**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 3

**September 2018**

# Introduction

In preparation for the 2019-2018 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 the 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 have decided to submit the solutions to supplement them cumulatively, which led us to re-put 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.

**Level:** Secondary Education : Year Three (**SE3**)

**Streams : Common Streams**

**Time devoted: 3 hours**

**GLOBAL COMPETENCE**

**At the end of SE3, the learner will be able to produce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 20 lines, using written or oral support.**

| Unit 1 | Theme Topics | Learning objectives | Targeted Competency | SARSed Activities | RESOURCES | Integration & Assessment | Time |
|---|---|---|---|---|---|---|---|
| | | **Project outcomes:** Writing a charter of ethics in business, | | | | | |
| III Gotten Gains Never Prosper | Ethics in Business | **WBBA To:** o Use the conditional and "should/had better to" to give advice. o consider honesty in business as a sign of active/good citizenship Use appropriate conjunctions to express consequences and give arguments to defend viewpoint o Express opinions/consequences, give advice, instruct and make suggestions using appropriate language forms in context (ethics) Write a policy statement to inform potential fund contributors about an ethical investment fund. | Interpreting  Interacting  Producing | -Listen and consider Getting started Task 1and 2p 46 -Let's hear it Task 1 p47 Around the text Read and consider -Getting started -Taking a closer look -Listening and speaking  -Before listening -As you listen: -After listening: Expressing opinions Reading and writing Text: page 65 (Social auditing) Before reading p65 As you read p66 After reading p68 | (Expressing condition) Provided/providing that/as long as… ( Wish /It's (about/high) time….) (had better (not)…) **-Phonology:** **Shift of stress/syllable stress** ( so+adjective +that)/such+noun phrase +that)+ cause/effect relationship ( Review of the passive with modal verbs) Task p 56 - (formation of nouns and opposites) The tasks should be made more communicative providing opportunities for speaking. For instance, performing dialogues using the target functions such as: agreeing, disagreeing, contrasting, expressing opinions etc… - Reference words and discourse. | **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 | 8 weeks  24 h |

| Unit 2 | Theme Topics | Learning objectives | Targeted Competency | SARSed Activities | RESOURCES | Integration & Assessment | Time |
|---|---|---|---|---|---|---|---|
| **Safety First** | **Advertising, Consumers and Safety.** | SWBA To make hypotheses about future changes using 'may, might, could, can' justify and state the effects of aphenomenon using conjunctions expressing cause/effect relationship argument for and against an issue using appropriate state connectors and expressions of concession interpret, create and react to an advert | **Project outcomes: make a survey on the impact of advertaising.** | | | **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. | 7 weeks 21h |
|  |  |  | Interacting  Interpreting  Producing | • Listen and Consider p 107 -Getting Started p 107. -Let's Hear it p 108. -Grammar Explorer I p 108. -Pronunciation and Spelling p 111 - Vocabulary Explorer , Task3 p 111. -Think, Pair , Share. • Read and Consider -Getting Started p 113. -Taking a Closer Look p 113. -Grammar Explorer I, II p 115, 116 (Review). Grammar Explorer III p 117. -Vocabulary Explorer p 118. * Think, Pair, Share. P 119 - Before Listening p123. - As you Listen p 124. - After Listening p 125. - Sat it in Writing p 0127 - Reading and Writing p128. | - May, Might, Could, Can used to express hypotheses. - Dependent prepositions. -Weak/strong forms of modals. - Present simple (review). - because, since, as, because of, owing to,… - as a result, consequently, therefore,… -opposite items related to consumption and safety. - Stressing content and function words. Expressions of concession. - Expressions of certainty and doubt. - Imperatives. - Language of persuasion. - Vocabulary related to advets and holidays. |  |  |

| Unit3 | Theme Topics | Learning objectives | Targeted Competency | SARSed activities | RESOURCES | Integration & Assessment | Time |
|---|---|---|---|---|---|---|---|
| | | Project outcome : designing an astronomy booklet | | | | **1**- Assessment | |

