

## Annual Schedule

### 2<sup>nd</sup> Year Foreign Languages

School : .....

Teacher: .....

<i>Months</i>	<i>Weeks</i>	<i>Content</i>	<i>Progression</i>
<i>September</i>	<b>2</b>	<i>Diagnostic Evaluation</i>	
	<b>3</b>	<b><i>Unit One : Signs of the Time</i></b> <b><i>Project Announcement : Making a Profile About Lifestyles</i></b> ➤ <i>Think it Over</i> <b><i>Discovering Language :</i></b> ➤ <i>Used to, simple present, future/ Practice</i> ➤ <i>Write it Right</i> ➤ <i>Say it Loud &amp; Clear:</i> ➤ <i>English &amp; French pronunciation</i>	<b>04,16%</b>
	<b>4</b>	<i>Homophones/ homonyms</i> ➤ <i>Working With Words</i> <b><i>Listening &amp; Speaking:</i></b> ➤ <i>Expressing certainty, probability, possibility, remote possibility</i> ➤ <i>Your Turn/ Write it up</i>	<b>08,33%</b>
<i>October</i>	<b>1</b>	<b><i>Reading &amp; Writing I:</i></b> <i>The use of Relative Pronouns</i> <i>Write it out: Writing advertisement slogans</i> <i>Paragraph development by comparison &amp; contrast</i>	<b>12,50%</b>
	<b>2</b>	<b><i>Reading &amp; Writing II:</i></b> <i>Expressing future using present progressive</i> <i>Write it out</i>	<b>16,66%</b>
	<b>3</b>	<b><i>Unit Two: Make Peace</i></b> <b><i>Project Announcement : Writing a Statement of Achievements</i></b> ➤ <i>Think it Over</i> <b><i>Discovering Language :</i></b> ➤ <i>Modals "can" &amp; "could", "managed to", "has been able to"/ Practice</i> ➤ <i>Write it Right</i> ➤ <i>Say it Loud &amp; Clear:</i> ➤ <i>Intonation in auxiliary &amp; "wh" questions/ requests</i> ➤ <i>Working With Words</i>	<b>20,82%</b>

	4	<b>Listening &amp; Speaking:</b> ➤ Summarising	25 %
		<b>I<sup>st</sup> Term Test + Correction</b>	
November	1	➤ Sentence stress ➤ Your Turn/ Write it up: Completing the class charter	29,16%
	2	<b>Reading &amp; Writing:</b> Dictionary entries Write it out: Making a speech imitating "Martin Luther King"	33,32%
	3	<b>Unit Three: Waste not, Want not</b> <b>Project Announcement : Making a Conservation Plan</b> ➤ Think it Over <b>Discovering Language :</b> ➤ Passive Voice/ Practice ➤ Write it right: Writing a press release using notes	37,48%
	4	<b>I<sup>st</sup> Term Exams</b>	
December	1	<b>Correction of the I<sup>st</sup> Term Exam</b>	
	2	➤ Say it Loud & Clear: ➤ Intonation in a list/ English Vs Arabic alphabet ➤ Correcting mispronounced words referring to phonetic symbols ➤ Working with words: Dictionary entry	41,64%
	3	<b>Winter Holidays</b>	
	4	<b>Winter Holidays</b>	
January	1	<b>Listening &amp; Speaking:</b> ➤ The passive ➤ Weak & strong forms of modals in the passive ➤ Describing a process ➤ Discourse markers Write it up: Writing a presentation of a solar home	45,80%
	2	<b>Reading &amp; Writing:</b> Reading comprehension Write it out: Types of sentences: topic sentence, supporting, transitional & concluding sentences More practice about the passive	50 %

