

Level: Secondary Education : Year Two (**SE2**)

Streams : **Economy and Management**

Time devoted: 3 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- Make Peace
- 2- Waste Not, Want Not
- 3- No Man is an island
- 4- Business is Business

Unit 1	Theme Topics	Learning objectives	T. C	SARSeD Activities	RESOURCES	Integration & Assessment	Time	
Peace and Conflict Resolution	Make Peace	Diagnostic assessment (exit profile – entry profile)						15 h
		Project outcomes: To write a statement of achievements about Nobel Peace Prize winners						
		<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... <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 2	Theme /Topics	Learning objectives	T. C	SARSeD Activities	RESOURCES	Integration & Assessment
Poverty and World Resources	Waste not, Want not	<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. 	Interacting Interpreting Producing	<p>-Explain the concept of sustainable development.</p> <p>-Recognize the greatest conservation challenges</p> <p>-Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources</p> <p>-Write a press release</p> <p>-Write the presentation of solar home</p> <p>-Analyse the impact of technological development on people</p> <p>-Write a paragraph using the four types of sentences studied in the reading passage</p> <ul style="list-style-type: none"> - class debate - use advert / commercial -newspaper / magazine article 	<p>Project outcome: Writing a charter against poverty Making a poster with alternative energies</p> <p>-Passive voice Modals: could/must/should/ ought to/in order to/so as to/ so that..</p> <p>-Sequencers: first, then....</p> <p>Why don't you? if I were you... You'd better... It would help if...</p> <p>Present perfect; Present and past simple</p> <p>-Passive voice Modals could/must/should/ ought to/ in order to/so as to/ so that...</p> <p>-Suggesting: Could/ May/might hungry/scarce /homeless</p> <p>- 'The' (before collective nouns (the poor)</p> <p>-Final's 'as /s/ (helps/meets)</p> <p>-Final 'ed' as /id/ (added), /d/(studied/wanted), /t/ helped, worked;</p> <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

Unit 3	Theme/ Topics	Learning objectives	Targeted Competency	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.	15 h
	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-listning 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)		

Unit 4	Theme /Topics	Learning objectives	T. C	SARSeD Activities	RESOURCES	Integration & Assessment	Time
Business is Business	Project outcome: Write a business portfolio/ write the profile of a good manager						
	Management and Efficiency	<p>SWBA To:</p> <ul style="list-style-type: none"> -Define and explain the concept of efficiency and explain how it helps in company success. -List basic marketing principles. -Describe what the positive spirit of management is. -List different forms of management: web-management vs pyramidal management. -Explore the concept of innovation in management -Enrich their lexical memory with new words related to the topic of the unit. 	Interacting Interpreting - Producing	<ul style="list-style-type: none"> -Identify types of correspondence -Write a facsimile and a reply -Summarise a dialogue -Act out dialogues making comments -Write an annual report for a company -Read a text to deduce the meaning. -Write a business report. 	<p>Present perfect The best way to...is I don't think... I can't agree on this point; You're right, but think... I'm sorry to disagree with you but... Passive: the m will be held... point was disc Past and future Imperatives: d this/do that/ I this to be done want that to be today</p> <p>-Be capable of -Have confidence - Deal WITH -Conscious OF - Interested IN -Ready FOR (refer back to the program: Persuading/ Convince/Suggesting/ Advising/Agreeing/ Disagreeing/ Reporting Making decisions Making previsions Instructing/ Negotiating) (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>	15 h

-RESOURCE MATERIALS: Textbook (Getting Through) I.S.B.N. 9947/06 n° Depot legal 245 2006, extra text, pictures.

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 15 hours.

10hours for teaching/learning and 5 hours are to be exploited in Remedial activities and Project monitoring and presentation.