MESSAOUD OUAGGUADI MIDDLE SCHOOL, HAMADINE, EL OUED.

School year: 2022 / 2023.
Teacher: Abdelouahab Allag.

Subject: English.
Level: 4rd MS.

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YEARLY LEARNING PLAN

Learning Sequences	Planning Learning	Descriptors of Implementation	Estimated Time
① Me, universal landmarks and outstanding figures in history, literature and arts.	**Situation 01: Initial ❖ PDP lesson(s) (listening & speaking)** **Example:** You are among the best learners who were selected by the Ministry of National Education for a trip to Los Angeles. You are curious to know about this city. Conduct a research on the net to find out more information about the places of interest, the landmarks, food… **Situation 02: Learning ❖ PPU /PDP lessons (language & reading and writing)**	**Oral interaction** **The pupil can:** - Describe famous landmarks/ outstanding figures. - Compare landmarks / monuments. **Interpretation of oral and written messages** **The pupil can:** - Understand medium dialogues on familiar subjects (The ones dealt with in the previous domain). - Understand short texts with illustrations (Audio or visual: Picture, graph, map, etc.) - Information transfer from network research. **Production of oral and written messages** **The pupil can:** - Write a medium-length descriptive paragraph on environmental sites, landmarks and monuments, outstanding figures in history, literature and arts. - Compare landmarks and monuments around the world. - Express cause and effects.	13 weeks (Term 01).

Learning objectives	Resources		
	Lexis	**Grammar**	**Pronunciation**
- Describe famous landmarks using specific information. - Narrate using historical information about landmarks. - Narrate using biographical information about outstanding figures. - Compare landmarks. - Describe an itinerary and identify its components in chronological order.	Basic lexis related to: Travel / Tourism. - Types of landmarks (Monument/ Mosque/ Tower/ Bridge/ Castle/ Temple…) - Names of international landmarks / famous figures.	- Qualifiers / Adjectives. - Comparative of equality/ inferiority/ superiority with short and long adjectives. - The passive voice (past simple tense): Must be related to describing monuments and sites (was built, was discovered, etc.) and not describing a process. - Chronology sequencers: (First, then, next, after that, later, finally.) - Cause and effect (Because, as, since, therefore, so, as a result) (Review & expansion)	- Diphthongs: /eɪ/, /aɪ/ - Silent letters: **'k' - 'w' - 'l' - 't' - 'b' - 'm'** (To be integrated as a skill and not as a whole lesson) (Review)
Pre-requisites	- Diphthongs /eɪ/, /aɪ/ - Cause and effect (Because, as, therefore, so)		
Communicative tasks	- Information transfer - E-mailing - Chatting - Networking - Forums - Blogs - Leaflets - Ads / Form-filling / ID card - Bio card - Itinerary - A fact File - A narrative account / Biography - Photo captions.		

Situation 03 : Learning to Integrate - Group work

Example: You have just come back from a trip around Algeria with a group of friends. You want to post on your Facebook page the report of this trip to make people around the world aware of the cultural and historical richness of your country. Describe your itinerary and talk about the landmarks you visited and the outstanding figures in history, literature, or arts that you learned about during this trip.

Situation 04: Integration - (Assessment) Solo work

Example: Your English web e-pal Richard has asked you about famous Algerian writers. Write him an e-mail in which you give him some biographical information about Kateb Yacine, an outstanding modern Algerian writer.

❖ To set **a new complex situation** that provides context for meaningful communication related to the learner's country and the world (Travelling /comparing landmarks and monuments around the world/ Outstanding figures in history, literature, and art).

N.B: ***The situation is based on the learning objectives of sequence 1 and incorporates the topics and linguistic resources dealt with in this sequence.***

End of term 01	*First term exam (One week)*

<table>
<tr><th>Learning Sequences</th><th>Planning Learning</th><th>Descriptors of Implementation</th><th>Estimated Time</th></tr>
<tr>
<td rowspan="2">②Me, my personality and life experiences.</td>
<td>
Situation 01: Initial ❖ PDP lesson(s) (listening & speaking)
<u>Example:</u> Your teacher of history told you about one of the Algerian freedom fighters. You want to know more about him/her. Conduct research to collect more information about him/her and share it with your classmates.
Situation 02: Learning ❖ PPU /PDP lessons (language & reading and writing)
<table>
<tr><th rowspan="2">Learning objectives</th><th colspan="3">Resources</th></tr>
<tr><th>Lexis</th><th>Grammar</th><th>Pronunciation</th></tr>
<tr><td>- Make a profile.
- Report significant events and life experiences.
- Give information and respond to questions about me, my dreams, and my projects.
- Express similarities and differences.</td><td>- Basic lexis related to the topic:
- Adjectives (Self- confident, ambitious,)
- Dream careers (Future job…)
- Childhood memories/ Lives and personalities)</td><td>- The superlative with long and short adjectives.
- The present simple, past simple and simple future tenses.
- The past continuous and the past simple tenses in a narrative (While, when).
- Comparison and contrast markers (like, unlike, whereas)
- Word formation using affixes: Prefixes adjectives (Negative meaning: Dis_/ Un_/ In_/ Il_/ Ir_/ Im_) / Suffixes (_ful/ _less)</td><td>Pronunciation of the final ‘ed’: /t/, /d/, /ɪd/

