

Level: Secondary Education : Year Three (**SE3**)

Streams : Experimental Science, Math, Tech Math, Management and economy

Time devoted: 3 hours

GLOBAL COMPETENCE

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

Experimental Science,Math,Tech Math,Management and economy:

- 1) Unit one:** Ethics in Business (Ill-Gotten gains never prosper)
- 2) Unit two:** Advertising and consumers(Safety first)
- 3) Unit three:** Astronomy and the solar system(It's a giant leap for mankind)
- 4) Unit four:** Feelings and emotions(We are a family)

Unit 1	Theme Topics	Learning objectives	Targeted Competency	SARSeD Activities	RESOURCES	Integration & Assessment	Time
III Gotten Gains Never Prosper	Project outcomes: Writing a charter of ethics in business,						
	Ethics in Business	<p>WBBA To:</p> <ul style="list-style-type: none"> o Use the conditional and “should/had better to” to give advice. o consider honesty in business as a sign of active/good citizenship <p>Use appropriate conjunctions to express consequences and give arguments to defend viewpoint</p> <ul style="list-style-type: none"> o Express opinions/consequences, give advice, instruct and make suggestions using appropriate language forms in context (ethics) <p>Write a policy statement to inform potential fund contributors about an ethical investment fund.</p>	<p>Interpreting</p> <p>Interacting</p> <p>Producing</p>	<p><u>-Listen and consider</u> Getting started Task 1 and 2 p 46 -Let’s hear it Task 1 p47 Around the text <u>Read and consider</u> -Getting started -Taking a closer look <u>-Listening and speaking</u> -Before listening -As you listen: -After listening: Expressing opinions <u>Reading and writing</u> Text: page 65 (Social auditing) Before reading p65 As you read p66 After reading p68</p>	<p>(Expressing condition) Provided/providing that/as long as... (Wish /It’s (about/high) time....) (had better (not)...) -Phonology: Shift of stress/syllable stress (so+adjective +that)/such+noun phrase +that)+ cause/effect relationship (Review of the passive with modal verbs) Task p 56 - (formation of nouns and opposites) 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 etc... - Reference words and discourse.</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	Targeted Competency	SARSed Activities	RESOURCES	Integration & Assessment	Time
Safety First	Project outcomes: make a survey on the impact of advertaising.					<p>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.</p>	21 hours
	Advertising, Consumers and Safety.	<p>SWBA To make hypotheses about future changes using ‘may, might, could, can’ justify and state the effects of aphenomenon using conjunctions expressing cause/effect relationship argument for and against an issue using appropriate state connectors and expressions of concession interpret, create and react to an advert</p>	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<ul style="list-style-type: none"> • Listen and Consider p 107 -Getting Started p 107. -Let’s Hear it p 108. -Grammar Explorer I p 108. -Pronunciation and Spelling p 111 - Vocabulary Explorer , Task3 p 111. -Think, Pair , Share. • Read and Consider -Getting Started p 113. -Taking a Closer Look p 113. -Grammar Explorer I, II p 115, 116 (Review). Grammar Explorer III p 117. -Vocabulary Explorer p 118. * Think, Pair, Share. P 119 - Before Listening p123. - As you Listen p 124. - After Listening p 125. - Sat it in Writing p 0127 - Reading and Writing p128. 	<ul style="list-style-type: none"> - May, Might, Could, Can used to express hypotheses. - Dependent prepositions. -Weak/strong forms of modals. - Present simple (review). - because, since, as, because of, owing to,... - as a result, consequently, therefore,... -opposite items related to consumption and safety. - Stressing content and function words. Expressions of concession. - Expressions of certainty and doubt. - Imperatives. - Language of persuasion. - Vocabulary related to advets and holidays. 		

Unit3	Theme Topics	Learning objectives	Targeted Competency	SARSeD activities	RESOURCES	Integration & Assessment	Time
Project outcome : designing an astronomy booklet							
It's a Giant Leap for Mankind	Astronomy and the Solar System	<p>SWBBA To:</p> <p>1- Make suppositions and set hypotheses. 2- Compare and contrast. 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.</p>	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<p>1- Whole class discussion. 2-Sentence ordering 3- Reference questions 4- Inference questions 5- Information transfer 6- Cohesion (reference) 7- sentence ordering 8- declension/ Inflection</p> <p>1. Brainstorming 2. Selecting relevant ideas and drafting 3. Using cohesive devices to express: Cause/effect Purpose Contrast Concession 3. Editing</p>	<p>- Review of the conditional s: unless, if+ not, etc. - Concession: however, even though, etc. - Expressing similarities and differences: whereas, while, like, unlike, etc. -plural form</p> <p>- Vocabulary related to astronomy - Word formation -Vocabulary related to dimensions, size and weight.</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 hours

Unit 4	Theme Topic	Learning objectives	Targeted Competency	SARSed activities	Resources	Integration & Assessment	Time	
WE ARE A FAMILY	Feelings, Emotions , Humour and related topics	Project: Writing a booklet for coping with strong emotions/ Writing a short collection of jokes					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 hours
		*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	Interacting Interpreting Producing	*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	Grammar: * Present simple *Past simple, past perfect *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 Morphology: *forming adjectives from nouns with: -ful , -ic, -ous *forming nouns with: -ness,-ty *Forming verbs with -en Phonology: *Pronouncing the cluster ngth *Weak form of of in phrasal			

RESOURCE MATERIALS: (Textbook: 2011-2012 – ISBN: 978-9947-20-512-9 / Dépôt légal: 110-2007)

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.