| It's a Giant Leap for Mankind | Astronomy and the Solar System | **SWBBA To:**<br>1- Make suppositions and set hypotheses.<br>2- Compare and contrast.<br>3- Use the metric system.<br>4-Predict the content of a text from the headline.<br>5-Identify main ideas.<br>6-Read and comprehend an article about astronomy.<br>1- Use deductive and concessive reasoning to write a short article. | Interacting<br><br>Interpreting<br><br>Producing | 1- Whole class discussion.<br>2-Sentence ordering<br>3- Reference questions<br>4- Inference questions<br>5- Information transfer<br>6- Cohesion (reference)<br>7- sentence ordering<br>8- declension/<br>Inflection<br><br>1. Brainstorming<br>2. Selecting relevant ideas and drafting<br>3. Using cohesive devices to express:<br>Cause/effect<br>Purpose<br>Contrast<br>Concession<br>3. Editing | - Review of the conditional s: unless, if+ not, etc.<br>- Concession: however, even though, etc.<br>- Expressing similarities and differences: whereas, while, like, unlike, etc.<br>-plural form<br><br>- Vocabulary  related to astronomy<br>-  Word formation<br>-Vocabulary related to dimensions, size and weight. | should occur at<br><br>regular intervals during the sequence and at the end of the sequence in addition to designated exam periods<br><br>**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. | *7 weeks* |

| Unit 4 | Theme Topic | Learning objectives | Targeted Competency | SARSed activities | Resources | Integration & Assessment | Time |
|---|---|---|---|---|---|---|---|
| WE ARE A FAMILY | Feelings, Emotions , Humour and related topics | **Project:** Writing a booklet for coping with strong emotions/ Writing a short collection of jokes | | | | **1**- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods | **6 weeks** **18h** |
| | | *Developing understanding of the concept of humour * raising awareness of others' thoughts and feeling *Raising awareness about the importance of emotions/ feelings for the development of the individual * Developing understanding of the expression of feelings across different cultures and societies *Exploring the concepts of friendship, love , patriotism , generosity , courage | **Interacting** **Interpreting** **Producing** | *Ordering statements as they occur in an interview With an humourist *Responding to a letter  (writing a letter of advice) * Writing a newspaper article about feelings and emotions *Listening to a lecture about friendship and ordering the notes * Re-ordering paragraphs to get a coherent public statement | **Grammar**: * Present simple *Past simple, past perfect *Enjoy/like/dislike +gerund *I'd rather do… I'd rather do …than… I'd prefer …to… *Should, ought to, if I were you *articles: omission before abstract nouns ( love, anger, humour …) *Quantifiers: a lot of, a great deal of , few, little, some of us , all of us … *each other, one another **Morphology:** *forming adjectives from nouns with: -ful , -ic, -ous *forming nouns with: **-ness**,**-ty** *Forming verbs with **-en** **Phonology:** *Pronouncing the cluster **ngth** *Weak form of **of** in phrasal | **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. | |

RESOURCE MATERIALS**:  (Textbook: 2011-2012 – ISBN: 978-9947-20-512-9 / Dépôt légal: 110-2007)**

**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.

**Level:** Secondary Education : Year Three (**SE3**)

**Streams : Literature and Philosophy and Foreign Languages**

**Time devoted: 4 hours**

**GLOBAL COMPETENCE**

**At the end of SE3, the learner will be able to produce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 20 lines, using written or oral support.**

| UNIT | THEME | Learning objectives | Targeted Competency | Communicative tasks/activities (oral/written) | Resources | Integration & Assessment | Estimated Time |
|---|---|---|---|---|---|---|---|
| | | | | **Diagnostic assessment** | | | **SEPT-week 2** |
| | | | | **Project:** Making the profile of an ancient civilization | | | |
| ONE - EXPLORING THE PAST | Ancient civilizations | **Students will be able to :** *Identify he five major ancient civilizations *speak/write about the rise and fall of civilizations * speak/write about the contributions of civilizations to the growth of man * describe people's past habits, lifestyles and achievements | **Interacting** **Interpreting** **Producing** | *Reading a map to identify the ancient civilizations represented *Drawing the wheel of civilizations and ordering the civilizations chronologically *Gap-filling ( use of verbs related to the rise and fall of civilizations) | **Grammar:** * Past simple *Past perfect *Used to …. *Had to ….. *Was/were able to … *Articles: use and omission before abstract nouns *Quantifiers: Few/little *Comparatives and superlatives of quantifiers | 1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. | **7 weeks** **28h** |

