

**Level:** Secondary Education : Year Two (**SE2**)  
**Streams :** **Scientific : Experimental/Math/TM**  
**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) Unit One: Make Peace (Peace and conflict resolution)**
- 2) Unit Two: Waste not want not (World resources and sustainable development)**
- 3) Unit Three: Budding Scientist (Science and experiments)**
- 4) Unit Four: No man is an island (Disasters and solidarity)**

Unit 1	Theme Topics	Learning objectives	T. C	SARSeD Activities	RESOURCES	Integration & Assessment	Time	
<b>Peace and Conflict Resolution</b>	<b>Make Peace</b>	<b>Diagnostic assessment</b> ( exit profile – entry profile)						
		<b>Project outcomes: To write a statement of achievements about Nobel Peace Prize winners</b>						
		<p><b>SWBA To:</b></p> <ul style="list-style-type: none"> <li>-Define the word conflict and list types of conflicts (family, classroom, community, world).</li> <li>-Discuss and identify the sources of conflict.</li> <li>-figure on ways for conflicts resolutions</li> <li>-discover and use lexis related to peace and conflict</li> <li>-discover and discuss the role of intern. Org. (UNO) in settling these issues</li> <li>-Recognize bias and prejudice -write a poem denouncing prejudice apologise for and criticize wrong actions</li> <li>- Express obligation, prohibition, absence of obligation and deduction</li> <li>-Express appreciation</li> <li>-set a list of school regulations</li> <li>-Analyse what a charter is; focusing on form and context/ analyse style</li> <li>- distinguish between duties and rights</li> <li>-talk about abuse of human rights</li> </ul>	<p><b>Interactive</b></p> <p><b>Interpretive</b></p> <p><b>Productive</b></p>	<ul style="list-style-type: none"> <li>- interact about conflicts, peace , solutions , using pictures, video...</li> <li>- express ability and possibility(using“can”)</li> <li>- Use idiom “be able to” as substitute to “can” (future, present perfect, etc...)</li> <li>-Use “managed to” to express the notion of “achievement / fulfilment”</li> <li>- identify the different functions of the modal “can” and its substitutes (act 2 p is all right)</li> <li>- write a poem for a UNESCO competition to denounce prejudice.</li> <li>- oral interaction about daily conflicts and their context (to bring about conflicts at school, between classmates,..)</li> <li>The activities p 44 are quite all right, so they can be kept</li> <li>*Teacher may choose a video to clarify the theme (wrong actions.)</li> </ul>	<ul style="list-style-type: none"> <li>-acronyms and abbreviations</li> <li>- ability and possibility using “can”</li> <li>- verb idiom “be able to” in different tenses</li> <li>- could/managed to”</li> <li>- Intonation in polite requests andQQ</li> <li>-primary stress in connected speech</li> <li>- Criticize/ apologize</li> <li>-Should (not) have + PP(v)</li> <li>- obligation: Must / have to / had to + stem</li> <li>- deduction: Must be / have (or their negatives. ) + adj / noun ...</li> <li>- prohibition, abs of obligation: mustn’t, don’t have to...</li> <li>-lexis related to peace, rights/duties...</li> <li>- lexis related to human rights : slavery-injustice – abuse- rights- blacks...</li> <li>- Homonyms...</li> </ul> <p><b>(Refer to the program)</b></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	

