REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION AND TRAINING
GENERAL DIRECTORATE OF CURRICULA AND TRAINING

CURRICULA AND TEXTBOOKS DEPARTMENT

ENGLISH PROGRAMMES for Years 1 & 2 Secondary Education

September 2005

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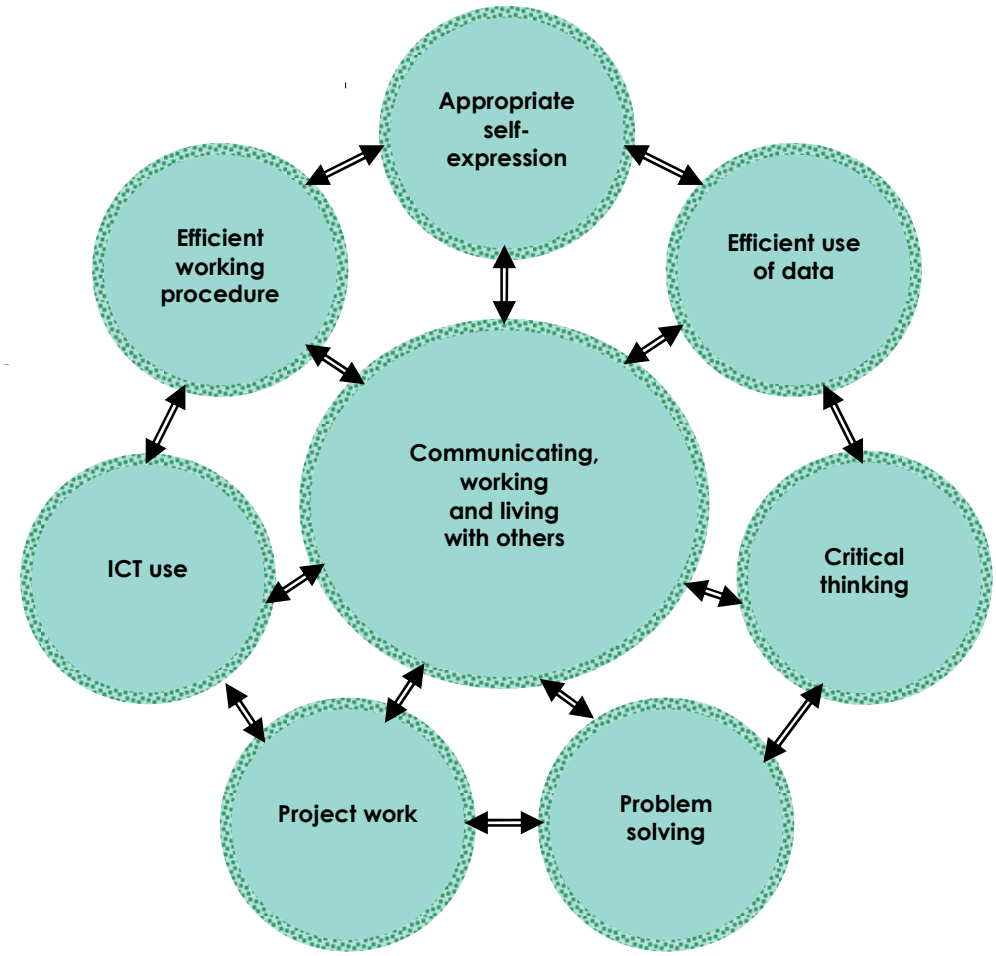
THE STATUS OF ENGLISH AS A SUBJECT MATTER AND ITS CONTRIBUTION TO THE ACHIEVEMENT OF THE CROSS CURRICULAR LEARNING GOALS

As a means of communication, English will foster learner self-expression as well as appropriate interaction with peers and other interlocutors, which, in turn, will ensure access to universal culture through anglophone contexts.

As a subject matter, English will develop the learner's analytical and critical skills required by the syllabus mainly by drawing upon prior and academic knowledge to comprehend and use language as a system orally and in written form.

Both as a means of communication and a subject of study, English will be a means and a way for using information, data and communication technology, be it at the individual or cooperative mode through efficient working procedures.

The diagram below shows how the targeted skills and strategies interrelate.



PRINCIPLES AND ASSUMPTIONS

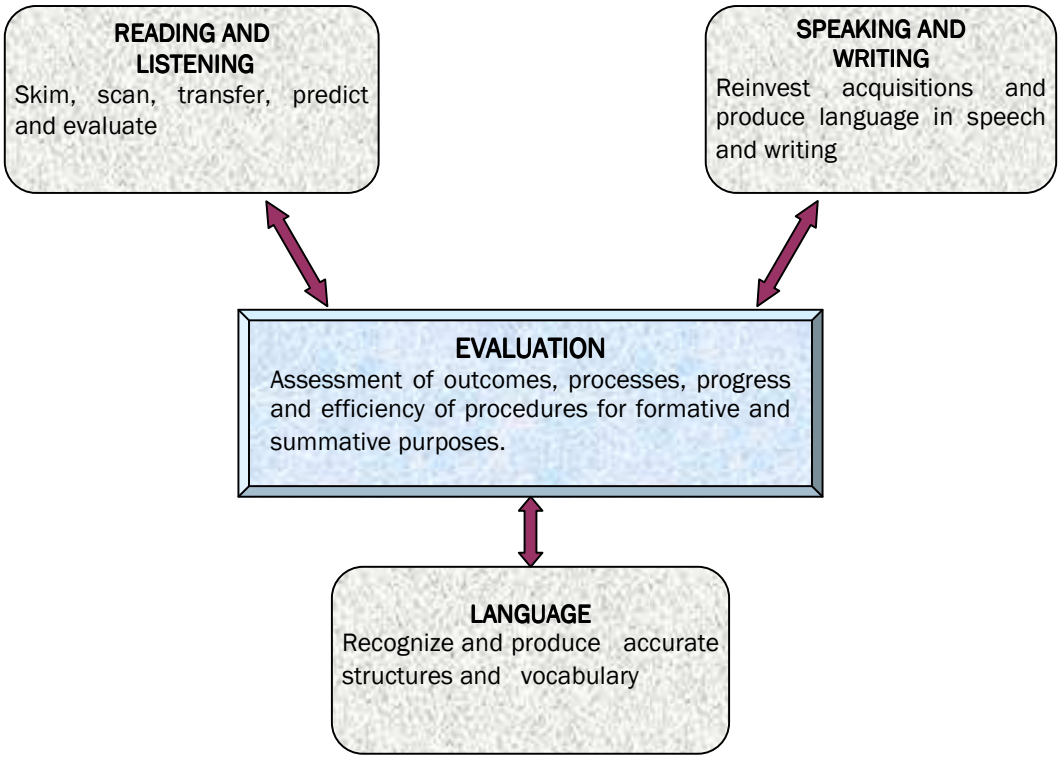
- **The learner is at the core of the learning process**. S/he is seen as an intelligent human being who comes to class with an attitude toward the language and toward learning.
- **Language is seen as a means of communication** (interactional, transactional, and functional) rather than a set of decontextualized grammatical structures, word lists and isolated language skills.
- **Language is seen as a system** that has lexis, grammar as well as linguistic structures and patterns which can be used **to create various discourse forms or text types**. Knowledge of grammar and how it functions contribute to effective language use.
- The teaching-learning process should foster **learner independence** so that the learner may continue learning by himself/herself, beyond the programme.
- Language learning is seen as incidental but **the teacher should create conditions conducive to learning.**

What follows from these considerations is that:

- **The learner becomes an active user of English** in the contexts and activities proposed in each learning session rather than a passive recipient of input provided by the teacher.
- **The learner needs to understand how the language system works** and how language conventions can **vary according to purpose, audience, context and culture** and apply this knowledge in speech and writing in both formal and informal situations.
- **The learner**'s participation and **interaction** are important in learning the language and fostering **self-confidence and social relationships** among learners. Such relationships and interactions among learners within the context of learning English will nurture in learners **a sense of their identity**.
- **The teacher acts as a professional, creative manager** of classroom activities and of student learning.
- The language **skills** are developed as skill categories which **comprise several subskills and strategies**; their natural **convergence and integration** are basic principles to be implemented.
- **Learning sessions** serve not only to teach language items but also to develop new learning skills and strategies and / or help to transfer them from/to French and Arabic.
- **The topics and activities** interest the learners, challenge both their intelligence and their language ability and contribute to their linguistic and cognitive development.
- **Texts** are treated as representative of particular **genres** depending on the purpose and the target audience.
- **Words and structures** are presented in **meaningful contexts.**

– Language skills, lexis, grammatical structures, functions, text types and other language components are taught and **recycled at increasing levels of difficulty through the variation of activities and contexts.**
– **Assessment**
  - Learner assessment follows **naturally** from the teaching/learning activities done in class. It is **both formative and summative, process and product oriented**.
  - **Formative assessment is an ongoing process**. It is intended to help pupils in their development by providing information on what a learner can do as an English language learner / user in relation to the syllabus and its outcomes.
  - The learners' positive **interdependence within cooperative/collaborative work** is developed through **project work, portfolios, research and webquests.**
  - **Summative** assessment is intended to be an **indicator of learners' achievement.** It is carried out at the end of a period of study.

