

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

المفتشية العامة للتربية الوطنية

التدرجات السنوية  
المادة: لغة انجليزية

المستوى: السنة الأولى ثانوي جذع مشترك آداب

سبتمبر 2022

## مقدمة:

تعدّ التدرجات السنوية أداة بيداغوجية لتنظيم وضبط عملية بناء الموارد الضرورية وإرسائها وإدماجها وتقويمها من أجل تنصيب الكفاءات المستهدفة في المناهج التعليمية مع تحديد سبل ومعايير التقويم وطرق المعالجة.

وحتى تستجيب هذه التدرجات السنوية لمختلف المستجدات التنظيمية البيداغوجية، فإنه يتوجب مراجعتها وتحديثها عند الاقتضاء.

ضمن هذا السياق، وفي إطار التحضير للموسم الدراسي 2022 - 2023، وسعياً من وزارة التربية الوطنية لضمان جودة التعليم وتحسين الأداء التربوي البيداغوجي، وإثر إقرار العودة إلى تنظيم التمدرس العادي بعد التنظيم الاستثنائي الذي فرضته الأوضاع الصحية جراء وباء كوفيد 19 الذي مسّ بلادنا على غرار بلدان العالم، تضع المفتشية العامة للتربية الوطنية بالتنسيق مع مديريةية التعليم الثانوي العام والتكنولوجيا، بين أيدي الممارسين التربويين التدرجات السنوية للتعلّات كأداة عمل مكّمة للسندات المرجعية المعتمدة، والمعمول بها في الميدان في مرحلة التعليم الثانوي العام والتكنولوجيا، بغرض تيسير قراءة المنهاج وفهمه وتنفيذه، وتوحيد تناول مضامينه كما هو منصوص عليه.

وتجسيدا لهذه المعطيات، نطلب من الأساتذة قراءة وفهم مبدأ هذه التدرجات السنوية من أجل وضعها حيز التنفيذ، كما نطلب من السيدات والسادة المفتشين التدخل باستمرار لمراقبة الأساتذة لتعديل أو تكييف الأنشطة التي يرونها مناسبة وفق ما تقتضيه الكفاءة المستهدفة.

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

Stream: **Literary stream**

Time devoted: **4 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 / 24 hours
2. Once Upon a Time	Famous People	5 weeks / 20 hours
3. Our Findings Show	Communication –The Press	5 weeks / 20 hours
4. Back to nature	Environment, Pollution and The World of Animals	5 weeks / 20 hours
5. Eureka	Innovation and Technology	5 weeks / 20 hours

### **Methodological note**

The educational curricula and their accompanying documents state in their preambles important pedagogical orientations related to their implementation. However, the adoption by the Ministry of time-bound linear annual distributions of the programs and the field practices showed their limits. This led to the necessity to provide an alternative for effective learning by the implementation of learning progressions.

Unlike the yearly distributions which impose the date, time, the number of sessions in order to respond to the desire to unify content, the pace of programs' achievement, deadlines for official exams, the learning progressions focus on the syllabus implementation methods. The latter take into account the learners' learning pace, their abilities and learning autonomy.

In these progressions, the pre-requisites are highlighted in order to draw teachers' attention to the importance of the learners' background knowledge while preparing lessons and help them regulate their teaching.

