

FIRST CYCLE ENGLISH CURRICULUM

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	1AS	2AS	3AS	4AS
Subject hours/week	2	2	2	2
All subjects hours/week	31	31	31	31
Subject Coefficient	1	1	1	1
Total Coefficients	20	20	20	21

First 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"> • Acquire expressions of greeting and leave-taking; • Gain a working knowledge on how to talk about oneself and others; • Learn how to give and respond to instructions; • Develop a knowledge on how to tell the time; • Learn how to identify, describe and locate; 	<ul style="list-style-type: none"> • List and recognize ways and expressions of greeting and leave-taking; • Learn how to give basic information about oneself and others; • Display an understanding of how to give and respond to instructions; • Show an understanding of how to tell the time; • Gain a knowledge on how to identify, describe and locate people and things; 	<ul style="list-style-type: none"> • Appropriately greet and take leave and respond to greetings and taking leave; • Talk about oneself and other people; • Appropriately give and respond to instructions; • Talk about time and dates of events; • Identify, describe and locate people and things in immediate environment; 	<ul style="list-style-type: none"> • Appropriately greet and take leave; and respond to greetings and farewells from a friend, an old person, a superior... • Share basic information about oneself, a family member, a friend... both in speaking and writing; • Appropriately give and respond to classroom and other instructions; • Ask about and tell the time and dates of familiar events; • Identify, describe and locate people and things, in a family, at school or in the community (a picture/a photo, a chart...)

<ul style="list-style-type: none"> • Develop an understanding of how to talk about ability and inability • Acquire a knowledge on how to talk about daily activities; • Develop an understanding of how to talk about what one likes or dislikes. 	<ul style="list-style-type: none"> • State things one can or can't do; • Acquire knowledge on how to talk about daily activities and chores; • State things one likes or dislikes. 	<ul style="list-style-type: none"> • Talk about what one can or can't do; • Talk about daily routines; • Talk about likes and dislikes. 	<ul style="list-style-type: none"> • Talk about what one, a friend, a family member... can or can't do; • Talk about one's, a friend's or a family member's typical day; • Talk about one's, a friend's or family member's... likes or dislikes.
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Content/Resources and Exemplars

Unit 1.	➤ Greetings and farewells
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - To be (Simple present); - Subject pronouns: I - you - he and she; - Simple adjectives: good, fine, bad, not bad, great, OK, pretty good... - Parts of the day. - Good morning/afternoon/evening - Hello! Hi! - Goodbye! Bye! Goodnight!
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately greet, take leave and respond to greetings and farewells from a friend, a teacher...
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with Civic Instruction: (Socializing, respecting others...)
Evaluation Tools	<ul style="list-style-type: none"> • Fill-in, Multiple Choice Questions, role-play, dialogue writing, true/false...
Unit 2.	➤ Talking about oneself
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Subject pronouns: I -you. - Articles: a - an - the - Possessive adjectives: my, your. - Information questions: What - where - how - how many. - Plural forms. - Cardinal numbers: 1-50 - The alphabet: sound and script. - Verbs: be – have (simple present) - Yes/ no questions
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Accurately talk about oneself, giving own name, nationality, occupation/job, residence, age...

Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with math using numbers.
Evaluation Tools	<ul style="list-style-type: none"> • Wh. questions, Yes/No questions, Multiple Choice Questions, role-play, true/false...
Unit 3.	
	➤ Identifying things
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Question word: What - Full answer / short answer. - Subject pronouns: it - they - Demonstratives: this -that -these-those. - Affirmative, negative and interrogative forms.
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Accurately identify things
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with math using numbers.
Evaluation Tools	<ul style="list-style-type: none"> • Wh questions, Yes/No questions, Multiple Choice Questions, role-play, true/false...
Unit 4.	
	➤ Giving instructions
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • Imperative: positive (e.g. Stand up!) and negative (e.g. Don't cheat!).
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately give and respond to instructions.
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • (Physical and Sports Education): Movements - body parts' vocabulary; Religious Instruction: Commands/DOs/DON'Ts.
Evaluation Tools	<ul style="list-style-type: none"> • TPR, role-play, games (Simon Says).