  The following diagram shows the assessment aims and domains:



IN READING AND LISTENING

The learner will be assessed on his/her ability to read / listen to various types of texts and

- Read / listen for gist
- scan for details
- distinguish between relevant and irrelevant information
- transfer information
- predict plausible outcomes
- guess meaning of words from context
- answer reference and inference questions
- evaluate and respond to evaluation
- react to content

Assessment will encompass not only outcomes but also processes, progress achieved and efficiency of the procedures followed in both individual and collaborative modes.

IN LANGUAGE

The learner will be assessed on his/her ability to recognize/ use accurate grammatical structures and appropriate vocabulary at word, sentence and text levels.

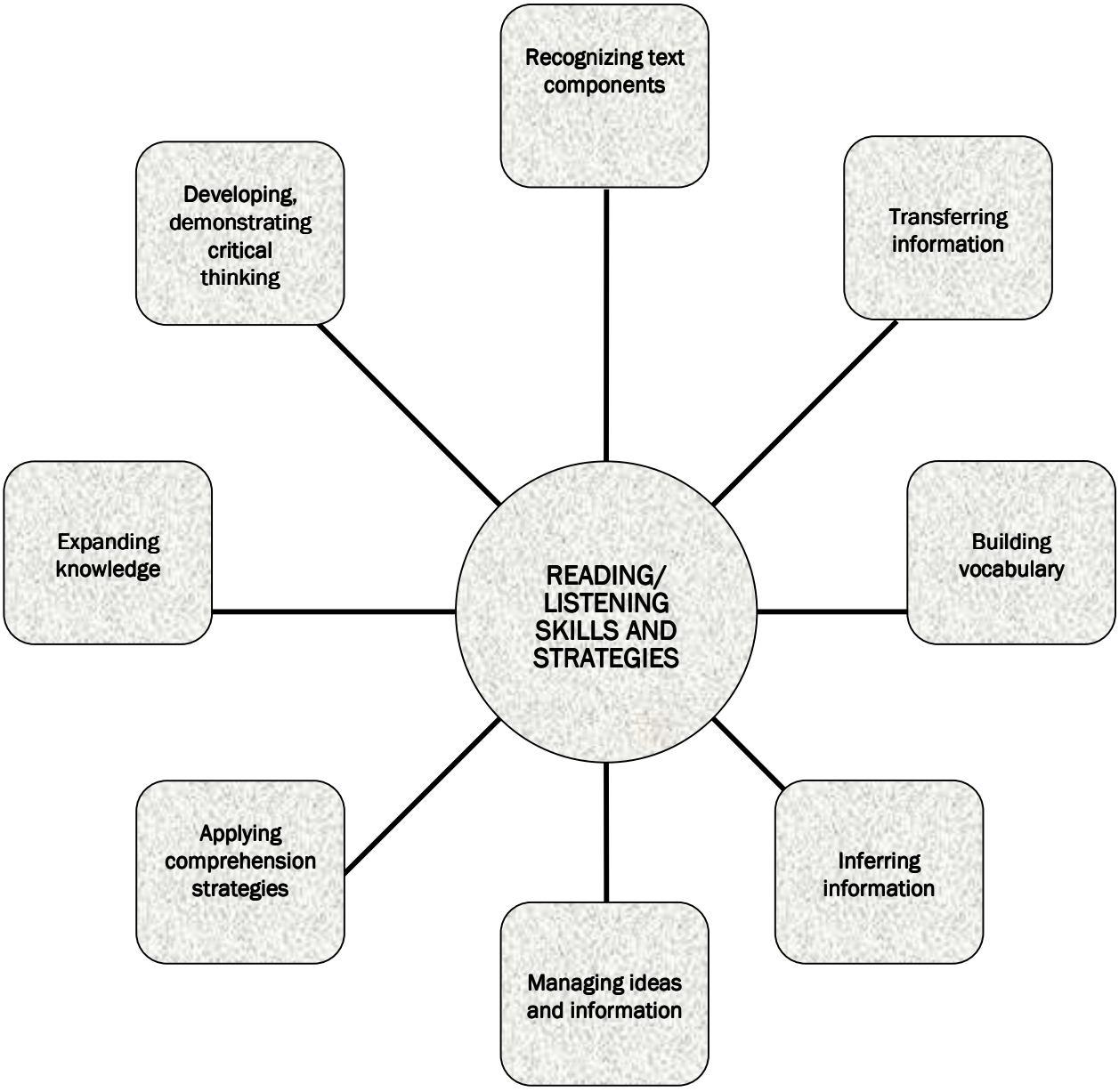
IN SPEAKING AND WRITING

The learner will be assessed on his/her ability to:

- speak formally / informally to respond to an audience in a variety of contexts
- speak fluently in interactive communication
- speak/write and make presentations on a variety of topics using appropriate language for information and social interaction
- reinvest new words/expressions in one's speech or writing
- report, narrate incidents / events related to own experience in speech or writing
- use logical connectors, capitalization and punctuation marks correctly
- produce a piece of writing using appropriate layout and style

First year

READING / LISTENING SKILLS AND STRATEGIES



AIMS	SKILLS AND STRATEGIES	
RECOGNIZING TEXT COMPONENTS	1. Recognize the relationship between form (pronunciation, intonation, syntax, linguistic exponents, punctuation, capitalization…) and meaning	EVALUATION REQUIREMENTS : see figures pages 4 and 5
	2. Recognize reduced forms of words and elliptical forms in grammatical units	
	3. Recognize cohesive devices, discourse markers and advance organizers	
	4. Recognize relations between parts of a text through cohesion devices (reference, conjunction, ellipsis, substitution and lexical cohesion: synonymy, hyponymy and collocation)	
TRANSFERRING INFORMATION	5. Respond to a sequence of directions	
	6. Transfer information onto a table, diagram, chart, map, graph, form	
	7. Map out an oral /written text	
BUILDING VOCABULARY	8. Identify core vocabulary items in a variety of texts	
	9. Use paper or electronic dictionaries to check pronunciation, spelling or meaning and / or expand / refine own vocabulary	
	10. Guess the meaning of unfamiliar words through context, context clues and word formation	
INFERRING INFORMATION	11. Identify implicit logical relations	
MANAGING IDEAS AND INFORMATION	12. Distinguish the main idea from supporting details	
	13. Differentiate between relevant and irrelevant information	
	14. Categorize ideas/information (general/specific, whole/part, sequence/ step.)	
	15. Identify logical relationships signalled by thought connectives	
	16. Follow a sequence of events in narratives and descriptions, chronology in events and facts, steps in a process	
	17. Tap on different sources to get specific information/answer specific questions	
	18. Identify the communicative value of utterances / texts	
APPLYING COMPREHENSION STRATEGIES	19. Select the strategy appropriate to one's purpose and / or the nature of text.	
	20. Build on prior acquisitions to further and enhance learning	
	21. Predict content and plausible outcomes from events described	
	22. Skim a text to identify/infer the main idea through key words, topic sentences or beginnings/ends of paragraphs	
	23. Scan for specific information	

