

**Democratic and Popular Republic of Algeria**

**Ministry of National Education**

**General Inspectorate of Pedagogy**

**Direction of the General Secondary and Technological Teaching**

**Planning Learning**

**ENGLISH**

**Year 1**

**September 2018**

## **Introduction**

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In preparation for the 2018/2019 academic year, and in order to ensure the quality of education and to improve educational pedagogic performance, and to continue with the reforms it has initiated, the General Inspectorate of Pedagogy is putting the pedagogy in the hands of educational practitioners as complementary tools for the reference documents adopted and implemented in the field at this stage in order to facilitate the reading, understanding and implementation of the curriculum, and to standardize the content of the content in the context of the guidance provided by the curriculum, which is explained in the accompanying documents. These gradations allow methodically to harmonize it with the pedagogic assessment plan and the continuous monitoring scheme. In order to reflect this, we ask everyone to read and understand the principle of these gradients in order to put it into effect. The inspectors are constantly involved to accompany the teachers, especially the new ones, to modify or adapt the activities. Applied according to the availability of laboratory equipment for the technology or the mass media to simulate it - appropriate, as required by the efficiency observed, provided that it is approved by the National Education Inspector of the discipline.

## Methodological note

However, the field practices on the one hand, and the adoption by the Ministry for a period of annual distributions of courses obliges professors to respect the time of their implementation, and the task of supervising and follow-up bodies to assess the percentage of completion of the curriculum and the accompanying documents. We are ready to put forward the issue urgently to provide the alternative because the difference between the implementation of the curriculum and the gradual implementation. The first is based on a restricted automatic distribution according to time scales with pure linear programming, in which handling is in sequence and in all the particles and rationales due to the serious preparation of the learners for the tests resulting in negative practices such as typing, filling, preservation and retrieval without analysis or analysis. , While the second, the annual course for the construction of learning, focuses on how the curriculum is implemented with respect to the pace of learning and the learner's abilities and independence, and to consider efficiency as a systematic principle of the curriculum. This efficiency is a starting point and point of access for any educational work. Knowledge is a resource that serves efficiency within the structured concept network of the discipline.

## Annual Progression-Secondary

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

**Stream:** Literary stream

**Time devoted:** 4 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.**

## Annual Progression-Secondary

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First term

UNIT	THEME	Learning Objectives	Targeted Competency	Communicative tasks/activities	Resources	Integration & Assessment	Time
Diagnostic assessment							SEPTwee k 2
○ Z	Project: Making a job application booklet/Creating a web page/Writing a letter/ an e-mail						

**Annual Progression-Secondary**

**Students will be able to :**

	<b>Intercultural Exchanges</b>	<p>* speak/write about means of intercultural exchanges (computer, internet, telephone...)</p> <p>* Name the main parts of a computer.</p> <p>* write a paragraph on the advantages and drawbacks of Internet.</p> <p>* manipulate some common means of intercultural exchanges.</p> <p>*identify the different types of letters.</p> <p>*write a letter or an e-mail.</p> <p>* differentiate between formal and formal lettersand write messages on that way.</p>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<p>*labelling</p> <p>*ordering instructions</p> <p>* Filling in a form and writingan application letter</p> <p>*responding to an e-mail/ advert</p> <p>*Recognizing the layout / Writing an application letter</p> <p>* conducting interviews</p> <p>* giving opinion</p> <p>* agreeing /refusing.</p>	<p><b>Grammar:</b></p> <p>*The imperative.</p> <p>*<b>Sequencers:</b> first, next...</p> <p>*Modals: need to, have to.</p> <p>*<b>Comparatives of adjectives</b> and adverbs: less/ more +adj + than.</p> <p>*<b>Expressing purpose:</b> in order to, so as to ,to .</p> <p>*<b>Frequency adverbs:</b> always, often...</p> <p>*<b>Degree adverbs</b> : very , quite ...</p> <p>*<b>Reflexive pronouns</b> : myself , yourself ...</p> <p>*<b>Modals:</b> have to , had to , must</p> <p>* <b>Extreme adjectives:</b> boiling exhausted...</p> <p>*- <b>Types of pronouns:</b> subject, object,...</p>	<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><b>6 weeks</b></p> <p><b>24 hours</b></p>