Unit 5.	
Content/Resources (Universal and Contextualized Knowledge)	<p>➤ Talking about time</p> <ul style="list-style-type: none"> • - Cardinal numbers. - Ordinal numbers: First (1st), second (2nd), third (3rd), fourth, ... - Seasons: Summer, Winter, Fall/autumn, Spring. - Days of the week - Months of the year - Dates - Telling the time. - What time is it? It's ... <ul style="list-style-type: none"> ▪ Do you have the time, please? ▪ Can you tell me the time, please? ▪ O'clock, to, past, quarter, half.
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately ask for and tell the time.
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with math using numbers.
Evaluation Tools	<ul style="list-style-type: none"> • Wh questions, Yes/No questions, Multiple Choice Questions, role-play, true/false...
Unit 6.	
Content/Resources (Universal and Contextualized Knowledge)	<p>➤ Talking about others</p> <ul style="list-style-type: none"> • - Subject pronouns: He - she - it - they. - Possessive adjectives: her - his - its - their. - Information questions: what - where - how - how many - who. - Be - have and other ordinary verbs (simple present). - Yes/no questions. - Other people's personal information: name, nationality, occupation, residence, age, family, marital status.
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately talk about friends, family members and other people.

Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with Civic Instruction: Socializing...
Evaluation Tools	<ul style="list-style-type: none"> • Wh questions, Yes/No questions, role-play, simulation, Multiple Choice Questions, true/false...
Unit 7.	
Unit 7.	➤ Identifying people
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Question word: who - Full answer - Possessive adjectives: his - her - our - their. - Possessive case: 's - s'
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately identify and say who a person, (at a party, in the street...), is.
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with Geography (World people diversity, cultural norms/clothing...)
Evaluation Tools	<ul style="list-style-type: none"> • Wh questions, Yes/No questions, Multiple Choice Questions, role-play, true/false...
Unit 8.	
Unit 8.	➤ Locating people and things
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Prepositions of location: in - on - at - between - behind - in front of - across...
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately ask/tell where a person/object is located.
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with geography: (Map reading, directions, sub-directions...)
Evaluation Tools	<ul style="list-style-type: none"> • Wh questions, Yes/No questions, role-play, Multiple Choice Questions, true/false...

Unit 9.	➤ Describing things
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Adjectives: long - short - Synonyms & Antonyms. - Possessive: pronouns: mine - yours - hers - his - its - ours - theirs - What - Sizes - Shapes - Quality - Colors - Origin
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Accurately describe an object: a car, a room....
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with math.
Evaluation Tools	<ul style="list-style-type: none"> • Wh questions, Yes/No questions, Multiple Choice Questions, true/false...
Unit 10.	➤ Describing people
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Height (tall...) - Weight - Age (old, young...) - Personal character (kind, smart...) - Physical traits - State - Clothing - Body parts
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately describe someone (a friend, family member...
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with Geography (World people diversity, cultural norms/clothing...)
Evaluation Tools	<ul style="list-style-type: none"> • Wh questions, Yes/No questions, role-play, Multiple Choice Questions,

	true/false...
Unit 11.	
Unit 11.	➤ Discussing ability/inability
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> - Modal: can - can't - cannot.
Universal and Contextualized Skills	<ul style="list-style-type: none"> Appropriately talk about what one/others can/can't do.
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> Wh questions, Yes/No questions, Multiple Choice Questions, true/false...
Unit 12.	
Unit 12.	➤ Talking about habitual actions
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> - Simple Present: (All forms). - Time adverbials: every + noun. - Adverbs of frequency.
Universal and Contextualized Skills	<ul style="list-style-type: none"> Appropriately talk about routines and chores.
Interdisciplinary Dimensions	<ul style="list-style-type: none"> Intersects with Religious Instruction: daily prayers
Evaluation Tools	<ul style="list-style-type: none"> Wh questions, Yes/No questions, role-play, Multiple Choice Questions, true/false...
Unit 13.	
Unit 13.	➤ Describing ongoing actions
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> - Present Continuous (All forms) - Time marker: now, presently, at the moment - Object pronouns: me, you, him, her, us, them.

Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately describe actions happening (in the street, in the market...) at the moment of speaking.
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> • Wh questions, Yes/No questions, role-play, Multiple Choice Questions, true/false...
Unit 14.	
Unit 14.	➤ Expressing likes and dislikes
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Like / something. - Like + infinitive - Like and V + ing.
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately ask/talk about own/other people's likes/dislikes (food, clothing, hobby...).
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> • Wh questions, Yes/No questions, role-play, Multiple Choice Questions, true/false...

First Year Progression

UNIT		WEEK(s)	LESSONS
1	Greetings and farewells	1-2	- Different expressions of greetings - Leave taking expressions
2	Talking about oneself	3	- Counting (1-50)
		4-5	- Introducing oneself, responding to introductions and asking for and giving personal information
		6	- The alphabet: sound and script
3	Identifying things	7	- Demonstratives
4	Giving instructions	8	- Responding and giving classroom positive and negative commands/instructions
5	Talking about time	9	- Telling and asking for the time
		10	- The seven days of the week
			- The twelve months of the year
11	- Giving, asking for and writing the date		
6	Talking about others	12-13	- Asking for and giving one's family members' and friends' personal information
7	Identifying people	14	- Demonstratives and relative pronouns
8	Locating people and things	15	- Ask about and say where people and things are located
9	Describing things	16-17	- Describing things giving their sizes, shapes, quality, colors, origin...
10	Describing people	18-19	- Describing people giving their height (tall...), weight, age(old, young...), personal character (kind, smart...), physical traits, state, clothing, body parts
11	Discussing ability/inability	20	- Expressing what one can or can't do

12	Talking about habitual actions	21-22	- Talking about routines and frequency of actions
13	Describing ongoing actions	23	- Asking and answering questions about what one is presently doing
14	Expressing likes/dislikes	24	- Asking and answering questions about what one likes/dislikes

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

Second 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"> • Acquire expressions of greeting and taking leave from people; • Acquire knowledge on how to introduce/present others; • Learn how to ask for clarification and repetition; • Learn how to identify and describe; 	<ul style="list-style-type: none"> • List and recognize ways and expressions of greeting and taking leave from people; • Display an understanding of how to introduce/present others; • Show an understanding of how to ask for clarification and repetition; • Gain a knowledge on how to identify and describe people and things; 	<ul style="list-style-type: none"> • Appropriately greet and take leave and respond to greetings and leave taking; • Appropriately introduce/present others in specific contexts; • Ask for clarification and repetition; • Identify, describe and locate people and things in immediate environment; 	<ul style="list-style-type: none"> • Appropriately greet and take leave; and respond to greetings and farewells from a friend, an old person, a superior... • Appropriately introduce/present a friend, a colleague or an acquaintance; • Appropriately ask for repetition and/or clarification; • Identify and describe people and things in a picture, in a family, at school or in the community;

<ul style="list-style-type: none"> • Learn how to locate; • Acquire a knowledge on how to express obligation; • Learn how to make comparison; • Learn how to make an order, express quantity and talk about prices; • Learn how to make suggestions and give advice; • Acquire a knowledge on how to make requests. 	<ul style="list-style-type: none"> • Gain a knowledge on how to locate people and things; • Display an understanding of how to express obligation; • Display an understanding of how to compare people and things; • Show an understanding of how to make an order, express quantity and talk about prices; • Display an understanding of how to make suggestions and give advice; • Display an understanding of how to make requests. 	<ul style="list-style-type: none"> • Locate people and things in immediate environment; • Express obligation; • Appropriately compare people and things in given contexts; • Appropriately make an order, express quantity and bargain/negotiate prices in given contexts; • Appropriately make suggestions and give advice; • Appropriately make and respond to requests in given contexts. 	<ul style="list-style-type: none"> • Locate people and things in a picture, in a family, at school or in the community; • Appropriately express personal, personal, social and religious obligations; • Appropriately compare people (friends, celebrities...), animals and things; • Appropriately order consumer items (food, clothes...), express their quantity (some, a lot...) and bargain/negotiate their prices; • Appropriately make suggestions and give advice to a friend, a family member or classmate in given situations; • Appropriately make and respond to requests (a service, favor, food, drink...)
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Content/Resources and Exemplars