AIMS	SKILLS AND STRATEGIES	EVALUATION REQUIREMENTS : see figures pages 4 and 5
EXPANDING KNOWLEDGE EXPANDING KNOWLEDGE	24. Consolidate reading at a rate of 200 words per minute (timed reading to answer questions or perform a task) 25. Develop autonomy in reading / listening to texts of different types / genres according to purpose 26. Acquire knowledge of the language (vocabulary, grammar and rules of discourse)	
	27. Acquire knowledge of the language (vocabulary, grammar and rules of discourse) 28. Acquire knowledge about a given topic 29. Extract salient points for subsequent use in speaking/ writing tasks, portfolio or project work 30. Expand one's knowledge of the world 31. Develop awareness of aspects of the target culture 32. Compare one's culture to that conveyed in texts 33. Develop appreciation of self, environment and culture	
DEVELOPING AND DEMONSTRATING CRITICAL THINKING	34. Differentiate between fact and opinion 35. Judge the accuracy of information with respect to other sources and/or the reader's knowledge of the world 36. Evaluate information or ideas (express judgement if information is correct, reasonable, surprising, socially/morally acceptable, relevant, thought provoking, interesting, biased) 37. Infer and evaluate the writer's intention 38. Demonstrate appreciation of different text types / genres 39. Demonstrate internalization of language, ideas and information	

SPEAKING / WRITING SKILLS AND STRATEGIES

AIMS	SKILLS AND STRATEGIES	EVALUATION REQUIREMENTS : see figures pages 4 and 5
INTERACTING	1. Make / respond to requests, invitations, offers, suggestions, apologies 2. Express / respond to warning, threat, regret, blame, surprise, obligation 3. Enquire about / express agreement, disagreement, possibility, probability 4. Give /write directions (using a map, a schedule, etc.) 5. Make statements about facts/concrete situations 6. Make simple hypothetical statements 7. Support one's opinion with arguments 8. Ask for / give information appropriately according to context 9. Compare objects, people, places, moods, feelings and attitudes 10. Express opinion /make judgements about specific issues / topics 11. Exchange information through telephone conversations, letters or e-mail messages	
DESCRIBING	12. Produce descriptions or captions to match illustrations related to a specific topic area 13. Produce physical/moral description of self, family and friends 14. Describe a sequence of actions, events and steps of a process with/without explicit cohesion 15. Describe habits and conditions 16. Talk about future events and plans 17. Describe one's impressions, feelings, opinions (e.g., about one's stay somewhere, a particular event or situation)	
SUMMARIZING	18. Give a summary of the main points of an oral presentation / a written text 19. Write guided summaries(notes, outline, gapped text)	
REPORTING	20. Report actions, incidents, events 21. Produce reports from notes, observation, table, chart	
PRODUCING ARGUMENTATIVE TEXTS	22. Persuade people to do something orally or in written form	
DEVELOPING ORGANIZATIONAL, ANALYTICAL AND COLLABORATIVE SKILLS	23. Reinvest new words/expressions from core vocabulary and new structures in one's speech /writing 24. Use logical connectors of addition, sequence, comparison/contrast, cause, consequence to achieve coherence 25. Use language forms appropriate to different communicative situations (register) 26. Work in pairs /groups to perform a task such as solving a problem 27. Select information from more than one source and reinvest it in speech or writing 28. Reinvest real world knowledge and experience in one's speech / writing 29. Express one's appreciation of peers' contribution (praise/tactful evaluation/interest)	

AIMS	SKILLS AND STRATEGIES	
DEVELOPING ORGANIZATIONAL, ANALYTICAL AND COLLABORATIVE SKILLS	30. Select information from more than one source and reinvest it in speech or writing 31. Reinvest real world knowledge and experience in one's speech / writing 32. Express one's appreciation of peers' contribution (praise/tactful evaluation/interest)	EVALUATION REQUIREMENTS : see figures pages 4 and 5
APPLYING APPROPRIATE COMMUNICATION STRATEGIES	**Skills specific to speaking** 33. Pronounce properly at word, sentence and discourse levels 34. Produce appropriate intonation patterns in statements and questions 35. Speak fluently in interactive situations without worrying too much about mistakes 36. Recite rhymes and poems in an expressive manner 37. Demonstrate appropriate use of social skills required in interactional contexts : Use conversational strategies for opening/closing conversations, taking turns, holding the floor, switching topics as well as repair and body language **Skills specific to writing :** 38. Use capitalization and punctuation marks appropriately (capital letters, full stops, question / exclamation marks, commas.) 39. Reinvest knowledge about text structure and its linguistic features in writing (imitate stories and extended texts read recently) 40. Write an introductory / concluding sentence to a paragraph or short text 41. Write as quickly as possible for a specified period of time without pausing to correct form 42. Write a coherent essay (with an introduction, body and conclusion) from an outline 43. Develop writing as a process: produce 4-5 compositions a year. Length varies from 130 to 180 words depending on task requirements <u>Pre-writing : focus on task</u> a) define purpose for writing and target audience b) generate ideas through brainstorming or other techniques c) organize points / ideas, follow a model outline <u>Composing, drafting: focus on meaning</u> a) write a first draft b) share and respond (peer review) c) revise, rewrite as many times as necessary <u>Finalizing the product : focus on meaning and form</u> a) edit (follow a checklist to correct usage, spelling and punctuation). b) use a dictionary to check spelling and usage and to select lexical substitutes c) make final adjustments in content, format and layout 44. Develop as an autonomous, creative writer through frequent personal writing (writing poetry, short stories, limericks, keeping a diary)	

COMPONENTS OF THE PROGRAMME

1. TOPICS

TOPIC AREAS	SUB TOPICS	MATERIALS
FAMILY LIFE AND RELATIONSHIPS	**family composition** – **boys and girls** –**feelings** – **love** – cooperation –harassment – **respect for others** –altruism – solidarity – **honesty**	• **Linear texts:** prose (descriptive, narrative, persuasive, expository, argumentative) poetry, fiction / non fiction, plays, newspaper articles, magazines, novels lectures, conversations, dialogues, monologues, dictionaries, thesaurus, books, bibliographic references, auditory texts, presentations, journals, diaries • **Non-linear texts:** brochures, maps, graphs, cartoons, menus, charts, shopping lists, tickets, timetables, news casts... • **Visual materials:** illustrations, pictures, cartoons... • **Electronic media:** educational TV programs, audio / video cassettes, CD ROMs, DVDs, software, Internet sites, online information...
SCIENCE AND TECHNOLOGY	**computers** – **Internet** – mobile phones– multimedia – inventions – genetic engineering – communications technologies – medicine – research – health	
SOCIAL PROBLEMS	**violence** – **youth problems** – discrimination – overpopulation – child labour – **famine** – **malnutrition** – **poverty –** unemployment	
COMMUNICATING WITH OTHERS	**correspondence** – **e-mail** – chatrooms – club membership – **friendship** – **penfriends**	
SOCIAL LIFE	**travel** – **holidays** – **leisure activities**– **entertainment** – **facilities** – **hobbies** – eating out – **D.I.Y.** – recipes –consumerism – computer games – sports	
EDUCATION	**why study** – **why learn English** – **school life** – **exams** – **degrees** – qualifications – school and family – virtual schools – distance learning –clubs	
PROFESSIONAL LIFE	**employment** – **jobs** – **careers** –promotion – **success** – training – **hard work**	
ATTITUDES AND VALUES	civism – voluntary work – fair play – tolerance – standards of conduct – democracy – **appropriate behaviour**	
RIGHTS AND DUTIES	**human rights** – **children's rights** – women's rights – equality – citizenship –civil rights – law and order – justice	
ECOLOGY	quality of life – **landscapes** – seasons – environmental issues	
MEDIA AND ARTS	arts – drama – shows – concerts – cinema – **music** – newspapers – TV – videos – DVDs – libraries	

