

Term	Month	Week	Sequence	Learning Objectives	Linguistic Resources			Communicative Tasks	
					Lexis	Grammar	Pronunciation		
1	Sep	4	Sequence 1	*Describing personality features *Describing personal interests *Expressing abilities and inabilities	*Basic lexis related to personality and interest.	-“To be” - present simple. - Formation of adjectives related to personality -Affixes (prefix and suffix) -Frequency adverbs: “always” and “never”. -To like, to love, to be keen on, to be interested in. -Nouns / Gerunds (related to hobbies). - “Can” / “can’t”	- / ŋ / -strong and weak forms of ‘can’ /ɑː/ - /ə / Integrated as a skill / not isolated	- Interview - Role play - Chat - Email - Letter - Short video segments	
	Oct	1 2 3 4	Me, my Abilities, my Interests and my Personality						
	Pre-requisites					- “to be” - present simple			
	Nov	1 2 3 4	Sequence 2	*Narrating past events, experiences and childhood memories. *Describing life and lifestyles (past and present)	*Basic Lexis related to the topic: lifestyles in the past: food/ clothes/activities	-The past simple tense with regular and irregular verbs -The semi- modal: ‘used to’	Pronunciation of the final ‘ed’: /t/, /d/, /ɪd/ Integrated as a skill / not isolated	- Interview - Role play - Email - Letter - Short video segments - Poster	
	Dec	1	Me and my lifestyles						
	Descriptors of Implementation				* Oral Interaction : The learner can: -describe personal interests and personality features. -use words and expressions related to personal interests and personality features. -narrate past childhood memories. * Interpretation of oral and written messages: The learner can: -understand gist and important details in dialogues and paragraphs written in simple and easy English and familiar expressions that describe or compare life and lifestyles. - manage his work and assess his own reading strategies. * Production of oral and written messages: The learner can: -describe facts in short narrative texts relating to the learners experiences and events (past and present) use a wide range of connectors and time sequencers. -draft, redraft and edit a text.				
			2-4	Ist Term Exams Period Winter Holiday End of Term 1					

2	Jan	1	Sequence 3 Me and the Scientific World	*Telling about a scientist's life (biography)	*Basic Lexis related to the topic: famous scholar (timeline discoveries ,inventions), technology, devices.	-The past simple tense -The past continuous tense -The past continuous tense - Relative clauses: who / which	- Pronunciation of the final 'ed': /t/, /d/, /ɪd/ - /ŋ / To be integrated as a skill / not isolated (review)	- Diary/ journal - Survey - Posters - Charters - Formal letters - Newspaper article	
		2							
	3								
	4								
	Feb	1							
2									
Mars	3	Pre-requisites	-Past simple tense - / ŋ / -Pronunciation of the final 'ed'						
	4		Descriptors of Implementation	* Oral Interaction: <i>The learner can:</i> -select relevant biographical information - use familiar expressions and simple sentences in a spontaneous way. * Interpretation of oral and written messages: <i>The learner can :</i> -organise /sequence biographical information in chronological order. - understand gist and identify relevant biographical information. -manage his work, develop efficient reading methods and assess his own reading strategies. * Production of oral and written messages: <i>The learner can:</i> -transfer biographical information from one format (ID card) to another.					
	1								
		2-4	2 nd Term Exams Period		Spring Holiday		End of Term 2		
3	Apr	1	Sequence 4 Me and my Environment	*Expressing obligation/ prohibition *Making recommendations *Comparing environmental sites. *Expressing cause and effect	*Basic Lexis related to the topic :pollution / endangered species/ litter/ recycling/ reusing.	* "Must" / "mustn't" * "Should" (Review) *The imperative (Review) *The comparative of superiority (short and long adjectives) *Discourse connectors: "as", "because", "so", "therefore"	Silent letters: 'l', 'k', 'w', 'h', 't' To be integrated as a skill and not as an isolated lesson	- Pictionary - Id cards - Diagrams /charts - Table completion	
		2							
	3								
	4								
	May	1							Pre-requisites
2		Descriptors of Implementation	* Oral interaction: <i>The learner can :</i> -make recommendations on how to protect the environment. -use familiar expressions and simple sentences in a spontaneous way. * Interpretation of oral and written messages: <i>The learner can:</i> - understand gist and details in medium length texts - describing topics familiar to him relating to eco-behaviour, health, urban life, and animals in danger of extinction. understand and anticipate meaning in clearly stated opinions and viewpoints * Production of oral and written messages: <i>The learner can:</i> - write, "School Eco-Charter demonstrating. -use the acquired lexis and expressions having a relation with the need for written expression.						
			3-4	3 rd Term Exams Period		End of Term 3			