| ONE - EXPLORING THE PAST | Ancient civilizations | * make a historical account about the development of a civilization<br><br>*Speak/write about world heritage sites<br><br>*write about the challenges faced by modern civilization<br><br>*to recite a version of ancient beliefs and myths using related vocabulary and the past simple tense. | **Interacting**<br><br>**Interpreting**<br><br>**Producing** | *Filling in a spidergram about achievements in Islamic civilization<br><br>*Completing a network tree<br><br>about the major threats to our civilization | *Expressing concession using: though, in spite of,but, however…<br><br>**Morphology:**<br><br>*Forming new words with:<br><br> - prefixes **de** and**dis** to form opposites<br><br>- suffixes –**ic**, -**ment, -y , -able**<br><br>  **-ed**<br><br>**Lexis related to :**<br><br>**\***rise and fall of civilizations (verbs)<br><br>* to beliefs and myths.<br><br>**Phonology:**<br><br>*Weak/strong forms of 'was' and 'were'.<br><br>* Pronunciation of 'ch' and final "-ed"<br><br>*Stress shift ( nouns/verbs) | 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. | |

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| | | PROJECT PRESENTATION | Peer assessment | |
|---|---|---|---|---|
| | | **Project:** Writing a charter of ethics in business | | |

| | | **Students will be able to :** | | * Interpreting a picture (identifying the unethical practice illustrated) | **Grammar**: | | |
|---|---|---|---|---|---|---|---|
| **- ILL GO TT EN GAI NS NE VE R PR OSP ER** | **E thics in Busine ss** | * consider honesty in business as a sign of active/good citizenship | **Interacting** | | * Expressing condition using: Provided/providing that/as long as | | **7 weeks** |
| | | *define the concept of ethics in business | **Interpreting** | * Gap-filling ( definition of lexical items related to fraud | *Expressing wish and desire with "wish" , "It's high time" | | |
| | | | **Producing** | and corruption | *Asking for and giving advice and warning using: should, ought to,had better | | |
| | | *debate on the importance of ethics in business | | | *Present simple and present continuous | | **28h** |
| | | * identify and define the concept of ethics in other professional contexts | | *Writing a public statement using a spidermap | *Expressing cause and result using: because, so+ adj +that, | | |
| | | | | *Answering questions on a text | So, as aresult, thus, consequently… | | |
| | | *raise awareness about the negative effects of counterfeiting | | about counterfeiting | *Expressing obligation and necessity with must/have to | | |
| | | and the dangers of counterfeit products | | | **Morphology:** | | |
| | | | | *Filling in a word map with words related to fraud | **-** Forming nouns by adding suffix "**-ty**" to adjectives | | |
| | | | | *Writing an opinion article | - Forming opposites by adding prefixes : "**dis-**", "**il-**"… | | |
| | | *develop a sense of active citizenship ( the pupil as a conscious consumer) | | following the outlined procedure in the diagram provided | **Lexis related to:** -  corruption and fraud | | |
| | | | | | - counterfeiting | | |
| | | | | *Expanding notes to make a speech in favour of ethics in business | **Phonology:** - Pronouncing words ending in "**-ics**" | | |

| Unit | Theme Annual Progression - Secondary | Learning objectives | Targeted Competency | Communicative tasks/activities (oral/written) | Resources | Integration & Assessment | Time |
|---|---|---|---|---|---|---|---|
| | | | | **FIRST TERM EXAMS** | | | |
| | | | **Correction of the first term examination and remediation** | | | | |
| | | | **WINTER HOLIDAYS** | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Annual Progression - Secondary** | **Students will be able to :** | **Interacting** | *Responding to a text on social auditing and ethics in business | | |
| **TWO - ILL GOTTEN GAINS NEVER PROSPER** | **Ethics in Business: Fighting Fraud and Corruption** | *speak/write about social auditing and ethics in business<br><br>* write a policy statement to inform potential fund contributors about an ethical investment fund. | **Interpreting**<br><br>**Producing** | * Using guidelines contained in a diagram and a checklist of expanding note to write a policy statement | | |
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| | | PROJECT PRESENTATION | Peer assessment | |
|---|---|---|---|---|
| | | **Project: Designing an educational prospectus** | | |

