

PERIOD	timing	COMPETENCY FOCUS	THEMES / TOPICS / SUB TOPICS	LEARNING OBJECTIVES	Communicative tasks	RESOURCES			
						GRAMMAR	LEXIS	PRONUNCIATION	
FIRST term (.sessions)	22heures	It will depend on the stage of the learning sequence ( learning session / skill based or sub skilled based)	<p><b>Me</b></p> <ul style="list-style-type: none"> <li>- ( Name/ age / hometown/phone number/ eating habits / clothes,body)</li> <li>- Parents and siblings (jobs / age/ hobbies)</li> <li>- School ( school things / language command/ school activities)</li> </ul>	<p><b>Describe myself :</b> Introduce oneself Greet people</p> <p><b>Ask and give information about myself</b></p> <p><b>Describe my school:</b> Identify school things Use Classroom language Describe classroom activities</p> <p><b>Give information / respond to questions about me :</b></p> <ol style="list-style-type: none"> <li>1. My age , class, hometown</li> <li>2. My preferences(food, ,clothes)</li> </ol> <p><b>Ask and give information about:</b></p> <ol style="list-style-type: none"> <li>1. My family (parents,brothers and sisters)</li> </ol>	<p>Labelling Email Role play Family tree/ Tagging Songs Poster cartoons</p>	<p>-Auxiliary to be and to have (present simple tense) Present simple tense with the verbs :to live, to go , to like ( I like / I don't like Personal pronouns: Possessive adjectives Demonstrative pronoun it Preposition: in/ location ( hometown) Numbers from 1 to 13 Numbers from 14 to 100 Articles ( a/ an /the) The digital time Use of simple sentence pattern ( memorised/ modelled ones: affirmative and interrogative ) Use of question words ( who , what, where to get personal details;</p>	<p><b>Lexis related to</b>greeting :hi /hello.. Question words :What/where Glad/nice <b>Lexis related to</b> colours / <b>Basic lexis( words and expressions)</b> related to family, school things, clothes , food, jobs</p>	<p>Vowel sounds and consonant sounds of practised words<sup>2</sup></p>	
			<b>Integration and assessment</b>						
			<b>Teachers are requested to select two situations of integration: one for learning how to integrate to integrate 3and one situation for assessment</b>						
	<b>Suggested Project: make one's profile</b>								
<b>First term evaluation</b>									
( sessions)	20heures		<p><b>My world</b></p> <p>My school Hobbies at school Rights and duties at school( in class)</p>	<p><b>Talk about leisure activities at school</b> Tell the time <b>Describe a place</b> (my school /) Locate places in a school <b>Make school rules</b></p>	<ol style="list-style-type: none"> <li>1. School map</li> <li>2. Interview</li> <li>3. Family game</li> <li>4. School schedules</li> <li>5. Leisure activity schedules</li> </ol>	<p>Demonstratives : this / that, it Prepositions of location : from ... to, on at near , under , Prepositions of time: in ( the morning ); / at ( time); on + day Discourse markers : today, every..., now</p>	<p><b>Lexis related</b> to related topics ( school / hobbies) <b>Basic lexis( words and expressions/ formulaic language)</b> : polite forms / greetings../ school regulations</p>	<p>Vowel sounds and consonant sounds of practis</p>	

					6. Information transfer (From table to text) 7. Poster 8. bubbles	The present simple tense with concrete , routine actions The present continuous tense with concrete , routine actions Numbers from 14 to 100 The digital time 'Wh' questions /yes , no Questions		ed words
<b>Integration and assessment</b>								
<b>SECOND TERM EVALUATION</b>								
18 heures		<b>The world</b> People Countries Nationalities	<b>Ask and give information about :</b> <b>1. My country ( currency/ flag/national and religious days</b> <b>2. Other countries ( nationalities/ flags/currencies/celebration days)</b>	Pictionary Poem Conversation Email Adverts poster	<b>Word formation</b> ( adjectives of nationalities/ suffixes) The articles :-indefinite / a/ an Definite / The  Plural forms Recycling: Preposition of location :in The auxiliaries to be / to have The present simple with related concrete details about countries and celebrations	Names of countries/ nationalities <b>Basic lexis( words and expressions) related to countries :</b> flags , currencies , celebrations ( national , religious and others)	Vowel sounds and consonant sounds of practised words	
<b>Integration and assessment</b>								
<b>Project : ( to choose among the selected communicative tasks suggested)</b>								
<b>THIRD TERM EVALUATION</b>								

1 ⇒ for competence focus , see learning situations ( this observation is to be applied to all levels)

2⇒ **the pronunciation will target the discrimination** between short and long vowels/ short vowels and diphthongs, and then voiced and voiceless consonants , mainly the odd sounds for Algerian learners. ( this observation is to be applied to MS1 and MS2)

3⇒c;f template in support document :learning how to integrate( this observation is to be applied to all levels)