## 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

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<b>Intercultural Exchanges</b>  <b>Unit 1 :</b>  <b>Getting Through .</b>	<b>- Interact orally</b>  <b>- interpret an oral / written message</b>  <b>-produce oral /written messages</b>	SWBAT:  * Name the main parts of any communication device. *talk about means of intercultural exchanges (computer, internet, telephone...) * make comparisons *Express preferences *manipulate some common means of intercultural exchanges. * give sequenced instructions *express obligation, prohibition, absence of obligation. *express purpose. *state a point of view and justify it *write about means of intercultural exchanges (computer, internet, telephone...) * read and interpret an email * describe regular activities * write a reply to an email * differentiate between formal and informal letters / messages. * write formal / informal letters / messages accordingly	<b>Lexis related to:</b> * computing and messages * description:to the west, to the north, it's bordered..... <b>Grammar:</b> *The imperative. *Sequencers: first, next... *Modals: need to, have to. <b>*Modals:</b> <b>have to, had to, must</b> <b>*Comparatives of adjectives and adverbs: less/ more +adj + than.</b> *Expressing purpose: in order to, so as to ,to . <b>* Types of pronouns: subject, object,...</b> <b>*Prepositions of time and place: in , on , at</b> <b>*Frequency adverbs: always, often...</b> *Degree adverbs: very , quite ... *Correlative conjunctions : Neither ....nor / either ....or / both ....and ... <b>*Definite and indefinite articles: a , an , the ,Ø</b> <b>Phonology:</b> *Intonation in polite requests. *Stress in two syllable- words	*labelling *ordering instructions * write a composition about advantages and drawbacks of the internet * Filling in a form. *fill in a résumé (CV).  *write an application letter *write a letter of inquiry. *responding to an e-mail/ advert  *write short notes to invite, refuse and accept invitation. *write short notes to express sympathy and apology. * Write some class rules. *Instructing & comparing *Expressing preferences & purpose. <b>*Describing people's regular activities.</b> <b>*Describing a place.</b>	1- Assessment and remediation 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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) <b>eg:</b> Compare between two means of communication, and express your preferences...	<b>6 weeks</b> <b>24 hours</b>
<b>Project Outcome</b>	<b>Example: Making a job application booklet (CV, application letter, a letter of reference )</b>					

## 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

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
<b>Famous People</b>  <b>Unit 2:</b>  <b>Once Upon a Time.</b>	<p><b>- Interact orally</b></p> <p><b>- interpret an oral / written message</b></p> <p><b>-produce oral /written messages</b></p>	<p>SWBAT:</p> <p>*listen and respond to a tale</p> <p>*study the techniques of a short book review and express literary preferences</p> <p>*write a short book / film review of your choice.</p> <p>* discuss the importance of a blurb</p> <p>* read and interpret a literary portrait.</p> <p>*describe people’s physical appearance and personality features.</p> <p>*write the beginning and the middle of a short story following a set of guidelines.</p> <p>*Imagine and write an end to the same story.</p> <p>*Write the biography of a famous personality.</p>	<p><b>Lexis:</b></p> <p>* “Beside”, “Besides”</p> <p>*Describing people: dreamy, flashing, eyebrows...</p> <p><b>Grammar:</b></p> <p>*Past simple and past continuous using “when”, “while”</p> <p>*Relative pronouns: “who”, “which”</p> <p><b>Phonology:</b></p> <p>*Stress in three-syllable words</p> <p>*<b>Pronunciation of final ‘ed’</b></p>	<p>*Asking/answering questions</p> <p>* Table-filling</p> <p>*Gap –filling</p> <p>*Interpreting pictures/ book covers</p> <p>*Writing a paragraph using notes</p>	<p>1- Assessment and remediation 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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written)</p> <p><b>eg:</b> Write about the works of famous literary figures or : write the summary of a short story</p>	<p><b>5 weeks</b></p> <p><b>20 hours</b></p>
<b>Project Outcome</b>	<b>Writing a biography / a book review</b>					

