

Term	Month	Week	Sequence	Learning Objectives	Linguistic Resources			Communicative Tasks
					Lexis	Grammar	Pronunciation	
1	Sep	4	Sequence 1	*Greet people *Introduce myself *Give information and respond to questions about me: my age, my class and hometown. *Ask about a new friend's name.	Lexis related to: - Greeting (hello, hi etc.). - The learner's personal life: (name, age, school, hometown, etc.)	-Verb 'to be' (present simple tense): a- Affirmative/negative forms. b- Interrogative forms: Yes/No questions/ Wh questions (what?, where?, How old?) -Use of simple sentence pattern (memorized/ modeled ones: affirmative and interrogative ) -Personal pronouns [ I – you ] -Possessive adjectives [ my - your ] -Prepositions of location: - in+ hometown/ - at + School -Numbers from 1 to 13	/aɪ/-/eɪ / /i/ - /i:/  <i>Integrated as a skill /not as an isolated lesson.</i>	- Labelling - Email - Role play - Songs - Games - Id card
	Oct	1	Me and My Friends	<b>Descriptors of Implementation</b> * <b>Oral interaction: <i>The pupil can:</i></b> -greet people, introduce himself/herself, - respond to questions about himself/herself: name, age, class, hometown. -ask about a new friend's name. * <b>Interpretation of oral and written messages: <i>The pupil can:</i></b> -interpret significant details in a conversation and in simple short texts on topics dealt with in the previous domain. -understand short texts with illustrations (audio or visual: picture, graph, map, etc.) * <b>Production of oral and written messages: <i>The pupil can:</i></b> -give information/respond to questions about himself/ herself: age, class, friends. -use simple phrases and sentences. -fill out a form and give simple details. -maintain a conversation with an interlocutor.				
		2						
		3						
		4						
	Nov	1	Sequence 2	* Ask and give information about me and my family (parents, brothers and sisters) and pets.	Basic lexis related to family and jobs.	-Present simple tense with the verbs: to live- to love – to like (only affirmative form) -Verbs 'to have' / 'to be' (present simple tense) a- Affirmative/negative forms. b- Interrogative forms -Yes/No -Wh questions (who? , what ?, where ? ) -Use of simple sentence pattern (- memorized/ modeled ones: affirmative and interrogative ) -demonstratives: this / that - cardinal numbers from 14 to 100. -ordinal numbers. -articles a/ an - possessive adjectives (his –her- its) -personal pronouns (he- she- it)	/θ/ - /ð/  <i>Integrated as a skill /not as an isolated lesson.</i>	- Email - Role play - Poster - Family tree/ Tagging - Songs - cartoons - Family game -information transfer
		2						
		3						
		4						
	Dec	1		<b>Pre-requisites</b> - Use of question words (what ?, where ? )/ verb 'to be' (present simple tense)	<b>Descriptors of Implementation</b> * <b>Oral interaction: <i>The pupil can:</i></b> -greet people, introduce himself/herself, and his/ her family members. -respond to questions about himself/herself: name, age, class, hometown, family. * <b>Interpretation of oral and written messages: <i>The pupil can:</i></b> -interpret significant details in a conversation and in simple short texts on topics dealt with in the previous domain. -understand short texts with illustrations (audio or visual: picture, graph, map, etc.) * <b>Production of oral and written messages: <i>The pupil can:</i></b> -give information/respond to questions about himself/ herself: age, class, family (parents, brothers, sisters) and pets. -use simple phrases and sentences. -fill out a form/give simple details			
		2-4			<b>1<sup>st</sup> Term Exams Period</b>	<b>Winter Holiday</b>	<b>End of Term 1</b>	