Unit 1.	➤ Greetings and farewells
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - To be: simple present (all forms). - Subject pronouns - Parts of the day, - How are you? fine, not bad, pretty good, ok, alright, ... - later, soon, tomorrow, next week...
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately greet, take leave and respond to greetings and farewells from a friend, a teacher...
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with Civic Instruction: Socializing...
Evaluation Tools	<ul style="list-style-type: none"> • Fill-in, Multiple Choice Questions, role-play, dialogue writing...
Unit 2.	➤ Introducing others
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Object pronouns. - Present tense with ordinary verbs. -This is ..., meet ..., let me introduce ..., I'd like to introduce ..., have you met ... Nice, glad, pleased, pleasure, nationalities, occupations, relationships...
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately introduce others in specific contexts
Interdisciplinary Dimensions	Intersects with Civic instruction: Socializing...
Evaluation Tools	<ul style="list-style-type: none"> • Fill-in, Multiple Choice Questions, role-play, dialogue writing...
Unit 3.	➤ Asking for clarification and repetition (interrupting)
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • Repeat, pardon, hear, beg, again, speak up, excuse me, to mean, meaning, spell...
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Use the appropriate language to ask for repetition and clarification.

Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> • Fill-in, role-play, dialogue writing...
Unit 4.	➤ Describing/identifying people and things
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - With + part of the body / accessories. - In + clothing - Relative pronouns. - Possessive case. - Which + noun. - Which one (s). - Who. - Mine, yours, his, hers, ours, theirs. - What. - Whose - Possessive pronouns: its and theirs - Demonstrative adjectives: this, that, these and those. - It's... - Colors, size, shape, brand / make, characteristics, physical traits, accessories... - Adjectives: tall, short, slim, young / old - Clothing.
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Use the appropriate language to describe / identify people and things at home, at school, in the street.
Interdisciplinary Dimensions	Intersects with math: (Shape, size).
Evaluation Tools	<ul style="list-style-type: none"> • Fill-in, role-play, dialogue writing, Multiple Choice Questions, Wh questions, Yes/No questions...
Unit 5.	➤ locating people and things
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Prepositions of location: under, on top of, behind, in front of, next to, between, at, in, on.

	<ul style="list-style-type: none"> - In (neighborhood, city, region, country) - On (street, road) - At (house number, public places). - Is / are + noun + preposition of location. - Directions/Sub-directions: North, South, East, West. North-east, North-west...
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Use the appropriate language to locate people and things at home, at school, in the street.
Interdisciplinary Dimensions	Intersects with Geography: (Map reading, directions, types of world population).
Evaluation Tools	<ul style="list-style-type: none"> • Fill-in, role-play, dialogue writing, Multiple Choice Questions, Wh questions, Yes/No questions...
Unit 6.	➤ Expressing obligation
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • Use of modals: - must - have to - must not / mustn't
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately express obligation towards family, school, community....
Interdisciplinary Dimensions	Intersects with Religious Instruction (Dos/DON'Ts) ; Civic Instruction (Social norms and obligations).
valuation Tools	<ul style="list-style-type: none"> • Fill-in, role-play, dialogue writing, Multiple Choice Questions, Wh questions, Yes/No questions...
Unit 7.	➤ Making comparison
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Short / long adjectives - Superiority - Equality - Inferiority - good, bad, far
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately compare people and things in a picture, in the street...
Interdisciplinary Dimensions	Intersects with math: Geometry forms/shapes....

Evaluation Tools	<ul style="list-style-type: none"> • Fill-in, role-play, dialogue writing, Multiple Choice Questions, Wh questions, Yes/No questions...
Unit 10.	
Unit 10.	➤ Making requests
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - May / can + I...? - Would / could + verb - Do you mind + verb + ing...? - Do you mind + if + subject + verb...? - Verbs: switch on / off, open, listen, get, give, bring, pass, lend, read, write. - Nouns: chalk, eraser, pen, pencil, book, copybook ...
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately make and respond to requests at home, at school, at office...
Interdisciplinary Dimensions	Intersects with Civic Instruction: Socializing...
Evaluation Tools	<ul style="list-style-type: none"> • Fill-in, role-play, dialogue writing, Multiple Choice Questions, Yes/No questions...

