

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التربية الوطنية

المفتشية العامة للتربية الوطنية

المديرية العامة للتعليم  
مديرية التعليم الثانوي العام والتكنولوجي

## التدرجات السنوية وآليات تنفيذها

### المادة: اللغة الإنجليزية

المستوى: السنة الأولى ثانوي  
الشعبة: جذع مشترك آداب

جوان 2021

المقدمة:

تحضيراً للموسم الدراسي 2021 . 2022، وسّعياً من وزارة التربية الوطنية لضمان تنفيذ المناهج التعليمية في ظل الظروف الاستثنائية (كوفيد19) تضع مديرية التعليم الثانوي العام والتكنولوجي بالتنسيق مع المفتشية العامة للتربية الوطنية بين أيدي السيدات والسادة المفتشين والأساتذة التدرجات السنوية للتعليمات، المعدلة بصفة استثنائية بما يتماشى والحجم الزمني المتاح.

يشكل التخطيط لتنفيذ المناهج التعليمية عاملاً مؤثراً في تحقيق أهداف العملية التعليمية /التعلمية و تنمية كفاءات المتعلمين، يرتبط هذا التخطيط بعامل الوقت الذي يجب أن ينظر إليه كمورد من الموارد المتاحة التي ينبغي استثمارها بالشكل الأمثل، تشكل التدرجات السنوية للتعليمات أداة بيداغوجية أساسية توضح كيفية تنفيذ المناهج التعليمية بحيث:

- تراعي التوافق بين حجم التعليمات والزمن البيداغوجي المتاح،
  - تضبط السير المنهجي للتعليمات بما يكفل تنصيب الكفاءات المستهدفة في المناهج التعليمية،
  - تضمن بناء المفاهيم الهيكلية للمادة بأقل الأمثلة والتمثيلات الموصلة إلى الكفاءات المستهدفة،
  - تضمن تناول المضامين وإرساء الموارد مع مراعاة وتيرة التعلم وقدرات المتعلم واستقلاليته،
  - تقترح فترات للتقويم المرحلي للكفاءة بما يضمن الانسجام بين سيرورة التعليمات وعملية تقويمها وتنمية قدرة المتعلم على إدماج الموارد وحل المشكلات،
- من هذا المنطلق نطلب من جميع الأساتذة قراءة وفهم مبادئ وأهداف وآليات هذا التعديل البيداغوجي للتدرجات السنوية والتنسيق فيما بينهم بالنسبة لكل مادة وفي كل ثانوية من أجل وضعها حيز التنفيذ، كما نطلب من المفتشين مرافقة الأساتذة ودعمهم بتقديم التوضيح اللازم.

## مبادئ وأهداف التعديل البيداغوجي للتدرجات السنوية

| المبادئ الأساسية  | الأهداف  |
|---|--|
| المحافظة على الكفاءات كمبدأ منظم؛<br>المحافظة على المفاهيم الهيكلية للمادة؛<br>المحافظة على تقويم القدرة على الإدماج لدى المتعلم من خلال وضعيات مشكلة مركبة<br>تستهدف التقويم المرحلي للكفاءات؛ | تنصيب لدى المتعلم الكفاءات المسطرة في المناهج التعليمية؛<br>تمدرس ناجع للتلاميذ يسمح بإرساء التعلمات الأساسية المستهدفة في المناهج التعليمية؛<br>تزويد المتعلم بالأسس العلمية الضرورية لمتابعة الدراسة في المستويات الأعلى |

## الآليات البيداغوجية والمنهجية للتعديل البيداغوجي

| آليات التعديل البيداغوجي   |  |   |
|--|--|---|
| الجانب المنهجي   | الجانب البيداغوجي  |   |
| تحديد ملامح التخرج والكفاءات المستهدفة،<br>توزيع التعلمات على 28 أسبوعاً دون احتساب أسابيع<br>التقويم،<br>ضبط التقويم المرحلي للكفاءة؛<br>وضع مخطط زمني يسمح بمتابعة مدى تنفيذ المناهج<br>التعليمية. | أ- الموارد المعرفية والنشاطات:<br>تحديد الحد اللازم من الموارد الضروري لبناء الكفاءة<br>(الموارد الهيكلية)،<br>استغلال الحد الأدنى من الوثائق، السندات<br>والنشاطات لبناء الموارد،<br>الدمج بين النشاطات في إطار حل المشكل،<br>إدراج ضمن التقويم النشاطات التي تستهدف البناء<br>التحصيلي للتعلمات، | ب- الممارسات البيداغوجية:<br>منهجية استغلال الوثائق (استغلالها ضمن مسعى لحل<br>مشكل)،<br>بناء بطاقات منهجية، تقدم للمتعليم، توضح منهجية<br>استغلال مختلف أنماط الوثائق (جداول، منحنيات،<br>نصوص، أعمدة بيانية، خرائط...)،<br>مرافقة المتعلم أثناء إنجاز المهام بتقديم تعليمات<br>تيسر الحل، |