## MS 2 YEARLY PLANNING

PERIOD	timing	COMPE TEN CEF OCU S	THEMES / TOPICS / SUB TOPICS	LEARNING OBJECTIVES	Communicative tasks	RESOURCES			
						GRAMMAR	LEXIS	PRONU NCIATI ON	
FIRST term (...sessions)	22 heures		<p style="text-align: center;"><b>Me</b></p> My physical description , clothing My daily life ( routine and sport activities My home My likes ; my abilities My experiences My extended family	Describe myself ( my physical appearance) <b>Give information / respond to questions about me :</b> <b>My family</b> My abilities, my likes My daily activities <b>Ask and give information about:</b> My daily activities My sport practice <b>Describe my house</b>	Interview Role play Daily schedule Location Map Guessing game Family tree	The present simple/ continuous The modal can / can't 'Wh' questions : Why...? Personal pronouns/ The connector 'because' Prepositions of location Articles : a, an , the Possessive pronouns	<b>Lexis related</b> to related topics ( physical appearance , routine activities,.... <b>Basic lexis( words and expressions/ formulaic language) :</b> polite forms / greetings../ preferences		
		<b>Integration and assessment</b>							
		Situation of integration:. Project : ( to choose among the selected communicative tasks suggested)							
<b>Project 1 make one's profile</b>									
<b>First term evaluation</b>									
Second term (...sessions)	20 heures		<b>My world</b> <b>Shopping: prices, weight , size, shape and colour</b> <b>Parts of the body</b> <b>Healthy and healthy diet</b> <b>Rights and duties at school</b> <b>Neighbouring places and itineraries</b>	Ask for prices, weight , size, shape and colour <b>Talk about healthy food, giving advice</b> <b>Talk about sports</b> <b>Locate places and showing the way</b> <b>State rights and duties at school</b>	Shopping list Bills Leaflets Information panels Charters maps Poster	The imperative The modal must / mustn't Qualifiers There is / there are Quantifiers ( some/ any) Question words :how much/ how many Cardinal and ordinal numbers	<b>Lexis related</b> to related topics <b>Basic lexis( words and expressions/ formulaic language) :</b> polite forms / greetings../	○	
		<b>Integration and assessment</b>							
<b>SECOND TERM EVALUATION</b>									
	18 heures		<b>The world</b>	<b>Ask and give information about</b>	Information panels notices Brochure for holidays	The future simple tense( will / intention; going to / planned future	<b>Lexis related to</b> related topics		

			<b>Travelling: trips (itineraries and places )</b> <b>Home types</b> <b>The weather</b>	3. Amenities, preferences, itineraries 4. The weather 5. home types / types of dwelling	Map route Information transfer ( from weather forecast symbols to text) Poster Pictionary	The past simple tense ( with very few regular and irregular verbs) Time markers : yesterday, tomorrow, today , last week) The demonstratives ( these / those)	<b>Basic lexis(  words and  expressions/  formulaic  language)</b> : polite forms / greetings../  Word formation	
	<b>Integration and assessment</b>							
	<b>Project : ( to choose among the selected communicative tasks suggested)</b>							
	<b>THIRD TERM EVALUATION</b>							

## MS 3 YEARLY PLANNING

PERIOD	timing	COMPE TENCY FOCUS	THEMES / TOPICS / SUB TOPICS	LEARNING OBJECTIVES	Communicative tasks	RESOURCES			
						GRAMMAR	LEXIS	PRONU NCIATI ON	
FIRST term (..sessions)	22 heures		<p style="text-align: center;"><b>Me</b></p> <p><b>My abilities and inabilities / my likes and dislikes</b> ⇒my personality features</p> <p><b>My life style</b></p> <p><b>My hobbies outside school</b></p> <p><b>My interest in animals and plants</b></p>	<p><b>Describe myself</b> : my abilities and inabilities / my likes and dislikes</p> <p>Talk about personality features</p> <p><b>Ask and answer questions about hobbies</b></p> <p><b>Ask and give information about:</b> Wild life and pets</p>	Interview Role play Chat / email: personal letter Short video segments Poster Id card ( people and animals)	The present simple tense ( review and expansion) Frequency adverbs The relative clauses Qualifiers ( review and expansion/ personality features) Discourse markers (classification /addition) To be made of / to be made in	<p><b>Lexis related</b> to related topics</p> <p><b>Basic lexis( words and expressions/ formulaic language)</b> : polite forms / greetings../</p>	○	
		<b>Integration and assessment</b>							
		<p><b>Situation of integration:.</b></p> <p><b>Project : ( to choose among the selected communicative tasks suggested)</b></p> <p style="text-align: center;"><b>Project 1 make one's profile</b></p>							
<b>First term evaluation</b>									
Second term ( sessions)	20 heures		<p style="text-align: center;"><b>My world</b></p> <p><b>My childhood memories</b></p> <p><b>Teenage lifestyle :</b></p> <p style="padding-left: 20px;"><b>Fashion</b></p> <p style="padding-left: 20px;"><b>Eating habits ( good or bad)</b></p>	<p><b>Talk about past experiences</b> ( childhood memories)</p> <p><b>Compare people and life styles</b> ( now and then)</p>	Diary/ journal Survey Menu Notices/ plans / maps Posters Charters Formal letters Newspaper article	The past simple (with topic related regular and irregular verbs) The passive voice / present simple tense The semi modal 'used to' in the affirmative form	<p><b>Lexis related</b> to related topics</p> <p><b>Basic lexis( words and expressions/ formulaic language)</b> : polite forms / greetings../</p>	○	