LEARNING THROUGH Digital Exchanges	*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.	Interacting  Interpreting  Producing	*Prepositions of time and place: in , on , at ...  *Correlative conjunctions : Neither ....nor / either ....or / both ....and ...  *Definite and indefinite articles: a , an , the , Ø.  *Instructing & comparing  *Expressing preferences & purpose.  *Describing people’s regular activities.  *Describing a place.  *Expressing obligation: must /have to....  *Inviting / accepting and refusing invitation.  *Apologising.  Lexis:  * related to computing and messages  * voc related to description: to the west, to the north, it’s bordered.....	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.
	Ministry of National Education			- Phone tactics: phone number, I’m afraid....  Phonology:

PROJECT PRESENTATION		Peer assessment
T	W	C
Project: Conducting a survey		

**Annual Progression-Secondary**

**Students will be able to:**

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication – The Press</p>	<p>*speak/write about means of communication ( TV, newspapers, magazines ...)</p> <p>* compare sensational newspapers with serious ones</p> <p>*conduct surveys</p> <p>* read and interpret reports, newspaper articles and graphs</p> <p>*write a report/an article</p> <p>* record the main ideas of a survey</p> <p>* write about people’s reading habits</p> <p>*conduct an interview</p> <p>*Summarise what people say (report statements, questions, orders, greeting..)</p> <p>* express a point of view/ opinion</p> <p>* make requests/suggestions / recommendations.</p> <p>*narrate a story reporting the events of an accident</p> <p>*write a memo</p>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<p>*Filling in a questionnaire</p> <p>* Summarising dialogues</p> <p>*choosing the appropriate reporting verbs.</p> <p>*Asking for and giving information.</p>	<p><b>Grammar:</b></p> <p><b>*Degree adverbs : quite , absolutely...</b></p> <p><b>*Direct &amp; indirect speech: questions, orders, requests, modals...</b></p> <p><b>*Quotation marks .</b></p> <p><b>*Reporting verbs :suggested /ordered ....</b></p> <p><b>*Adverbs of manner:</b> politely, fast...</p> <p><b>*Adjectives</b></p> <p><b>*Giving advice/ inviting.</b></p> <p><b>*Expressing like and dislikes</b></p> <p><b>Expressing contrast:</b> on the contrary, but...</p> <p><b>Phonology:</b></p> <p><b>*Stress in compound words:</b> newspaper</p> <p><b>*Stress shift ( from noun to adjective)</b></p> <p><b>*Silent letters:</b> would...</p> <p><b>*Pronunciation of final &lt; s</b></p>	<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>	<p><b>5</b></p> <p><b>w</b></p> <p><b>e</b></p> <p><b>e</b></p> <p><b>k</b></p> <p><b>s</b></p> <p><b>20</b></p> <p><b>hours</b></p>
	<p>Ministry of National Education</p>				<p>» / « ed »</p> <p><b>*Formation of words with suffixes ‘ful’/‘ less’</b></p>	

**Annual Progression - Secondary**

		First term exams	
		Correction of the first term examination and remediation	
		PROJECT PRESENTATION	Peer assessment
<b>WINTER HOLIDAYS</b>			

**SECOND TERM**

Unit	Theme	Learning objectives	Targeted Competency	Communicative tasks/activities	Resources	Integration & Assessment	Time
1	H	Project: Designing a consumer's guide					

