

# **SECOND CYCLE ENGLISH CURRICULUM**

**Septembre 2022**

## Subject Presentation

### A) Introduction

The English curriculum for the secondary school in Mauritania is intended to prepare the learner for active real life. The material it proposes will help them develop core competencies such as communication, collaboration, personal development, critical thinking... all crucial for a successful life. This programme favors a holistic approach. The general aims include but are not limited to:

- Forming a Mauritanian citizen rooted in their Islamic and cultural values and open to the other world;
- Endowing the learner with the knowledge, the skills and attitudes that will allow them to perform and participate in classroom activities and/or other activities, be a good listener, independently express their ideas and opinions; tolerate and accept the other and respect their points of view;
- Enabling the learners to, effectively, foster their cognitive, emotional and sensorial abilities to develop skills and competencies for them to solve daily life problems and take responsibility for their own learning.

### B) Relationships/Interdisciplinarity with the other subjects

Even though English is not used as a medium of instruction to teach other subjects in Mauritania, still it does teach contents that are covered by other subjects. For example, math symbols/signs, such as equal to ( $=$ ), superior to ( $>$ ), inferior to ( $<$ ) intersect with an English activity about comparatives. Also, asking and talking about location, itinerary, using prepositions and adverbs of location (in, on, between...and directions and sub-directions: east, west, north, south, south-east...) intersects with Geography (map reading, directions, sub-directions...). The English teacher may also introduce topics/themes on health issues, infectious diseases: (symptoms and mode of prevention, etc.) that would intersect with Natural Sciences, etc.

### C) Organization and domains of the curriculum

The English curriculum is organized as follows:

- Objectives and Competencies per level;
- Content/Resources per level;
- A progression chart is provided for each level.

The learners will learn about and be tested based on three major domains:

- Knowledge, understanding and application;
  - Language Skills;
  - Attitudes and Values.
- Appendixes:
- Suggested themes for teachers to contextualize the target language;
  - A suggested list of class project themes.

### D) Time allocation and Coefficients

LEVEL	5A	5LO	5C	5D	5T	6LM	6LO	6C	6D	6T	7LM	7LO	7C	7D	7T
Subject hours/week	3	2	2	2	2	3		2	2	2	3		2	2	2
All subjects hours/week	30	30	30	30		30	30	30	30		30	30	30	30	
Subject Coefficient	3	2	2	2	1	3		2	2	1	4		2	2	1
Total Coefficients	29	29	30	30		30	30	31	30		30	30	30	30	

# Fifth Year

## Objectives and Competencies

Cognitive Objectives (Knowledge to Master)		Psychomotor and Behavior (Skills and Attitudes to Master)	
Universal	Contextualized	Universal	Contextualized
<ul style="list-style-type: none"> <li>• Develop a knowledge on how to talk and ask about past experiences;</li> <li>• Acquire information about life in the world;</li> <li>• Gain a knowledge about discussion strategies;</li> <li>• Develop skills and strategies to use in dealing with texts;</li> <li>• Gain a knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Display a clear understanding of how to talk and ask about one's past experience;</li> <li>• Compare life in Mauritania to it in the world;</li> <li>• List strategies to participate effectively in a discussion;</li> <li>• Develop listening, speaking, reading and writing skills and strategies to deal with texts;</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately talk and ask about one's past experience;</li> <li>• Discuss life in the world;</li> <li>• Participate effectively in a conversation: be a good listener, respect the other's point of view...</li> <li>• Use appropriate skills and strategies to deal with texts;</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately talk about own experience and ask others about theirs;</li> <li>• Discuss/Compare life in Mauritania and in the rest of the world with more details (cultural/social norms: wedding, clothing, food...) using the appropriate vocabulary;</li> <li>• Participate effectively in conversation and perform well in less controlled classroom activities such as role-play and simple discussion without recourse to translation; using strategies such as: active listening, interrupting, turn-taking...)</li> <li>• Read, comprehend, and summarize the main points/ideas and details of intermediate texts;</li> </ul>

