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| **Level: Secondary Education : Year Two (SE2)**  **Streams : Literature and Philosophy**  **Time devoted: LE : 4 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- Diversity**

**2-Make Peace**

**3- Poverty and World Resources**

**4- Science or Fiction**

**5- Disasters and Safety**

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| **Unit 1** | **Theme**  **Topic** | **Learning objectives** | **T. C** | | | **SARSed Activities**  **Communicative tasks/activities**  **(oral/written)** | | **RESOURCES** | **Integration & Assessment** | **Time** |
| **Signs of the Time** | Diagnostic assessment ( exit profile – entry profile) | | | | | | | | | 18 h |
| **Project outcomes**: Making a profile including a list of things and thoughts which teenagers used to do and think that they no longer do and have, and predictions for the future | | | | | | | | 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. |
| **Lifestyles** | SWBA To:  -Identify and define the concept of diversity.  - Explore, compare cultural differences among people and their lifestyles throughout time  -Compare people’s values and accept them as they are.  -Explore the different contributions of people in the world in many fields.  -Define the concept of twin towns.  -Lexis related to the topic | | **Interacting Interpreting Producing** | -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 | | - used to...  -Going to + stem planning to + stem  intend to + Stem  Homophones/ Homonyms/final “s”  Stress shift from noun to adj  -formation of adj  - degree of certainty: might/ might well, may...  -Relative pronouns, defining vs non-defining relative clauses.  - Comparatives and superlatives  -Link words comparing / contrasting  **(Refer to the programme)** | |

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| **Unit**  **2** | **Theme**  **Topics** | | **Learning objectives** | **T. C** | | | **SARSed Activities** | | **RESOURCES** | **Integration & Assessment** | **Time** |
| **Peace and Conflict Resolution**  **2** | **Project outcomes: To write a statement of achievements about Nobel Peace Prize winners** | | | | | | | | | 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. | 18 h |
| **Make Peace** | SWBA To:  -Define the word conflict and list types of conflicts (family, classroom, community, world).  -Discuss and identify the sources of conflict.  -figure on ways for conflicts resolutions  -discover and use lexis related to peace and conflict  -discover and discuss the role of intern. Org. (UNO) in settling these issues  **-**Recognize bias and prejudice **-**write a poem denouncing prejudice  apologise for and criticize wrong actions  - Express obligation, prohibition, absence of obligation and deduction  -Express appreciation  -set a list of school regulations  -Analyse what a charter is; focusing on form and context/ analyse style  - distinguish between duties and rights  -talk about abuse of human rights | | | **Interactive Interpretive Productive**  P  Interpretive | - interact about conflicts, peace , solutions , using pictures, video**...**  **-** express ability and possibility(using“can”)  - Use idiom “be able to” as substitute to “can” (future, present perfect, etc...)  -Use “managed to” to express the notion of “achievement / fulfilment”  - 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  \*Teacher may choose a video to clarify the theme (wrong actions.) | | -acronyms and abbreviations  - ability and possibility using “can”  - verb idiom “be able to” in different tenses  - could/managed to”  - Intonation in polite requests andQQ  -primary stress in connected speech  - Criticize/ apologize  -Should (not) have + PP(v)  - obligation: Must / have to / had to + stem  - deduction:Must be / have (or their negatives. ) + adj / noun  - prohibition, abs of obligation: mustn’t, don’t have to...  -lexis related to peace, rights/duties...  - lexis related to human rights : slavery – injustice - abuse – rights – blacks...  - Homonyms...  **(Refer to the program)** | |

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| **Unit 3** | **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** | **SWBA To**: Demonstrate awareness and understanding of the issue of sustainable development  -Explain the concept of sustainable development  and its relation with environmental issues  - identify natural resources in your country and in the world  - explore ways natural resources are shared in your country and in the world  -Discuss and suggest a fair way of sharing non-renewable sources of energy  -Discuss the issue of equality and sharing wealth (solidarity towards deprived people).  - Enrich their lexical memory with new words related to the topic of the unit. | **Interacting Interpreting Producing** | | -Explain the concept of sustainable development.  -Recognize the greatest conservation challenges  -Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources  -Write a press release  -Write the presentation of solar home  -Analyse the impact of technological development on people  -Write a paragraph using the four types of sentences studied in the reading passage  - class debate  - use advert / commercial  -newspaper / magazine article | | | -Passive voice Modals: could/must/should/ ought to/in order to/so as to/ so that..  -Sequencers: first, then….  Why don’t you? if I were you…  You’d better… It would help if…  Present perfect; Present and past simple  -Passive voice Modals could/must/should/ ought to/ in order to/so as to/ so that...  -Suggesting: Could/ May/might  -Form nouns (poor/poverty) hungry/scarce /homeless  -‘The’ (before collective nouns (the poor)  -Final’s ‘as /s/ (helps/meets)  -Final ’ed’ as /id/ (added), /d/(studied/wanted), /t/ helped, worked  **(Refer to the program)** | Make a poster with alternative energy sources, using slogans in favour of sustainable development.  - Make a survey on how natural resources are distributed in the world (water, fish, minerals, wood, plants, etc.)  - Make a map of endangered species  - Design a survival/ life-kit (when all natural resources are used up)  - Write a charter against poverty | 18 h |

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| **Unit 4** | **Theme/**  **Topics** | | **Learning objectives** | **Targeted Competency** | | | **SARSed Activities** | **RESOURCES** | **Integration & Assessment** | **Time** |
| **Technology and the Arts** | **Project outcomes :** Writing Miscellanies /Writing a repertory of inventions and discoveries. | | | | | | | | 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 |
| **S**  **C**  **I**  **E**  **N**  **C**  **E**  **O**  **R**  **F**  **I**  **C**  **T**  **I**  **O**  **N** | **SWBA To:**  **-**explain the concept of science fiction  - describe book covers/ watch videos related to fiction  -list and discuss the topics of sci-fi.  - read a newspaper article about science fiction and identify the basis  of sci-fi.   * Give advice /   express regrets/ wishes  -Write a newspaper article speculating  -Ask for and give explanations in a conversation and speculate  -Write a commentary.  -Write and recite a poem  -Write an autobiography/ people who contributed to the welfare of humanity | | | Interacting Interpreting producing | Past form of may/can is omitted  - Review the past simple and past perfect tense  -Note taking  Instead of personal lament  write about an environmental issue. | | * If conditional types 2&3 * Present perfect * Past perfect * If only * Adverbs: well+ past participle   Well-informed   * Compound words * Phrasal & prepositional words * Emphatic stress(do/did) * Rising & falling intonation with unfinished statement   **(Refer to the program)** |

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| **Unit 5** | **Theme/**  **Topics** | | **Learning objectives** | **T. C** | | **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. | 18 h |
| **D**  **I**  **S**  **A**  **S**  **T**  **E**  **R**  **S**  **&**  **S**  **A**  **F**  **E**  **T**  **Y**  **.** | 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 | | | Interactive Interpretive Productive | | 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  **(Refer to the program)** | |

* RESOURCE MATERIALS: Textbook (Getting Through), extra text, pictures.

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**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 18 hours. 13hours for teaching/learning and 5 hours are to be exploited in Remedial activities and Project monitoring and presentation