(To be integrated as a skill and not as a whole lesson) (Review)</td></tr>
<tr><td>Pre-requisites</td><td colspan="3">- Final pronunciation of ‘ed’. - Present simple.</td></tr>
<tr><td>Communicative tasks</td><td colspan="3">- A profile - Information gap - Information transfer - Writing a journal - An interview/ Conversations - An oral presentation - Formal letter - Video survey - Web articles.</td></tr>
</table>
Situation 03 : Learning to Integrate - Group work
<u>Example:</u> Your school is organizing an exhibition to commemorate the 1st of November 1954. Design a poster about a moudjahid / a moudjahida of your choice to take part in this event. Include short texts about his/her childhood memories and experiences.
Situation 04: Integration - (Assessment) Solo work
<u>Example:</u> Lalla Fatma N’Soumer is one of the most famous women freedom fighters who fought for the independence of Algeria. Write an article in which you tell about her profile, life experiences, and victories to be posted in an international education blog.
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Oral interaction
<u>The pupil can:</u>
- Ask questions and answer briefly.
- Deal with situations related to his personal life and experience and his community.
- Use familiar expressions relating everyday situations, and simple sentences in a spontaneous way.
- Speak about his plans and projects.

Interpretation of oral and written messages
<u>The pupil can:</u>
- Understand instructions in easy classroom language.
- Guess meaning of instruction from context.
- Understand gist and details in medium-length texts describing topics familiar to him relating to his everyday life, to his interests (sports, hobbies), his needs, wants, expectations, and current events occurring in the world, etc.
- Understand a personal letter written in simple and easy English.
- Understand written texts and involve prediction of narration, personal stories, feelings, dreams.

Production of oral and written messages
<u>The pupil can:</u>
- Describe facts in short narrative texts relating to the learner’s environment, family, school; work, experiences and events (past and present).
- Express opposition / concession (unlike / whereas).
- Produce different types of texts (descriptive and narrative) of a medium length /complexity using a wide range of connectors and time markers (first, and, but, because, so, next, finally).
- Write a personal letter or an email to describe his environment, his life…
</td>
<td>09 weeks (Term 02).</td>
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<td colspan="3">
❖ To set a new complex situation that provides context for meaningful communication related to the learner’s personality features and school life and experiences (Embarrassing and positive ones) Prospects and initiatives (Career / Education / Ambitions / Projects…) Hobbies: (Cinema, literature, theatre, fashion, music, and the digital/ electronic devices) .
<u>N.B</u>: The situation is based on the learning objectives of sequence 2 and incorporates the topics and linguistic resources dealt with in this sequence.
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<tr><td>End of term 02</td><td colspan="3">Second term exam (One week)</td></tr>
</table>

Learning Sequences	*Planning Learning*	*Descriptors of Implementation*	*Estimated Time*
③ Me, my community and citizenship.	**Situation 01: Initial ❖ PDP lesson(s) (listening & speaking)** **Example:** At the beginning of every school year, Algerian schools help learners in need. You feel concerned and wonder whether or not you can help. This raises your curiosity about your schoolmates' attitude towards the necessity of being charitable. Conduct a survey to find out how much they feel and believe their charity may make a change in society. **Situation 02: Learning ❖ PPU /PDP lessons (language & reading and writing)**	**Oral interaction** **The pupil can:** - Talk about school charity. - Ask for and give advice. - Defend positive actions. - Express likes and dislikes. **Interpretation of oral and written messages** **The pupil can:** - Read, understand and anticipate meaning in clearly stated opinions and viewpoints. - Understand a personal letter written in simple and easy English. - Understand written argumentative texts. **Production of oral and written messages** **The pupil can:** - Produce coherent writing and generate ideas - Build conversation/ role play/ interview. - Defend positive actions. - Write a short argumentative essay.	05 weeks (Term 03).

Learning objectives	Resources		
	Lexis	Grammar	Pronunciation
- Give advice and make recommendations. - Express likes and dislikes. - Defend opinions and positive actions.	- Basic lexis related to the topic: Citizenship, charity work, charity organisation, globalization …	- Imperative: (Review). - Conditional type one (Present simple/ future simple / present simple imperative). - " ing " form after the verbs: Enjoy , prefer, love, hate, like, dislike. - Discourse markers: to link arguments. (First, moreover, in addition, etc.	Review of the previous sounds (Whole cycle). (To be integrated as a skill and not as a whole lesson) (Review) .

Pre-requisites	Present simple – Imperative.
Communicative tasks	Open letter - Interview - Debate - Speech - Investigating - Oral presentation - Chatters

Situation 03 : Learning to Integrate - Group work

Example: The use of the internet can have a bad influence on our culture and traditions. Give advice and make recommendations to your young fellow citizens on how / why to protect your national identity and culture.

Situation 04: Integration - (Assessment) Solo work

Example: You read an interview about 'Ness El Khir' and searched the internet for more information about youth charities in Algeria and other countries. Write an article for your school magazine to sensitize your schoolmates to the need for volunteer charity work recommending a list of civic and environmental activities that can help our community.

❖ To set **a new complex situation** that provides context for meaningful communication related to the learner's world (Citizenshi / commitment with charity clubs/ Helping hand/ Respect of others/ Family advice).

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.

End of term 03	*Third term exam (One week)*

Done on: 21-09-2022

Teacher:

Abdelouahab Allag.

Headmaster:

Inspector: