



السنة الدراسية : 2015/2016



مؤسسة العراقي للتربية والتعليم

الجذع المشترك علمي

Module 2 : Anglais

I/ Course Introduction :

At the end of the common core (or level 2), students are expected to perform the following:

A- listening:

- 1- Identify the topic of a text.
- 2- Identify the participants and their roles.
- 3- Identify the setting of a text
- 4- Identify the main idea of a text.
- 5- Respond to referential questions based on aural texts
- 6- Identify core vocabulary

B- Speaking:

- 1- Articulate sounds in isolated word forms.
- 2- Articulate sounds in connected speech.
- 3- Produce basic intonation patterns.
- 4- Recite songs and rhymes individually and chorally.
- 5- Talk about self, family, immediate environment, or issues of interest.
- 6- Describe a sequence of events.
- 7- Describe a process.
- 8- Express likes, dislikes, interests, dreams, apology and gratitude.
- 9- Make a rehearsed oral presentation about a familiar topic.
- 10- Respond verbally to direct questions, instructions, suggestions, offers and visual inputs.
- 11- Give directions and instructions.
- 12- Ask questions about different matters.

C- Reading:

- 1- Make predictions about a reading text.
- 2- Identify the main idea of a text.
- 3- Answer factual questions.
- 4- Make inferences about a reading text.
- 5- Scan text for specific information.
- 6- Skim for the gist or general impression.
- 7- Deduce the meaning of unfamiliar words from the context.
- 8- Recognize reference

D- Writing:

- 1- Copy a short text accurately.
- 2- Spell frequently used words correctly.
- 3- Arrange scrambled words into sentences.
- 4- Arrange scrambled sentences into paragraphs.
- 5- Complete sentences by supplying the missing word or group of words.
- 6- Construct sentences following a model.
- 7- Produce a short text following a model.
- 8- Combine sentences using connectors.
- 9- Write short messages to friends or relatives;
- 10- Use capitalization and punctuation correctly
- 11- Review, edit and rewrite own work.



II- How will I be assessed?

1- Through classroom tests which is composed of :

- Three written examinations per semester.
- Verbal skills.
- Homework.

2- Calculating termly average concerning classroom tests (m):

Consider that:

- **Nd** is written examinations average.
- **No** verbal skills mark.
- **Ni** homework mark.

Therefore, classroom tests average will be:

$$m = \frac{(Nd+3)No+Ni}{4}$$

**Syllabus for the common core****MODULE S2****UNIT 7** : GOOD AND EVIL**TOPIC** : GOOD AND EVIL**Standards, Competency and Skills targeted****Language development**

Grammar	Vocabulary
➤ learn about and practise the use of gerunds and infinitives	➤ learn about noun suffixes

Communication

Interpersonal communication	Interpretive communication		Presentational communication	
	Listening	Reading	Writing	Speaking
➤ express probability	<ul style="list-style-type: none"> ➤ listen for the main idea ➤ listen for details ➤ recall information ➤ listen and take notes ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ guess the topic ➤ read for general understanding ➤ survey the text ➤ read for specific information ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ write a discursive composition giving advantages and disadvantages 	<ul style="list-style-type: none"> ➤ talk about video/ computer games ➤ guess your partner's habits



Projects or reviews .../ Evaluation / Time allocated to the unit / Values targeted

Projects or reviews or presentations ...	Evaluation	Time allocated to the unit	Values targeted
➤presentation	test	2½ weeks	➤ satisfaction ➤being resourceful ➤curiosity ➤tolerance ➤cooperation ➤perseverance ➤teamwork ➤success ➤support

UNIT 8 : BE HONEST

TOPIC : TEENAGE CRIME AND DOING THINGS WRONG

Standards, Competency and Skills targeted

Language development

Grammar	Vocabulary
➤review and practise the use of second conditional ➤practise the use of first conditional vs. second conditional ➤learn about and practise the use of " I wish / if only + simple past"	➤learn and use vocabulary related to crime

Communication

Interpersonal communication	Interpretive communication		Presentational communication	
	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> ➤ express wishes (for present situations) 	<ul style="list-style-type: none"> ➤ guess the topic ➤ listen for general understanding ➤ listen for specific information ➤ recall information ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ read for general understanding ➤ read for details ➤ locate referents ➤ infer word meaning from context ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ write a blog comment/ a website post expressing someone's opinion 	<ul style="list-style-type: none"> ➤ talk about lies ➤ describe hypothetical situations ➤ describe teenage crime and punishment ➤ describe something you wish could be different

Projects or reviews .../ Evaluation / Time allocated to the unit / Values targeted

Projects or reviews or presentations ...	Evaluation	Time allocated to the unit	Values targeted
<ul style="list-style-type: none"> ➤ review 4 <p>« check your progress »</p>	quiz	2½ weeks	<ul style="list-style-type: none"> ➤ honesty ➤ affection ➤ caring ➤ compassion ➤ humanitarianism ➤ kindness ➤ empathy ➤ love

