

Level: Secondary Education : Year One (SE1)

Stream: Scientific and Technological Stream

Time devoted: 3 hours

GLOBAL COMPETENCE

At the end of SE1, the learner will be able to produce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 12 lines, using written or oral support

- 1) Unit One: Getting Through (Intercultural Exchanges)**
- 2) Unit Two: Our Findings Show... (Communication: The Press)**
- 3) Unit Three: Back to Nature (Environment/Pollution/The World of Animals)**
- 4) Unit Four: Eureka! + Famous people (Innovation and Technology biographies)**

| UNIT | THEME | | Targeted Competency | Communicative tasks/activities | Resources | Integration & Assessment | Time |
|------------------------------|--|--|--|---|---|--|------------------------|
| Diagnostic assessment | | | | | | | SEPT week 2 |
| ONE - GETTING THROUGH | Project: Making a job application booklet/Creating a web page/Writing a letter/ an e-mail | | | | | | |
| | Intercultural Exchanges | <p>Students will be able to :</p> <ul style="list-style-type: none"> * speak/write about means of intercultural exchanges (computer, internet, telephone...) * Name the main parts of a computer. * write a paragraph on the advantages and drawbacks of Internet. * manipulate some common means of intercultural exchanges. *identify the different types of letters. *write a letter or an e-mail. * differentiate between formal and formal lettersand write messages on that way. | <p>Interacting</p> <p>Interpreting</p> <p>Producing</p> | <ul style="list-style-type: none"> *labelling *ordering instructions * Filling in a form and writingan application letter *responding to an e-mail/ advert *Recognizing the layout / Writing an application letter * conducting interviews * giving opinion * agreeing /refusing. | <p>Grammar:</p> <ul style="list-style-type: none"> *The imperative. *Sequencers: first, next... *Modals: need to, have to. *Comparatives of adjectives and adverbs: less/ more +adj + than. *Expressing purpose: in order to, so as to ,to . *Frequency adverbs: always, often... *Degree adverbs : very , quite ... *Reflexive pronouns : myself , yourself ... *Modals: have to , had to , must * Extreme adjectives: boiling exhausted... *- Types of pronouns: subject, object,... | <p><i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p> | 6 weeks |

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| ONE - GETTING THROUGH | Intercultural Exchanges | <ul style="list-style-type: none"> *state point of view and justify it *write short notes to invite, refuse and accept invitation. *write short notes to express sympathy and apology. *write a letter of inquiry. * write about advantages and drawbacks of the internet *fill in a résumé (CV). *write a letter of application. *hold a telephone conversation. *- Write some class rules. *express obligation. *express purpose. | <p>Interacting</p> <p>Interpreting</p> <p>Producing</p> | <p>*Prepositions of time and place: in , on , at ...</p> <p>*Correlative conjunctions : Neithernor / eitheror / bothand ...</p> <p>*Definite and indefinite articles: a , an , the , Ø.</p> <p>*Instructing & comparing</p> <p>*Expressing preferences & purpose.</p> <p>*Describing people’s regular activities.</p> <p>*Describing a place.</p> <p>*Expressing obligation: must /have to....</p> <p>*Inviting / accepting and refusing invitation.</p> <p>*Apologising.</p> <p>Lexis:</p> <ul style="list-style-type: none"> * related to computing and messages * voc related to description: to the west, to the north, it’s bordered..... - Phone tactics: phone number, I’m afraid.... <p>Phonology:</p> <ul style="list-style-type: none"> *Intonation in polite requests. *Stress in two syllables words | <p><i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i></p> |
| | | PROJECT PRESENTATION | | | Peer assessment |

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| TWO: OUR FINDINGS SHOW | Project: Conducting a survey | | | | | 6 weeks | |
| | Communication – The Press | <p>Students will be able to:</p> <ul style="list-style-type: none"> *speak/write about means of communication (TV, newspapers, magazines ...) * compare sensational newspapers with serious ones *conduct surveys * read and interpret reports, newspaper articles and graphs *write a report/an article * record the main ideas of a survey * write about people’s reading habits *conduct an interview *Summarise what people say (report statements, questions, orders, greeting..) * express a point of view/ opinion * make requests/suggestions / recommendations. *narrate a story reporting the events of an accident *write a memo | <p>Interacting</p> <p>Interpreting</p> <p>Producing</p> | <ul style="list-style-type: none"> *Filling in a questionnaire * Summarising dialogues *choosing the appropriate Reporting verbs. *Asking for and giving information. | <p>Grammar:</p> <ul style="list-style-type: none"> *Degree adverbs : quite , absolutely... *Direct & indirect speech: questions, orders, requests, modals... *Quotation marks . *Reporting verbs : suggested /ordered *Adverbs of manner: politely, fast... *Adjectives *Giving advice/ inviting. *Expressing like and dislikes Expressing contrast: on the contrary, but... <p>Phonology:</p> <ul style="list-style-type: none"> *Stress in compound words: newspaper *Stress shift (from noun to adjective) *Silent letters: would... *Pronunciation of final « s » / « ed » *Formation of words with suffixes ‘ful’/‘ less’ | | <p><i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p> <p><i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i></p> |
| | | First term exams | | | | | |
| | | Correction of the first term examination and remediation | | | | | |
| PROJECT PRESENTATION WINTER HOLIDAYS | | | | | Peer assessment | | |