## 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

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
<b>Communication</b> <b>-The Press</b>  <b>Unit 03.</b>  <b>Our Findings Show.</b>	<b>- Interact orally</b>  <b>- interpret an oral / written message</b>  <b>-produce oral /written messages</b>	<b>SWBAT:</b> *talk and write about means of communication(TV,newspapers, magazines ...) * express a point of view/ opinion . * talk about people's reading habits * read and interpret reports, newspaper articles and graphs. * identify the main phases of a survey. *conduct surveys. * prepare a questionnaire. *conduct an interview. *write a report/an article. * report what people say using summarizing verbs	<b>Lexis:</b> related to the theme  <b>Grammar:</b> <b>*Degree adverbs:</b> <b>quite , absolutely...</b> * Direct & indirect speech: reporting questions and statements in the present simple tense, modals *Reporting verbs: suggested /ordered/ advised... *Adverbs of manner: politely, fast... *Adjectives with 'ful, less' <b>*Expressing likes and dislikes</b> *Expressing contrast: on the contrary, but...  <b>Phonology:</b> *Stress in compound words: newspaper *Stress shift (from noun to adjective) *Silent letters: would... <b>*Pronunciation of final « s » / « ed »</b>	* compare sensational newspapers with serious ones *Filling in a questionnaire * Summarizing dialogues *choosing the appropriate Reporting verbs. *Asking for and giving information. *narrate a story reporting the events of an accident	1- Assessment and remediation 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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a newspaper article reporting an event	<b>5 weeks</b>  <b>20 hours</b>
<b>Project Outcome</b>	<b>Conducting a survey</b>					

## 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.

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
<b>Environment, Pollution and The World of Animal</b>  <b>Unit 4</b> <b>Back to nature</b>	<b>- Interact orally</b>  <b>- interpret an oral / written message</b>  <b>-produce oral /written messages</b>	<b>SWBAT:</b> * talk about: - different climates. - natural and man-made disasters. - causes and effects of global warming. - different types of pollution.  *make suppositions.  *write SOS messages.  *discuss possible solutions (3Rs and renewable energies)  * <b>Express opinion</b> (agreeing and disagreeing, arguing for and against)  *read and interpret an advert  * write about the causes and the effects of global warming and suggest possible solutions <b>Or</b> an expository paragraph about one type of pollution	<b>Lexis</b> related to the theme (pollution, natural disasters and climate change)  <b>Grammar:</b> * If conditional (type 0/1/2) * <b>Sequencers: firstly, secondly...</b> *Expressing cause / effect relationship. *Link words: as a result, so, consequently *Quantifiers: some, a little of most of, all of, half of, few *Expressing opinion / feelings: -agreeing and disagreeing - arguing for and against. <b>*Polite requests</b>  <b>Morphology:</b> *Forming adjectives using suffixes: al, ic, ical... *Deriving opposites using prefixes  <b>Phonology:</b> <b>*Intonation in yes /no questions</b> *Stress in words ending in "tion" *Stress in words starting with prefixes	*Reading a world climate map  *Interpreting pictures  *Answering questions  *Using pictures and cues to make a dialogue  *Matching  *Gap-filling  *Table completion	Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.  After 3/4 weeks of teaching, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) <b>eg:</b> Write a paragraph giving your opinion on renewable energies.  <b>Or</b> Write an advert promoting the three Rs (reuse, reduce, recycle)	<b>5 weeks</b>  <b>20 hours</b>
<b>Project Outcome</b>	<b>Designing a consumer's guide</b>					



## 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.

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<b>Innovation and Technology</b>  <b>Unit 5:</b> <b>Eureka.</b>	<p><b>- Interact orally</b></p> <p><b>- interpret an oral / written message</b></p> <p><b>-produce oral /written messages</b></p>	<p>SWBAT:</p> <p>*talk about:</p> <p>- inventions, discoveries and developments in technology (the evolution of an invention)</p> <p>* Write a biography about a scientist.</p> <p>- talk and read about the development of telecommunications.</p> <p>*write about the evolution of an invention.</p> <p>* state/identify advantages and drawbacks of some inventions.</p> <p>*read and interpret an opinion letter.</p> <p>*write an opinion letter.</p> <p>* take sides in a debate.</p>	<p><b>Lexis:</b> related to telecommunication</p> <p><b>Grammar:</b></p> <p>* Express concession: “ however”, “although”</p> <p>* <b>Use definite and indefinite articles</b></p> <p>*Express result: so+adj+that</p> <p>*Relative pronoun “whom”</p> <p><b>Phonology:</b></p> <p>*Intonation in indirect questions</p> <p>*Stress in words ending in: ‘y’, and ‘ical’</p>	<p>*Matching</p> <p>* Interpreting a picture</p> <p>* Table- filling</p> <p>*Note- taking</p> <p>*Asking /answering questions</p> <p>* Making an oral presentation or writing a paragraph from notes</p> <p>* Write a paragraph out of a flow chart, etc...</p>	<p>1-Assessment and remediation 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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written)</p> <p><b>eg:</b></p> <p>Write a short letter of opinion taking side for or against the use of a technological device</p> <p><b>Or</b></p> <p>Write a summary of a long biography</p>	<p><b>5 weeks</b></p> <p><b>20 hours</b></p>
<b>Project Outcome</b>	<b>Making an invention profile/ Writing a biography about a scientist</b>					

