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| **Level:** Secondary Education : Year Two **(SE2)**  **Streams : Economy Management**  **Time devoted: 3 Hours** |
| **GLOBAL COMPETENCE**  **At the end of SE2, the learner will be able toproduce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 15 lines, using written or oral support.** |

1. **Make Peace**
2. **Poverty and World Resources**
3. **Disasters and Safety**
4. **Management and Efficiency**

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| **Unit**  **1** | **Theme**  **Topics** | | **Learning objectives** | **T. C** | **SARSed Activities** | **RESOURCES** | **Integration & Assessment** | **Time** |
| **Peace and Conflict Resolution**  **2** | **Diagnostic assessment** ( exit profile – entry profile) | | | | | | 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 |
| **Project outcomes: To write a statement of achievements about Nobel Peace Prize winners** | | | | | |
| **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 2** | **Theme /Topics** | | **Learning objectives** | **T. C** | | **SARSed Activities** | **RESOURCES** | **Integration & Assessment** |
| **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 |

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| **Unit 3** | **Theme/**  **Topics** | | **Learning objectives** | **Targeted Competency** | | | **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. | 15 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-listning 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)** | |

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| **Unit 4** | **Theme /Topics** | **Learning objectives** | **T. C** | | **SARSed Activities** | **RESOURCES** | | **Integration & Assessment** | **Time** |
| **Business is Business** | Project outcome: Write a business portfolio/ write the profile of a good manager | | | | | | |  |
| **Management and Efficiency** | SWBA To:  -Define and explain the concept of efficiency and explain how it helps in company success.  -List basic marketing principles.  -Describe what the positive spirit of management is.  -List different forms of management: web-management vs pyramidal management.  -Explore the concept of innovation in management  -Enrich their lexical memory with new words related to the topic of the unit. | | **Interacting Interpreting - Producing** | -Identify types of correspondence  -Write a facsimile and a reply  -Summarise a dialogue  -Act out dialogues making comments  -Write an annual  report for a company  -Read a text to deduce the meaning.  -Write a business report. | | Present perfect  The best way to…is I don’t think… I can’t agree on this point; You’re right, but think…  I’m sorry to disagree with you but… Passive: the m will be held… point was disc Past and future Imperatives: d this/do that/ I this to be done want that to be today  -Be capable of -Have confidence -Deal WITH -Conscious OF -Interested IN  -Ready FOR  (refer back to the program: Persuading/  Convince/Suggesting/ Advising/Agreeing/ Disagreeing/ Reporting  Making decisions  Making previsions  Instructing/ Negotiating)  **(Refer to the program)** | 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 |

-**RESOURCE MATERIALS**: Textbook (Getting Through) I.S.B.N. 9947/06 n° Depot legal 245 2006,

extra text, pictures.

**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 15 hours. 10hours for teaching/learning and 5 hours are to be exploited in Remedial activities and Project monitoring and presentation.