<p>on how to report speech;</p> <ul style="list-style-type: none"> <li>• Gain an understanding of health-related information.</li> </ul>	<ul style="list-style-type: none"> <li>• Display an understanding of how to report people's speech;</li> <li>• Acquire and understand information related to health issues in Mauritania.</li> </ul>	<ul style="list-style-type: none"> <li>• Report people's speech;</li> <li>• Demonstrate awareness about diseases and pandemics and ways to prevent them.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately relate in both speaking and writing what a friend, a neighbor, an official... has said/said;</li> <li>• Demonstrate awareness about diseases such as malaria, HIV/AIDS, Coronavirus... and how to prevent them.</li> </ul>
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## Content/Resources and Exemplars

<b>Unit 1.</b>	➤ <b>Talking and asking about past actions and events</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• Simple past</li> <li>• Past continuous</li> <li>• Present perfect</li> </ul> <p>- Yesterday, while, when, (at) what time, just, already, yet, recently, never, once, twice...</p>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Effectively ask about and give information about past actions/ events and happenings in family, at office, in community....</li> </ul>
Interdisciplinary Dimensions	Intersects with History and Civic Instruction: family history, childhood, national historical events...
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>
<b>Unit 2.</b>	➤ <b>Describing people and actions</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• - To look like</li> <li>• - To belike</li> <li>• - In + clothing</li> <li>• - With + accessories</li> </ul> <p>- Well, fast, hard...</p> <p>- Adverbs of manner (adj. + ly)</p> <p>- Simple past</p> <p>- Past continuous (when/while)</p> <p>- Adjectives.</p>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Effectively describe people (in a picture, in a family, in the community..) and describe how they act and perform things.</li> </ul>

Interdisciplinary Dimensions	<ul style="list-style-type: none"> <li>• Intersects with Geography (World people diversity, cultural norms/clothing...)</li> </ul>
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>
<b>Unit 3.</b>	➤ <b>Asking for and giving opinions</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• - To agree/to disagree</li> <li>- Think that</li> <li>- Think/feel about</li> <li>- In my opinion...</li> <li>- For, against, in favor of, pros, cons, okay, alright...</li> <li>- Main clause + connector + Subordinate clause</li> <li>- Clauses</li> <li>- Connectors</li> <li>- Superlatives</li> <li>- Adverbs of manner</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Effectively engage, listen and share personal opinions about general/specific issues with friends, at office, in community...</li> </ul>
Interdisciplinary Dimensions	Intersects with French, Arabic, Philosophy: discussion/debating strategies....
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>
<b>Unit 4.</b>	➤ <b>Expressing duration in the past and present</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• - How long, for how long, when, while, since, for, ago, before, until...</li> <li>- Period, era, session, month, semester, year ...</li> <li>- Present perfect tense</li> <li>- Past perfect tense</li> <li>- Present continuous</li> <li>- Present perfect continuous</li> <li>- Past continuous</li> </ul>



Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>Effectively ask and talk (with friends, family members, neighbors ) about how long/since when past and present events/actions have lasted/occurred, .....</li> </ul>
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> <li>MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>
<b>Unit 5.</b>	
	➤ <b>Reporting speech</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>Direct speech/Indirect speech (reporting verb in the present tense)</li> <li>- Reporting verbs (say, tell, declare, notice, wonder, announce...)</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>Accurately report an official's, a celebrity's... speech in a newspaper, in a magazine, in a book, on TV....</li> </ul>
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> <li>MCQ, Yes/No questions, role-play dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>
<b>Unit 6.</b>	
	➤ <b>Expressing simultaneity</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>- While/as + past continuous</li> <li>- When + simple past</li> <li>- Meanwhile</li> <li>- Meantime</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>Accurately express simultaneity of actions in the past (past simultaneous events/actions at home, at the street, at the office....).</li> </ul>
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> <li>MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>