			<b>Protection of the environment ( eco behaviour)</b> <b>At school</b> <b>Neighbourhood</b>	<b>Talk about teenage lifestyle</b> ( fashion and eating habits) <b>Make recommendations about the protection of :</b> The school environment The neighbouring environment		Must and should for mild obligation The comparative ( short and long adj. / adj.+ er; more adj. than		
--	--	--	---	---	--	---	--	--

	<b>Integration and assessment</b>							
	<b>Project : ( to choose among the selected communicative tasks suggested)</b>							
	<b>SECOND TERM EVALUATION</b>							

<b>Third term</b> <b>( ... sessions)</b>	18 heures		<b>The world Inventions and discoveries in sciences and technology:</b> Outstanding figures in sciences and sport Health Urban life The means of transport <b>Animals in danger of extinction</b>	<b>Describe famous people</b> <b>Describe animals and habitat</b> <b>Compare means of transport.</b>	Biographies Pictionary/ Id cards Timelines / diagrams/charts  Travel schedules Table completion	Past simple tense (review ) The present continuous for planned future Discourse markers: cause and effect; opposition Can an may for polite requests ( review )/ possibility Preposition on , by ( means of transport	<b>Lexis related to related topics</b> <b>Basic lexis( words and expressions/ formulaic language) :</b> polite forms / greetings../  Word formation		
		<b>Integration and assessment</b>							
		<b>Project : ( to choose among the selected communicative tasks suggested)</b>							
		<b>THIRD TERM EVALUATION</b>							

## MS 4 YEARLY PLANNING

PERIOD	timing	COMP E TENC Y FOCU S	THEMES / TOPICS / SUB TOPICS	LEARNING OBJECTIVES	Communicative tasks	RESOURCES		
						GRAMMAR	LEXIS	PRONU NCIATI ON
FIRST term (..sessions)	22 heures		<p style="text-align: center;"><b>Me</b></p> <p><b>Personality features</b> <b>School and life</b> <b>experiences</b> ( embarrassing and positive ones) <b>Prospects and initiatives</b> Career / education</p>	<p><b>make a portrait</b> <b>Report on events , facts,</b> <b>experiences</b> <b>Give information / respond to</b> <b>questions about me :</b> My dreams , my projects</p>	<p>A portrait A narrative account A journal An application letter An interview An oral presentation / monologue</p>	<p>The present simple ,past simple and simple future ( review ) The past continuous tense The past continuous and past simple tense in a narrative The present perfect with or without time markers (always , ever, never,just) Comparative of equality/ inferiority ( as...as; not as...as Qualifiers ( review and expansion)</p>	<p><b>Lexis related</b> to related topics ( <b>Basic lexis( words and</b> <b>expressions/ formulaic</b> <b>language) :</b> polite forms / greetings../</p>	○
		<b>Integration and assessment</b>						
<b>First term evaluation</b>								
Second term	20 heures		<p style="text-align: center;"><b>My world</b></p> <p><b>Citizenship:</b> Family advice Commitment with charity clubs/ helping hand /respect of others</p>	<p><b>Ask for and give advice</b> <b>Make recommendations</b> for a healthy diet</p>	<p>letter ( agony letter ) Conversation  Debate  Charters</p>	<p>Conditional type one (present simple – future simple/present simple , imperative) The imperative ( recipes) sequencers</p>	<p><b>Lexis related</b> to related topics <b>Basic lexis( words and</b> <b>expressions/ formulaic</b> <b>language) :</b> polite forms / greetings../</p>	○

			<b>Healthy food and table manners</b> <b>Hobbies :</b> Cinema, literature, theatre, , fashion, music , and the digital/ electronic devices	<b>Defend positive actions ( citizenship)</b> <b>Express likes and dislikes</b> in arts, cinema , music...)	Adverts	ing form after verbs of feeling ( like/ love/dislike/hate		
<b>Integration and assessment</b>								
<b>SECOND TERM EVALUATION</b>								
18 heures			<b>The world</b> <b>The digital world</b> Forums of discussion Networks and web sites on: <b>Food and dishes around the world</b> <b>Landmarks and monuments</b> National and universal landmarks <b>Outstanding figures in history, literature and arts in :</b> Our country The world	<b>Seek exchange information on the web</b> <b>Compare cooking habits</b> <b>Describe famous landmarks</b> <b>Describe famous figures</b>	Information transfer Email/ chat / networking Patchwork presentation Leaflet Newspaper articles Biographies/narrative account chart	The passive voice (past simple tense) The superlative  Discourse markers ( review and expansion): chronology, cause and effect, opposition/ concession ( unlike , whereas)	<b>Lexis related</b> to related topics <b>Basic lexis( words and expressions/ formulaic language) :</b> polite forms / greetings../  Word formation	
<b>Integration and assessment</b>								
<b>THIRD TERM EVALUATION</b>								



