiry. * Fill in a form. *fill in a résumé (CV). *write an application letter * respond to an advertand an application letter. | 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. | 8 weeks 24 hours |

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

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|---|---|--|---|---|--|---------------------------------------|
| Communication -The Press Unit 02. Our Findings Show. | Interacting Interpreting Producing | SWBA TO: *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>*Expressing likes and dislikes</u> * make requests/suggestions*Make recommendations | Grammar: <u>*Like, prefer, enjoy, hate</u> *Direct & indirect speech: questions, statements+simple tenses, modals... *Reporting verbs: said, told, wondered, asked, answered, replied, *formation of Adverbs of manner: politely, fast... *formation of Adjectives: <u>ful/less.</u> Expressing contrast: on the contrary, but... Phonology: *Stress in compound words: newspaper *Stress shift (from noun to adjective) * Pronunciation of final « s » / « ed » | *Talk about one's star sign expressing likes and dislikes * compare sensational newspapers with serious ones *Fill in a questionnaire * Summarizing dialogues *choosethe appropriate Reporting verbs. *Ask for and giving information. *narrate 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 . | 6 weeks 18 hours |
| Project Outcome | Conducting a survey | | | | | |

| Theme and Unit | Targeted Competency | Learning Objectives | Resources | Suggested Tasks | Assessment and Remediation | Time |
|--|---|---|---|--|--|---------------------------------------|
| Environment , Pollution and The World of Animal Unit 3 Back to nature | Interacting Interpreting Producing | SWBA To: * speak and/ or write about: - different climates. - natural and man-made disasters. - causes and effects of global warming. - recycling and renewable energies *write SOS messages. *write an expository paragraph about pollution * Express opinion (agreeing and disagreeing, arguing for and against) *read /interpret/write an advertgiving <u>arguments using sequencers</u> *write a letter of complaint *write a memo | Grammar * <u>If conditional (type 0/1)only</u> * Sequencers: firstly, secondly... *Express cause / effect relationship. Using as a result, so, consequently... *Quantifiers : some , a little of most of , all of , half of , few • Express opinion : what do you think, about...? I like, I agree/ disagree... Morphology: *Forming adjectives using suffixes : al, ic , ical... Lexis related to : - pollution, natural disasters and climate change Phonology: * Intonation in yes /no questions *Stress in words ending in « tion, ssion » | *Read a world climate map *Interpret pictures *Answer questions *Use pictures and cues to make a dialogue *Matching *Gap-filling *Table completion | 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 . | 7 weeks 21 hours |
| Project Outcome | Designing a consumer's guide | | | | | |

| Theme and Unit | Targeted Competency | Learning Objectives | Resources | Suggested Tasks | Assessment and Remediation | Time |
|--|---|---|---|---|--|---------------------------------------|
| Innovation and Technology Unit 4: Eureka. | Interacting Interpreting Producing | SWBA To: *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 | Grammar: * Use definite and indefinite articles *Express result: so+adj+ that *Describe an object: shape, colour, etc. - Dimensions: deep, width... *Lexis related to telecommunication Phonology *Stress of words ending in: y + ical | *Matching * Interpret a picture * Table- filling *Note- taking *Asking /answering questions * Make an oral presentation or write 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 . | 7 weeks 21 hours |
| Project Outcome | Making an invention profile/ Writing a biography about a scientist | | | | | |