**Annual Progression Secondary**

*Students will be able to:*

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ministry of National Education</p>	<p>* speak and write about:</p> <ul style="list-style-type: none"> <li>- different climates.</li> <li>- different types of pollution.</li> <li>- natural and man-made disasters.</li> <li>- causes and effects of global warming.</li> <li>- recycling and renewable energies</li> </ul> <p>*write SOS messages.</p> <p>*write an expository paragraph about pollution</p> <p>*conduct a meeting</p> <p>*write the minutes of a meeting</p> <p>*read /interpret/write an advert</p> <p>*write a letter of complaint</p> <p>*write a memo</p>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<p>*Reading a world climate map</p> <p>*Interpreting pictures</p> <p>*Answering questions</p> <p>*Using pictures and cues to make a dialogue</p> <p>*Matching</p> <p>*Gap-filling</p> <p>*Table completion</p>	<p><b>Grammar:</b></p> <p><b>* If conditional (type 0/1/2)</b></p> <p><b>*Sequencers:</b> firstly, secondly...</p> <p>*Expressing cause / effect relationship.</p> <p><b>*Link words :</b>as a result, so, consequently .....</p> <p><b>*Quantifiers :</b> some , a little of most of , all of , half of , few</p> <p><b>*Expressing opinion / feelings :</b></p> <ul style="list-style-type: none"> <li>-agreeing and disagreeing</li> <li>- arguing for and against.</li> </ul> <p><b>*Polite requests</b></p> <p><b>Morphology:</b></p> <p>*Forming adjectives using suffixes : al, ic , ical...</p> <p>*Deriving opposites using prefixes</p> <p><b>Lexis related to :</b></p> <ul style="list-style-type: none"> <li>- pollution, natural disasters and climate change</li> </ul> <p><b>Phonology:</b></p> <p>*Intonation in yes /no questions</p> <p>*Stress in words ending in « tion »</p> <p>*Stress in words starting with prefixes</p>	<p><b>1- Assessment should occur at</b></p> <p><i>regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p> <p><b>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.</b></p>	<p><b>5 weeks - 20 hours</b></p>
	<p>Ministry of National Education</p>					<p><b>11</b></p>

PROJECT PRESENTATION		Peer assessment
FO	Project: Making an invention profile/ Writing a biography about a scientist	20

**Annual Progression - Secondary**

*Students will be able to:*

				<b>Grammar:</b>	<i>1- Assessment</i>	<b>hours</b>
<b>Innovation and Technology</b>	<p>*speak /write about:</p> <ul style="list-style-type: none"> <li>- inventions, discoveries and developments in technology</li> <li>- the development of telecommunications</li> <li>- the evolution of an invention - scientists and their inventions or discoveries</li> <li>- the historical background of the invention of a washing machine</li> </ul> <p>* state/identify advantages and drawbacks of some inventions</p> <p>* Take sides in a debate</p> <p>* make an oral presentation of a product from product specifications</p> <p>* write a business letter</p> <p>*write an opinion letter</p> <p>* Write a biography about a scientist</p> <p>- present a product.</p>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<p>*Interpreting a picture</p> <p>* Table- filling</p> <p>*Note- taking</p> <p>* Making an oral presentation or writing a paragraph from notes</p> <p>*Asking /answering questions</p> <p>*Matching</p> <p>* Write a paragraph out of a flow chart</p>	<p><b>* Express concession:</b></p> <p>“ however”, “although” ...</p> <p><b>* Use definite and indefinite articles</b></p> <p><b>*Express result:</b> so+adj+ that</p> <p><b>*Describe an object:</b> shape, colour, etc.</p> <p><b>- Dimensions:</b> deep, width...</p> <p><b>*Relative pronoun “whom”</b></p> <p>*Lexis related to telecommunication</p> <p>Phonology</p> <p><b>*Intonation in indirect questions</b></p> <p><b>*Stress of</b> words ending in: y + ical</p>	<p><i>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>	<p><b>5</b></p> <p><b>w</b></p> <p><b>e</b></p> <p><b>e</b></p> <p><b>k</b></p> <p><b>s</b></p>
	<b>Second term exams</b>					

**Annual Progression - Secondary**

		Correction of the second term examination and remediation	
		<b>PROJECT PRESENTATION</b>	Peer assessment
<b>SPRING HOLIDAYS</b>			