2. GRAMMAR

1. Definite, indefinite articles ; **the + country ; the + adjective = plural noun**
2. WH words (how much, how many, **whose**, which)
3. Countable nouns vs. non-countable nouns
4. Some, any, no
5. Have got = have
6. Place of adjectives
7. The superlative (short and long forms)
8. Adverbs (adjective + LY)
9. **present continuous with future meaning**
10. The present perfect (affirmative, negative and interrogative forms) with just, **since** and **for**
11. The past progressive
12. The future (will + verb) in the affirmative, negative and interrogative forms
13. Genitive
14. **Possessive pronouns**
15. To + infinitive, **in order to + infinitive**
16. Irregular verbs
17. Prepositions + time expressions
18. Going to + verb = intention
19. **Quantifiers (a few, a little, a lot)**
20. **The passive (present tense)**
21. **Reported speech** (present tense; changing pronouns)
22. Compounding
23. Affixation
24. **Let sb do sth / make sb do sth / have sb do sth / want sb to do sth**
25. **Reflexive pronouns**
26. If + present á present; If + present á future
27. Would like + infinitive
28. **Very + adj / too + adj / adj + enough**
29. Relative clauses (who/which/that)
30. **Still, no longer, any longer**
31. **Used to**
32. Linkers (because, as a result, before, then, after, **besides**)
33. **Either in end position (negative)**
34. Modals (may, can **must = deduction,** could, might, should)
35. **Be able to**
36. **So + adjective / adverb + that**
37. **More and more + adjective**

3. COMMUNICATIVE FUNCTIONS AND EXPONENTS

1. Imparting and seeking factual information	
Identifying	• Demonstrative pronouns (this, that, these, those) + BE + NP • Demonstrative adjectives (this, that: these, those) + N + BE + NP • Personal pronouns (subject form) + BE + NP • Declarative sentences • Short answers *(Yes, he is, etc.)*
Describing, narrating, reporting	• **Declarative sentences** • **Head-clause containing verb of saying (e.g. To say)** • **Thinking, etc + complement clause (indirect speech)**
Correcting	• Same exponents as above; in addition: adverb no • Negative sentences with not • Sentences containing the negation-words never, no (adjective), nobody, nothing
Asking	• Interrogative sentences (yes/no questions) • Declarative sentences + question intonation • Question-word sentences with: when / where / why / what (pronoun) • Which (pronoun) / who / what (adjective) / which (adjective) • How + far / much / 1ong etc. • Whose (pronoun and adjective) • **Tell me + sub-clause / tell me about + NP**

2. Expressing and finding out intellectual attitudes	
a) Expressing agreement and disagreement	
Agreement	• **I agree** / that's right / of course (not) / yes / certainly / • Affirmative short answers (it is, i am, i can, he may, etc.)
Disagreement	• **I don lt agree / I don't think** so / No / That's incorrect • negative short answers
Inquiring about agreement or disagreement	• Do you agree**?** / Do you think so, too**?** / **Don't you agree**? / **Don't you think so?** • short questions
Denying something	• No (adverb) • Negative sentences with not • Sentences containing the negation words *never*, *no (adjective)*, *nobody*, *nothing* • Negative short answers
Accepting an offer or invitation	• Thank you / Yes, please / **That will be very nice** / With pleasure!
Declining an offer or invitation	• No, thank you • **I'm afraid I cannot...**
Inquiring whether offer or invitation is accepted or declined	• **Will you + VP (do it, come, etc.)**
Offering to do something	• Can I + VP
Stating whether one remembers or has forgotten something or someone	• I remember / I don't remember + noun (-group)/pronoun • I remember / I don't remember + gerund • I remember / I don't remember + that + clause • I have forgotten (to bring my glasses etc)
Inquiring whether someone. remembers or has forgottensomething or someone	• Do you remember + noun (-group)/ pronoun • Do you remember + gerund • Do you remember + that-clause • Have you forgotten to (bring your glasses, etc.)

b) *Expressing whether something is considered possible or impossible*	
Possibility	• NP + can + VP • It is possible + ø
impossibility	• NP + cannot + VP • It is impossible
Inquiring whether something is considered possible or impossible	• Is it possible + ø / Can + NP + VP
Expressing capability and incapability	• NP + can + VP • NP + cannot + VP • **NP + BE able to + VP** • **NP + BE not able to + VP** • **NP + BE unable to + VP**
Inquiring about capability or incapability	• Can + NP + VP • **Cannot + NP + VP** • **BE + NP + able to + VP** • **BE not + NP + able to + VP** • **BE + NP + unable to + VP**
Expressing whether something is considered a logical conclusion (deduction)	• So + declarative sentence
Expressing how certain / uncertain one is of something	• I am sure / certain + ø / that clause • I think + so • I think that + clause • Perhaps… • NP + may + VP • I am not sure + ø / that clause • I don't think + so • **I don't believe + noun (-group) / pronoun** • NP + cannot + VP
Inquiring about how certain / uncertain others are of something	• Are you (quite) sure + ø / that clause • Do you think + ø / that clause
Expressing, one is / is not obliged to do something	• I must + VP (similarly with we)
Inquiring whether one is obliged to do something	• Must I + VP (similarly with we)
Expressing others are / are not obliged to do something	• You must (not) + VP • NP + must (not) + VP (other persons) • **It is (not) necessary**
c) Giving and seeking permission to do something	
Giving permission	• You may / can + VP(answering a request) • Of course / of course you may • (That's) all right
Seeking permission	• May I / can I + VP • Let me + VP • **Do you mind + if- clause**
Stating that permission is withheld	• NP + must not + VP • Don't + VP

3. Expressing and finding out emotional attitudes	
Expressing pleasure, liking	• This is very nice (/pleasant) • I like + noun (-group) / pronoun / V_{ing} + very much • I enjoy + noun (-group) / pronoun / V_{ing} + very much • I love + noun (-group) / pronoun / V_{ing} + very much • A very good + noun
Expressing displeasure	• This is not very nice / pleasant • I don't like + noun (-group) / pronoun / V_{ing} + very much / at all • I don't enjoy + noun (-group) / pronoun / V_{ing} + very much / at all • I hate noun (-group) / pronoun / V_{ing} / V_{to}
Inquiring about pleasure, liking, displeasure, dislike	• Do / Don't you like + noun (-group) / pronoun / V_{ing} / V_{to} • Do / Don't you enjoy + noun (-group) / pronoun / V_{ing} / V_{to} • Would you like + noun (-group) / pronoun / V_{to}
Expressing surprise	• This is a surprise! • **Fancy +V_{ing}...** • How nice + V_{to} • What a surprise! / it's surprising! / I'm surprised + that-clause
Expressing hope	• I hope + so / that-clause
Expressing satisfaction	• This is very good / nice • It's (quite) all right now • **This is just what (I want(ed) / need(ed) / mean(t) / have(had) in mind**
Expressing dissatisfaction	• I don 't like this • This is not right yet • **This is not what I (want(ed) / need(ed) / mean(t) / have(had) in mind**
Inquiring about satisfaction or dissatisfaction	• Is it all right now**?** • Do you like this**?** • **Is this what you (want(ed) / need(ed) / mean(t) /have(had) in mind?**
Expressing disappointment	• That's a (great) pity • I'm very sorry + V_{to}
Expressing fear or worry	• I'm afraid I I'm worried (+ about NP)
Inquiring about fear or worry	• Are you afraid**?** • Are you worried**?** • **You aren't afraid, are you?**
Expressing preference	• I prefer + noun (-group) / pronoun / V_{ing} • **I'd rather + V_{inf} ... (than)**
Inquiring about preference	• Which do you prefer**?** • Would you prefer + V_{ing}
Expressing gratitude	• Thank you (very much (indeed)) • It is / was very nice of you (+ V_{to}) • It is / was very kind of you (+ V_{to})
Expressing sympathy	• I am (so) sorry / glad / delighted + V_{to}
Expressing intention	• I'm going + V_{to} • I'll + V_{inf} • I I'm thinking of + V_{ing}
Inquiring about intention	• Are you going + V_{to}**?** • Will you + V_{inf}**?** • **Are you thinking of + V_{inf}?**
Expressing want, desire	• I want + noun (-group) / pronoun / V_{to} • I 'd like + noun (-group) / pronoun / V_{to} • **May I have + noun (group) / pronoun (,please)?**
Inquiring about want, desire	• Do you want + noun (-group) / pronoun / V_{to} • Would you like + noun (-group) / pronoun / V_{to}