2	Jan	1-2	Sequence 3	*Tell the time	Lexis related to	- Discourse markers: today, every... - The present simple tense	final 's':	- Role play	
		3-4		*Talk about daily and leisure activities	daily activities , digital time, leisure activities	with concrete, routine actions: positive, negative and interrogative form (Wh' questions & Yes /No questions)	/s/ /z/ /vz/ Integrated as a skill	- Games - Email - Songs - Interview...	
	Feb	1	Me and my Daily Activities	<b>Pre-requisites</b>		- Question words ( who /what/ where .... ? )			
				Descriptor of Implementation	<p>* <b>Oral interaction: The pupil can:</b> -tell the time. -talk about daily and leisure activities.</p> <p>* <b>Interpretation of oral and written messages: The pupil can:</b> -understand significant details in a conversation and in short texts dealing with topics dealt with in the previous domain -use paraphrases to make himself understood.</p> <p>* <b>Production of oral and written messages: The pupil can:</b> -write about his preferences, daily activities, leisure activities , rights and duties etc. on a postcard or in an email using short phrases and sentences (subject + verb + object).</p>				
	March	1	2 3 4	Sequence 4	*Describe my school	school and leisure	- The present continuous with now.	/η /	- Labelling -
					*Talk about rights / duties at school.	activities.(classroom, lab, school yard, plant trees, decorate classroom..)	- 'what' and 'where' with 'to be' to ask about location.	Integrated as a skill	Email(communica tive message)
March	1	2 3 4	Me and my School	<b>Pre-requisites</b>		- Preposition of place (in) /to be/ 'what' and 'where'			
				Descriptor of Implementation	<p>* <b>Oral interaction: The pupil can:</b> - describe his/her school. - talk about his/ her rights and duties at school. - talk about his/ her leisure activities at school.</p> <p>* <b>Interpretation of oral and written messages: The pupil can:</b> -understand significant details in a conversation and in short texts dealing with topics dealt with in the previous domain. -use paraphrases to make himself/herself understood.</p> <p>* <b>Production of oral and written messages: The pupil can:</b> -write about his school, leisure activities, rights and duties, etc. on a postcard or in an email using short phrases and sentences(subject +verb+ object).</p>				
		2-4	<b>2<sup>nd</sup> Term Exams Period</b>		<b>Spring Holiday</b>		<b>End of Term 2</b>		
3	April	1	Sequence 5	*Ask and give info	*Lexis related to	- 'to be' in the present simple with cardinal points	/ʃ/ /tʃ/	- Labelling -	
		2		about :- My country	the topic :	- 'to have' in the present simple - personal pronoun (we - they)	Integrated as a skill	Email(communica tive message)	
	3	(currency/flag/national and religious days)	Continents / Flags	-the possessive adjectives (our - their)	/not as	- Role play			
May	1	2	Me, my Country and the World	- Other countries ..	Nationalities/currencies /celebration	- 'What' and 'Where' with 'to be' to ask about location.	isolated.	- Songs - Games	
				<b>Pre-requisites</b>		- Preposition of place 'in' - /to be/ - Using 'what' and 'where' with 'to be'			
May	1	2	Me, my Country and the World	Descriptor of Implementation		<p>* <b>Oral interaction: The pupil can:</b> -ask and give information about:- Algeria (currency/ flag/national and religious days.- other countries (nationalities/ flags /currencies/celebration days.)</p> <p>* <b>Interpretation of oral and written messages: The pupil can:</b> -understand very short dialogues on familiar subjects (the ones dealt with in the previous domain.) -understand short texts with illustrations (audio or visual: picture, graph, map, etc.) Production of oral and written messages</p> <p>* <b>Production of oral and written messages: The pupil can:</b> -write a simple message on a postcard or in an email about Algeria using short phrases with simple vocabulary .Transform messages from verbal to nonverbal and vice versa.</p>			
				3-4	<b>3<sup>rd</sup> Term Exams Period</b>		<b>End of Term 3</b>		

\*Based on the yearly planning issued by the Ministry of National Education in Sep 2022 / Prepared by: Tch. Roaissat M.

Teacher الأستاذ

Headmaster المدير

Inspector المفتش

# LEARNING SITUATIONS

MS -1- 2022-2023

Learning Sequences					
Learning Situations	Sequence 1: Me and My Friends	Sequence 2: Me and my Family	Sequence 3: Me and my Daily Activities	Sequence 4: Me and my School	Sequence 5: Me, my Country and the World
<b>Situation 1: Initial ❖PDP lesson(s) (listening &amp; speaking)</b>	<b>Example:</b> You want to join an international friendship blog. The members of the blog want to know about you. Introduce yourself to them.	<b>Example:</b> You want to join an international friendship blog. The members of the blog want to know about you. Introduce yourself to them	<b>Example:</b> Your e-pal Jack wants to know about your leisure activities. Send him a message and tell him about your favourite hobbies	<b>Example:</b> You want to remind your mates about their rights and duties at school. Design a poster and publish it on your school blog.	<b>Example:</b> you want to invite your e-pals to visit Algeria and discover our beautiful country. Share a brochure including famous places, national dish , national currency, celebration days.
<b>Situation 2: Learning</b>	❖PPU /PDP lessons ( language & reading and writing)				
<b>Situation 3: Learning to Integrate - group work</b>	<b>Example:</b> you are a new member of your school blog and your friends want to know more about you. Introduce yourself to them.	<b>Example:</b> your e-pal wants to know more about you and your family. Draw your family tree, add information (name, age, job..) and send it as an attached document.	<b>Example:</b> you want to know about your friend’s weekend leisure activities. Write the conversation between you and your friend.	<b>Example:</b> it is your first day at middle school. Describe the place where you study to your family members.	<b>Example:</b> this is an e-mail from Kathleen. Read it and help your partner to write a reply to Kathleen. <b>NB:</b> The e-mail provided to the learners is to be related to the global competence of the sequence.
<b>Situation 4: Integration - (assessment) solo work</b>	<b>Example:</b> you want to join your school English Language Club. Fill in your ID card then introduce yourself to the club members.	<b>Example</b> our English friend comes to spend Summer Holidays in Algeria. S/he wants to know more about your family members before s/he meets them. Send him/her a message ( viber) to introduce your family members to him (names/ ages/ jobs)	<b>Example:</b> you receive a letter from your e-pal Mark. His mother wants to know about your mother’s daily activities. Read the letter and write a reply.	<b>Example:</b> you have duties and rights at school. Add more rights about exams, break, homework, computer room, class council, school website....	<b>Example: your</b> teacher asks you to participate in an online international competition to attract students from all over the world to visit yourcountry. Design a leaflet. Include the flag, national currency, famous places, national and religious celebration days, )
<b>Complex Situation</b>	To set a new <b>complex situation</b> that provides context for meaningful communication related to the learner’s personal life (name, age, address, school, friends and relatives). <i>N.B</i> The situation is based on the learning objectives of sequences 1 and 2 and incorporates the topics and linguistic resources dealt with in these sequences.		To set new <b>complex situation</b> that provides context for meaningful communication related to the learner’s personal environment (habits and leisure activities) . <i>N.B</i> The situation is based on the learning objectives of sequences 3 and 4and incorporates the topics and linguistic resources dealt with in these sequences		To set a new <b>complex situation</b> that provides context for meaningful communication related to the learner’s enlarged environment (common places in her/his town, famous places in our country, national days and religious celebrations....)