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

المفتشية العامة للتربية الوطنية

التدرجات السنوية  
مادة: لغة انجليزية

السنة الأولى ثانوي جذع مشترك علوم وتكنولوجيا

سبتمبر 2022

## مقدمة:

تعدّ التدرجات السنوية أداة بيداغوجية لتنظيم وضبط عملية بناء الموارد الضرورية وإرسائها وإدماجها وتقويمها من أجل تنصيب الكفاءات المستهدفة في المناهج التعليمية مع تحديد سبل ومعايير التقويم وطرق المعالجة.

وحتى تستجيب هذه التدرجات السنوية لمختلف المستجدات التنظيمية البيداغوجية، فإنه يتوجب مراجعتها وتحديثها عند الاقتضاء.

ضمن هذا السياق، وفي إطار التحضير للموسم الدراسي 2022 - 2023، وسعياً من وزارة التربية الوطنية لضمان جودة التعليم وتحسين الأداء التربوي البيداغوجي، وإثر إقرار العودة إلى تنظيم التمدرس العادي بعد التنظيم الاستثنائي الذي فرضته الأوضاع الصحية جراء وباء كوفيد 19 الذي مسّ بلادنا على غرار بلدان العالم، تضع المفتشية العامة للتربية الوطنية بالتنسيق مع مديريةية التعليم الثانوي العام والتكنولوجيا، بين أيدي الممارسين التربويين التدرجات السنوية للتعلّمات كأداة عمل مكّمة للسّنّدات المرجعية المعتمدة، والمعمول بها في الميدان في مرحلة التعليم الثانوي العام والتكنولوجيا، بغرض تيسير قراءة المنهاج وفهمه وتنفيذه، وتوحيد تناول مضامينه كما هو منصوص عليه.

وتجسيدا لهذه المعطيات، نطلب من الأساتذة قراءة وفهم مبدأ هذه التدرجات السنوية من أجل وضعها حيز التنفيذ، كما نطلب من السيدات والسادة المفتشين التدخّل باستمرار لمراقبة الأساتذة لتعديل أو تكييف الأنشطة التي يرونها مناسبة وفق ما تقتضيه الكفاءة المستهدفة.

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

**Stream: Scientific and Technological 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.**

<b>Unit</b>	<b>Theme / Topic</b>	<b>Time</b>
<b>Getting Through</b>	<b>1-Intercultural Exchanges</b>	<b>7 weeks / 21 hours</b>
<b>Our Findings Show</b>	<b>2- Communication –The Press</b>	<b>7 weeks / 21 hours</b>
<b>Back to Nature</b>	<b>3-Environment, Pollution and The World of Animals</b>	<b>6 weeks / 18 hours</b>
<b>Eureka</b>	<b>4-Innovation and Technology</b>	<b>6 weeks / 18 hours</b>

### Methodological note

The educational curricula and their accompanying documents state in their preambles important pedagogical orientations related to their implementation. However, the adoption by the Ministry of time-bound linear annual distributions of the programs and the field practices showed their limits. This led to the necessity to provide an alternative for effective learning by the implementation of learning progressions.

Unlike the yearly distributions which impose the date, time, the number of sessions in order to respond to the desire to unify content, the pace of programs' achievement, deadlines for official exams, the learning progressions focus on the syllabus implementation methods. The latter take into account the learners' learning pace, their abilities and learning autonomy.