**THIRD TERM**

Unit	Theme	Learning objectives	Targeted Competency	Communicative tasks/activities	Resources	Integration & Assessment	Time
<b>F1</b> <b>V</b>		<b>Project:</b> Writing a biography / a book review					

**Annual Progression-Secondary**

*Students will be able to:*

Famous Topics	<ul style="list-style-type: none"> <li>*listen and respond to a tale</li> <li>*read and respond to a short narrative</li> <li>* illustrate the importance of a blurb</li> <li>* read and interpret a literary portrait</li> <li>*describe people’s physical appearance and personality features</li> <li>*read/write about literary figures</li> <li>* read and interpret a poem/a folktale</li> <li>*express literary preferences</li> <li>* write:                             <ul style="list-style-type: none"> <li>- a book review</li> <li>- a biography</li> <li>- the summary of a story</li> <li>- a personal narrative/a short story/ a folktale/a poem</li> </ul> </li> </ul>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<ul style="list-style-type: none"> <li>*Interpreting pictures/ book covers</li> <li>*Asking/answering questions</li> <li>* Table-filling</li> <li>*Gap –filling</li> <li>*Writing a paragraph using notes</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>*Past simple and past continuous using “when”, “while”</li> <li>*Relative pronouns “who”, “whom”, “which”</li> </ul> <p><b>Lexis:</b></p> <ul style="list-style-type: none"> <li>- “Beside”, “Besides”</li> <li>- <b>Describing people:</b> dreamy, flashing, eyebrows...</li> </ul> <p><b>Phonology:</b></p> <ul style="list-style-type: none"> <li>*Stress in three-syllable words</li> <li>*Pronunciation of final ‘ed’</li> <li>*<b>Asking for and giving directions:</b> Excuse me, go straight...</li> </ul>	<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 must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i></p>	<p><b>7 weeks</b></p> <p><b>21 hours</b></p>	
	<b>PROJECT PRESENTATION</b>					<b>Peer assessment</b>	
	<b>Third term exams</b>						

**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

**Annual Progression-Secondary**

UNIT	THEME	Learning objectives	Targeted Competency	Communicative tasks/activities	Resources	Integration & Assessment	Time
<b>Diagnostic assessment</b>							<b>SEPT</b> <b>week 2</b>
O Z	<b>Project:</b> Making a job application booklet/Creating a web page/Writing a letter/ an e-mail						

**Annual Progression-Secondary**

**Students will be able to :**

	<b>Intercultural Exchanges</b>	<p>* speak/write about means of intercultural exchanges (computer, internet, telephone...)</p> <p>* Name the main parts of a computer.</p> <p>* write a paragraph on the advantages and drawbacks of Internet.</p> <p>* manipulate some common means of intercultural exchanges.</p> <p>*identify the different types of letters.</p> <p>*write a letter or an e-mail.</p> <p>* differentiate between formal and formal lettersand write messages on that way.</p>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<p>*labelling</p> <p>*ordering instructions</p> <p>* Filling in a form and writingan application letter</p> <p>*responding to an e-mail/ advert</p> <p>*Recognizing the layout / Writing an application letter</p> <p>* conducting interviews</p> <p>* giving opinion</p> <p>* agreeing /refusing.</p>	<p><b>Grammar:</b></p> <p>*The imperative.</p> <p>*<b>Sequencers:</b> first, next...</p> <p>*Modals: need to, have to.</p> <p>*<b>Comparatives of adjectives</b> and adverbs: less/ more +adj + than.</p> <p>*<b>Expressing purpose:</b> in order to, so as to ,to .</p> <p>*<b>Frequency adverbs:</b> always, often...</p> <p>*<b>Degree adverbs</b> : very , quite ...</p> <p>*<b>Reflexive pronouns</b> : myself , yourself ...</p> <p>*<b>Modals:</b> have to , had to , must</p> <p>* <b>Extreme adjectives:</b> boiling exhausted...</p> <p>*- <b>Types of pronouns:</b> subject, object,...</p>	<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><b>6 weeks</b></p> <p><b>18hours</b></p>