4. Expressing and finding out moral attitudes	
Apologizing	• I am (very) sorry • Excuse me, please • **I do apologize**
Granting forgiveness	• That's all right / it's all right now • **It doesn't matter (at all)**
Expressing approval	• Good! / Excellent! / That's fine!
Expressing disapproval	• It's not very nice • You shouldn't + V_{inf} • **You shouldn't + have + V_{ed}**
Inquiring about approval or disapproval	• Is this all right**?** • **Do you think this is all right?**
Expressing appreciation	• (It's) very good / (It's) very nice
Expressing regret	• That s a (great) pity • **I am so / very sorry** + that-clause • I am so / very sorry + if-clause
Expressing indifference	• It doesn't matter • **I don't care** • **I don't mind ø / I don't mind + if-clause**

5. Getting things done (suasion)	
Suggesting a course of action (including the speaker)	• Let's + VP • What about + V_{ing} • We could + VP • **We might + VP**
Requesting others to do something	• Please + VP / Could you (please) + VP / Would you (please) + VP • Can I have + NP + V_{ed} (, please) **?**
Inviting others to do something	• What / how about + NP / V_{ing}**?** • Would you like + V_{to}
Advising others to do something	• Why don't you + VP • You should + VP
Warning others to take care or to refrain from doing something	• Be careful! • Mind + NP! (e.g. Mind your head!) • Don't + VP • Look out!
Instructing or directing others to do something	• Imperative sentences

6. Socializing using language	
Greeting when meeting people	• Hello / good morning (afternoon/evening) • Hello / how are you**?** • (I'm fine, thank you) how are you**?** • I'm very well, thank you, and how are you**?**
Greeting when introducing people and when being introduced	• This is ... • **I'd like you to meet ...** • Hello / **How do you do** (response)
Taking leave	• Good-bye / bye-bye / good night / cheerio • I'll see you tomorrow (/next week, etc.)
Attracting attention	• Excuse me...
Proposing a toast	• Here's to... / cheers

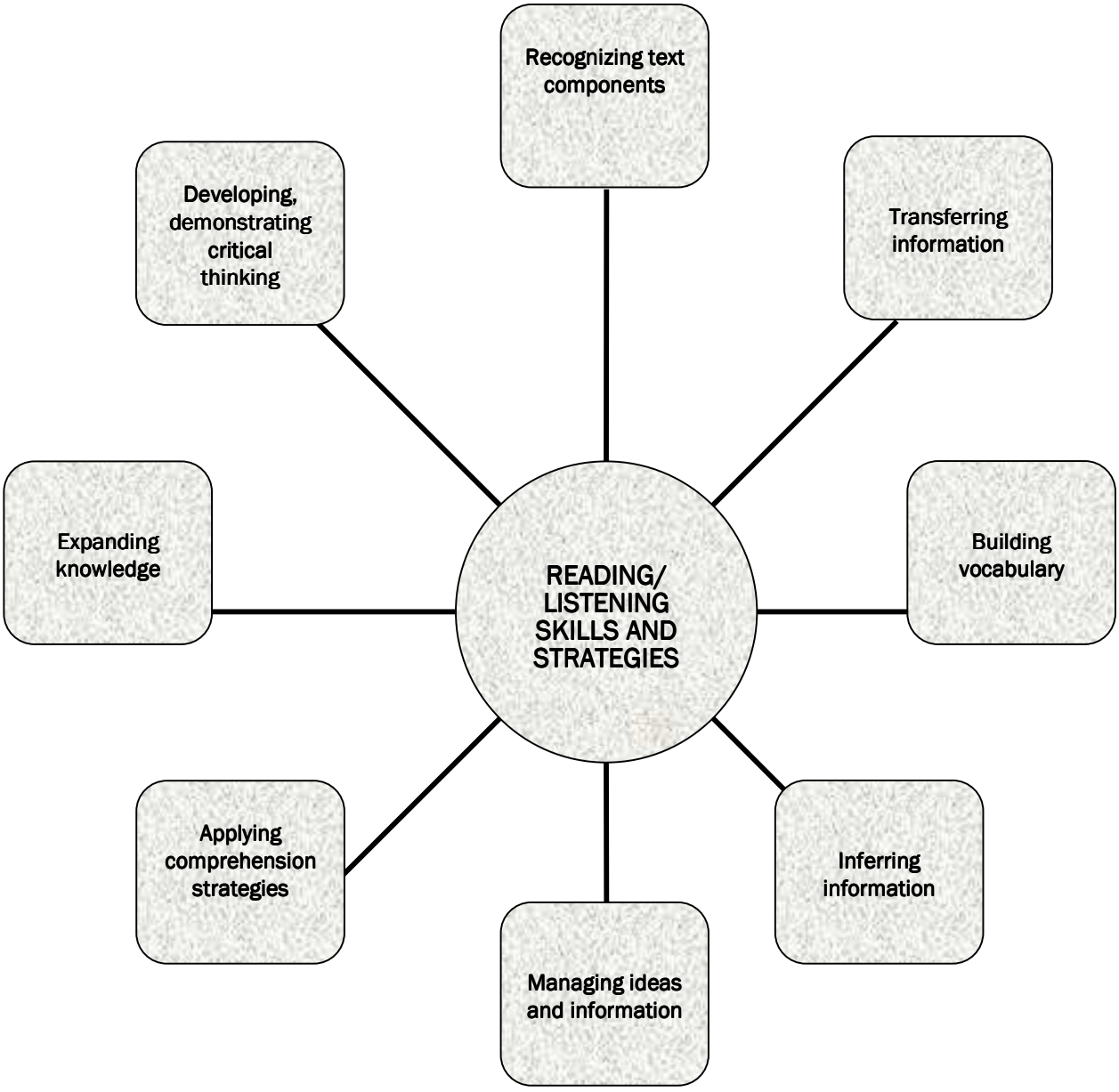
NB: Exponents in bold type are new to the learners.

Second year

PREAMBLE

The present English programme for second year secondary education students is a common core programme designed for all branches i.e. Arts, Economics and Services, Sciences and Technology. Provision has been made to ensure that the targeted aims, skills, strategies and the linguistic content are common to learners in all branches. Nevertheless, at the implementation level, the specific features of the Arts and the Economics and Services branches are catered for through appropriate topics, text types and the required relevant activities.