<b>Unit 7.</b>	➤ <b>Expressing unreal conditions</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• - If clause (if + simple past) + main clause (Would / could + verb).</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Effectively express dreams and regrets related to unfulfilled life conditions.</li> </ul>
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>

## Fifth Year Progression

UNIT		WEEK(s)	LESSONS
1	Talking and asking about past actions and events	1-2-3-4	- Talking about one's own experience and asking others about theirs
2	Describing people and actions	5-6-7-8	- Describing people and actions using adjectives, relative pronouns, clothing, accessories, adverbs of manner...
3	Asking for and giving opinions	9-10-11-12	- Participating in discussions/debates, stating/defending own viewpoints and asking others about their opinions.
4	Expressing duration in the past and present	13-14-15	- Talking about how long actions/events have taken.
5	Reporting speech	16-17-18-19	- Relating a friend's, a neighbor's, an official's... speech (statements, questions and commands) (when the reporting verb tense is simple present)
6	Expressing simultaneity	20-21	- Talking about concurrent actions/activities
7	Expressing unreal conditions	22-23-24	- Talking about unfulfilled promises/imaginary situations for failure to meet the condition(s)/requirement(s)

*\*For more details about items to cover in every lesson, please refer to the content of the syllabus.*

# Sixth Year

### Objectives and Competencies

Cognitive Objectives (Knowledge to Master)		Psychomotor and Behavior (Skills and Attitudes to Master)	
Universal	Contextualized	Universal	Contextualized
<ul style="list-style-type: none"> <li>• Acquire a knowledge on how to express possibility/probability;</li> <li>• Develop a knowledge on how to talk about reason and result;</li> <li>• Gain a knowledge about discussion strategies;</li> <li>• Gain a knowledge on how to report speech;</li> <li>• Learn how to check and confirm information;</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of how to express possibility/probability and make predictions;</li> <li>• Display an understanding of how to talk about cause and effect relationships;</li> <li>• List strategies to participate effectively in a discussion;</li> <li>• Display an understanding of how to report people's speech;</li> <li>• Show an understanding of how to check and confirm information;</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately talk about possibility/probability and predict events/happenings;</li> <li>• Appropriately express and identify cause and effect relationships;</li> <li>• Participate effectively in a conversation: be a good listener, respect the other's point of view...</li> <li>• Report people's speech;</li> <li>• Check and confirm information;</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately talk about possibility/probability/predictions (weather forecast...) using adequate language (modals);</li> <li>• Effectively express and identify cause and effect relationships in events, happenings... (pollution, wars...) using appropriate language (because, therefore, since, as...)</li> <li>• Appropriately state and defend one's thoughts and ideas about familiar topics; and respond to others using adequate language;</li> <li>• Accurately relate in both speaking and writing what a friend, a neighbor, an official... has said/said;</li> <li>• Effectively use the appropriate means to check and confirm information (tag questions);</li> </ul>

<ul style="list-style-type: none"> <li>• Develop skills and strategies to use in dealing with texts;</li> <li>• Acquire a knowledge on how to congratulate and compliment;</li> <li>• Gain an understanding of health-related information;</li> </ul>	<ul style="list-style-type: none"> <li>• Develop listening, speaking, reading and writing skills and strategies to deal with texts;</li> <li>• Display an understanding on how to congratulate, and pay and return compliments;</li> <li>• Acquire and understand information related to health issues in Mauritania;</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate skills and strategies to deal with texts;</li> <li>• Congratulate and pay and return compliments;</li> <li>• Demonstrate awareness about diseases and pandemics and ways to prevent them;</li> </ul>	<ul style="list-style-type: none"> <li>• Read, comprehend, and summarize the main points/ideas and details of intermediate texts;</li> <li>• Appropriately congratulate and pay and return compliments to someone on special occasions/achievements (graduation, marriage...);</li> <li>• Demonstrate awareness about diseases such as malaria, HIV/AIDS, Coronavirus... and how to prevent them.</li> </ul>
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### Content/Resources and Exemplars

