## SECOND YEAR LITERATURE AND PHILOSOPHY

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

Streams: Literary and Philosophy Time devoted: 4 hours/week

## **Exit Profile**

At the end of SE2, the learner will be able produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 15 lines, using written or oral support.

Theme	Unit
1- Diversity / Lifestyles	- Signs of the time
2- Peace and Conflict Resolution	- Make Peace
3- Poverty and World Resources	- Waste not, want not
4- Technology and theArts	- Fiction or Reality
5 - Disasters and Safety	- No Man is an Island

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Diversity Lifestyles  Unit 1: Signs of the Time	Interacting  Interpreting  Producing	-Identify and define the concept of diversityNarrating past events - Explore, compare cultural differences among people and their lifestyles throughout time -speak/ write about means of intercultural exchangesWrite an e-mail  -Compare people's values and accept them as they areExplore the different contributions of people in the world in many fieldsDefine the concept of twin townsLexis related to the topic	- Used tonarrating past events using when & while  -Going to + stem planning to + stem intend to + Stem  final "s" Stress shift from noun to adj  -Formation of adj - Degree of certainty: might/might well, mayRelative pronouns, defining vs non-defining relative clause - relative pronoun "whom" - Comparatives and superlatives -Link words comparing / contrasting  (Refer to the programme)	-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/ dvpt to 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	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.  3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective.	6 weeks 24 hours
Project Outcome			gs and thoughts which teenag a to the textbook for alternat	gers used to do and think that tive projects.	they no longer do and have, a	ind

Peace and Conflict Resolution  Interpreting  Unit 2:  Make Peace:  Producing  Producing  Producing  Producing  Producing  Interpreting  Interpreting  Producing  Prod	Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Interpreting  Interpretion  Interpreting  Interpreting  Interpreting  Interpreting  Interpretion  Interpretion in deality substitute to "can" (future, present etculous of the modal "can" and its substitutes (act 2 p is all right)  Interpreting  Interpretion  Interpret	Conflict	Interacting	list types of conflicts (family, classroom, community)Discuss and identify the sources of conflict.	using "can" - Verb idiom "be able to" in	<ul><li>peace, solutions, using</li><li>pictures, video</li><li>express ability and possibility</li></ul>	at regular intervals during the sequence and at the end of the sequence in addition	
Producing		Interpreting	<ul> <li>Discover and discuss the role of UNO</li> <li>state point of view and discuss it.</li> <li>Recognize bias and prejudice</li> <li>Distinguish between duties and rights.</li> <li>Figure on ways for conflicts resolutions</li> <li>Discover and use lexis related to peace and conflict.</li> <li>Write a poem denouncing prejudice</li> </ul>	-could/ managed to"  -could/ managed to"  -cuse idiom "be able to" as substitute to "can" (future, present perfect, etc)  -cuse "managed to" to express the notion of "achievement / fulfilment"  - Should (not) have + PP(v)  - Obligation: Must / have to / had to + stem, need to  - absenceof obligation: mustn't, don't have to, needn't to  - Review prohibition  - Topical Lexis  - Criticize/ apologize  - Should (not) have + PP(v)  - 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  - Phonology: Intonation in polite requests  - Use idiom "be able to" as substitutes (act)  - Use "managed to" to express the notion of "achievement / 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  - Phonology: Intonation in polite requests  *Teacher may choose a video to clarify the theme (wrong	- Use idiom "be able to" as substitute to "can" (future, present perfect, etc) -Use "managed to" to express the notion of "achievement / fulfilment"	teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving	
Producing  Wrong actions - Express obligation, prohibition, absence of obligation - Express appreciation - set a list of school regulations - Analyse a charter; focusing on form and context/ analyse style - talk about abuse of human  Review prohibition  Review prohibition  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.)  *Teacher may choose a video to clarify the theme (wrong actions.)	Make				group work.  3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as	on of h the ake use 24 hours	
1 112115		Producing	wrong actions - Express obligation, prohibition, absence of obligation -Express appreciation -set a list of school regulations -Analyse a charter; focusing on form and context/ analyse style		attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task -		