**Annual Progression-Secondary**

GETTING THROUGH Ministry of National Education Cultural Exchanges	*state point of view and justify it  *write short notes to invite, refuse and accept invitation.	Interacting  Interpreting  Producing	*Prepositions of time and place: in , on , at ...  *Correlative conjunctions : Neither ....nor / either ....or / both ....and ...  *Definite and indefinite articles: a , an , the , Ø.  *Instructing & comparing  *Expressing preferences & purpose.  *Describing people's regular activities.  *Describing a place.  *Expressing obligation: must /have to....  *Inviting / accepting and refusing invitation.  *Apologising.  <b>Lexis:</b>  * related to computing and messages  * <b>voc related to description:</b> to the west, to the north, it's bordered.....	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.
	*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.		- <b>Phone tactics:</b> phone number, I'm afraid....  <b>Phonology:</b>	

PROJECT PRESENTATION		Peer assessment
T	W	C
Project: Conducting a survey		

	<p><b>Communication – The Press</b></p> <ul style="list-style-type: none"> <li>*speak/write about means of communication ( TV, newspapers, magazines ...)</li> <li>* compare sensational newspapers with serious ones</li> <li>*conduct surveys</li> <li>* read and interpret reports, newspaper articles and graphs</li> <li>*write a report/an article</li> <li>* record the main ideas of a survey</li> <li>* write about people’s reading habits</li> <li>*conduct an interview</li> <li>*Summarise what people say (report statements, questions, orders, greeting..)</li> <li>* express a point of view/ opinion</li> <li>* make requests/suggestions / recommendations.</li> <li>*narrate a story reporting the events of an accident</li> <li>*write a memo</li> </ul>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<p>*Filling in a questionnaire</p> <p>* Summarising dialogues</p> <p>*choosing the appropriate reporting verbs.</p> <p>*Asking for and giving information.</p>	<p><b>Grammar:</b></p> <p><b>*Degree adverbs : quite , absolutely...</b></p> <p><b>*Direct &amp; indirect speech: questions, orders, requests, modals...</b></p> <p><b>*Quotation marks .</b></p> <p><b>*Reporting verbs :suggested /ordered ....</b></p> <p><b>*Adverbs of manner: politely, fast...</b></p> <p><b>*Adjectives</b></p> <p><b>*Giving advice/ inviting.</b></p> <p><b>*Expressing like and dislikes</b></p> <p><b>Expressing contrast: on the contrary, but...</b></p> <p><b>Phonology:</b></p> <p><b>*Stress in compound words: newspaper</b></p> <p><b>*Stress shift ( from noun to adjective)</b></p> <p><b>*Silent letters: would...</b></p> <p><b>*Pronunciation of final « s » / « ed »</b></p> <p><b>*Formation of words with suffixes ‘ful’/‘ less’</b></p>	<p><b>I- Assessment</b></p> <p><i>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>	<p><b>6</b></p> <p><b>w</b></p> <p><b>e</b></p> <p><b>e</b></p> <p><b>k</b></p> <p><b>s</b></p> <p><b>18</b></p> <p><b>hours</b></p>
<p>Ministry of National Education</p>		<p>21</p>				

**Annual Progression Secondary**

	<b>First term exams</b>		
	<b>Correction of the first term examination and remediation</b>		
	<b>PROJECT PRESENTATION</b>	<b>Peer assessment</b>	
<b>WINTER HOLIDAYS</b>			