| Unit | Theme | Learning objectives | Targeted Competency | Communicative tasks/activities | Resources | Integration & Assessment | Time | | |
|------------------------------|---|--|---|--|---|--|------|--|------------------------|
| THREE- BACK TO NATURE | Environment , Pollution and The World of Animals | Project: Designing a consumer's guide | | | | | | 7 w e e k s | |
| | | <p>Students will be able to:</p> <ul style="list-style-type: none"> * speak and write about: <ul style="list-style-type: none"> - different climates. - different types of pollution. - natural and man-made disasters. - causes and effects of global warming. - recycling and renewable energies *write SOS messages. *write an expository paragraph about pollution *conduct a meeting *write the minutes of a meeting *read /interpret/write an advert *write a letter of complaint *write a memo | <p>Interacting</p> <p>Interpreting</p> <p>Producing</p> <p>Linguistic</p> | <ul style="list-style-type: none"> *Reading a world climate map *Interpreting pictures *Answering questions *Using pictures and cues to make a dialogue *Matching *Gap-filling *Table- completion | <p>Grammar:</p> <ul style="list-style-type: none"> * <i>If conditional</i> (type 0/1/2) *<i>Sequencers</i>: firstly, secondly.. *<i>Expressing cause / effect relationship.</i> *<i>Link words</i> : as a result, so, consequently *<i>Quantifiers</i> : some , a little of most of , all of , half of , few *<i>Expressing opinion / feelings</i> : <ul style="list-style-type: none"> -agreeing and disagreeing - arguing for and against. *<i>Polite requests</i> <p>Morphology:</p> <ul style="list-style-type: none"> *<i>Forming adjectives</i> using suffixes : al, ic , ical... *<i>Deriving opposites using prefixes</i> <p>Lexis related to :</p> <ul style="list-style-type: none"> - pollution, natural disasters and climate change <p>Phonology:</p> <ul style="list-style-type: none"> *Intonation in yes /no questions *<i>Stress in words ending in</i> <tion > *<i>Stress in words starting with prefixes</i> | <p><i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p> <p><i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i></p> | | | |
| | | Second term exams | | | | | | | |
| | | Correction of the second term examination and remediation | | | | | | | |
| | | PROJECT PRESENTATION | | | | | | | Peer assessment |
| SPRING HOLIDAYS | | | | | | | | | |

| UNIT | THE ME | Learning objectives | Targeted Competency | Communicative tasks/activities | Resources | Integration & Assessment | Time | |
|---|--|--|--|---|---|--|------|----------------|
| FOUR - EUREKA | Innovation and Technology and famous scientists / inventors | Project: Making an invention profile/ Writing a biography about a scientist | | | | | | 6 weeks |
| | | <p>Students will be able to:</p> <ul style="list-style-type: none"> *speak /write about: <ul style="list-style-type: none"> - inventions, discoveries and developments in technology - the development of telecommunications - the evolution of an invention - scientists and their inventions or discoveries - the historical background of the invention of a washing machine * state/identify advantages and drawbacks of some inventions * Take sides in a debate * make an oral presentation of a product from product specifications * write a business letter *write an opinion letter * Write a biography about a scientist - present a product. | <p>Interacting</p> <p>Interpreting</p> <p>Producing</p> | <ul style="list-style-type: none"> *Interpreting a picture * Table- filling *Note- taking * Making an oral presentation or writing a paragraph from notes *Asking /answering questions *Matching * Write a paragraph out of a flow chart | <p>Grammar:</p> <ul style="list-style-type: none"> * Express concession: “ however”, “although” ... * Use definite and indefinite articles *Express result: so+adj+ that *Describe an object: shape, colour, etc. - Dimensions: deep, width... *Relative pronoun “whom” <p>Lexis</p> <ul style="list-style-type: none"> * related to telecommunication <p>Phonology</p> <ul style="list-style-type: none"> *Intonation in indirect questions *Stress of words ending in: y + ical | <p><i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p> <p><i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i></p> | | |
| | | PROJECT PRESENTATION | | | | | | |
| PROJECT PRESENTATION | | | | | | Peer assessment | | |
| Third term exams | | | | | | | | |
| Correction of the third term examination and remediation | | | | | | | | |