READING / LISTENING SKILLS AND STRATEGIES

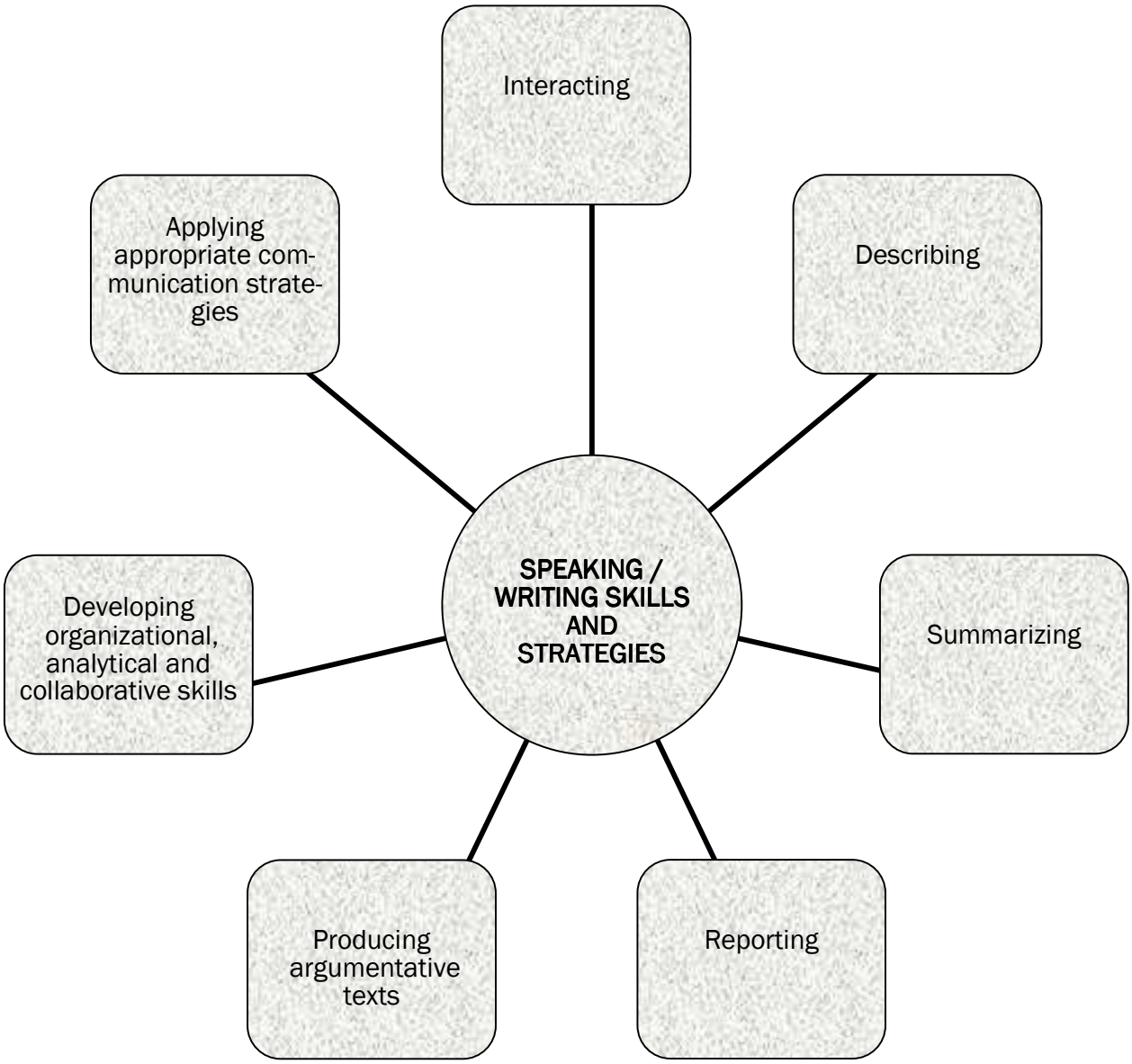


AIMS	SKILLS AND STRATEGIES	EVALUATION REQUIREMENTS: see figures 2 and 3 pages 5 and 6
RECOGNIZING TEXT COMPONENTS	1. Recognize the relationship between form (pronunciation, intonation, syntax, linguistic exponents, punctuation, capitalization…) and meaning 2. Recognize reduced forms of words and elliptical forms in grammatical units 3. Recognize cohesive devices, discourse markers and advance organizers 4. Recognize relations between parts of a text through cohesion devices (reference, conjunction, ellipsis, substitution and lexical cohesion: synonymy, hyponymy and collocation)	
TRANSFERRING INFORMATION	5. Respond to a sequence of directions 6. Transfer information onto a table, diagram, chart, map, graph, form 7. **Paraphrase chunks of familiar texts**[1] 8. **Map out an oral /written text**	
BUILDING VOCABULARY	9. Identify core vocabulary items in a variety of texts 10. Use paper or electronic dictionaries to check pronunciation, spelling or meaning and / or expand / refine own vocabulary 11. Guess the meaning of unfamiliar words through context, context clues and word formation	
INFERRING INFORMATION	12. Identify implicit logical relations 13. **Infer connections between events** 14. **Deduce causes and effects from events described**	
MANAGING IDEAS AND INFORMATION	15. Distinguish the main idea from supporting details 16. Differentiate between relevant and irrelevant information 17. Categorize ideas/information (general/specific, whole/part, sequence/step.) 18. **Demonstrate understanding of extended messages of various types** 19. Identify logical relationships signalled by thought connectives 20. Follow a sequence of events in narratives and descriptions, chronology in events and facts, steps in a process 21. Tap on different sources to get specific information/answer specific questions 22. Identify the communicative value of utterances / texts	
APPLYING COMPREHENSION STRATEGIES	23. Select the strategy appropriate to one's purpose and / or the nature of text. 24. Build on prior acquisitions to further and enhance learning 25. Predict content and plausible outcomes from events described 26. Skim a text to identify/infer the main idea through key words, topic sentences or beginnings/ends of paragraphs 27. Scan for specific information 28. **Make notes to get an outline**	

[1] Skills and strategies in bold type are new.

AIMS	SKILLS AND STRATEGIES	EVALUATION REQUIREMENTS: see figures 2 and 3 pages 5 and 6
APPLYING COMPREHENSION STRATEGIES	29. Consolidate reading at a rate of 200 words per minute (timed reading to answer questions or perform a task) 30. Develop autonomy in reading / listening to texts of different types / genres according to purpose	
EXPANDING KNOWLEDGE	31. Acquire knowledge of the language (vocabulary, grammar and rules of discourse) 32. Acquire knowledge about a given topic 33. Extract salient points for subsequent use in speaking/ writing tasks, portfolio or project work 34. Expand one's knowledge of the world 35. **Develop awareness of aspects of the target culture** 36. Compare one's culture to that conveyed in texts 37. Develop appreciation of self, environment and culture	
DEVELOPING AND DEMONSTRATING CRITICAL THINKING	38. Differentiate between fact and opinion 39. Judge the accuracy of information with respect to other sources and/or the reader's knowledge of the world 40. Distinguish between factual statements, ironical statements or exaggeration 41. Evaluate information or ideas (express judgement if information is correct, reasonable, surprising, socially/morally acceptable, relevant, thought provoking, interesting, biased) 42. Infer and evaluate the writer's intention 43. Demonstrate appreciation of different text types / genres 44. Demonstrate internalization of language, ideas and information	

SPEAKING / WRITING SKILLS AND STRATEGIES



AIMS	SKILLS AND STRATEGIES	EVALUATION REQUIREMENTS : see figures 2 and 3 page 5 and 6
INTERACTING	1. Make / respond to requests, invitations, offers, suggestions, apologies 2. Express / respond to warning, threat, regret, blame, surprise, obligation 3. Enquire about / express agreement, disagreement, possibility, probability 4. Give /write directions (using a map, a schedule, etc.) 5. Make statements about facts/concrete situations 6. Make **elaborate** hypothetical statements 7. Support one's opinion with arguments 8. Ask for / give information appropriately according to context 9. Compare objects, people, places, moods, feelings and attitudes 10. Express opinion /make judgements about specific issues / topics 11. Exchange information through telephone conversations, letters or e-mail messages, **telegrams, fax messages**	
DESCRIBING	12. Produce descriptions or captions to match illustrations related to a specific topic area 13. Produce physical/moral description of self, family and friends 14. Describe a sequence of actions, events and steps of a process with/without explicit cohesion 15. Describe habits and conditions 16. Talk about future events and plans 17. Describe one's impressions, feelings, opinions (e.g., about one's stay somewhere, a particular event or situation)	
SUMMARISING	18. Write guided summaries(notes, outline, gapped text) 19. Give a summary of the main points of an oral presentation / a written text	
REPORTING	20. Report actions, incidents, events 21. Produce reports from notes, observation, table, chart	
PRODUCING ARGUMENTATIVE TEXTS	22. **Make a case** 23. Persuade people to do something orally or in written form 24. **Defend a cause, a claim**	

