

# Ministry of Higher Education and Scientific Research

**General Directorate of Education and Training**  
**Directorate of Education in the First and Second Cycles**  
**Sub-Directorate of Higher Schools**

## **Educational Course Program for Students of Teacher Training Schools and Their Affiliates**

<b>Would-be Teacher Profile:</b> High School English Teacher				<b>Level:</b> First Year	<b>Semester:</b> 2
<b>Module</b>	<b>Code</b>	<b>Coefficient</b>	<b>Lectures</b>	<b>TD</b>	<b>Weekly Hourly Volume</b>
English 2		1	0	1	1hour30mn

### **Targeted capabilities and/or competencies (learning objectives):**

1. Consolidate students' previous knowledge (revision at the sentence level from phrase, clause, and sentence)
2. Students will be able to understand academic discourse by reading discipline-based texts
3. Students will be able to make the difference between formal and informal language in academic writing, in addition to daily life communication, like writing professional emails.
4. Being able to implement the standards of academic discourse in the paragraph, such as clarity, coherence, cohesion, and evidence. Simple Tenses/Progressive Tenses/ Perfect Tenses, in addition to more complex tenses like progressive as well as passive voice.
5. Being able to understand and use academic vocabulary related to their respective disciplines.
6. Students will be able to understand key words from context (guessing).

**Expected values and behaviors:**

1. Writing well-structured sentences.
2. Read and understand texts in English.
3. Manage short discussions in English.
4. Understand videos and speeches in English.

**Necessary prerequisites:**

1. Prior background in learning English
2. Understand English
3. Knows the basics of the English Language
4. Able to form simple sentences in English
5. Able to make short discussions in English
6. Basic Literacy: basic skills in reading and writing.
7. Critical Thinking: Ability to analyze and interpret information.
8. Motivation and Attitude: Willingness to learn and confidence in using English for academic purposes.

**Forms of evaluating the achievement of goals:**

1. **Formative Assessment:** Tasks and unit assessments
2. **Summative Assessment:** Final exam 1 for the First term and final exam 2 for the Second term.

Knowledge resources that feed into the targeted capabilities and/or competencies	Pedagogical guidelines for construction, anchoring, and formative assessment	Hourly volume
	Practical aspect (directed work, applied work)	
	<b>Unit 5: Politics, Voting, and Government</b>	13 Week 19 HOURS

<ol style="list-style-type: none"> <li>1. Academic Writing: paragraph writing</li> <li>2. Participating in Discussions</li> <li>3. Research Skills and Source Evaluation</li> <li>4. Giving Academic Presentations</li> <li>5. Finding the author's point of view</li> <li>6. Using evidence in writing and speaking</li> <li>7. Critical Thinking</li> </ol>	<p><b>Brainstorming:</b></p> <p><b>Comparison:</b> Introduce students to a video of the American or British governments and ask them to extract similarities and differences.</p> <p><b>Reading:</b></p> <p>An Authentic text (news articles, political speeches) related to the theme of the unit. It has to be followed with comprehension questions that help students understand the main ideas and vocabulary.</p> <p><b>Vocabulary study and Pronunciation:</b></p> <p>The teacher can use a matching activity in which students match terms related to Politics, Voting, and Government with definitions. The teacher should work on the pronunciation of the terms with students.</p> <p><b>Writing:</b></p> <p>From the videos about governments, the teacher introduces comparison and contrast in writing.</p> <p><b>Key Grammar points:</b></p> <p>Simple tense: past simple tense and its uses.</p> <p>Past Simple (Regular and Irregular Verbs)</p> <p><b>Pronunciation:</b></p> <p>Pronunciation of Final “ed”</p> <p><b>Class Discussion and Debating:</b></p> <ul style="list-style-type: none"> <li>— Expressing arguments.</li> <li>— Students are required to express and defend opinions on political topics using appropriate vocabulary.</li> </ul>	
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**Unit Assessment:**

- Group work: students are required to prepare in group work a political campaign, a political debate.

**Unit 6: Health**

A unit on the theme of health focuses on constructing relevant vocabulary, improving communication skills in health-related situations and contexts. The related topics could be health care, giving advice, diseases, and healthy lifestyles.

**Brainstorming:**

- A video on a conversation between doctor and patient, or a video on a disease, illness, or pandemic.
- Students are asked to watch and summarize health information.

**Reading:**

- Teacher selects a text on these topics: a disease, illness, pandemic, balanced diet, hygiene, exercising, stress, and vitamins.
- Students are asked to read and summarize health information.

**Vocabulary study and Pronunciation:**

The teacher can use a matching activity in which students match terms related to health with definitions. The

teacher should work on the pronunciation of the terms with students.

**Writing:**

- Writing about healthy lifestyles
- Understand and summarize health information from readings and videos.
- Write health leaflets, advice columns, and short reports.

**Key Grammar points:**

- Present perfect and its uses.
- Present simple, present perfect, and past perfect.

**Class Discussion and Debating:**

- Group discussion: “What’s the best way to organize a healthcare system?”

**Unit Assessment:**

- **Vocabulary test** on the terms and vocabulary dealt with in the unit.
- **Writing assignment:** health advice paragraph or awareness poster
- **Oral presentation:** health campaign

**Unit 7: Environment and Sustainability**

A unit that deals with the environment and sustainability is important to introduce students to environmental problems and solutions. They also develop their ability to discuss sustainability in personal and global contexts.

**Brainstorming:**

- The teacher exposes pictures about environmental problems and asks students to brainstorm in pairs to describe them.
- Teacher can also elicit discussions and ideas by asking: Can you state some problems the planet Earth is facing today?

**Reading:**

Select a text related to the theme of environment and sustainability. Topics as pollution, recycling, global warming, climate change, deforestation, renewable energy, carbon footprint, and endangered species could provide a rich vocabulary and understanding of the unit theme.

**Vocabulary study and Pronunciation:**

The teacher can use a matching activity in which students match terms related to the environment with definitions. The teacher should work on the pronunciation of the terms with students.

**Writing:**

- Write a short paragraph on an environmental problem.
- Write a short paragraph on recycling.

**Key Grammar points:**

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**Class Discussion and Debating:**

- **Pair work on Environmental problem and solution:** the teacher asks students to choose an environmental problem, explain it, define it, and suggest solutions using the grammar and vocabulary of the unit. The results are shared in the form of a presentation.

**Unit Assessment:**

- **Vocabulary test** on the terms and vocabulary dealt with in the unit.
- **Writing assignment:**
- **Oral presentation.**

## **Unit 8: Education and Teaching Around the World**

A unit on education and teaching is important in the context of the Teacher Training Schools since the students will be exposed to vocabulary and ideas related to their future careers.

**Brainstorming:**

**Comparison:** Introduce students to a video of the American or British school system and ask them to extract similarities and differences.

**Reading:**

The teacher can select a text related to the following topics: education systems, access, and opinions about education.

**Vocabulary study and Pronunciation:**

The teacher can use a matching activity in which students match terms related to schools and education systems with definitions. The teacher should work on the pronunciation of the terms with students.

**Writing:**

Opinion paragraph: Students have to write about their own experiences and views on education in Algeria.

**Key Grammar points:**

- Comparatives and superlatives.
- Expressing opinions

**Class Discussion and Debating:**

- Students can compare different types of education systems.
- Students express their views and opinions on education issues using appropriate structures. The teacher has to guide the discussions.

**Unit Assessment:**

- **Vocabulary test** on the terms and vocabulary dealt with in the unit.
- **Writing assignment:**
- **Oral presentation.**

**Exam of S1**



## List of References:

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