UNIT9 : THE TRUTH IS OUT THERE

TOPIC : DIFFERENT VIEWS

OF THE SAME STORY AND HOW

THINGS CAN BE VIEWED DIFFERENTLY

Standards, Competency and Skills targeted

Language development

Grammar	Vocabulary
<ul style="list-style-type: none"> ➤ learn about and practise the use of linkers of contrast ➤ learn about and practise the use of modal verbs of deduction(present) 	<ul style="list-style-type: none"> ➤ learn and use expressions related to problems

Communication

Interpersonal communication	Interpretive communication		Presentational communication	
	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> ➤ make comparisons (compare two versions of the same story) ➤ express agreement/ disagreement 	<ul style="list-style-type: none"> ➤ guess the topic ➤ listen for specific information ➤ infer word meaning from context ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ skim the text for the general idea/main idea ➤ scan the text for specific information ➤ explain from context ➤ draw conclusions from the text ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ write a story about a conspiracy theory 	<ul style="list-style-type: none"> ➤ discuss the Roswell incident and the Loch Ness Monster ➤ talk about conspiracy theories ➤ discuss problems



Projects or reviews .../ Evaluation / Time allocated to the unit / Values targeted

Projects or reviews or presentations ...	Evaluation	Time allocated to the unit	Values targeted
➤presentation	test	2½ weeks	➤ adventure ➤ courage ➤determination ➤devotion ➤diligence ➤discipline ➤ effectiveness ➤ audacity

UNIT 10: MYSTERIOUS PLACES TOPIC : STRANGE AND UNEXPLAINED PLACES

Standards, Competency and Skills targeted

Language development

Grammar	Vocabulary
➤learn about and practise the use of indirect questions ➤learn about and practise the use of modals of deduction (past)	➤practise the use of phrasal verbs

Communication

Interpersonal communication	Interpretive communication		Presentational communication	
	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> ➤ ask questions politely 	<ul style="list-style-type: none"> ➤ guess and check information ➤ listen for general understanding ➤ listen for details ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ predict and survey the content ➤ skim the text for the general idea ➤ scan the text for specific information ➤ infer word meaning from context ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ write a story (a narrative: setting a scene) 	<ul style="list-style-type: none"> ➤ discuss theories about mysterious places ➤ speculate about a mysterious place

Projects or reviews .../ Evaluation / Time allocated to the unit / Values targeted

Projects or reviews or presentations ...	Evaluation	Time allocated to the unit	Values targeted
<ul style="list-style-type: none"> ➤ review 5 <p>« check your progress »</p>	quiz	2½ weeks	<ul style="list-style-type: none"> ➤ curiosity ➤ perseverance ➤ initiative ➤ confidence ➤ flexibility ➤ achievement

**UNIT11 : LOVE****TOPIC: LOVE STORIES****Standards, Competency and Skills targeted****Language development**

Grammar	Vocabulary
➤learn about and practise the use of reported speech / reported questions / reporting verbs	➤learn and use vocabulary related to appearance / personality / relationships

Communication

Interpersonal communication	Interpretive communication		Presentational communication	
	Listening	Reading	Writing	Speaking
➤give and elicit information about someone's family	➤guess the topic ➤listen for general understanding ➤listen for details ➤discuss ideas	➤ skim the text for the general idea/main idea ➤ scan the text for specific information ➤ make correct inferences ➤discuss ideas	➤write a description of a person you know	➤ describe someone's appearance ➤ describe someone's personality ➤ talk about love

Projects or reviews .../ Evaluation / Time allocated to the unit / Values targeted

Projects or reviews or presentations ...	Evaluation	Time allocated to the unit	Values targeted
➤presentation	quiz	2½ weeks	➤ love ➤caring ➤sharing ➤understanding ➤ loyalty ➤maturity ➤sacrifice ➤ recognition ➤respect ➤trustworthiness

UNIT 12 : REGRET

TOPIC : ANGER AND REGRETS

Standards, Competency and Skills targeted

Language development

Grammar	Vocabulary
<ul style="list-style-type: none"> ➤ learn about and practise the use of third conditional ➤ learn about and practise the use of I wish/ if only for the past ➤ practise the use of should have / shouldn't have (done) 	<ul style="list-style-type: none"> ➤ learn and use vocabulary related to anger

Communication

Interpersonal communication	Interpretive communication		Presentational communication	
	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> ➤ express regret (for past situations) 	<ul style="list-style-type: none"> ➤ guess and check information ➤ listen for the main idea ➤ listen for details ➤ listen and take notes ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ predict and survey the content ➤ read for general understanding ➤ read for specific information ➤ infer word meaning from context ➤ discuss ideas 	<ul style="list-style-type: none"> ➤ write a narrative/ a story about a time you got angry 	<ul style="list-style-type: none"> ➤ talk about things that make you angry ➤ discuss regrets ➤ talk about mistakes others have made ➤ talk about giving and receiving advice



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Projects or reviews .../ Evaluation / Time allocated to the unit / Values targeted

Projects or reviews or presentations ...	Evaluation	Time allocated to the unit	Values targeted
➤ review 6 « check your progress »	exam	2½ weeks	➤ patience ➤ tolerance ➤ confidence ➤ understanding



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