AIMS	SKILLS AND STRATEGIES	EVALUATION REQUIREMENTS : see figures 2 and 3 page 5 and 6
DEVELOPING ORGANIZATIONAL, ANALYTICAL AND COLLABORATIVE SKILLS	25. Reinvest new words/expressions from core vocabulary and new structures in one's speech /writing 26. Use logical connectors of addition, sequence, comparison/contrast, cause, consequence to achieve coherence	
	27. Use language forms appropriate to different communicative situations (register) 28. Produce an outline for a description, a narration, an argumentation or a comparison / contrast essay / talk 29. Select information from more than one source and reinvest it in speech or writing	
APPLYING APPROPRIATE COMMUNICATION STRATEGIES	30. Work in pairs /groups to perform a task such as solving a problem 31. Reinvest real world knowledge and experience in one's speech / writing 32. Express one's appreciation of peers' contribution (praise/tactful evaluation/interest)	
	Skills specific to speaking : 33. Pronounce properly at word, sentence and discourse levels 34. Produce appropriate intonation patterns in statements and questions 35. Speak fluently in interactive situations without worrying too much about mistakes 36. Recite rhymes and poems in an expressive manner 37. Demonstrate appropriate use of social skills required in interactional contexts: Use conversational strategies for opening/closing conversations, taking turns, holding the floor, switching topics as well as repair and body language Skills specific to writing : 38. Use capitalization and punctuation marks appropriately (capital letters, full stops, question / exclamation marks, commas.) 39. Write notes and memos (explanations, apologies, arrangements, enquiries and requests) 40. Reinvest knowledge about text structure and its linguistic features in writing (imitate stories and extended texts read recently) 41. Write an introductory / concluding sentence to a paragraph or short text 42. Write as quickly as possible for a specified period of time without pausing to correct form 43. Write a coherent essay (with an introduction, body and conclusion) from an outline	

AIMS	SKILLS AND STRATEGIES	EVALUATION REQUIREMENTS : see figures 2 and 3 pages 5 and 6
APPLYING APPROPRIATE COMMUNICATION STRATEGIES	44. **Consolidate** writing as a process: produce 4-5 compositions a year. Length varies from 130 to 180 words depending on task requirements <u>Pre-writing : focus on task</u> d) define purpose for writing and target audience e) generate ideas through brainstorming or other techniques f) organize points / ideas, follow a model outline <u>Composing, drafting: focus on meaning</u> a) write a first draft b) share and respond (peer review)	
	c) revise, rewrite as many times as necessary <u>Finalizing the product : focus on meaning and form</u> d) edit (follow a checklist to correct usage, spelling and punctuation). e) use a dictionary to check spelling / usage and to select lexical substitutes f) make final adjustments in content, format and layout 45. Develop as an autonomous, creative writer through frequent personal writing (writing poetry, short stories, limericks, keeping a diary)	

COMPONENTS OF THE PROGRAMME

1. TOPICS

TOPIC AREAS	SUB TOPICS	MATERIALS
FAMILY LIFE AND RELATIONSHIPS	family composition – boys and girls –feelings – love – cooperation –harassment – respect for others –altruism – solidarity – honesty	• **Linear texts :** prose (descriptive, narrative, persuasive, expository, argumentative) poetry, fiction / non fiction, plays, newspaper articles, magazines, novels lectures, conversations, dialogues, monologues, dictionaries, thesaurus, books, bibliographic references, auditory texts, presentations, journals, diaries • **Non-linear texts :** brochures, maps, graphs, cartoons, menus, charts, shopping lists, tickets, timetables, news casts… • **Visual materials :** illustrations, pictures, cartoons… • **Electronic media :** educational TV programs, audio / video cassettes, CD roms, DVDs, software, Internet sites, online information…
SCIENCE AND TECHNOLOGY	computers – Internet – mobile phones– multimedia – inventions – genetic engineering – communications technologies – medicine – research – health	
SOCIAL PROBLEMS	violence – youth problems – discrimination – overpopulation – child labour – famine –malnutrition – poverty – unemployment	
COMMUNICATING WITH OTHERS	correspondence – e-mail – chatrooms – club membership – friendship – penfriends	
SOCIAL LIFE	travel – holidays – leisure activities–entertainment – facilities – hobbies – eating out – D.I.Y. – recipes – consumerism – computer games – sports	
EDUCATION	why study – why learn English – school life – exams – degrees – qualifications – school and family – virtual schools – distance learning –clubs	
PROFESSIONAL LIFE	employment – jobs – careers –promotion – success – training – hard work	
ATTITUDES AND VALUES	civism – voluntary work – fair play – tolerance – standards of conduct – democracy – appropriate behaviour	
RIGHTS AND DUTIES	human rights – children's rights – women's rights – equality – citizenship –civil rights – law and order – justice	
ECOLOGY	quality of life – landscapes – seasons – environmental issues	
MEDIA AND ARTS	arts – drama – shows – concerts – cinema – music – newspapers – TV – videos – DVDs – libraries	

The table above shows the topic areas common to all branches. The following topics supplement the common core programme for the **Economics & Services** branch:

Business:
- Advertising
- Offices
- Office work
- Businesses
- Business correspondence
- Purchasing power
- Accountancy

Employment:
- Industrial relations
- Employment and training
- Parental leave
- Job hunting

The **Arts** branch programme includes:

- five or six 600-word extracts adapted from a major contemporary literary work
- five or six samples of literary genres : poems, short stories and excerpts from plays.

2.GRAMMAR

38. Definite, indefinite articles ; the + country ; the + adjective = plural
39. WH words (how much, how many, **whose**, which)
40. **Countable , non-countable nouns**
41. Some, any, no , **someone, somebody, something, somewhere** ; **no one, nobody, nothing, nowhere ; anyone, anybody, anything, anywhere in interrogative and negative sentences**
42. **Positive sentence with negative tag ; negative sentence with positive tag**
43. Have got = have
44. Place of adjectives
45. The superlative (short and long forms)
46. Regular and irregular adverbs
47. **Present continuous with future meaning**
48. Going to + verb = intention
49. The future (will + verb) in the affirmative, negative and interrogative forms
50. The present perfect (affirmative, negative and interrogative forms) with just, **since**, **for, already, yet** and **adverbs of frequency**
51. **The present perfect continuous**
52. The simple past with **ago, then, at that time**
53. **Used to**
54. Irregular verbs
55. Wish + simple past
56. Like/ enjoy/avoid/practise doing something
57. The past progressive
58. The past perfect
59. The genitive with **distance and duration**
60. **Possessive pronouns**
61. To + infinitive, **in order to + infinitive, so that + clause**
62. Prepositions + time expressions
63. **Quantifiers (a few, a little, a lot)**
64. **The passive (past tense)**
65. **Reported speech** (present tense; **past tense** ;changing pronouns)
66. Compounding
67. Affixation
68. **Let Sb do Sth / make Sb do Sth / have Sb do Sth / want Sb to do Sth**
69. **Reflexive pronouns**
70. If + present → present ; If + present → future ; if + simple past → present conditional ;
71. Would like + infinitive ; **would like + noun phrase + full infinitive**
72. **Quite + adjective ;very + adj ; too + adj ; adj + enough**
73. **So + adjective / adverb + that**
74. Relative clauses with who, that, which, **where, when** and **whose**
75. **Still, no longer, no more, any longer, any more**
76. Linkers (**therefore**, as a result, **that's why**, before, then, after, **besides, moreover**)
77. **Either** in end position (negative)
78. **Not only.... but also**
79. Modals (may, can, **must = deduction,** could, might, should, **ought to, had better, needn't, should have**)
80. **Be able to, be capable of**
81. **More and more + adjective, less and less + adjective**
82. **The more.... the more**

3. COMMUNICATIVE FUNCTIONS AND EXPONENTS

1. Imparting and seeking factual information	
Identifying	• Demonstrative pronouns (this, that, these, those) + BE + NP • Demonstrative adjectives (this, that: these, those) + N + BE + NP • Personal pronouns (subject form) + BE + NP • Declarative sentences • Short answers *(Yes, he is, etc.)*
Describing, narrating, reporting	• **Declarative sentences** • **Head-clause containing verb of saying (e.g. To say)** • **Thinking, etc + complement clause (indirect speech)**
Correcting	• Same exponents as above; in addition: adverb no • Negative sentences with not • Sentences containing the negation-words never, no (adjective), nobody, nothing
Asking	• Interrogative sentences (yes/no questions) • Declarative sentences + question intonation • Question-word sentences with: when / where / why / what (pronoun) • Which (pronoun) / who / what (adjective) / which (adjective) • How + far / much / 1ong etc. • Whose (pronoun and adjective) • **Tell me + sub-clause / tell me about + NP**

