School: .....

Teacher: .....

# Annual Syllabus Distribution

MS -1-

School Year: 2022/2023

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| Term | Month | Week | Sequence | Learning Objectives | Linguistic Resources | | | Communicative Tasks |
|---|---|---|---|---|---|---|---|---|
| | | | | | Lexis | Grammar | Pronunciation | |
| 1 | Sep | 4 | Sequence 1<br>Me and My Friends | *Greet people<br>*Introduce myself<br>*Give information and respond to questions about me: my age, my class and hometown.<br>*Ask about a new friend's name. | Lexis related to:<br>- Greeting (hello, hi etc.).<br>- 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?)<br>-Use of simple sentence pattern (memorized/ modeled ones: affirmative and interrogative )<br>-Personal pronouns [ I – you ]<br>-Possessive adjectives [ my - your ]<br>-Prepositions of location: - in+ hometown/ - at + School<br>-Numbers from 1 to 13 | /aɪ/-/ei / /i/ - /i:/<br><br>*Integrated as a skill /not as an isolated lesson.* | - Labelling<br>- Email<br>- Role play<br>- Songs<br>- Games<br>- Id card |
| | Oct | 1<br>2<br>3<br>4 | | **Descriptors of Implementation**: * **Oral interaction**: ***The pupil can***: -greet people, introduce himself/herself, **-** respond to questions about himself/herself: name, age, class, hometown. -ask about a new friend's name.<br>* **Interpretation of oral and written messages*: The pupil can***: -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.)<br>* **Production of oral and written messages: *The pupil can***: -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. | | | | |
| | Nov | 1<br>2<br>3<br>4 | Sequence 2<br>Me and my Family | * 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)<br>-Verbs 'to have' / 'to be' (present simple tense) a- Affirmative/negative forms. b- Interrogative forms<br>-Yes/No<br>-Wh questions (who? , what ?, where ? )<br>-Use of simple sentence pattern (- memorized/ modeled ones: affirmative and interrogative ) -demonstratives: this / that - cardinal numbers from 14 to100. -ordinal numbers. -articles a/ an - possessive adjectives (his –her- its) -personal pronouns (he- she- it) | / θ/ - / ð / <br><br>*Integrated as a skill /not as an isolated lesson.* | - Email - Role play - Poster<br>- Family tree/ Tagging - Songs<br>- cartoons<br>- Family game<br>-information transfer |
| | Dec | 1 | | **Pre-requisites**: - Use of question words (what ?, where ? )/ verb 'to be' (present simple tense)<br>**Descriptors of Implementation**: *** Oral interaction: *The pupil can:*** -greet people, introduce himself/herself, and his/ her family members. -respond to questions about himself/herself: name, age, class, hometown, family.<br>* **Interpretation of oral and written messages**: ***The pupil can***: -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.)<br>* **Production of oral and written messages: *The pupil can***: -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 | | *1st Term Exams Period* | | *Winter Holiday* | | *End of Term 1* |

