

**REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE**  
**MINISTERE DE L'EDUCATION NATIONALE**

**ALLEGEMENT DU CONTENU  
DU PROGRAMME D'ANGLAIS  
DEUXIEME LANGUE ETRANGERE**

**2<sup>ème</sup> AS**

**FILIERES**

**MATHEMATIQUES/ TECHNIQUES- MATHEMATIQUES/SCIENCES  
EXPERIMENTALES/ GESTION-ECONOMIE/  
LETTRES/PHILOSOPHIE/LANGUES ETRANGERES**

BENARBIA Zehor  
BOUBRIT Leila  
BOUFEDJI Ghania  
DEHMAS Djamel  
LAHRECHE Nabila

**MAI 2008**

## **SOMMAIRE**

1. Liste des thèmes à traduire en projets
2. Proposition de projets par thème
3. Proposition de sélection de projets selon la filière
4. Exemple de déroulement pour chaque projet
5. Tableau des contenus linguistiques
6. Proposition de programmation et de progression des unités
7. Répartition annuelle par filière

### 1. Liste des thèmes à traduire en projets

1. Diversity
2. Peace and conflict resolution
3. Poverty and world ressources
4. Technology and innovation
5. Fiction or reality
6. Disasters and safety
7. Management and efficiency

### 2. Proposition de projets par thème

Il s'agira de choisir l'un des thèmes proposés dans le tableau ci-dessous .Il est également possible de choisir un autre sujet de projet mais celui-ci doit être en relation avec le thème.

Themes	Suggested projects
1. Diversity	Writing a life styles' profile
2. Peace and conflict resolution	Writing a statement of achievements
3. Poverty and world ressources	Writing a charter against poverty Making a poster with alternative energies
4. Technology and innovation	Writing reports on scientific experiments
5. Fiction or reality	Writing an ABC of dreams
6. Disasters and safety	Writing about what to do in case of... (earthquake,flood,fire,droughts,home/road accident)
7. Management and efficiency	Writing a business portfolio

**3. Proposition de sélection des thèmes à traduire en projets selon la filière.**

L'enseignement des thèmes se fera selon l'ordre qui figure dans le tableau ci-dessous :

<b>Themes</b>	<b>Maths/Tech-Maths/Sc Exp/</b>	<b>Gestion-Economie</b>	<b>Lettres &amp; Philo</b>	<b>Langues Etrangères</b>
1. Diversity			+	+
2. Peace and conflict resolution	+	+	+	+
3. Poverty and world resources	+	+	+	+
4. Technology and innovation	+			+
5. Fiction or reality			+	+
6. Disasters and safety	+	+	+	+
7. Management and efficiency		+		

#### 4. Exemple de déroulement pour chaque projet

### PROJECT N/1: Demonstrate awareness and understanding of cultural differences worldwide

Theme	Diversity: similarities and differences related to food, dressing habits, celebrations, cultures, traditions, languages...
Project outcomes	<ul style="list-style-type: none"> <li>- make surveys on food, dressing habits, etc</li> <li>- make a poster exhibition on this theme</li> <li>- design materials related to food, dressing habits, etc</li> </ul>
Learners' outcomes	<ul style="list-style-type: none"> <li>- identify and define the concept of diversity</li> <li>- understand the similarities and differences between people</li> <li>- compare and contrast their ways of living with others, at the local or international level</li> <li>- explore the different contributions of people in the world in many fields</li> </ul>
Language Outcomes	SEE DETAILS IN TABLE B BELOW
Skills and strategy Outcomes	<ul style="list-style-type: none"> <li>-make inferences/draw conclusions</li> <li>-be engaged in cooperative learning</li> <li>-analyse information</li> <li>-evaluate information</li> <li>-ask questions about others' work</li> </ul>
Intercultural outcomes	<ul style="list-style-type: none"> <li>- understand the values of the others</li> <li>- accept the others as they are</li> <li>- be involved in cultural awareness</li> </ul>
Technology skills	<ul style="list-style-type: none"> <li>-locate on the web different ways of living</li> <li>- make a mapping/poster with these data</li> </ul>