Level: **Secondary Education Year One (SE1)**

Stream: **Literary stream**

Time devoted: **3 hours/ week**

### EXIT PROFILE

At the end of SE1, the learner will be able to produce oral/written messages / texts of descriptive, narrative, argumentative, expository and prescriptive types of about 120 words using written or oral support.

| Unit                 | Theme / Topic                                  | Time               |
|----------------------|--|--------------------|
| 1. Getting Through   | Intercultural Exchanges                        | 6 weeks / 18 hours |
| 2. Once Upon a Time  | Famous People                                  | 5 weeks / 15 hours |
| 3. Our Findings Show | Communication –The Press                       | 5 weeks / 15 hours |
| 4. Back to nature    | Environment, Pollution and The World of Animal | 5 weeks / 15 hours |
| 5. Eureka            | Innovation and Technology                      | 5 weeks / 15 hours |

## **Introduction**

Due to the COVID19 pandemic repercussions on both teaching and pedagogical performance, the Ministry of National Education deemed necessary to issue these revised learning progressions as a tool to alleviate the effects of the disease on learners. In this perspective, the present document intends to facilitate the understanding and the implementation of the curricula. These progressions also allow the achievement of coherence with the pedagogical plan. For this, practitioners (Inspectors, teachers...) are requested to get an insight into the underlying principles of these progressions and put them into practice.

## **Guidelines for implementation:**

- The items in bold refer to pre-requisites.
- At the beginning of each unit, teachers are requested to check the level of assimilation of the pre-requisites through a diagnostic test and regulate their teaching accordingly.
- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.
- After 2/3 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation.

| Term       | Unit and Theme  | Project Outcomes   | Content to be taught in class   | Content to be dealt with at home (online, email, handouts, etc.)  | Assessment   | Time                |
|------------|---|--|---|---|--|---------------------|
| First Term | Unit 1 :<br>Getting Through.<br><br>Intercultural Exchanges | Write an email, notes, an application letter and a résumé. | Targeted Competency:<br>Interacting Interpreting Producing  | Targeted Competency:<br>Interpreting Producing  | Provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written)<br>eg: compare between two means of communication, express their preferences... | 6 weeks<br>18 hours |
|            |   |  | <b>Learning Objectives.</b><br><b>SWBA To:</b><br>* Name the main parts of any communication device.<br>* give sequenced instructions<br>* talk about means of intercultural exchanges (computer, internet, telephone...)<br>*manipulate some common means of intercultural exchanges.<br>* differentiate between formal and informal letters / messages.<br>*state point of view and justify it<br>*express obligation, prohibition, absence of obligation.<br>*express purpose.<br>*Express preferences<br>* read and interpret an email<br>* describe regular activities | <b>Learning Objectives.</b><br><b>SWBA To:</b><br>* write about means of intercultural exchanges (computer, internet, telephone...)<br>* write formal / informal letters / messages accordingly.<br>* making comparisons<br>* write a reply to an email |  |                     |

|                  |  |  |   |  |  |
|------------------|--|--|---|--|--|
|                  |  | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>*The imperative: to give instructions</li> <li>*Sequencers: First, .... Next...</li> <li>*Modals:<br/><b>need to/needn't, have to/ don't have to, must/mustn't.</b></li> <li>*Express purpose: in order to, so as to , to</li> <li>*Frequency adverbs: always, often, rarely...</li> <li>*Degree adverbs :<br/>very , quite ...</li> <li>* I prefer .....to ..., / I prefer.... rather than....</li> <li>*Correlative conjunctions :<br/>Neither ....nor / either ....or / both ....and ...</li> </ul> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>* Comparatives of adjectives and adverbs: less/ more + adj + than.</li> <li>*Prepositions of time and place: in, on, at (practice)</li> <li>*Frequency adverbs: (practice)</li> </ul> |  |  |
| <b>Project :</b> | <b>Example: Making a job application booklet (CV, application letter, a letter of reference ).</b> |  |   |  |  |