<b>Unit 1.</b>	➤ <b>Expressing possibility, probability and making predictions</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• Modal verbs: May, might, must, can, could, will, should, ought to</li> <li>Adverbs: probably, perhaps, possibly, definitely, likely, certainly, maybe, surely...</li> <li>Possibility (of), chance (of), possible, probable, likely...</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Appropriately talk about predictable (possible/probable) happenings and events like weather forecast, future telling.</li> </ul>
Interdisciplinary Dimensions	<ul style="list-style-type: none"> <li>• Intersects with math: samples probability...</li> </ul>
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>
<b>Unit 2.</b>	➤ <b>Expressing cause and effect</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• - Why / because</li> <li>- So, thus, therefore</li> <li>- Consequently, this is why...</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Appropriately express and identify cause and effect relationship between happenings/events/actions in community, at school, at office, in the street...</li> </ul>
Interdisciplinary Dimensions	<ul style="list-style-type: none"> <li>• Intersects with Natural Sciences and Geography: Diseases, Drought, Climate change...</li> </ul>
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>
<b>Unit 3.</b>	➤ <b>Making an argument</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• - To agree/to disagree</li> <li>- Think that</li> <li>- Think/feel about</li> <li>- In my opinion /point of view/ view</li> </ul>

	<ul style="list-style-type: none"> <li>- For, against, in favor of, pros, cons, okay, alright...</li> <li>- thesis</li> <li>- counterargument</li> <li>- point/counterpoint</li> <li>- support</li> <li>- conclusion/summary</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Effectively engage/participate in a conversation about topics/issues related to one's interests/environment, family, community ...</li> </ul>
Interdisciplinary Dimensions	<ul style="list-style-type: none"> <li>• Intersects with Civic Instruction: Personal development, leadership, tolerance...</li> </ul>
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>
<b>Unit 4.</b>	
	➤ <b>Expressing duration</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• How long, when, since, since when, for, ago, already, yet, ever, ...</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Effectively ask and talk (with friends, family members, community, etc.) about how long/since when past and present events/actions have lasted/occurred...</li> </ul>
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>
<b>Unit 5.</b>	
	➤ <b>Reporting speech</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• - Reporting verbs: ask, say, tell, declare, advise, affirm, confirm, state, demand, explain, claim...</li> <li>- Direct/indirect speech</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Accurately report an official's, a celebrity's... speech in a newspaper, in a</li> </ul>



	magazine, in a book, on TV....
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, simulation, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>
<b>Unit 6.</b>	
	➤ <b>Checking and confirming</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• Question tags.</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Effectively access to the right information through checking and confirming one's guess, doubtful information...</li> </ul>
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>
<b>Unit 7.</b>	
	➤ <b>Congratulating</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• - Great!</li> <li>- Lucky you!</li> <li>- Marvelous!</li> <li>- Wonderful!</li> <li>- Terrific!</li> <li>- Incredible!</li> <li>- Well done!</li> <li>- Good job!</li> <li>- Best wishes...</li> </ul>

Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Congratulate and pay /return compliments to friends, neighbors, community members on special occasions....</li> </ul>
Interdisciplinary Dimensions	<ul style="list-style-type: none"> <li>• Intersects with Civic Instruction: Socializing...</li> </ul>
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>

### Sixth Year Progression

UNIT		WEEK(s)	LESSONS
1	Expressing possibility, probability and making predictions	1-2-3-4	- Talking about possibility/probability/predictions (weather forecast...) using modals
2	Expressing cause and effect	5-6-7-8	- Expressing and identifying cause and effect relationships in events, happenings...
3	Making an argument	9-10-11-12	- Participating in discussions/debates, stating/defending own viewpoints and asking others about their opinions.
4	Expressing duration	13-14	- Talking about how long an activity is taking/has taken/took.
5	Reporting speech	15-16-17-18	- Relating what a friend, a neighbor, an official... has said/said (statements, questions and commands)
6	Checking and confirming	19-20-21	- Checking and confirming information using tag questions
7	Congratulating	22-23-24	- Congratulating and paying and returning compliments to someone on special occasions/achievements (graduation, marriage...)