Second Year Progression

UNIT		WEEK(s)	LESSONS
1	Greetings and farewells	1-2	- Different expressions of greetings - Different expressions of leave taking
2	Introducing others	3-4-5	- Introducing one's family members, friends..., responding to introductions and asking for and giving personal information
3	Asking for clarification and repetition (interrupting)	6	- Getting someone to clarify or repeat something they had said
4	Describing/identifying people and things	7-8	- Talking about one's family members, friends, town, home...
5	Locating people and things	9	Telling where one's family members, friends, town, home... are
6	Expressing obligation	10-11	- Talking and asking about religious, social and professional obligations
7	Making comparison	12-13-14	- Comparing people and things using short and long adjectives
8	Ordering, expressing quantity and bargaining	15	- Counting (50-1000)
		16-17	- Expressing and asking about quantity using quantifiers (many, much, a lot of, few, a few, little, a little...)
		18-19	- Making and responding to orders.
9	Making suggestions and giving advice	20-21	- Suggesting (social problems)
		22	- Giving advice (health issues)
10	Making requests	23-24	- Making and responding to requests.

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

Third 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"> • Learn how to offer and invite, and respond to offers and invitations; • Learn how to describe; • Develop a knowledge on how to express sequence of actions; • Learn how to make comparison; • Learn how to talk about future life 	<ul style="list-style-type: none"> • Gain a knowledge on how to offer, invite and respond to offers and invitations; • Develop an understanding of how to describe people; • Gain an understanding of how to express sequence of actions; • Display an understanding of how to compare people and things; • Develop an understanding of how to talk about future life 	<ul style="list-style-type: none"> • Make and respond to offers and invitations in given contexts; • Appropriately describe people in immediate environment; • Express sequence of actions and processes; • Appropriately compare people and things in given contexts; • Talk about one's and others' future lives and intentions 	<ul style="list-style-type: none"> • Appropriately make, accept or decline offers and invitations from a friend, a neighbor, a family member... • Appropriately describe a friend, a neighbor, a family member in a picture, at school, in the community; • Appropriately describe a process (making Mauritanian tea, performing ablutions...) • Appropriately compare people (friends, celebrities...), animals and things; • Appropriately talk about one's, a friend's, a neighbor's...future life and intentions

Content/Resources and Exemplars

Unit 1.	➤ Offering, accepting and declining an offer/service
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Level of formality - Do you want + infinitive? - Would you like + noun? - Shall /can I offer you _____? <p>Milk, cous-cous, Meshoui, tea, chips/French fries, biscuits/ cookies, candies, water, dates, peanuts, coke, orange juice...</p>
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately make, accept and decline an offer or a service to/from a friend, another person at a home, at school, at office...
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with Civic Instruction: Socializing...
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, Fill-in, ...
Unit 2.	➤ Inviting, accepting and declining an invitation
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Can /could + you + verb +? - Do you want + verb +? - Would you like to + verb +? - Do you want + noun + Infinitive. - Would you like + noun - Would you like + infinitive - Verbs: to come, to attend, to participate, to take part, to join... - Why not? What time? - Thank you, I'd love to! - I'm sorry, but... - Sorry, I can't. - No, I can't.
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Accurately invite and politely reply to invitations to/from a friend, another person

	at school, at office...
Interdisciplinary Dimensions	Intersects with Civic Instruction: Socializing...
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter writing, fill-in, ...
Unit 3.	
Unit 3.	➤ Describing/identifying people
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - What + auxiliary + subject + look like? - What + be + subject + like? - Subject + look + adj. - To be + adjective - In + clothes - With + parts of the body - Light/fair/dark/brown skin
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Clearly describe people (giving their physical and personality traits) in a picture, in the street, at a party...
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with Geography: types of world population, cultural norms/diversity...
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter writing, fill-in, ...
Unit 4.	
Unit 4.	➤ Describing sequence of actions
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Simple present - Imperative - First, next, then, after that, finally... - stir, pour, mix, beat, knead, cook, wash, cut, boil, slice, peel... sweep, dust, clean, wash, scrub, polish, ... - Tea, mint sugar, stove, water, glasses, teapot, kettle, tray, foam, coal, matches, lighter...
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately describe a process (making Mauritanian tea, performing ablutions, preparing a local recipe...)
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with Natural Sciences: Describing a chemical process/experiment...

Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, simulation, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 5.	
Unit 5.	➤ Talking about past actions
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Simple past: Affirmative, negative and interrogative forms. - Regular / irregular verbs - Past continuous: simple past of be + verb + ing. Affirmative, negative and interrogative forms.
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Accurately talk about past actions (past family events, past happenings/stories...)
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with History: National historical events....
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 6.	
Unit 6.	➤ Expressing simultaneity
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - while + past continuous - when + simple past / past continuous.
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Accurately express simultaneity of actions in the past (past simultaneous events at home, at the street, at the office....).
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, simulation, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 7.	
Unit 7.	➤ Talking about future
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Simple future: affirmative, negative and interrogative forms - Shall vs. will - Next week, tomorrow, the day after tomorrow, soon, later, in the future...

Universal and Contextualized Skills	<ul style="list-style-type: none"> • Conveniently talk about future willingness and decisions to do something at home, at office...
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 8.	➤ Expressing real conditions
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - If + subject + simple present + will + verb. - Subject + will + verb + if + simple present. - Lose, succeed, win, gain, fail, promise, exam, game, race
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Accurately express real/likely conditioned happenings/actions in a discussion with a friend, at home, at office...
Interdisciplinary Dimensions	Intersects with Physics, Natural Sciences: experiment...
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 9.	➤ Making comparison
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • The superlative of: superiority and inferiority - Slow, cold, smart, intelligent, hot, big... - Good, bad, far - The most, the smallest, the least...
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Accurately compare people and things using the superlative of superiority and inferiority in a picture, at home, at office, in the community....
Interdisciplinary Dimensions	Intersects with math: Geometrical shapes...
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...

Third Year Progression

UNIT		WEEK(s)	LESSONS
1	Offering, accepting and declining an offer/service	1-2-3	- Making and responding to offers from a family member, a friend...
2	Inviting, accepting and declining an invitation	4-5-6	- Inviting and responding to invitations from a family member, a friend...
3	Describing/identifying people	7-8-9	- Talking about one's family members, friends...
4	Describing sequence of actions	10-11-12	- Explaining sequence of actions in a process using sequencers (first, then...)
5	Talking about past actions	13-14-15	- Talking about one's, a friend's, a neighbor's... experience and past actions
6	Expressing simultaneity	16-17	- Talking about concurrent activities
7	Talking about future	18-19-20	- Talking about one's, a friend's, a neighbor's... future life and intentions
8	Expressing real conditions	21	- Making promises and expressing the likelihood of happenings
9	Making comparison	22-23-24	- Comparing people and things using the superlatives

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

Fourth 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"> • Learn how to express similarities and differences; • Acquire a knowledge on how to locate and ask for and give directions; • Acquire a knowledge on how to describe actions and talk about past habits; • Learn how to describe and compare; • Learn how to participate 	<ul style="list-style-type: none"> • Show an understanding of how to express similarities and differences between people and things; • Display an understanding of how to locate and ask for and give directions; • Gain an understanding of how to describe actions and talk about past habits; • Display an understanding of how to describe and compare actions; • Gain an understanding on 	<ul style="list-style-type: none"> • Express similarities and differences between people and things in specific contexts; • Appropriately and clearly locate places and ask for and give directions; • Appropriately describe actions and talk about habits in given contexts; • Appropriately describe and compare actions; • Appropriately 	<ul style="list-style-type: none"> • Appropriately compare and contrast similar and different people (friends, family members, celebrities...) and things (towns, cities, countries, foods...); • Appropriately locate places (public institution buildings, one's/a neighbor's house...), and ask for and give directions; • Appropriately describe how one, a friend, others do things (well, beautifully...) and talk about their past habits (childhood, family, community history...); • Appropriately describe people and things and compare actions, behaviors and attitudes; • Appropriately and effectively