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| 2 | Jan | 1-2<br>3-4 | Sequence 3<br>Me and my Daily Activities | *Tell the time<br>*Talk about daily and leisure activities | Lexis related to daily activities , digital time, leisure activities | - Discourse markers: today, every… - The present simple tense with concrete, routine actions: positive, negative and interrogative form (Wh' questions & Yes / No questions)<br>- Prepositions of time: in (the morning …); at ( time); on (day) | final **'s'**: **/s/ /z/ /ɪz/** *Integrated as a skill* | - Role play<br>- Games<br>- Email - Songs<br>- Interview… |
| | Feb | 1 | | **Pre-requisites** | **-** Question words ( who /what / where …. ? ) | | | |
| | | | | **Descriptor of Implementation** | * **Oral interaction**: ***The pupil can:*** -tell the time. -talk about daily and leisure activities.<br>* **Interpretation of oral and written messages**: ***The pupil can***: -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.<br>* **Production of oral and written messages:** ***The pupil can***: -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). | | | |
| | | 2<br>3<br>4 | Sequence 4<br>Me and my School | *Describe my school<br>*Talk about rights / duties at school.<br>*Talk about leisure activities at school | school and leisure activities.(classroom, lab, school yard, plant trees, decorate classroom..) | - The present continuous with now.<br>- 'what' and 'where' with 'to be' to ask about location.<br>- Prepositions and adverbs of location: (in, between, next to, behind, opposite, in the middle, etc.). | **/ŋ /** *Integrated as a skill /not as isolated.* | - Labelling - Email(communicative message)<br>- Role play<br>-Songs-Games |
| | March | 1 | | **Pre-requisites** | - Preposition of place (in) /to be/ 'what' and 'where' | | | |
| | | | | **Descriptor of Implementation** | * **Oral interaction:** ***The pupil can***: - describe his/her school. - talk about his/ her rights and duties at school. - talk about his/ her leisure activities at school.<br>*** Interpretation of oral and written messages**: ***The pupil can***: -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.<br>*** Production of oral and written messages**: ***The pupil can***: -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). | | | |
| | | 2-4 | ***2nd t Term Exams Period*** | | ***Spring Holiday*** | | ***End of Term 2*** | |
| 3 | April | 1<br>2<br>3<br>4 | Sequence 5<br>Me, my Country and the World | *Ask and give info about :- My country (currency/flag/national and religious days)<br>- Other countries .. | *Lexis related to the topic :<br>Continents / Flags<br>Nationalities/currencies /celebration | -'to be' in the present simple with cardinal points<br>-'to have' in the present simple - personal pronoun (we - they)<br>-the possessive adjectives (our - their)<br>-'What' and 'Where' with 'to be' to ask about location.<br>-preposition of location (in) | **/ʃ/ /tʃ/** *Integrated as a skill /not as isolated.* | - Labelling - Email(communicative message)<br>- Role play<br>- Songs - Games |
| | May | 1<br>2 | | **Pre-requisites** | - Preposition of place 'in' - /to be/ - Using 'what' and 'where' with 'to be' | | | |
| | | | | **Descriptor of Implementation** | * **Oral interaction**: ***The pupil can***: -ask and give information about:- Algeria (currency/ flag/national and religious days.- other countries (nationalities/ flags / currencies/celebration days.)<br>*** Interpretation of oral and written messages:** ***The pupil can*:** -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<br>*** Production of oral and written messages:** ***The pupil can*:** -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. | | | |
| | | 3-4 | ***3rd 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.

*Teacher* الأستاذ *Headmaster* المدير *Inspector* المفتش

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# 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** |
| **Situation 1: Initial ❖PDP lesson(s) (listening &speaking)** | **Example:** You want to join an international friendship blog. The members of the blog want to know about you. Introduce yourself to them. | **Example:** You want to join an international friendship blog. The members of the blog want to know about you. Introduce yourself to them | **Example:** Your e-pal Jack wants to know about your leisure activities. Send him a message and tell him about your favourite hobbies | **Example:** You want to remind your mates about their rights and duties at school. Design a poster and publish it on your school blog. | **Example**: 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. |
| **Situation 2: Learning** | ❖PPU /PDP lessons ( language & reading and writing) | | | | |
| **Situation 3: Learning to Integrate - group work** | **Example:** you are a new member of your school blog and your friends want to know more about you. Introduce yourself to them. | **Example***:* 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. | ***Example:*** you want to know about your friend's weekend leisure activities. Write the conversation between you and your friend. | **Example**: it is your first day at middle school. Describe the place where you study to your family members. | **Example**: this is an e-mail from Kathleen. Read it and help your partner to write a reply to Kathleen. **NB:** The e-mail provided to the learners is to be related to the global competence of the sequence. |
| **Situation 4: Integration - (assessment) solo work** | **Example:** you want to join your school English Language Club. Fill in your ID card then introduce yourself to the club members. | **Example** 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) | ***Example***: 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. | **Example:** you have duties and rights at school. Add more rights about exams, break, homework, computer room, class council, school website…. | **Example: your** 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, ) |
| **Complex Situation** | To set a new **complex situation** that provides context for meaningful communication related to the learner's personal life (name, age, address, school, friends and relatives). ***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 sequences.* | | To set new **complex situation** that provides context for meaningful communication related to the learner's personal environment (habits and leisure activities ) . ***N.B*** *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 **complex situation** 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….) |

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