*\*For more details about items to cover in every lesson, please refer to the content of the syllabus.*

# Seventh Year

### Objectives and Competencies

Cognitive Objectives (Knowledge to Master)		Psychomotor and Behavior (Skills and Attitudes to Master)	
Universal	Contextualized	Universal	Contextualized
<ul style="list-style-type: none"> <li>• Acquire a knowledge on how to describe sequence of actions and process;</li> <li>• Acquire basic skills and strategies to participate in a discussion;</li> <li>• Acquire a knowledge on how to express desires;</li> <li>• Learn a knowledge on how to get things done;</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of how to describe sequence of actions and process;</li> <li>• Develop basic skills and strategies to effectively engage in a discussion;</li> <li>• Demonstrate an understanding on how to express desires;</li> <li>• Display a knowledge on how to get things done;</li> </ul>	<ul style="list-style-type: none"> <li>• Express sequence of actions and process in given contexts;</li> <li>• Effectively participate in a discussion (be a good listener, express and respond to opinions and ideas;</li> <li>• Talk and ask about one's/others' desires;</li> <li>• Appropriately have/get things done;</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately describe a process of doing things (Making Mauritanian tea, a recipe...);</li> <li>• Effectively participate in a discussion about familiar general topics (state and defend one's ideas and opinions, take turn, respect and tolerate others' ideas and opinions); and perform well in less controlled classroom activities without recourse to translation;</li> <li>• Appropriately talk and ask about one's, a friend's... desires (wants, preferences, alternatives, hopes and wishes) in given contexts;</li> <li>• Appropriately have/get a friend or another person do something (a service, a favor, a task...);</li> </ul>

<ul style="list-style-type: none"> <li>• Acquire a knowledge on how to talk express certainty and uncertainty;</li> <li>• Acquire a knowledge on how to talk about obligation;</li> <li>• Gain a knowledge on how to report speech;</li> <li>• Develop skills and strategies to use in dealing with texts;</li> <li>• Learn how to check and confirm information;</li> <li>• Gain an understanding of health-related information;</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding on how to talk about certainty and uncertainty;</li> <li>• Display an understanding of how to talk about obligation;</li> <li>• Display an understanding of how to report people’s speech;</li> <li>• Develop listening, speaking, reading and writing skills and strategies to deal with texts;</li> <li>• Show an understanding of how to check and confirm information;</li> <li>• Acquire and understand information related to health issues in Mauritania.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately talk about certainty, uncertainty and guessing;</li> <li>• Appropriately talk about obligation;</li> <li>• Report people’s speech;</li> <li>• Use appropriate skills and strategies to deal with texts;</li> <li>• Check and confirm information;</li> <li>• Demonstrate awareness about diseases and pandemics and ways to prevent them;</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately express one’s/others’ certainty, uncertainty about an event, a happening, a phenomenon... (climate change, weather forecast, fortune telling...);</li> <li>• Adequately talk about personal, social and religious obligations;</li> <li>• Accurately relate in both speaking and writing what a friend, a neighbor, an official... has said/said;</li> <li>• Read, comprehend, and summarize the main points/ideas and details of advanced texts;</li> <li>• Effectively use the appropriate means to check and confirm information (tag questions);</li> <li>• Demonstrate awareness about diseases such as malaria, HIV/AIDS, Coronavirus... and how to prevent them.</li> </ul>
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### Content/Resources and Exemplars