<p>in discussion;</p> <ul style="list-style-type: none"> • Learn how to appreciate and express sympathy; • Learn how to talk about future life and plans/projects; • Gain a knowledge on how to express the purpose of actions and things. 	<p>how to participate in discussion and express thoughts;</p> <ul style="list-style-type: none"> • Display an understanding of how to express admiration, gratitude and sympathy; • Develop an understanding of how to talk about future life and plans and projects; • Show an understanding of how to talk and ask about the purpose of actions and things. 	<p>participate/engage in a discussion and express own thoughts /ideas/opinions about specific topics;</p> <ul style="list-style-type: none"> • Express admiration, gratitude and sympathy towards people and things; • Talk about one's and others' future lives plans and projects; • Ask and talk about the reasons for doing actions and the purpose of things. 	<p>participate in discussions/debates and state/defend own viewpoints about familiar topics;</p> <ul style="list-style-type: none"> • Appropriately express admiration (beauty...), gratitude (favor...) and sympathy (death, sickness...) towards people; • Appropriately talk about one's, a friend's, a neighbor's...future life and project; • Appropriately ask and talk about the reasons for doing actions (why), and the purpose and use of objects (what for).
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Content/Resources and Exemplars

Unit 1.	➤ Expressing similarities and differences
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - To be similar to / different from, - to look like/ to look alike, - to be alike, - to be the same as, - to be as + adjective + as, - like, - unlike, - the same.
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Express similarities and differences between people/things in a picture, at office, in the community...
Interdisciplinary Dimensions	Intersects with math: Geometrical shapes...
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 2.	➤ Asking for and giving directions
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Direct questions - Indirect questions - Opposite, across, across from, near, behind, next to... - Turn, go, left, right, straight... - East, West, South, North
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately ask for and give directions to a friend, a foreigner....
Interdisciplinary Dimensions	Intersects with Geography: Map reading, directions, sub-directions..
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...

Unit 3.	➤ Talking about location
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> - To, in, at, opposite, across, across from, near, behind, next to... - Directions (East, West, South, North) - Sub-directions (North-east, South-east, North-west, South-west)
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Accurately locate and ask about location on a map, in the street, in a town...
Interdisciplinary Dimensions	<ul style="list-style-type: none"> • Intersects with Geography: reading a map, directions, sub-directions....
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, games, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 4.	➤ Describing actions
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Adverbs of manner (adj. + ly) - Well, fast, hard...
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately describe how a friend, a professional, a football player...perform things...
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 5.	➤ Talking about past habits
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Used to + base-form. - Did ... use to ...? - ... didn't use to...
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Accurately talk about one's childhood and other past habits.
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...

Unit 6.	
Unit 6.	➤ Making comparison
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> - Comparison of adverbs - Comparison involving two verbs.
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Appropriately compare how people perform things/ behave at home, at office, in the street, in the community....
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 7.	
Unit 7.	➤ Describing/identifying people/things
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Adjectives - Relative pronouns: who, whose, whom, which, that
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Use the appropriate language to describe/identify people/things in a picture, in the street, at a party, in the community...
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 8.	
Unit 8.	➤ Agreeing/disagreeing
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - To agree - To disagree - For, against, okay/OK, alright, absolutely, definitely...
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Effectively state/defend one's thoughts/opinions in a discussion with friends, in front of an audience...

Interdisciplinary Dimensions	Intersects with Civic Instruction: Personality building, leadership, tolerance...
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, simulation, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 9.	
Unit 9.	➤ Expressing admiration
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - What a + noun phrase + ! - How + adjective - Such a + adjective + noun! - I + like.... - Wow!
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Effectively express admiration, showing enthusiasm towards events/objects, a friend's, another person's performance....
Interdisciplinary Dimensions	Intersects with History/Geography and Civic Instruction: honoring/admiring national heroes, historical sites...
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 10.	
Unit 10.	➤ Expressing gratitude
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Thank you for + verb(ing) - Thank you for your + noun - I appreciate... - That's kind of you!
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Effectively express gratitude and appreciation towards a friend, a parent, a neighbor...after receiving a gift/a service...