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

الأستاذ Teacher

المدير Headmaster

المفتش Inspector

Learning Sequences				
Learning Situations	Seq 1: Me, my abilities, my interests and my Personality.	Seq 2: Me and my lifestyles	Seq 3: Me and the Scientific World	Seq 4: Me and my Environment
Situation 1: Initial *PDP lesson(s) (listening & speaking)	Example: your school magazine is announcing a writing contest (competition) “The Idol Teenage Character”. Write an article to participate and win. Tell about your personality features, interests, spare time; hobbies, ability and inability.	Example: you are a member of a blog. Your e-pals posted narratives about their childhood memories and lifestyles. Now, it is your turn to post your memories.	Example: we celebrate the “Knowledge Day” in Algeria, on the 16 th of April. Your teacher of English asked you to write biographical information about a famous scholar to be published in your school magazine.	Example: your school has applied to become a member of the International Eco-School Programme. Write a list of ten eco-principles that should be discussed by your class and included in your “School Eco Charter
Situation 2: Learning	❖PPU /PDP lessons (language & reading and writing)			
Situation 3: Learning to Integrate - group work	Example: many teenagers in the Arab World heard about Mohamed Farah who won the first Arab Reading Challenge Prize. They want to know more about him. Post on your school blog a portrait about him, his personal features, personal interests and describing his abilities.	Example: it’s a rainy night and the light went out. You are curious to know how your grandmother used to spend her free time in the past without electricity. Write the conversation between your grandmother and you.	Example: It is “the National Inventor’s Day” in Algeria. To celebrate the event, your teacher of English asked you to write the biography of a famous scientist or inventor and display it in the public local library where an official ceremony will be held. The best works will be awarded prizes.	Example: as a member of Greenpeace organization, you want to protect the environment where you live. Prepare a short article to be published in social networks. Make people in your city aware about the causes and bad effects of pollution and suggest some solutions.
Situation 4: Integration - (assessment) solo work	Example: your school is going to participate in an international competition for the best reader. Design your own reader profile telling about the books you are interested in/ read before, the languages you master and your talents. The best profile will be selected to take part in the contest.	Example: your school is organizing an exhibition about your town now and in the past. The teacher of English asked you to participate. Display photos and postcards with captions and short texts comparing life in your town years ago and today (dwelling, architecture, people, dress, transport, etc.).	Example: your teacher wants you to design a brochure in English about “The Islamic Scientific and Cultural Heritage”. The brochure should include a historical introduction, biographies of eminent Muslim Scientists and texts describing inventions, innovations and discoveries in various fields. Design the brochure.	Example: your school is organizing an eco-poster display at the Local Culture Centre in your Wilaya to celebrate the “Earth Day”. Design an eco-poster about an endangered animal to raise public awareness of the urgent need to protect such species. Your poster should comprise a descriptive text with photos about this animal, a list of the threats and a slogan for its protection
Complex Situation	A new complex situation that provides context for meaningful communication related to learner’s personal life and environment (his and teenage lifestyle, personality features and personal interests). N.B. The situation is based on the learning objectives of sequences 1 and 2 and incorporates the topics and linguistic resources dealt with in these sequence		A new complex situation that provides context for meaningful communication related to learner’s enlarged environment (Outstanding figures in sciences and sport, inventions and discoveries in sciences and technology... N.B. The situation is based on the learning objectives of sequence 3 and incorporates the topics	A new complex situation that provides context for meaningful communication related to the protection of the environment (eco- behaviour) at school and in the neighbourhood. N.B. The situation is based on the learning objectives of all sequences and incorporates the topics and linguistic resources dealt with in these sequences.