| | | | | **Students will be able to :** | | **Grammar**: | 1- Assessment should occur at | |
|---|---|---|---|---|---|---|---|---|
| | | | | | * Paragraphing ideas | *Present simple, present | | |
| | | | | | | continuous passive | | |
| | **Education in the World: Comparing Educational systems** | **\*identify the characteristics of different educational systems** | | | *Speaking/writing one's ideal school using a spidermap | *If-conditional: type 1,2,3 | regular intervals during the sequence and at the end of the sequence in addition to designated exam periods | |
| | | * state what educational systems have in common at world level | **Interacting** | | | *Expressing desire and wish: I wish I were/ I had | | |
| | | | **Interpreting** | | * Designing a home- page for | *Asking for and giving advice: should, ought to, If I were you | | |
| | | **\* write reports comparing different systems in the world** | | | the lycée (describing my school) | *Expressing obligation : must, have to | 2- After 3/4 weeks of teaching, learners will beable to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. | **6 weeks** |
| | | | **Producing** | | | *Expressing similarities and differences with "like", "whereas" | | |
| | | *speak/write about ways to improve our educational system | | | * Writing a checklist of recommendations for the Baccalauréat examination | **Morphology:** *collocation with "**school**" and "**education**" | | **24 h** |
| | | **\* write an expository article on the causes and effects of examination stress on students** | | | | * Forming adjectives with suffixes –**ive**and –**al** **Lexis** - related to education **Phonology:** | | |
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**Annual Progression - Secondary**

| | PROJECT PRESENTATION | Peer assessment | |
|---|---|---|---|
| | SECOND TERM EXAMS | | |
| | Correction of the second term examination and remediation | | |
| | SPRING  HOLIDAYS | | |

| Unit | Theme | Learning objectives | Targeted Competency | Communicative tasks/activities (oral/written) | Resources | Integration & Assessment | Time |
|---|---|---|---|---|---|---|---|
| | | **Project:** Writing a booklet for coping with strong emotions/ Writing a short collection of jokes | | | | | |
| FOUR – WE ARE A FAMILY | Feelings, Emotions , Humour and related topics | *Developing understanding of the concept of humour<br><br>* raising awareness of others' thoughts and feeling<br><br>*Raising awareness about the importance of emotions/ feelings for the development of the individual<br><br>* Developing | **Interacting**<br><br>**Interpreting**<br><br>**Producing** | *Ordering statements as they occur in an interview<br><br>With an humourist<br><br>*Responding to a letter (writing a letter of advice)<br><br>* Writing a newspaper article about feelings and emotions<br><br>*Listening to a | **Grammar**:<br><br>* Present simple<br><br>*Past simple, past perfect<br><br>*Enjoy/like/dislike +gerund<br><br>*I'd rather do…<br><br> I'd rather do …than…<br><br> I'd prefer …to…<br><br>*Should, ought to, if I were you<br><br>*articles: omission before abstract nouns ( love, anger, humour …)<br><br>*Quantifiers: a lot of, a great deal of , few, little, some of us , | **1**- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods<br><br>**2**- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a | **6 weeks**<br><br>**24h** |

| | | understanding of the expression of feelings across different cultures and societies | | lecture about friendship and ordering the notes | all of us … <br><br>*each other, one another <br><br>**Morphology:** | problem-solving situation, through pair work or group work. |
|---|---|---|---|---|---|---|
| | | | | | *forming adjectives from nouns with: -ful , -ic, -ous | |
| | | *Exploring the concepts of friendship, love , patriotism , generosity , courage | | * Re-ordering paragraphs to get a coherent public statement | *forming nouns with: **-ness**,**-ty** <br><br>*Forming verbs with **-en** <br><br>**Phonology:** <br><br>*Pronouncing the cluster **ngth** <br><br>*Weak form of**of**in phrasal adjectives ( proud **of,** full **of** | |
| | | **PROJECT PRESENTATION** | | | | **Peer assessment** |
| | | **THIRD TERM EXAMS** | | | | |
| | | **Correction of the third term examination and remediation** | | | | |