Interdisciplinary Dimensions	Intersects with Civic Instruction: socializing, solidary, volunteering....
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 11.	
	➤ Expressing sympathy
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - I'm sorry to hear about... - I'm sorry to hear that... - That's too bad!
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Effectively express sympathy towards a friend, a family member, a neighbor... after a misfortune...
Interdisciplinary Dimensions	Intersects with Civic Instruction: Socializing, Solidary, Volunteering....
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 12.	
	➤ Expressing frequency
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Adverbs of frequency: always, often, never... - Adverbial phrases: once a week, once, twice, three times... - How often / how many times?
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Effectively express the frequency of one's/ others' activities/routine/typical day at school (timetable), at office (schedule), at home (household chores)...
Interdisciplinary Dimensions	Intersects with Religious Instruction: prayers of the day....
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 13.	
	➤ Talking about plans and intentions
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - Be going to + verb - Present continuous / simple present referring to the future. - Tomorrow, in a couple of days, in a fortnight, next week, next month / year...

	<ul style="list-style-type: none"> - At + time - On + day - In + month / year, ...
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Use the appropriate language to talk about one's/others' future lives/plans/projects....
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...
Unit 14.	➤ Expressing the purpose of actions/things
Content/Resources (Universal and Contextualized Knowledge)	<ul style="list-style-type: none"> • - What's a bottle opener used for? - What is Whatsapp used for? - What's a knife for? - used for...; - it's for...; - it's to.... - Why do people eat? – They eat in order to survive. / They eat so that they can survive. - in order to + infinitive - so as to + infinitive - in order that/ in order not that + subject + verb - so that + subject + verb
Universal and Contextualized Skills	<ul style="list-style-type: none"> • Effectively ask and talk about the purpose of things and the reason for doing actions...
Interdisciplinary Dimensions	
Evaluation Tools	<ul style="list-style-type: none"> • MCQ, Yes/No questions, role-play, dialogue writing, letter/paragraph writing, fill-in, ...

Fourth Year Progression

UNIT		WEEK(s)	LESSONS
1	Expressing similarities and differences	1-2	- Comparing people and things to show what they have in common /share and in what they differ from each other.
2	Asking for and giving directions	3-4	- Asking for and telling someone how to get to a given place
3	Talking about location	5-6	- Asking for and talking about the location of places (public institution buildings, one's/a neighbor's house...)
4	Describing actions	7	- Expressing how well things are done, and how well one does things / performs.
5	Talking about past habits	8-9	- Talking about one's, a friend's or a family member's experiences and past habits (childhood, family, community history...)
6	Making comparison	10-11	- Comparing actions, behaviors and attitudes (adverbs, verbs)
7	Describing/identifying people and things	12-13	- Describing people and things using adjectives, relative pronouns...
8	Agreeing/disagreeing	14-15	- Participating in discussions/debates and stating/defending own viewpoints.
9	Expressing admiration	16	- Expressing one's surprise/admiration for someone or something
10	Expressing gratitude	17	- Showing how grateful one is to someone
11	Expressing sympathy	18	- Supporting people in difficulty and hard time and sympathizing with them
12	Expressing frequency	19-20	- Talking about routines and frequency of actions
13	Talking about plans and intentions	21-22	- Asking and talking about one's, a friend's, a neighbor's...future life and projects/plans/intentions
14	Expressing the purpose of actions/things	23-24	- asking and talking about the reasons for doing actions (why), and the purpose and use of objects (what for)

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

APPENDIXES

THEMES FOR TEACHERS TO CONTEXTUALIZE THE TARGET LANGUAGE:

1st Cycle Suggested Themes
1. Personal information
2. Family/home/household (family tree, houserooms and furniture...)
3. School
4. Correspondence (email, letters...)
5. Clothing
6. Colors
7. Time
8. Food
9. Neighborhood
10. Childhood
11. Hobbies/leisure
12. Sports

CLASS PROJECT THEMES:

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