In these progressions, the pre-requisites are highlighted in order to draw teachers' attention to the importance of the learners' background knowledge while preparing lessons and help them regulate their teaching.

## 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

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
<b>Intercultural Exchanges</b>  <b>Unit 1 :</b>  <b>Getting Through .</b>	<b>- Interact orally</b>  <b>- interpret an oral / written message</b>  <b>-produce oral /written messages</b>	<b>SWBAT:</b> * Name the main parts of any communication device. *talk about means of intercultural exchanges (computer, internet, telephone...) * make comparisons *Express preferences *manipulate some common means of intercultural exchanges. * give sequenced instructions *express obligation, prohibition, absence of obligation. *express purpose. *state a point of view and justify it. *write about means of intercultural exchanges (computer, internet, telephone...) * read and interpret an email. * describe regular activities. * write a reply to an email. * differentiate between formal and informal letters / messages. * write formal / informal letters / messages accordingly.	<b>Lexis related to:</b> * computing and messages * description: to the west, to the north, it's bordered..... <b>Grammar:</b> *The imperative. *Sequencers: first, next... *Modals: need to, have to. <b>*Modals:</b> <b>have to, had to, must</b> <b>*Comparatives of adjectives and adverbs: less/ more +adj + than.</b> *Expressing purpose: in order to, so as to ,to . <b>* Types of pronouns: subject, object,...</b> <b>*Prepositions of time and place: in , on , at</b> <b>*Frequency adverbs: always, often...</b> *Degree adverbs: very , quite ... *Correlative conjunctions : Neither ....nor / either ....or / both ....and ... <b>*Definite and indefinite articles: a , an , the ,Ø</b> <b>Phonology:</b> *Intonation in polite requests. *Stress in two syllable- words	*labelling *ordering instructions * write a composition about advantages and drawbacks of the internet *hold a telephone conversation * Filling in a form. *fill in a résumé (CV). *write an application letter *write a letter of inquiry. *responding to an e-mail/ advert *write short notes to invite, refuse and accept invitation. *write short notes to express sympathy and apology. * Write some class rules. *Instructing & comparing *Expressing preferences & purpose. <b>*Describing people's regular activities.</b> <b>*Describing a place.</b>	1-Assessment and remediation 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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) <b>eg:</b> Compare between two means of communication, and express your preferences...	<b>7 weeks</b>  <b>21hours</b>
<b>Project Outcome</b>	<b>Making a job application booklet/Creating a web page/Writing a letter/ an e-mail</b>					

## 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

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
<b>Communication</b> <b>-The Press</b>  <b>Unit 02.</b>  <b>Our Findings Show.</b>	<b>- Interact orally</b>  <b>- interpret an oral / written message</b>  <b>-produce oral /written messages</b>	<b>SWBAT:</b> *talk and write about means of communication(TV, newspapers, magazines ...)  * express a point of view/ opinion.  * talk about people's reading habits.  * read and interpret reports, newspaper articles and graphs.  * identify the main phases of a survey.  *conduct surveys.  * prepare a questionnaire.  *conduct an interview.  *write a report/an article.  * report what people say using summarizing verbs.	<b>Lexis:</b> related to the theme  <b>Grammar:</b> * <b>Degree adverbs:</b> <b>quite , absolutely...</b> * Direct & indirect speech: reporting questions and statements in the present simple tense, modals *Reporting verbs: suggested /ordered/ advised... *Adverbs of manner: politely, fast... *Adjectives with 'ful, less' * <b>Expressing likes and dislikes</b> *Expressing contrast: on the contrary, but... <b>Phonology:</b> *Stress in compound words: newspaper *Stress shift (from noun to adjective) *Silent letters: would... * <b>Pronunciation of final</b> « s » / « ed »	* compare sensational newspapers with serious ones  *Filling in a questionnaire  * Summarizing dialogues  *choosing the appropriate Reporting verbs.  *Asking for and giving information.  *narrate a story reporting the events of an accident	1-Assessment and remediation 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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) <b>eg: write a newspaperarticle reporting an event</b>	<b>7 weeks</b>  <b>21 hours</b>
<b>Project Outcome</b>	<b>Conducting a survey</b>					