<b>Unit 1.</b>	➤ <b>Getting things done</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• - Have/someone + do something</li> <li>- Have/get + something + done.</li>   <li>- Do, repair, iron, cut, polish, ...</li>   <li>- Hair, clothes, shoes, nails...</li> <li>- Barber, hairdresser, shoe repairer, mechanic...</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Effectively ask for services from providers (washer, shoe-repairer, barber, mechanic...) to get them do things/get things done.</li> </ul>
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...</li> </ul>
<b>Unit 2.</b>	➤ <b>Commenting and discussing ideas</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• - All tenses</li> <li>- Dependent clauses</li> <li>- Connectors</li> <li>- However</li> <li>- Therefore</li> <li>- Furthermore</li> <li>- Since</li> <li>- As a result</li> </ul>

	<ul style="list-style-type: none"> <li>- In other words</li> <li>- On the one hand...on the other hand...</li> <li>- Yes, but...</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Display a positive attitude when sharing ideas and listening to other people's opinions.</li> </ul>
Interdisciplinary Dimensions	<ul style="list-style-type: none"> <li>• Intersects with Civic Instruction: Leadership, tolerance, active listening...</li> </ul>
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, simulation, letter/paragraph writing, fill-in, ...</li> </ul>
<b>Unit 3.</b>	➤ <b>Describing process and sequence of actions</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• - Ordinals (review)</li> <li>- Imperative</li> <li>- Active voice</li> <li>- Passive voice</li> <li>- Sequencers: first, then, next, after that and finally</li>   <li>- Wood, forest, trees, factory, ...</li> <li>- Teapot, glass, tea leaves, sugar, gas, mint, ...</li> <li>- Bakery, yeast, ...</li> <li>- Cement, concrete, bricks, mason, iron ...</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Appropriately describe a process (making Mauritanian tea, performing ablutions, preparing a local recipe...).</li> </ul>
Interdisciplinary Dimensions	<ul style="list-style-type: none"> <li>• Intersects with Natural Sciences: Describing a chemical process/experimentation..</li> </ul>
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, simulation, letter/paragraph writing, dialogue</li> </ul>



	writing, fill-in, ...
<b>Unit 4.</b>	
<b>Unit 4.</b>	➤ <b>Reporting speech</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• Reporting: <ul style="list-style-type: none"> <li>- questions</li> <li>- comments</li> <li>- requests</li> <li>- imperatives</li> <li>- If / whether</li> <li>- Say, wonder, tell, ask, state, yell, explain...</li> </ul> </li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Accurately report an official's, a celebrity's... speech in a newspaper, in a magazine, in a book, on TV.....</li> </ul>
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, letter/paragraph writing, dialogue writing, fill-in, ...</li> </ul>
<b>Unit 5.</b>	
<b>Unit 5.</b>	➤ <b>Checking and confirming</b>
Content/Resources (Universal and Contextualized Knowledge)	Question tags
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Effectively access to the right information through chickening and confirm one's guess, doubtful information....</li> </ul>
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, letter/paragraph writing, dialogue writing, fill-in, ...</li> </ul>
<b>Unit 6.</b>	
<b>Unit 6.</b>	➤ <b>Expressing wants/hopes/wishes</b>
Content/Resources (Universal and	<ul style="list-style-type: none"> <li>• - Subjunctive</li> </ul>

Contextualized Knowledge)	<ul style="list-style-type: none"> <li>- Conditional</li> <li>- Would like + noun...</li> <li>- Would like + verb...</li> <li>- May I + have + noun</li> <li>- I feel + like + continuous...</li> <li>- The use of will</li> <li>- I'd rather + verb...</li> <li>- I'd better + verb...</li> <li>- Hope, wish, desire, long for, look forward, be fond of</li> <li>- Better, rather</li> <li>- Menu, starter, dessert, ...</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Effectively express one's wants/hopes/wishes for present and future life...</li> </ul>
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, letter/paragraph writing, dialogue writing, fill-in, ...</li> </ul>
<b>Unit 7.</b>	➤ <b>Expressing alternatives and preferences</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• - Either...or...</li> <li>- Neither...nor...</li> <li>- Conditional</li> <li>- Would / should rather / better + verb</li> <li>- Comparatives/superlatives</li> <li>- Prefer...</li> <li>- Clothes, colors,</li> </ul>