## PROJECT N/2: Demonstrate awareness and ability to deal with conflict

Theme	Peace/conflict resolution : in the classroom/family/community/world
Project outcomes	<ul style="list-style-type: none"> <li>- design a bulletin board on responsibility at school, with family, in community</li> <li>- keep journals on daily behaviours</li> <li>- write a charter on an ideal class</li> <li>- have a class debate on a peaceable class</li> </ul>
Learners' outcomes	<ul style="list-style-type: none"> <li>- understand the source of conflict</li> <li>- learn how to work together for conflict resolutions, participate in the negotiation and compromise to solve classroom, school and community disagreement</li> <li>- recognise that the others may have a different point of view</li> <li>- give constructive criticism</li> <li>- follow democratic procedures in helping to make group decisions</li> <li>- observe the action of the others</li> </ul>
Language outcomes	SEE TABLE B BELOW
Skills and strategy outcomes	<ul style="list-style-type: none"> <li>-- recognise bias and prejudice</li> <li>- speak confidently to groups</li> <li>- present an argument</li> <li>- express thoughts and feelings</li> <li>- make decisions through consensus</li> <li>- manage conflict/ understand democratic principles</li> <li>- seek feedback to improve</li> <li>- make inferences</li> <li>- draw conclusions</li> <li>- provide feedback to others</li> <li>- take turns</li> </ul>
Intercultural outcomes	<ul style="list-style-type: none"> <li>- understand that being different is not being inferior or superior</li> <li>- become aware that peace culture is a national and international matter</li> <li>- become strong through conflict resolution</li> </ul>
Technology skills	<ul style="list-style-type: none"> <li>- websearch / use search engines for poems/songs that favour peace in the world</li> <li>- send emails to people in conflict</li> <li>- email decision makers in the world (U.N., Europe, USA)</li> </ul>

### PROJECT N/3: Demonstrate awareness and understanding of the issue of sustainable development

Theme	Poverty and World resources/ Sharing global resources / Protecting resources for future generations / Sustainable development policies
Project outcomes	<ul style="list-style-type: none"> <li>- make a poster with alternative energies, using slogans in favour of sustainable development.</li> <li>- Make a survey on how natural resources are distributed in the world (water, fish, minerals, wood, plants,etc)</li> <li>- Make a map of endangered species</li> <li>- Design a survival/ life-kit (when all natural resources are used up)</li> <li>- Write a charter against poverty</li> <li>- Write a song/a poem on equality in the world</li> </ul>
Learners' outcomes	<ul style="list-style-type: none"> <li>- identify natural resources in your country and in the world</li> <li>- explore ways natural resources are shared in your country and in the world</li> <li>- suggest a fair way of sharing non-renewable sources of energy</li> <li>-</li> </ul>
	SEE DETAILS IN TABLE B BELOW
Skills and strategy Outcomes	<ul style="list-style-type: none"> <li>-engage in group discussion</li> <li>-find solutions through brain storming</li> <li>-share thoughts and feelings</li> <li>-analyse and evaluate information</li> </ul>
Intercultural outcomes	<ul style="list-style-type: none"> <li>-understand the struggle for power and money between rich and poor countries</li> <li>- understand the importance of self-reliance</li> <li>- discuss the issue of equality and sharing of wealth</li> <li>- understand the necessity for rich countries to help poor ones</li> <li>- see how solidarity can be used towards deprived people</li> </ul>
Technology skills	<ul style="list-style-type: none"> <li>-locate on the web countries where natural resources have decreased for the last twenty years</li> </ul> <p><a href="http://www.ulb.ac.be/ceese/meta/susvl.html">www.ulb.ac.be/ceese/meta/susvl.html</a></p> <p><a href="http://www.learnsd.org">www.learnsd.org</a></p>