| Term       | Unit and Theme   | Project Outcomes   | Content to be taught in class   | Content to be dealt with at home<br>(online, email, handouts, etc.)   | Assessment   | Time                      |
|------------|--|--|---|---|--|---------------------------|
| First Term | Unit 2 :<br><br>Once Upon<br>a Time<br><br>Famous People | Write a personal<br>narrative / a short<br>story/ a folktale                                       | Targeted Competency:<br>Interacting Interpreting Producing  | Targeted Competency:<br>Interpreting Producing  | Provide students<br>with a situation<br>where they<br>mobilize and<br>reinvest what has<br>been learned in the<br>unit (oral or<br>written)<br>eg: write about the<br>works of famous<br>literary figures<br>or : write the<br>summary of a short<br>story | 5<br>weeks<br>15<br>hours |
|            |  |  | Learning Objectives.<br>SWBA To:<br>*listen and respond to a tale<br>*study the techniques of a short book review<br>and express literary preferences<br><br>* discuss the importance of a blurb<br><br>* read and interpret a literary portrait<br><br>*describe people’s physical appearance and<br>personality features<br><br>*write the beginning and the middle of a short<br>story following a set of guidelines | Learning Objectives.<br>SWBA To:<br>*write a short book / film review of<br>your choice.<br><br><br><br><br><br><br>*imagine an end to the same story |  |                           |
|            |  |  | Resources:<br>*Past simple and past continuous using<br>“when”, “while”<br><br>*Relative pronouns “who”, “which”  |   |  |                           |
|            |  |  | Lexis:<br>- Use adjectives to describe people<br><br>Phonology:<br>Pronunciation of the final ‘ed’  |   |  |                           |
|            |  |  | Project :   |   |  |                           |
|            |  | Example: Design a booklet of folktales of your own culture<br><br>Or: write a short story / a poem |   |   |  |                           |

| Term        | Unit and Theme  | Project Outcomes                                | Content to be taught in class   | Content to be dealt with at home (online, email, handouts, etc.)  | Assessment  | Time                |
|-------------|---|---|---|---|---|---------------------|
| Second Term | Unit 3 :<br><br>Our Findings Show...<br><br>Communication The Press | - Conduct surveys<br><br>- Conduct an interview | <b>Targeted Competency:</b><br><b>Interacting Interpreting Producing</b>  | <b>Targeted Competency:</b><br><b>Interpreting Producing</b>  | Provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written)<br><b>eg: write a newspaper article reporting an event</b> | 5 weeks<br>15 hours |
|             |   |   | <b>Learning Objectives.</b><br><b>SWBA To:</b><br>* talk about means of communication(TV, newspapers, magazines ...)<br>* prepare a questionnaire<br>* read and interpret reports, newspaper articles and graphs<br>* identify the main phases of a survey<br>* making requests /suggestions / recommendations. | <b>Learning Objectives.</b><br><b>SWBA To:</b><br>* write about means of communication (TV, newspapers, magazines ...)<br><br>* write a questionnaire<br><br>* report what people say using summarizing verbs<br><br>*write a report / an article |   |                     |
|             |   |   | <b>Resources:</b><br>*Direct & indirect speech: reporting questions and statements in the present simple tense, modals.<br><br>*Reporting verbs: said, told, wondered, asked, answered, replied...  | <b>Resources:</b><br>*formation of :<br>- adjectives using suffixes: ful /less<br><br>* Direct & indirect speech: reporting questions and statements in the present simple tense, modals (consolidation)  |   |                     |
|             |   |   | <b>Lexis related to the theme</b><br><b>Phonology:</b><br>*Stress shift from noun to adjective<br><br><b>*Pronunciation of final ‘s’</b>  | <br><br>* summarizing verbs: advise, order, admit, recognize...   |   |                     |
| Project :   |   | Example: Conducting a survey                    |   |   |   |                     |

