

Level: Secondary Education: Year Three (SE3)

Streams: Common streams

Time devoted: 3 Hours a week

EXIT PROFILE

At the end of SE3, the learner must produce written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 20 lines, using written or oral support.

- 1- Ill Gotten Gains never prosper (Ethics in Business)
- 2- Safety First (Advertising, Consumers and safety)
- 3- It's a Giant Leap for Mankind (Astronomy and the Solar system)
- 4- We are a Family (Feelings, emotions, Humour and related topics)

Topics and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 1 : “Ill Gotten Gains Never Prosper” - Ethics in Business - fighting fraud, corruption and money laundering	Interactive Interpretive Productive	<ul style="list-style-type: none"> - Making a public statement - Expressing wishes - Writing an opinion article - Agreeing/ disagreeing on the issue of ethics in business - Writing a policy statement 	<ul style="list-style-type: none"> - Expressing condition: providing that/provided that/as long as. - Past wish, present wish, future wish (desire) - Advising: had better/not, should <u>If I were you, I would...</u> - Expressing desire: it's high time, it's about time. - I totally agree, I agree but..., I totally disagree... - Cause/effect relationship (so+adjective+that),(such+noun phrase+ that) - Review of the passive form - Making concessions Phonology: - Pronunciation of final “s” (review) 	<p>The tasks should be made more communicative providing opportunities for speaking. For instance, performing dialogues using the target functions such as : agreeing, disagreeing, contrasting, expressing opinions through writing newspaper articles, debating, role-play, writing a charter, designing a poster.</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>	<p>8 weeks</p> <p>24 hours</p>
Project Outcome	Example: Writing a charter of ethics in business. Or refer back to the textbook for alternative projects.					

Topic and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 2 : Safety First Advertising, consumers and safety	<ul style="list-style-type: none"> - Interact orally - interpret an oral message / written message -produce a written message 	<ul style="list-style-type: none"> - Making hypotheses about future changes. - arguing for/against an issue - interpreting, reacting to and creating an advert - Writing a report for a consumers' magazine - Writing a dialogue on pros and cons on advertising - Writing a letter of complaint - Making a survey on the impact of advertising on Algerian consumers 	<ul style="list-style-type: none"> - May, Might, Could, Can used to express hypotheses. - Dependent prepositions. -<u>Reporting statements, questions and orders</u> - Present simple - because, since, as, because of,... - as a result, consequently, therefore,... - Expressions of concession. - Expressions of certainty and doubt. - Imperatives. (positive/negative) - Vocabulary related to - adverts and holidays. - Opposite items related to consumption and safety. - Phonology: - <u>Word stress / syllable division.</u> 	<p>The tasks should be made more communicative providing opportunities for speaking.</p> <ul style="list-style-type: none"> - Designing pie charts/ graphs/ posters - Writing an argumentative speech - Prescribing a set of safety rules - creating commercials 	<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>	<p>8 weeks</p> <p>24 hours</p>
Project Outcome	Example: Making a survey on the impact of advertising on Algerian consumers. Or refer back to the textbook for alternative projects.					

Topic and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 3 : "It's a Giant leap for Mankind" "Astronomy and the Solar System"	Interactive	1- Make suppositions and set hypotheses.	- Review of the conditionals: unless, if+ not, etc. - Expressing similarities and differences: whereas, while, like, unlike, etc. - Vocabulary related to astronomy <u>*If-conditional: type 2,3</u> - Word formation Affixation -Vocabulary related to dimensions, size and weight. Phonology: -Silent letters (review)	1- Whole class discussion. 2-Sentence ordering 3- Reference questions 4- Inference questions 5- Information transfer 6- Cohesion (reference) 7- sentence ordering 1. Brainstorming 2. Selecting relevant ideas and drafting 3. Using cohesive devices to express: Cause/effect Purpose Contrast Concession 3. Editing	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.	6 weeks
	Interpretive	2- Compare and contrast.				18 hours
	productive	3- Use the metric system. 4-Predict the content of a text from the headline. 5-Identify main ideas. 6-Read and comprehend an article about astronomy. 1- Use deductive and concessive reasoning to write a short article.				
Project Outcome	Designing an astronomy booklet (a short presentation of the history of space travel, ID cards about two major planets in our solar system, a short imaginary dialogue with a famous astronomer). Or refer back to the textbook for alternative projects.					

Topic and Theme	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Unit 4 : “We are a Family” Feelings, Emotions, Humour and related topics	- Interact orally - interpret an oral message / written message -produce a written message	*Developing understanding of the concept of humour * raising awareness of others’ thoughts and feeling *Raising awareness about the importance of emotions/ feelings for the development of the individual * Developing understanding of the expression of feelings across different cultures and societies *Exploring the concepts of friendship, love , patriotism , generosity , courage	* Present simple * Past simple, past perfect * <u>Simple past, present perfect.</u> * Enjoy/like/dislike +gerund *I’d rather do... I’d rather do ...than... I’d prefer ...to... * Should, ought to, if I were you *articles: omission before abstract nouns (love, anger, humour ...) *Quantifiers: a lot of, a great deal of , few, little, some of us , all of us ... *each other, one another * forming adjectives from nouns with: -ful , -ic, -ous * forming nouns with: -ness,-ty * Forming verbs with -en Phonology: -Pronunciation of final “ed”	*Ordering statements as they occur in an interview With an humourist *Responding to a letter (writing a letter of advice) * Writing a newspaper article about feelings and emotions *Listening to a lecture about friendship and ordering the notes * Re-ordering paragraphs to get a coherent public statement.	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.	6 weeks 18 hours
Project Outcome	Writing a booklet coping with strong emotions. Or refer back to the textbook for alternative projects.					