8



**PROJECT N/6: Demonstrate awareness of and ability to deal with disasters at home and abroad**

Theme	Disasters and safety / Natural disasters and disasters created by man / How to cope with them
Project outcomes	<ul style="list-style-type: none"> <li>- write a graphic/visual report on plane crashes over the past five years (everywhere in the world)</li> <li>- write a charter for the prevention of disasters</li> <li>- have a class debate on a safer world to live in</li> <li>- make a survey of countries where disasters occur regularly (floods, fires, droughts, etc)</li> </ul>
Learners' outcomes	<ul style="list-style-type: none"> <li>- understand the importance of safety rules and conduct</li> <li>- work together : listen to different opinions and write a charter on safety measures in case of earthquakes</li> <li>- give constructive criticism</li> <li>- be empathic</li> </ul>
Language Outcomes	SEE DETAILS IN TABLE B BELOW
Skills and strategy Outcomes	<ul style="list-style-type: none"> <li>- collect information individually and share it with peers</li> <li>- develop ability in drawing graphs , diagrams, etc</li> <li>- take turns</li> <li>- take notes and write reports</li> <li>- summarise and synthesise</li> </ul>
Intercultural outcomes	<ul style="list-style-type: none"> <li>- compare disasters at home and abroad: floods in Algeria (2001) and hurricanes in USA(2005)</li> <li>- compare attitudes in coping with disasters in different countries (eg: bombings of public places, etc)</li> <li>- explore the role of international rescue organisations</li> <li>- national and international aid</li> </ul>
Technology skills	<p>Search on the web how to deal with prevention at:</p> <p><a href="http://www.planetark.org">www.planetark.org</a></p> <p><a href="http://www.disasternews.net">www.disasternews.net</a></p> <p><a href="http://www.disasterrecoveryandprevention.com">www.disasterrecoveryandprevention.com</a></p>

## PROJECT N/7: Demonstrate awareness and understanding of the importance of good and efficient management

Theme	Management and Efficiency in the company/marketing and sales/ human resources	
Project outcomes	<ul style="list-style-type: none"> <li>- write a bill for a company regulations</li> <li>- make a survey on successful companies in Algeria(private or public)</li> <li>- write a work contract</li> <li>- make a graphic organiser of a company</li> <li>- write the profile of a good manager( refer to outstanding figures such as Bill Gates)</li> </ul>	
Learners' outcomes	<ul style="list-style-type: none"> <li>- define and explain the concept of efficiency</li> <li>- understand basic marketing principles</li> <li>- get acquainted with the positive spirit of management</li> <li>- see how a company succeeds through efficient management</li> <li>- get acquainted with different forms of management: webmanagement vs pyramidal management</li> <li>- explore the concept of innovation in management</li> </ul>	
Language outcomes	SEE TABLE B BELOW	
Skills and strategy outcomes	<ul style="list-style-type: none"> <li>- practise brainstorming</li> <li>- assume roles while working in a group</li> <li>- take turns</li> <li>- practise negotiation, discussion and problem-solvingconvincing</li> <li>- organise data</li> <li>- make inferences</li> <li>- draft/redraft/compare/contrast</li> <li>- draw conclusions</li> <li>- make decisions through consensus</li> <li>- collaborative learning</li> </ul>	
Intercultural outcomes	<ul style="list-style-type: none"> <li>- bring awareness that efficiency is the key for success</li> <li>- understand the value of work and of team work</li> <li>- be cooperative</li> <li>- be honest</li> </ul>	
Technology skills	Locate on the web sites for advertising, launching products, sales techniques at: <a href="http://www.businessculture.com">www.businessculture.com</a> <a href="http://www.executiveplanet.com">www.executiveplanet.com</a>	

