

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- Signs of the time
- 2- Make Peace
- 3- Waste not, want not
- 4- Science or Fiction?
- 5- No man is an island

Unit 1	Theme Topic	Learning objectives	T. C	SARSeD Activities Communicative tasks/activities (oral/written)	RESOURCES	Integration & Assessment	Time
SignsoftheTime	Diagnostic assessment (exit profile – entry profile)						
	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	<p>SWBATO:</p> <ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> - 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) 		

Unit 2	Theme Topics	Learning objectives	T. C	SARSeD Activities	RESOURCES	Integration & Assessment	Time
Peace and Conflict Resolution	Project outcomes: To write a statement of achievements about Nobel Peace Prize winners						
	Make Peace	<p>SWBA To:</p> <ul style="list-style-type: none"> -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 	<p>Interactive</p> <p>Interpretive</p> <p>Productive</p>	<ul style="list-style-type: none"> - 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.) 	<ul style="list-style-type: none"> -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) 	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>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.</p>	18 h

Unit 3	Theme /Topics	Learning objectives	T. C	SARSeD Activities	RESOURCES	Integration & Assessment	Time
Poverty and World Resources	Waste not, Want not	Project outcome: Writing a charter against poverty		Making a poster with alternative energies			
		<p>SWBA To:Demonstrate awareness and understanding of the issue of sustainable development</p> <ul style="list-style-type: none"> -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. 	<p>Interacting</p> <ul style="list-style-type: none"> -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 <p>Interpreting</p> <ul style="list-style-type: none"> -Write a press release -Write the presentation of solar home <p>Producing</p> <ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 <p>(Refer to the program)</p>	<p>Make a poster with alternative energy sources, using slogans in favour of sustainable development.</p> <ul style="list-style-type: none"> - 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 	18 h	

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.						
	SCIENCE OR FICTION?	<p>SWBA To:</p> <ul style="list-style-type: none"> -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	<p>Past form of may/can is omitted</p> <p>- Review the past simple and past perfect tense</p> <p>-Note taking</p> <p>Instead of personal lament write about an environmental issue.</p>	<ul style="list-style-type: none"> • If conditional types 2&3 • Present perfect • Past perfect • If only • Adverbs: well+ past participle <p>Well-informed</p> <ul style="list-style-type: none"> • Compound words • Phrasal & prepositional words • Emphatic stress(do/did) • Rising & falling intonation with unfinished statement <p>(Refer to the program)</p>	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>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.</p>	

Unit 5	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. 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.
	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)		

-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 18 hours. 13hours for teaching/learning and 5 hours are to be exploited in Remedial activities and Project monitoring and presentation.