Unit	Theme	Learning objectives	Targeted Competency	Communicative tasks/activities	Resources	Integration & Assessment	Time
	The World of Animals	<b>Project:</b> Designing a consumer's guide					
		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>* speak and write about:                             <ul style="list-style-type: none"> <li>- different climates.</li> <li>- different types of pollution.                                     <ul style="list-style-type: none"> <li>- natural and man-made disasters.</li> <li>- causes and effects of global warming.</li> </ul> </li> <li>- recycling and renewable energies</li> </ul> </li> <li>*write SOS messages.</li> <li>*write an expository paragraph about pollution</li> <li>*conduct a meeting</li> <li>*write the minutes of a meeting</li> <li>*read /interpret/write an advert</li> <li>*write a letter of complaint</li> <li>*write a memo</li> </ul>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p> <p><b>Linguistic</b></p>	<ul style="list-style-type: none"> <li>*Reading a world climate map</li> <li>*Interpreting pictures</li> <li>*Answering questions</li> <li>*Using pictures and cues to make a dialogue</li> <li>*Matching</li> <li>*Gap-filling</li> <li>*Table- completion</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>* <i>If conditional</i> (type 0/1/2)</li> <li>*<i>Sequencers</i>: firstly, secondly..</li> <li>*<i>Expressing cause / effect relationship.</i></li> <li>*<i>Link words</i> : as a result, so, consequently .....</li> <li>*<i>Quantifiers</i> : some , a little of most of , all of , half of , few</li> <li>*<i>Expressing opinion / feelings</i> :                             <ul style="list-style-type: none"> <li>-agreeing and disagreeing</li> <li>- arguing for and against.</li> </ul> </li> <li>*<i>Polite requests</i></li> </ul> <p><b>Morphology:</b></p> <ul style="list-style-type: none"> <li>*<i>Forming adjectives</i> using suffixes : al, ic , ical...</li> <li>*<i>Deriving opposites using prefixes</i></li> </ul> <p><b>Lexis related to :</b></p> <ul style="list-style-type: none"> <li>- pollution, natural disasters and climate change</li> </ul> <p><b>Phonology:</b></p> <ul style="list-style-type: none"> <li>*Intonation in yes /no questions</li> </ul>	<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>	<p style="text-align: center;"><b>9 weeks</b></p> <p style="text-align: center;"><b>27 hours</b></p>

**THIRD TERM**

UNIT	THEME	Learning objectives	Targeted Competency	Communicative tasks/activities	Resources	Integration & Assessment	Time	
<b>FOUR - EUREKA</b>	<b>Innovation and Technology and famous scientists / inventors</b>	<b>Project:</b> Making an invention profile/ Writing a biography about a scientist						
		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>*speak /write about:                             <ul style="list-style-type: none"> <li>- inventions, discoveries and developments in technology</li> <li>- the development of telecommunications</li> <li>- the evolution of an invention - scientists and their inventions or discoveries</li> <li>- the historical background of the invention of a washing machine</li> </ul> </li> <li>* state/identify advantages and drawbacks of some inventions</li> <li>* Take sides in a debate</li> <li>* make an oral presentation of a product from product specifications</li> <li>* write a business letter</li> </ul>	<p><b>Interacting</b></p> <p><b>Interpreting</b></p> <p><b>Producing</b></p>	<ul style="list-style-type: none"> <li>*Interpreting a picture</li> <li>* Table- filling</li> <li>*Note- taking</li> <li>* Making an oral presentation or writing a paragraph from notes</li> <li>*Asking /answering questions</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>* <b>Express concession:</b> “ however”, “although” ...</li> <li>* <b>Use definite and indefinite articles</b></li> <li>*<b>Express result:</b>so+adj+ that</li> <li>*<b>Describe an object:</b> shape, colour, etc.</li> <li>- <b>Dimensions:</b> deep, width...</li> <li>*<b>Relative pronoun</b> “whom”</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>* related to telecommunication</li> </ul>	<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>	<p>7 w e e k s  21 hours</p>	

**Annual Progression - Secondary**

		*write an opinion letter		*Matching	<b>Phonology</b>		
		* Write a biography about a scientist - present a product.		* Write a paragraph out of a flow chart	* <i>Intonation in indirect questions</i> * <b>Stress of words ending in: y + ical</b>		
		<b>PROJECT PRESENTATION</b>					

		<b>PROJECT PRESENTATION</b>			<b>Peer assessment</b>	
		<b>Third term exams</b>				
		<b>Correction of the third term examination and remediation</b>				