| Term        | Unit and Theme   | Project Outcomes   | Content to be taught in class  | Content to be dealt with at home<br>(online, email, handouts, etc.)   | Assessment  | Time                      |
|-------------|--|--|--|---|---|---------------------------|
| Second Term | Unit 4 :<br><br>Back To Nature<br><br>Environment,<br>Pollution and the<br>World of<br>Animals | Write a memo<br><br>Suggest solutions<br>to an<br>environmental<br>issue                                       | Targeted Competency:<br>Interacting Interpreting Producing   | Targeted Competency:<br>Interpreting Producing  | Provide students<br>with a situation<br>where they<br>mobilize and<br>reinvest what has<br>been learned in the<br>unit (oral or<br>written)<br>eg: write a<br>paragraph giving<br>your opinion on<br>renewable energies.<br><br>Or write an advert<br>promoting the three<br>Rs (reuse, reduce,<br>recycle) | 5<br>weeks<br>15<br>hours |
|             |  |  | Learning Objectives.<br>SWBA To:<br>* talk about:<br>- different climates.<br>- natural and man-made disasters.<br>- causes and effects of global warming.<br>- recycling and renewable energies<br><br>*write SOS messages.<br><br>*Express opinion (agreeing and disagreeing,<br>arguing for and against)<br><br>*read and/interpret an advert<br><br>*making suppositions | Learning Objectives.<br>SWBA To:<br>* write about:<br>- causes and effects of global<br>warming.<br>- recycling / renewable energies<br><br>*write an expository paragraph about<br>one type of pollution         |   |                           |
|             |  |  | Resources:<br>* If conditional (type 0 / 1 / 2)<br><br>*Express cause / effect relationship using as<br>a result, so, consequently<br><br>*Express opinion: I think...<br>How do you feel about...?<br>I agree/ I disagree...  | Resources:<br>*Quantifiers : some , a little of, most<br>of , all of , half of , few<br><br>Morphology:<br>Forming adjectives using suffixes:<br>al, ic , ical...<br>Forming opposites using negative<br>prefixes |   |                           |
|             |  |  | Lexis related to :<br>- pollution, natural disasters and climate<br>change<br><br>Phonology:<br>*Stress in words ending in ‘ tion’, ‘ssion’  |   |   |                           |
| Project :   |  | Example: Design a rubbish collection guide in the form of a leaflet.<br>Or realize a cleaning campaign poster. |  |   |   |                           |

| Term       | Unit and Theme  | Project Outcomes   | Content to be taught in class  | Content to be dealt with at home<br>(online, email, handouts, etc.)  | Assessment   | Time                      |
|------------|---|--|--|--|--|---------------------------|
| Third Term | Unit 5 :<br><br>Eureka !<br><br>Innovation<br>and<br>Technology | Identify problems<br>related to<br>technology<br><br><br>Give an opinion<br>on the impact<br>of technology | Targeted Competency:<br>Interacting Interpreting Producing   | Targeted Competency:<br>Interpreting Producing   | Provide students<br>with a situation<br>where they<br>mobilize and<br>reinvest what has<br>been learned in the<br>unit (oral or<br>written)<br>eg: write a short<br>letter of opinion<br>taking side for or<br>against the use of a<br>technological<br>device<br><br><br>or: write a<br>summary of a long<br>biography. | 5<br>weeks<br>15<br>hours |
|            |   |  | Learning Objectives.<br>SWBA To:<br>*talk about:<br>- inventions, discoveries and developments in<br>technology (the evolution of an invention)<br>- the development of telecommunications<br><br>* state/identify advantages and drawbacks of<br>some inventions<br><br>* take sides in a debate<br><br>*read and interpret an opinion letter | Learning Objectives.<br>SWBA To:<br>*write about:<br>the evolution of an invention<br><br>* Write the biography of a scientist |  |                           |
|            |   |  | Resources:<br>* Express concession: “ however”, “although”<br><br>*Express result: so + adj + that   | Resources:<br>* Use definite and indefinite articles<br><br>*I think... First, ...<br>Second reason, ... In addition, ...      |  |                           |
|            |   |  | *Lexis related to : telecommunication  |  |  |                           |
| Project :  |   | Example: Making an invention profile   |  |  |  |                           |

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المديرية العامة للتعليم  
مديرية التعليم الثانوي العام والتكنولوجي

التدرُّجات السَّنوية وآليات تنفيذها  
المادة: اللغة الإنجليزية

المستوى: السنة الأولى ثانوي  
الشعبة: جذع مشترك علوم و تكنولوجيا

جوان 2021

**Level: Secondary Education Year One (SE1)**

**Stream: Scientific and Technological Stream**

**Time devoted: 2 hours/ week**

#### **EXIT PROFILE**

**At the end of SE1, the learner will be able to produce oral/written messages / texts of descriptive, narrative, argumentative, expository and prescriptive types of about 120 words using written or oral support.**

| <b>Unit</b>                 | <b>Theme / Topic</b>                                  | <b>Time</b>               |
|-----------------------------|---|---------------------------|
| <b>1. Getting Through</b>   | <b>Intercultural Exchanges</b>                        | <b>7 weeks / 14 hours</b> |
| <b>2. Our Findings Show</b> | <b>Communication –The Press</b>                       | <b>7 weeks / 14 hours</b> |
| <b>3. Back to nature</b>    | <b>Environment, Pollution and The World of Animal</b> | <b>6 weeks / 12 hours</b> |
| <b>4. Eureka</b>            | <b>Innovation and Technology</b>                      | <b>6 weeks / 12 hours</b> |