## 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

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
<b>Environment , Pollution and The World of Animal</b>  <b>Unit 3 Back to nature</b>	<b>- Interact orally</b>  <b>- interpret an oral / written message</b>  <b>-produce oral /written messages</b>	<b>SWBAT:</b> * talk about: - different climates. - natural and man-made disasters. - causes and effects of global warming. - different types of pollution. *make suppositions. *write SOS messages. - discuss possible solutions (3Rs and renewable energies) * <b>Express opinion</b> (agreeing and disagreeing, arguing for and against) *read and/interpret an advert. * write about the causes and the effects of global warming and suggest possible solutions Or write an expository paragraph about one type of pollution	<b>Lexis</b> related to the theme (pollution, natural disasters and climate change)  <b>Grammar:</b> * If conditional (type 0/1/2) * <b>Sequencers: firstly, secondly...</b> *Expressing cause / effect relationship. *Link words: as a result, so, consequently *Quantifiers: some, a little of most of, all of, half of, few *Expressing opinion / feelings: -agreeing and disagreeing - arguing for and against. * <b>Polite requests</b>  <b>Morphology:</b> *Forming adjectives using suffixes: al, ic, ical... *Deriving opposites using prefixes  <b>Phonology:</b> * <b>Intonation in yes /no questions</b> *Stress in words ending in “tion” *Stress in words starting with prefixes	*Reading a world climate map *Interpreting pictures *Answering questions *Using pictures and cues to make a dialogue *Matching *Gap-filling *Table completion	Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.  After 3/4 weeks of teaching, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) <b>eg:</b> Write a paragraph giving your opinion on renewable energies.  <b>Or</b> Write an advert promoting the three Rs (reuse, reduce, recycle)	<b>6 weeks 18 hours</b>
<b>Project Outcome</b>	<b>Designing a consumer's guide</b>					



## 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

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
<b>Innovation and Technology</b>  <b>Unit 4:</b>  <b>Eureka.</b>	<p><b>- Interact orally</b></p> <p><b>- interpret an oral / written message</b></p> <p><b>-produce oral /written messages</b></p>	<p>SWBAT:</p> <p>*talk about:</p> <p>- inventions, discoveries and developments in technology (the evolution of an invention)</p> <p>* Write a biography about a scientist.</p> <p>* talk and read about the development of telecommunications.</p> <p>*write about the evolution of an invention.</p> <p>* state/identify advantages and drawbacks of some inventions.</p> <p>*read and interpret an opinion letter.</p> <p>*write an opinion letter.</p> <p>* take sides in a debate.</p>	<p><b>Lexis</b> related to telecommunication</p> <p><b>Grammar:</b></p> <p>* Express concession: “ however”, “although”</p> <p>* <b>Use definite and indefinite articles</b></p> <p>*Express result: so+adj+that</p> <p>*Relative pronoun “whom”</p> <p><b>Phonology:</b></p> <p>*Intonation in indirect questions</p> <p>*Stress in words ending in: ‘y’, and ‘ical’</p>	<p>*Matching</p> <p>* Interpreting a picture</p> <p>* Table- filling</p> <p>*Note- taking</p> <p>*Asking /answering questions</p> <p>* Making an oral presentation or writing a paragraph from notes</p> <p>* Write a paragraph out of a flow chart</p>	<p>Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>After 3/4 weeks of teaching, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written)</p> <p><b>eg:</b></p> <p>Write a short letter of opinion taking side for or against the use of a technological device</p> <p><b>Or</b></p> <p>Write a summary of a long biography</p>	<p><b>6 weeks</b></p> <p><b>18 hours</b></p>
<b>Project Outcome</b>	<b>Making an invention profile/ Writing a biography about a scientist</b>					