## 5. Tableau des contenus linguistiques (Language Outcomes)

Themes	Functions	Grammatical Structures	Vocabulary building	Pronunciation/Spelling
1. Diversity	Comparing Expressing similarities and differences Asking for and giving information about cultural differences  Predicting	Used to. Comparat. of superior. w/ short,long,irreg. Adj. On the contrary /in contrast. As+adj+as ; the same as/different from/less than/ Not as+adj+as/not so as+adj+as. Predicting(future). Will/ be going to	Form adj w/ ive/ous/ful/ Able/ic (hospitable/sympathetic/genero us)  Work with an English-French – English dictionary	Shift of stress from noun to adjective : courage/ courageous . Contrast short and long vowels Minimal pairs Homophones
2. Peace/Conflict resolution	Suggesting       Asking for and giving opinion	Must/have to/should/ ought to/could/may/ Can/might. Had better/it's preferable. If condit. Why don't we ? I think Use+omission of the. By+verb+ing (subject). I personally think/in my opinion	Form adj w/ suffix(peaceful Form noun w/ Suffix(freedom) Suffixes : less/able/ful/ship. Prefixes : dis/un/ir/il/  Work with a dictionary	Rising/falling intonation in questions Perception of diphtongs as in : town/ care/ beard/ boil... Minimal pairs : Food-fed/ seat- sit
3. Poverty/world	Describing	Pres and past simple	Form nouns (poor/poverty)	Final's'as /s/(helps/meets)



5.Fiction or reality	<p>Expressing condition</p> <p>Asking for/Giving advice</p> <p>Expressing regrets</p> <p>Making speculations</p> <p>Expressing wishes</p>	<p>If :conditional types 1&amp;2</p> <p>If only</p> <p>Past form of may/can</p> <p>Adverbs:well-past participle</p> <p>Well-informed</p>	<p>Coumpound words</p> <p>Phrasal &amp; prepositional words</p>	<p>Emphatic stress(do /did)</p> <p>Stress in compound words</p> <p>Rising &amp; falling intonation</p>
6.Disasters and Safety	<p>Describing Narrating</p> <p>Suggesting and advising</p> <p>Expressing purpose</p>	<p>Past simple</p> <p>+continous</p> <p>Past perfect</p> <p>Passive voice</p> <p>Modals :</p> <p>could/must/should/ought</p> <p>inorder to/so as to/ so that..</p> <p>Sequencers:</p> <p>first,then....</p> <p>Why don't you?</p> <p>If I were you...</p> <p>You'd better...</p> <p>It would help if...</p>	<p>Form compound nouns: plane crash/ lifeboat, safety belt</p> <p>Work with monolingual dictionary</p>	<p>Syllable stress</p> <p>Practise glide :boat/bite/life</p> <p>Contrast chose/shows</p> <p>Identify sounds in : litter/letter/uncle/ Ankle.</p> <p>Pronounce : said/rain</p> <p>Friend/chief</p> <p>Practise intonation for questions and requests</p> <p>Syllable stress: primary and secondary</p> <p>Use of fillers : a kind of/ a sort of...</p> <p>Silent h: honest</p> <p>Silent k: know</p> <p>Plural: secretary-secretaries /iz/</p>

7. Management and Efficiency	<p>Persuading/ Convincing Suggesting/ Advising Agreeing/ Disagreeing Reporting Making decisions Making previsions Instructing Negotiating</p>	<p>Present perfect The best way to...is I don't think... I can't agree with you on this point You're right, but I think... I'm sorry to disagree with you but.... Passive: the meeting will be held...the point was discussed... Past and future tenses Imperatives: do this/do that/ I want this to be done by.../ I want that to be done today</p> <p>-Be capable OF -Have confidence IN -Deal WITH -Conscious OF -Interested IN -Ready FOR</p>	<p>Form words with prefixes: Re: reorganise/rewrite/reconsider In: inefficient/inappropriate/inconvenient Al and ic: economical/economic Compounds: quality control/assembly line/production processes/balance sheets/product development</p>	<p>Final "ed" Minimal pairs Shift of stress from noun to verb</p>
------------------------------	---	---	---	---



## 6. Proposition de programmation et de progression des unités d'enseignement par filière :

Cette proposition est faite sur la base des données suivantes :

1-Nombre de semaines d'enseignement effectif (évaluation comprise). Celui-ci est estimé à 27 semaines.