<b>January</b>	<b>3</b>	<b>Unit Four: Budding Scientist</b> <b>Project Announcement Writing an A B C of Dreams</b> <ul style="list-style-type: none"> <li>➤ Think it Over</li> </ul> <b>Discovering Language :</b> <ul style="list-style-type: none"> <li>➤ Conditionals 0,1/ Practice</li> <li>➤ Write it right: Writing a description of water properties using “when”, “if”, “as”</li> </ul>	<b>54,16%</b>
	<b>4</b>	<ul style="list-style-type: none"> <li>➤ Say it Loud &amp; Clear:</li> <li>➤ Intonation in “wh” questions followed by conditional/ with “should” &amp; “if”</li> <li>➤ Primary &amp; secondary stress</li> <li>➤ Working with words: suffixes</li> </ul>	<b>58,32%</b>
<b>2<sup>nd</sup> Term Test + Correction</b>			
<b>February</b>	<b>1</b>	<b>Listening &amp; Speaking:</b> <ul style="list-style-type: none"> <li>➤ Making suggestions</li> <li>➤ Write it up: Writing a letter to an agony aunt asking for advice/ Writing a reply</li> </ul>	<b>62,48%</b>
	<b>2</b>	<b>Reading &amp; Writing:</b> Reading comprehension: strategies for a quicker reading & a better comprehension of texts Write it out: writing a reply revealing to friend one’s plan to relieve his/ her anxiety	<b>66,64%</b>
	<b>3</b>	<b>Unit Five (7<sup>th</sup>): Science or Fiction?</b> <b>Project Announcement Writing</b> Think it Over <b>Discovering Language :</b> <ul style="list-style-type: none"> <li>➤ Conditionals type 2,3 / Practice</li> <li>➤ Write it right: Writing a short newspaper article making speculations</li> </ul>	<b>70,80</b>
	<b>4</b>	<b>2<sup>nd</sup> Term Exams</b>	
<b>March</b>	<b>1</b>	<b>Correction of the 2<sup>nd</sup> Term Exam</b>	
	<b>2</b>	<ul style="list-style-type: none"> <li>➤ Say it Loud &amp; Clear:</li> <li>➤ Sentence stress/ emphatic “do” &amp; “did”</li> <li>➤ Working with words: “well”+ past participle/ dictionary entry/ phrasal verbs</li> </ul>	<b>75 %</b>
	<b>3</b>	<b>Spring Holidays</b>	
	<b>4</b>	<b>Spring Holidays</b>	
<b>April</b>	<b>1</b>	<b>Listening &amp; Speaking:</b> <ul style="list-style-type: none"> <li>➤ Asking for explanations, clarifications/ illustrating</li> <li>➤ Making speculations</li> <li>➤ Write it up: Completing a lament (type of poem)</li> </ul>	<b>79,16%</b>

<i>April</i>	2	<b>Reading &amp; Writing:</b> Reading comprehension: commenting texts Write it out: writing a short autobiography about Michael Faraday	83,32%
	3	<b>Unit six: Disasters &amp; Safety</b> <b>Project Announcement: Making a Survey</b> Think it Over <b>Discovering Language :</b> ➤ Reported Speech/ Practice <b>More practice (reported speech)</b> ➤ Write it right: Writing a report using information from a pie chart	87,48%
	4	➤ Say it Loud & Clear: ➤ Silent letters/ finding spelling of the transcribed words given ➤ Working with words: reporting verbs according to situations	91,64%
		<b>3<sup>rd</sup> Term Test + Correction</b>	
<i>May</i>	1	<b>Listening &amp; Speaking:</b> Asking for / giving advice Write it up: Writing a short announcement advertising the precautions to be taken during an earthquake	95,84%
	2	<b>Reading &amp; Writing:</b> Reading comprehension: writing reports & stories Quoting/ punctuating quotations correctly <b>Write it out: reporting opinions</b>	100 %
	3	<b>3<sup>rd</sup> Term Exams</b>	
	4	<b>Correction of the 3<sup>rd</sup> Term Exam</b>	

Inspector:Principal / Vice-Principal:Teacher: