

## Appendix 4: Second Year Classes Programme.

Unit	Topic	Discovering Language		
<b>1</b> <b>SIGNS OF THE TIME.</b>	Life styles	<b>Grammar</b>	<b>Pronunciation</b>	<b>Vocabulary</b>
		<ul style="list-style-type: none"> <li>• Semi –modal <b>used to</b></li> <li>• Present simple tense</li> <li>• <b>Going to</b> and <b>will-</b> future</li> <li>• Present continuous with future intention</li> <li>• Models <b>may/might</b></li> <li>• Relative pronouns</li> <li>Link words : <b>in contrast to/by contrast /however, on the contrary.</b></li> <li>• The comparative and the superlative</li> </ul>	<ul style="list-style-type: none"> <li>• Vowels</li> <li>• Diphthongs</li> <li>• English and French phonics</li> <li>• Homophones</li> <li>• Homonyms</li> <li>• Comma and full stop pauses</li> <li>• English and French phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary related to Food, clothes ...</li> <li>• Suffixes <b>-ism, -ic, ical, -less,-ist,-ary,-dom...</b></li> </ul>
<b>2</b> <b>MAKE PEACE.</b>	Peace and conflict resolution	<b>Grammar</b>	<b>Pronunciation</b>	<b>Vocabulary</b>
		<ul style="list-style-type: none"> <li>• Models <b>can/could</b></li> <li>• Verb idiom : <b>was/were/able to/will be able to/has/have been able to</b></li> <li>• Models :<b>must/have to/need to</b></li> <li>• <b>Should have +past participle</b></li> </ul>	<ul style="list-style-type: none"> <li>• Primary stress in connected speech</li> <li>• Homonyms/homophones</li> <li>• Intonation in requests</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary related to peace and citizenship</li> <li>• Abbreviations and acronyms</li> </ul>
<b>3</b> <b>WASTE NOT, WANT NOT.</b>	World resources and sustainable development	<b>Grammar</b>	<b>Pronunciation</b>	<b>Vocabulary</b>
		<ul style="list-style-type: none"> <li>• Present simple passive</li> <li>• The past simple passive</li> <li>• The future simple passive</li> <li>The present perfect simple passive</li> <li>• The passive with modals, <b>must, can , may and should</b></li> </ul>	<ul style="list-style-type: none"> <li>• Intonation (listing)</li> <li>• Strong and weak forms of auxiliary <b>was</b> and <b>were</b> in the passive .</li> <li>• Pronunciation of <b>must, can, should</b> in the passive .</li> <li>• Problem consonants and vowels</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for checking a monolingual dictionary</li> <li>• Study of a dictionary entry</li> </ul>

→ <b>Developing skills</b>			<b>Projects</b>
<b>Functions</b>	<b>Listening and speaking</b>	<b>Reading and writing</b>	
<ul style="list-style-type: none"> <li>• Describing</li> <li>• Narrating</li> <li>• Predicting</li> <li>• Expressing certainty and doubt</li> <li>Expressing intention</li> <li>• Comparing</li> </ul>	<ul style="list-style-type: none"> <li>• Listening for specific information</li> <li>• Listening fore general ideas</li> <li>• <b>Talking</b> about changes in lifestyles: eating habits, clothes ...</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for specific information</li> <li>• Reading for general ideas</li> <li>• Reading a biography, a newspaper article ...</li> <li>• Writing a policy statement, slogans, a newspaper article, a letter ...</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Writing a life styles profile</b></li> </ul>
<ul style="list-style-type: none"> <li>• Expressing obligation and absence of obligation</li> <li>• Expressing ability and possibility</li> <li>• Criticising</li> <li>• Making requests</li> </ul>	<ul style="list-style-type: none"> <li>• Listening for specific information</li> <li>• Listening fore general ideas</li> <li>• Solving problems through dialogue</li> <li>• Making a public address</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a newspaper article</li> <li>• Discussing style</li> <li>• Writing a poem</li> <li>• Writing a class charter/an acrostic</li> <li>• Writing a poem</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Writing a statement of achievements</b></li> </ul>
<ul style="list-style-type: none"> <li>• Narrating</li> <li>• Describing a process</li> <li>• Promising</li> <li>• Asking for and giving information</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to a lecture</li> <li>• Managing through a long conversation using discourse markers</li> <li>• Talking about the environment</li> <li>• Making a presentation of a product</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a map/a newspaper article</li> <li>• Guessing the meaning of words through context</li> <li>• Analysis of paragraph organization</li> <li>• Writing a press release</li> <li>• Making an oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Making a conservation plan</b></li> </ul>

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4 BUDDING SCIENTIST .	Science and experiments	<b>Grammar</b>	<b>Pronunciation</b>	<b>Vocabulary</b>
		<ul style="list-style-type: none"> <li>• <b>If</b> –conditional type zero</li> <li>• <b>If</b> –conditional type one (revision )</li> <li>• The comparative (revision )</li> </ul>	<ul style="list-style-type: none"> <li>• Diphthongs</li> <li>• Stress in words ending in <b>-gy, -ical, -ics</b></li> <li>• Intonation in complex sentences with <b>if</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary related to science, experiments ...</li> <li>• Formation of adjectives with suffixes:<b>-able , -ible</b></li> </ul>
5 NEWS AND TALES .	Literature and the media	<ul style="list-style-type: none"> <li>• Past perfect tense with time conjunctions <b>when, after, before ...</b></li> <li>• Past simple (consolidation)</li> <li>• Past continuous (consolidation)</li> <li>• <b>The +adjective</b></li> <li>• Comparatives <b>...a...as and like .</b></li> <li>• Definite article <b>the</b></li> </ul>	<ul style="list-style-type: none"> <li>• Silent letters <b>w, t, r, e, gh, l, s, k....</b></li> <li>• stress in compound words</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Figures of speech (metaphors, similes)</li> <li>• Suffixes for forming adjectives of nationality with <b>-ese, -ish, -ch...</b></li> <li>• Transforming nouns into adjectives</li> </ul>
6 NO MAN IS AN ISLAND .	Disasters and solidarity	<ul style="list-style-type: none"> <li>• Reported speech (present perfect and the past simple )</li> <li>• Reported speech (present simple and future)</li> <li>• Reported speech (orders, requests)</li> <li>• Link words: <b>for, since</b></li> <li>• Punctuations marks</li> </ul>	<ul style="list-style-type: none"> <li>• Emphatic stress</li> <li>• Pronunciation of <b>-ed</b> at the end of verbs</li> <li>• Sound-spelling links</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary related to disasters and solidarity</li> <li>• Reporting verbs</li> </ul>

<b>Developing skills</b>			<b>Projects</b>
<b>Functions</b>	<b>Listening and speaking</b>	<b>Reading and writing</b>	
<ul style="list-style-type: none"> <li>• Expressing condition</li> <li>• Making predictions</li> <li>• Making and replaying to suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to a talk</li> <li>• Talking about dilemmas</li> <li>• Giving a short presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a report about an experiment</li> <li>• Reading an advertisement</li> <li>• Writing a letter seeking/giving advice</li> </ul> <p>Writing a letter about a contingency plan</p>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Reports on scientific experiments</li> <li>• An ABC of dreams</li> </ul>
<ul style="list-style-type: none"> <li>• Narrating</li> <li>• Agreeing</li> <li>• Disagreeing</li> <li>• Asking for and giving opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to a folktale</li> <li>• Making an oral summary of a tale</li> <li>• Telling a tale</li> <li>• Managing through a conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and interpreting a map</li> <li>• Reading a newspaper article</li> <li>• Reading a news story</li> <li>• Writing a news story</li> <li>• Writing a short story</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a collection of stories</li> </ul>
<ul style="list-style-type: none"> <li>• Reporting</li> <li>• Asking for and giving advice</li> <li>• Quoting someone</li> <li>• Making claims</li> <li>• Expressing interest and surprise</li> <li>• Disagreeing politely</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to a radio interview</li> <li>• Managing through a conversation</li> <li>• Talking turns in an interview</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a report</li> <li>• Reading a pie chart</li> <li>• Reading a newspaper article</li> <li>• Writing a report</li> <li>• writing an announcement</li> <li>• writing a letter of opinion</li> </ul>	<ul style="list-style-type: none"> <li>• making a survey</li> </ul>

Unit	Topic	Discovering Language		
7 SCIENCE OR FICTION ? .	Technology and the arts	<b>Grammar</b>	<b>Pronunciation</b>	<b>Vocabulary</b>
		<ul style="list-style-type: none"> <li>• <b>If –conditional type 2</b></li> <li>• <b>If–conditional type3</b></li> <li>• <b>If only</b></li> <li>• <b>Well +past participle</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Emphatic stress with operators <b>do</b> and <b>did...</b></b></li> <li>• <b>Stress in compound words</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Vocabulary related to films, literature ...</b></li> <li>• <b>Compound words</b></li> <li>• <b>Phrasal and prepositional verbs</b></li> </ul>
8 BUSINESS IS BUSINESS.	Management and efficiency	<ul style="list-style-type: none"> <li>• <b>Link words: <b>to, in order to, so that, in order that</b></b></li> <li>• <b>Present perfect with <b>yet, since, for, just, still</b></b> (consolidation)</li> <li>• <b>Past continuous</b> (consolidation)</li> <li>• <b>Present perfect continuous</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sentence stress</b></li> <li>• <b>Word stress</b></li> <li>• <b>Sound- spelling links</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Words related to business</b></li> <li>• <b>Prefixes <b>mis-, dis-, im-, in-, un-, mal-</b></b></li> <li>• <b>Long and short vowel sounds</b></li> </ul>

<b>Developing skills</b>			<b>Projects</b>
<b>Functions</b>	<b>Listening and speaking</b>	<b>Reading and writing</b>	
<ul style="list-style-type: none"> <li>• Expressing condition</li> <li>• Asking for and giving advice</li> <li>• Expressing regret,</li> <li>• Blaming</li> <li>• Making speculations</li> <li>• Expressing wishes</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to a talk</li> <li>• Managing through conversation by asking for clarifications, giving examples...</li> <li>• Reciting a poem</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a newspaper article</li> <li>• Reading a cartoon</li> <li>• Writing a short text commentary</li> <li>• Writing a biography</li> <li>• Writing a lament</li> <li>• Writing a short newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing miscellanies</b></li> <li>• <b>Making a repertory</b></li> </ul>
<ul style="list-style-type: none"> <li>• Expressing complaints</li> <li>• Apologizing</li> <li>• Asking and answering questions</li> <li>• Making comments</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to a conversation</li> <li>• Listening for general ideas</li> <li>• Listening for specific information</li> <li>• Making an interview</li> </ul>	<ul style="list-style-type: none"> <li>• Reading business letters: complaints, Dispatch advice</li> <li>• Reading for general ideas</li> <li>• Reading for specific information</li> <li>• Writing a business report</li> <li>• Writing a profit and loss statement, a balance sheet ...</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing a business portfolio stories</b></li> </ul>

**Note :** Literary stream classes deal with units 1, 2, 3, 5, 6, and 7.