2. Expressing and finding out intellectual attitudes	
a) Expressing agreement and disagreement	
Agreement	• **I agree** / that's right / of course (not) / yes / certainly / • Affirmative short answers (it is, i am, i can, he may, etc.)
Disagreement	• **I don It agree / I don't think** so / No / That's incorrect • Negative short answers
Inquiring about agreement or disagreement	• Do you agree? / Do you think so, too? / **Don't you agree**? / **Don't you think so**? • short questions
Denying something	• No (adverb) • Negative sentences with not • Sentences containing the negation words *never*, *no (adjective)*, *nobody*, *nothing* • Negative short answers
Accepting an offer or invitation	• Thank you / Yes, please / **That will be very nice** / With pleasure!
Declining an offer or invitation	• No, thank you • **I'm afraid I cannot...**
Inquiring whether offer or invitation is accepted or declined	• **Will you + VP (do it, come, etc.)**
Offering to do something	• Can I + VP
Stating whether one remembers or has forgotten something or someone	• I remember / I don't remember + noun (-group)/pronoun • I remember / I don't remember + gerund • I remember / I don't remember + that + clause • I have forgotten (to bring my glasses etc)
Inquiring whether someone. remembers or has forgotten something or someone	• Do you remember + noun (-group)/ pronoun • Do you remember + gerund • Do you remember + that-clause • Have you forgotten to (bring your glasses, etc.)

b) *Expressing whether something is considered possible or impossible*	
Possibility	• NP + can + VP • It is possible + ø
impossibility	• NP + cannot + VP • It is impossible
Inquiring whether something is considered possible or impossible	• Is it possible + ø / Can + NP + VP
Expressing capability and incapability	• NP + can + VP • NP + cannot + VP • **NP + BE able to + VP** • **NP + BE not able to + VP** • **NP + BE unable to + VP**
Inquiring about capability or incapability	• Can + NP + VP • **Cannot + NP + VP** • **BE + NP + able to + VP** • **BE not + NP + able to + VP** • **BE + NP + unable to + VP**
Expressing whether something is considered a logical conclusion (deduction)	• So + declarative sentence
Expressing how certain / uncertain one is of something	• I am sure / certain + ø / that clause • I think + so • I think that + clause • Perhaps… • NP + may + VP • I am not sure + ø / that clause • I don't think + so • **I don't believe + noun (-group) / pronoun** • NP + cannot + VP
Inquiring about how certain / uncertain others are of something	• Are you (quite) sure + ø / that clause • Do you think + ø / that clause
Expressing, one is / is not obliged to do something	• I must + VP (similarly with we)
Inquiring whether one is obliged to do something	• Must I + VP (similarly with we)
Expressing others are / are not obliged to do something	• You must (not) + VP • NP + must (not) + VP (other persons) • **It is (not) necessary**
c) Giving and seeking permission to do something	
Giving permission	• You may / can + VP(answering a request) • Of course / of course you may • (That's) all right
Seeking permission	• May I / can I + VP • Let me + VP • **Do you mind + if- clause**
Stating that permission is withheld	• NP + must not + VP • Don't + VP

3. Expressing and finding out emotional attitudes	
Expressing pleasure, liking	• This is very nice (/pleasant) • I like + noun (-group) / pronoun / V_{ing} + very much • I enjoy + noun (-group) / pronoun / V_{ing} + very much • I love + noun (-group) / pronoun / V_{ing} + very much • A very good + noun
Expressing displeasure	• This is not very nice / pleasant • I don't like + noun (-group) / pronoun / V_{ing} + very much / at all • I don't enjoy + noun (-group) / pronoun / V_{ing} + very much / at all • I hate noun (-group) / pronoun / V_{ing} / V_{to}
Inquiring about pleasure, liking, displeasure, dislike	• Do / Don't you like + noun (-group) / pronoun / V_{ing} / V_{to} • Do / Don't you enjoy + noun (-group) / pronoun / V_{ing} / V_{to} • Would you like + noun (-group) / pronoun / V_{to}
Expressing surprise	• This is a surprise! • **Fancy +V_{ing}...** • How nice + V_{to} • What a surprise! / it's surprising! / I'm surprised + that-clause
Expressing hope	• I hope + so / that-clause
Expressing satisfaction	• This is very good / nice • It's (quite) all right now • **This is just what (I want(ed) / need(ed) / mean(t) / have(had) in mind**
Expressing dissatisfaction	• I don 't like this • This is not right yet • **This is not what I (want(ed) / need(ed) / mean(t) / have(had) in mind**
Inquiring about satisfaction or dissatisfaction	• Is it all right now? • Do you like this? • **Is this what you (want(ed) / need(ed) / mean(t) /have(had) in mind?**
Expressing disappointment	• That's a (great) pity • I'm very sorry + V_{to}
Expressing fear or worry	• I'm afraid I I'm worried (+ about NP)
Inquiring about fear or worry	• Are you afraid? • Are you worried? • **You aren't afraid, are you?**
Expressing preference	• I prefer + noun (-group) / pronoun / V_{ing} • **I'd rather + V_{inf} ... (than)**
Inquiring about preference	• Which do you prefer? • Would you prefer + V_{ing}
Expressing gratitude	• Thank you (very much (indeed)) • It is / was very nice of you (+ V_{to}) • It is / was very kind of you (+ V_{to})
Expressing sympathy	• I am (so) sorry / glad / delighted + V_{to}
Expressing intention	• I'm going + V_{to} • I'll + V_{inf} • I I'm thinking of + V_{ing}
Inquiring about intention	• Are you going + V_{to}? • Will you + V_{inf}? • **Are you thinking of + V_{inf}?**
Expressing want, desire	• I want + noun (-group) / pronoun / V_{to} • I 'd like + noun (-group) / pronoun / V_{to} • **May I have + noun (group) / pronoun (,please)?**
Inquiring about want, desire	• Do you want + noun (-group) / pronoun / V_{to} • Would you like + noun (-group) / pronoun / V_{to}

4. Expressing and finding out moral attitudes	
Apologizing	• I am (very) sorry • Excuse me, please • **I do apologize**
Granting forgiveness	• That's all right / it's all right now • **It doesn't matter (at all)**
Expressing approval	• Good! / Excellent! / That's fine!
Expressing disapproval	• It's not very nice • You shouldn't + V_{inf} • **You shouldn't + have + V_{ed}**
Inquiring about approval or disapproval	• Is this all right? • **Do you think this is all right?**
Expressing appreciation	• (It's) very good / (It's) very nice
Expressing regret	• That s a (great) pity • **I am so / very sorry** + that-clause • I am so / very sorry + if-clause
Expressing indifference	• It doesn't matter • **I don't care** • **I don't mind ø / I don't mind + if-clause**

5. Getting things done (suasion)	
Suggesting a course of action (including the speaker)	• Let's + VP • What about + V_{ing} • We could + VP • **We might + VP**
Requesting others to do something	• Please + VP / Could you (please) + VP / Would you (please) + VP • Can I have + NP + V_{ed} (, please)?
Inviting others to do something	• What / how about + NP / V_{ing}? • Would you like + V_{to}
Advising others to do something	• Why don't you + VP • You should + VP
Warning others to take care or to refrain from doing something	• Be careful! • Mind + NP! (e.g. Mind your head!) • Don't + VP • Look out!
Instructing or directing others to do something	• Imperative sentences

6. Socializing using language	
Greeting when meeting people	• Hello / good morning (afternoon/evening) • Hello / how are you? • (I'm fine, thank you) how are you? • I'm very well, thank you, and how are you?
Greeting when introducing people and when being introduced	• This is ... • **I'd like you to meet ...** • Hello / **How do you do** (response)
Taking leave	• Good-bye / bye-bye / good night / cheerio • I'll see you tomorrow (/next week, etc.)
Attracting attention	• Excuse me...
Proposing a toast	• Here's to... / cheers / ø

NB: Exponents in bold type are new to the learners.