	<ul style="list-style-type: none"> <li>- foods, (cold/hot, spicy),</li> <li>- Drinks (tea, coffee, milk, juice, etc.)</li> <li>- Likes/dislikes (like, dislike, hate, choose, prefer)</li> <li>- Taste (nice, salty, sweet, bitter, sour, spicy)</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Appropriately express one's food, clothing ... preferences and choice in a shop, at a restaurant...</li> </ul>
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, simulation, letter/paragraph writing, dialogue writing, fill-in, ...</li> </ul>
<b>Unit 8.</b>	➤ <b>Expressing certainty/uncertainty/obligation/ability</b>
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> <li>• - Modals (must, can, could, may, might, will, shall, would, should, have to, have got to, and ought to).</li> <li>- Ability, request, obligation, deduction...</li> <li>- Certainly, maybe...</li> </ul>
Universal and Contextualized Skills	<ul style="list-style-type: none"> <li>• Appropriately express one's certainty and doubts about events/happenings; give and receive advice and suggestions from a friend, a family member...; and talk about what one can/can't do.</li> </ul>
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> <li>• MCQ, Yes/No questions, role-play, letter/paragraph writing, dialogue writing, fill-in, ...</li> </ul>

### Seventh Year Progression

UNIT		WEEK(s)	LESSONS
1	Getting things done	1-2	- Having/getting a friend or another person do something/ Having/getting something done (a service, a favor, a task...)
2	Commenting and discussing ideas	3-4-5-6	- Participating in discussions/debates, stating/defending own viewpoints and asking others about their opinions.
3	Describing process and sequence of actions	7-8-9-10	- Describe a process of doing things (Making Mauritanian tea, a recipe...) using ordinals, imperative, passive voice...
4	Reporting speech	11-12-13-14	- Relating what a friend, a neighbor, an official... has said/said (statements, questions and commands)
5	Checking and confirming	15-16-17	- Checking and confirming information using tag questions
6	Expressing wants/hopes and wishes	18-19	- Talking and asking about one's, a friend's... desires (wants, hopes and wishes)
7	Expressing alternatives and preferences	20-21	- Talking and asking about one's, a friend's... desires (preferences and alternatives)
8	Expressing certainty/uncertainty, obligation, ability	22	- Expressing one's/others' certainty, uncertainty about an event, a happening, a phenomenon... (climate change, weather forecast, fortune telling...)
		23	- Talking about personal, social and religious obligations
		24	- Talking about what one can/can't do.

*\*For more details about items to cover in every lesson, please refer to the content of the syllabus.*

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# APPENDIXES

**THEMES FOR TEACHERS TO CONTEXTUALIZE THE TARGET LANGUAGE:**

<b>2nd Cycle Suggested Themes</b>
1. The world of work
2. Women and society
3. Traditions and modernity
4. Information and media
5. Sustainable development
6. Sport, culture and leisure
7. Letters and professional activities (emails, letters...)
8. Social tensions in the contemporary world: (unemployment, delinquency, drugs, pollution, immigration...)
9. New information and communication technologies (NTIC)
10. Scientific and technical research and applications (new inventions...).
11. Development challenges (mastery of new technologies, rational management of natural resources).
12. STDs / STIs (sexually transmitted diseases / infections: HIV-AIDS) and other health issues (Coronavirus, Malaria...)

13. Culture (discovery of national heritage and openness to other cultures)

14. Child Labor

15. Forced feeding

16. Early Marriage

**CLASS PROJECT THEMES:**

<b>• Community service:</b>
- Awareness raising about diseases and other issues (drugs, smoking...)
- Trash cleaning
- Tree planting
- Volunteering
<b>• Story writing.</b>