Unit 2	Theme /Topics	Learning objectives	T. C	SARSeD Activities	RESOURCES	Integration & Assessment	Time
Poverty and World Resources	Project outcome: Writing a charter against poverty		Making a poster with alternative energies				
	Waste not, Want not	<p><b>SWBA To:</b> Demonstrate awareness and understanding of the issue of sustainable development</p> <ul style="list-style-type: none"> <li>-Explain the concept of sustainable development and its relation with environmental issues</li> <li>- identify natural resources in your country and in the world</li> <li>- explore ways natural resources are shared in your country and in the world</li> <li>-Discuss and suggest a fair way of sharing non-renewable sources of energy</li> <li>-Discuss the issue of equality and sharing wealth (solidarity towards deprived people).</li> <li>- Enrich their lexical memory with new words related to the topic of the unit.</li> </ul>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<ul style="list-style-type: none"> <li>-Explain the concept of sustainable development.</li> <li>-Recognize the greatest conservation challenges</li> <li>-Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources</li> <li>-Write a press release</li> <li>-Write the presentation of solar home</li> <li>-Analyse the impact of technological development on people</li> <li>-Write a paragraph using the four types of sentences studied in the reading passage</li> <li>- class debate</li> <li>- use advert / commercial</li> <li>-newspaper / magazine article</li> </ul>	<ul style="list-style-type: none"> <li>-Passive voice Modals: could/must/should/ ought to/in order to/so as to/ so that..</li> <li>-Sequencers: first, then....</li> <li>Why don't you? if I were you... You'd better... It would help if...</li> <li>Present perfect; Present and past simple</li> <li>-Passive voice Modals could/must/should/ ought to/ in order to/so as to/ so that...</li> <li>-Suggesting: Could/ May/might</li> <li>-Form nouns (poor/poverty) hungry/scarce /homeless</li> <li>-‘The’ (before collective nouns (the poor)</li> <li>-Final’s ‘as /s/ (helps/meets)</li> <li>-Final ’ed’ as /id/ (added), /d/(studied/wanted), /t/ helped, worked;</li> <li><b>(Refer to the program)</b></li> </ul>	<p>Make a poster with alternative energy sources, using slogans in favour of sustainable development.</p> <ul style="list-style-type: none"> <li>- Make a survey on how natural resources are distributed in the world (water, fish, minerals, wood, plants, etc.)</li> <li>- Make a map of endangered species</li> <li>- Design a survival/ life-kit (when all natural resources are used up)</li> <li>- Write a charter against poverty</li> </ul>	15 h

Unit 3	Theme /Topics	Learning objectives	T C	SARSeD Activities	RESOURCES	Integration & Assessment	Time
<b>Budding Scientists</b>	<b>Project outcome:</b> Make and present/report on a scientific experiment / Write a report about the positive impact of technology on human beings.						
	<b>Technology and Innovation</b>	<p>SWBA TO:</p> <ul style="list-style-type: none"> <li>-Discuss issues related to human discoveries.</li> <li>-Identify and discuss how advancements in technology have changed the world positively.</li> <li>-Examine how technology is used for the welfare of human beings/ Explain the impact of technology.</li> <li>-Explain famous individual contributions</li> <li>-Read and respond to an expository text about an experiment</li> <li>- make suggestions</li> <li>- write a letter seeking and giving advice</li> </ul>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<ul style="list-style-type: none"> <li>-Read a text to study the language.</li> <li>-Write a paragraph to describe the physical properties of water as a natural resource.</li> <li>-Listen and analyse the structure and/ or take notes to write a summary</li> <li>-write letter to ask for advice</li> <li>-Write a reply making suggestions.</li> <li>-Read about scientific experiments and analyse/study the impact on people's life/ development/ Explain famous individual contributions.</li> <li>-Write a reply revealing contingency plan.</li> </ul> <p><b>Additional activities:</b></p> <ul style="list-style-type: none"> <li>-Match ideas with paragraphs</li> <li>-True /false -Word reference</li> <li>-Find synonyms and antonyms/ match words with their synonyms</li> <li>-Table completion</li> <li>-Gap filling</li> <li>-MCQ</li> </ul>	<ul style="list-style-type: none"> <li>- If conditional (type 0/1)</li> <li>- Comparative form of adjectives (revision)</li> <li>- Other functions of conditional type 1 ( threat, advice, promise, prediction, offer) -</li> <li>Forming adjectives using suffixes (ial, ful, ical, ic, able, ous, ible)</li> <li>- Diphthongs</li> <li>-Stress in words ending with: -gy, -ical, -ics, -tion, -ic.</li> <li>- Intonation in complex sentences with if.</li> </ul> <p><b>(Refer to the program)</b></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

Unit 4	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
	<b>D I S A S T E R S &amp; S A F E T Y</b>	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	<b>I n t e r a c t i v e</b>  <b>I n t e r p r e t i v e</b>  <b>P r o d u c t i v e</b>	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  <b>(Refer to the program)</b>		

**-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.