## **Introduction**

Due to the COVID19 pandemic repercussions on both teaching and pedagogical performance, the Ministry of National Education deemed necessary to issue these revised learning progressions as a tool to alleviate the effects of the disease on learners. In this perspective, the present document intends to facilitate the understanding and the implementation of the curricula. These progressions also allow the achievement of coherence with the pedagogical plan. For this, practitioners (Inspectors, teachers...) are requested to get an insight into the underlying principles of these progressions and put them into practice.

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|            |   |  | <b>Learning Objectives.</b><br><b>SWBA To:</b><br>* Name the main parts of any communication device.<br>* give sequenced instructions<br>* talk about means of intercultural exchanges (computer, internet, telephone...)<br>* manipulate some common means of intercultural exchanges.<br>* differentiate between formal and informal letters / messages.<br>* state point of view and justify it<br>* express obligation, prohibition, absence of obligation.<br>* express purpose.<br>* Express preferences<br>* read and interpret an email<br>* describe regular activities | <b>Learning Objectives.</b><br><b>SWBA To:</b><br>* write about means of intercultural exchanges (computer, internet, telephone...)<br>* write formal / informal letters / messages accordingly.<br>* making comparisons<br>* write a reply to an email |  |                     |

|                  |  |  |   |  |  |  |
|------------------|--|--|---|--|--|--|
|                  |  |  | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>*The imperative: to give instructions</li> <li>*Sequencers: First,... Next...</li> <li>*Modals:<br/><b>need to/needn't, have to/ don't have to, must/mustn't.</b></li> <li>*Express purpose: in order to, so as to , to</li> <li>*Frequency adverbs: always, often, rarely...</li> <li>*Degree adverbs :<br/>very , quite ...</li> <li>* I prefer.....to ..., / I prefer.... rather than....</li> <li>*Correlative conjunctions :<br/>Neither ....nor / either ....or / both ....and ...</li> </ul> | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>* <b>Comparatives of adjectives and adverbs: less/ more + adj + than.</b></li> <li>*<b>Prepositions of time and place: in, on, at (practice)</b></li> <li>*<b>Frequency adverbs: (practice)</b></li> </ul> |  |  |
|                  |  |  | <p><b>Lexis related to:</b></p> <ul style="list-style-type: none"> <li>* computing and messages</li> </ul>  |  |  |  |
| <b>Project :</b> | <b>Example: Making a job application booklet (CV, application letter, a letter of reference ).</b> |  |   |  |  |  |

| Term        | Unit and Theme  | Project Outcomes                                | Content to be taught in class  | Content to be dealt with at home (online, email, handouts, etc.)  | Assessment  | Time                        |
|-------------|---|---|--|---|---|-----------------------------|
| First Term  | Unit 2 :<br>Our Findings<br>Show...<br><br><b>Communication<br/>The Press</b> | - Conduct surveys<br><br>- Conduct an interview | <b>Targeted Competency:</b><br><b>Interacting Interpreting Producing</b>   | <b>Targeted Competency:</b><br><b>Interpreting Producing</b>  | Provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written)<br><b>eg: write a newspaper article reporting an event</b> | <b>7 weeks<br/>14 hours</b> |
|             |   |   | <b>Learning Objectives.</b><br><b>SWBA To:</b><br>* talk about means of communication (TV, newspapers, magazines ...)<br>* prepare a questionnaire<br>* read and interpret reports, newspaper articles and graphs<br>* identify the main phases of a survey<br>* making requests /suggestions / recommendations. | <b>Learning Objectives.</b><br><b>SWBA To:</b><br>* write about means of communication (TV, newspapers, magazines ...)<br>* write a questionnaire<br>* report what people say using summarizing verbs<br>* write a report / an article                                  |   |                             |
|             |   |   | <b>Resources:</b><br>*Direct & indirect speech: reporting questions and statements in the present simple tense, modals.<br>*Reporting verbs: said, told, wondered, asked, answered, replied...<br><br><b>Lexis related to the theme</b><br><br><b>Phonology:</b><br>*Pronunciation of final 's'                  | <b>Resources:</b><br>*formation of :<br>- adjectives using suffixes: ful /less<br><br>* Direct & indirect speech: reporting questions and statements in the present simple tense, modals (consolidation)<br><br>* summarizing verbs: advise, order, admit, recognize... |   |                             |
| Second Term |   |   |  |   |   |                             |
| Project :   |   | Example: Conducting a survey                    |  |   |   |                             |