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Poverty and World Resources	Interacting	- express purpose - Demonstrate awareness and understanding of the issue of sustainable development	-Passive voice Modals: could/must/should/ ought to	-Recognize the greatest conservation challenges	1- Assessment should occur at regular intervals during the sequence and	
		-Explain the concept of	-in order to/so as to/ so that  - Why don't you?	-Discuss the reasons of poverty in the world and list	at the end of the sequence in addition to	
		sustainable development and its relationship with	If I were youif conditional type 0/1	reasons and ways for the preservation of natural	designated exam periods.	
	Interpreting	environmental issues	ir conditional type of I	resources	2-After 3/4 weeks of	
Unit 3:		- identify natural resources in your country and in the world	You'd better/ It would help if	-Write a press release	teaching, learners must be trained on how to mobilize their resources and reinvest	6 weeks 24 hours
Waste not, Want not		- explore ways natural resources are shared in your country and in	Present perfect; Present and past simple	-Write the presentation of solar home	them in a problem-solving situation, through pair work	21110015
		the world	-Suggesting: Could/ may/might	-Analyse the impact of	or group work.	
		-Discuss and suggest a fair way of sharing non-renewable sources of energy	-Form nouns (poor/poverty) hungry/scarce /homeless	technological development on people	3- Integration: A situation of communication in which the learners reinvest and	
	Producing	-Discuss the issue of equality	- 'The' (before collective	-Write a paragraph using the four types of sentences studied	make use of the appropriate resources as knowledge,	
		and sharing wealth (solidarity towards deprived people).	nouns (the poor) Pronunciation:	in the reading passage	skills and attitudes, whether guided or free, and which	
			-stress in words ending in	- class debate	should comprise the	
		- Enrich their lexical memory with new words related to the	-tion, -sion - stress in two syllable words	- use advert / commercial	following aspects: - the issue - the task - the	
		topic of the unit.	(Refer to the programme)	-newspaper / magazine article	audience- the objective	
Project Outcome		Example: Write a cha	arter against poverty. Or refer l	back to the textbook for alternat	tive projects.	

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Technology and the Arts	Interacting	<ul><li>-explain the concept of science fiction</li><li>- describe book covers/ watch videos related to fiction</li></ul>	<ul> <li>If conditional types 2&amp;3</li> <li>Present perfect</li> <li>Past perfect</li> </ul>	Past form of may/can is omitted  - Review the past simple and past perfect tense  -Note taking	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.	
Unit 4: Science or Fiction	Interpreting	-list and discuss the topics of sci-fi read a newspaper article about science fiction and identify the basis of sci-fi Give advice /	<ul> <li>If only</li> <li>Adverbs: well+ past participle (well-informed)</li> <li>Compound words</li> </ul>	Instead of personal lament, write about an environmental issue.	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.	5 weeks
	Producing	-Write a newspaper article speculating -Ask for and give explanations in a conversation and speculate	<ul> <li>Phrasal &amp; prepositional words</li> <li>Emphatic stress(do/did)</li> <li>Rising &amp; falling</li> </ul>		3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge,	
		-Write a commentary.  -Write and recite a poem  Write an autobiography/Tell about people who contributed to the welfare of humanity	intonation (Refer to the programme)		skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective	
Project Outcome		Example: Write a repertory of i	nventions and discoveries.Or	refer back to the textbook f	or alternative projects.	I

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Disasters and	Interacting	-Explain the importance of safety rules and conduct (especially in disasters)	-Reporting statements / questions / orders (past tenses)	Additional activities to: 1-Discovering language (MCQ/ matching /cohesive markers/T-F)	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence	
Safety		-List types of disasters and where they occur.	-Had better-ought to- should-if I were you	2-listening and speaking: (table filling).	in addition to designated exam periods.	
	Interpreting	- Ask for and give advice	-Link words expressing	3-reading and writing:	2-After 3/4 weeks of	
	interpreting	and information on the right behaviour during a	cause	-choosing gist	teaching, learners must be trained on how to mobilize	5 weeks
		disaster	-Topical lexis	-reordering ideas	their resources and reinvest	
		- Write a report	Dhanalasan Istanatian in	-True/false	them in a problem-solving	20 hours
	Producing		- <u>Phonology: Intonation in</u> indirect questions	-find synonyms	situation, through pair work or group work.	
Unit 5: No Man is an Island		- Quote someone		-close passage.		
		- Express interest and surprise		-listening to a radio interview.	3- Integration: A situation of communication in which the	
		- Disagree politely	(Refer to the programme)	-managing through a conversation.	learners reinvest and make use of the appropriate	
		- conduct an interview and report its results		<ul><li>-taking turns in an interview.</li><li>- reading a report</li></ul>	resources as knowledge, skills and attitudes, whether guided or free, and which	
		-Write a report using a pie		-interpreting a pie chart.	should comprise the	
		chart Write a public		-writing a public announcement.	following aspects: - the issue - the task - the audience- the	
		announcement on earthquake safety measures.		-writing an opinion article.	objective	
		-Write an opinion article				
<b>Project Outcome</b>		•	ict a survey.Or refer back	to the textbook for alternativ	ve projects.	