2-Volume horaire hebdomadaire et annuel de la discipline selon la filière

Filières	Volume horaire hebdomadaire	Volume horaire annuel
<b>Lettres -Philosophie</b>	<b>4 h</b>	<b>108 h</b>
<b>Langues Etrangères</b>	<b>5 h</b>	<b>135 h</b>
<b>Maths/Sc Exp/Gestion-Economie</b>	<b>3 h</b>	<b>81 h</b>

Sur la base des données sus-cités, il ressort que :

- chaque unité au programme pour les filières scientifiques (Sc.Exp./Math/TM/GE) peut être couverte en 20 heures.
- chaque unité au programme pour la filière scientifiques Lettres Philosophie peut être couverte en 21 heures.
- chaque unité au programme pour la filière Langues Etrangères peut être couverte en 22 heures.

## 7. Répartition annuelle par filière

### Lettres et Philosophie

Month	Weeks	Unit
September	3&4	Diversity
October	1,2,&3 4	Diversity Peace and Conflict Resolution
November	1,2 &3 4	Peace and Conflict Resolution <i>First term evaluation</i>
December	1 2 &3	Peace and Conflict Resolution Poverty and World Resources
January	2 ,3 &4	Poverty and World Resources
February	1,2 &3 4	Fiction or Reality ? <i>Second term evaluation</i>
March	1 &2	Fiction or Reality ?
April	1,2,3 &4	Disasters and Safety
May	1 &2 3	Disasters and Safety <i>Third term evaluation</i>



### Langues Etrangères

Month	Weeks	Unit
September	3 &4	Diversity
October	1&2 3&4	Diversity Peace and Conflict Resolution
November	1 &,2 3 4	Peace and Conflict Resolution Poverty and World Resources <i>First term evaluation</i>
December	1,2 &3	Poverty and World Resources
January	1,2 &3	Technology and Innovation
February	1 2&3 4	Technology and Innovation Fiction or Reality? <i>Second term evaluation</i>
March	1&2	Fiction or Reality ?
April	1,2 ,3 &4	Disasters and Safety
May	1 &2 3	Disasters and Safety <i>Third term evaluation</i>

### Sections : . Sc.Exp./Math/TM/

Month	Weeks	Unit
September	3 &4	Peace and Conflict Resolution
October	1,2,3 &4	Peace and Conflict Resolution
November	1, 2 & 3 4	Poverty and World Resources <i>First term evaluation</i>
December	1,2,3	Poverty and World Resources
January	2 , 3& 4	Technology and Innovation
February	1,2,3 4	Technology and Innovation <i>Second term evaluation</i>
March	1,2	Disasters and Safety
April	1,2,3 &4	Disasters and Safety
May	1,2 3	Disasters and Safety <i>Third term evaluation</i>

**Section : Gestion-Economie**

<b>Month</b>	<b>Weeks</b>	<b>Unit</b>
September	3 &4	Peace and Conflict Resolution
October	1,2,3 &4	Peace and Conflict Resolution
November	1 2 & 3 4	Peace and Conflict Resolution Poverty and World Resources <i><b>First term evaluation</b></i>
December	1,2,3	Poverty and World Resources
January	2 , 3 4	Poverty and World Resources Disasters and Safety
February	1,2,3 4	Disasters and Safety <i><b>Second term evaluation</b></i>
March	1,2	Disasters and Safety
April	1,2,3 & 4	Management and Efficiency
May	1,2 3	Management and Efficiency <i><b>Third term evaluation</b></i>