| Term        | Unit and Theme   | Project Outcomes   | Content to be taught in class  | Content to be dealt with at home<br>(online, email, handouts, etc.)   | Assessment  | Time                      |
|-------------|--|--|--|---|---|---------------------------|
| Second Term | Unit 3 :<br><br>Back To Nature<br><br>Environment,<br>Pollution and the<br>World of<br>Animals | Write a memo<br><br>Suggest solutions<br>to an<br>environmental<br>issue                                       | Targeted Competency:<br>Interacting Interpreting Producing   | Targeted Competency:<br>Interpreting Producing  | Provide students<br>with a situation<br>where they<br>mobilize and<br>reinvest what has<br>been learned in the<br>unit (oral or<br>written)<br>eg: write a<br>paragraph giving<br>your opinion on<br>renewable energies.<br><br>Or write an advert<br>promoting the three<br>Rs (reuse, reduce,<br>recycle) | 6<br>weeks<br>12<br>hours |
|             |  |  | Learning Objectives.<br>SWBA To:<br>* talk about:<br>- different climates.<br>- natural and man-made disasters.<br>- causes and effects of global warming.<br>- recycling and renewable energies<br><br>*write SOS messages.<br><br>*Express opinion (agreeing and disagreeing,<br>arguing for and against)<br><br>*read and/interpret an advert<br><br>*making suppositions | Learning Objectives.<br>SWBA To:<br>* write about:<br>- causes and effects of global<br>warming.<br>- recycling / renewable energies<br><br>*write an expository paragraph about<br>one type of pollution         |   |                           |
|             |  |  | Resources:<br>* If conditional (type 0 / 1 / 2)<br><br>*Express cause / effect relationship using as<br>a result, so, consequently<br><br>*Express opinion: I think...<br>How do you feel about...?<br>I agree/ I disagree...  | Resources:<br>*Quantifiers : some , a little of, most<br>of , all of , half of , few<br><br>Morphology:<br>Forming adjectives using suffixes:<br>al, ic , ical...<br>Forming opposites using negative<br>prefixes |   |                           |
|             |  |  | Lexis related to :<br>- pollution, natural disasters and climate<br>change   |   |   |                           |
| Project :   |  | Example: Design a rubbish collection guide in the form of a leaflet.<br>Or realize a cleaning campaign poster. |  |   |   |                           |

| Term       | Unit and Theme  | Project Outcomes   | Content to be taught in class  | Content to be dealt with at home<br>(online, email, handouts, etc.)  | Assessment   | Time                      |
|------------|---|--|--|--|--|---------------------------|
| Third Term | Unit 4 :<br><br>Eureka !<br><br>Innovation<br>and<br>Technology | Identify problems<br>related to<br>technology<br><br>Give an opinion<br>on the impact<br>of technology | Targeted Competency:<br>Interacting Interpreting Producing   | Targeted Competency:<br>Interpreting Producing   | Provide students<br>with a situation<br>where they<br>mobilize and<br>reinvest what has<br>been learned in the<br>unit (oral or<br>written)<br>eg: write a short<br>letter of opinion<br>taking side for or<br>against the use of a<br>technological<br>device<br><br>or: write a<br>summary of a long<br>biography. | 6<br>weeks<br>12<br>hours |
|            |   |  | Learning Objectives.<br>SWBA To:<br>*talk about:<br>- inventions, discoveries and developments in<br>technology (the evolution of an invention)<br>- the development of telecommunications<br><br>* state/identify advantages and drawbacks of<br>some inventions<br><br>* take sides in a debate<br><br>*read and interpret an opinion letter | Learning Objectives.<br>SWBA To:<br>*write about:<br>the evolution of an invention<br><br>* Write the biography of a scientist |  |                           |
|            |   |  | Resources:<br>* Express concession: “ however”, “although”<br>*Express result: so + adj + that   | Resources:<br>* Use definite and indefinite articles<br><br>*I think... First, ...<br>Second reason, ... In addition, ...      |  |                           |
|            |   |  | *Lexis related to : telecommunication  |  |  |                           |
| Project :  |   | Example: Making an invention profile   |  |  |  |                           |