

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

المفتشية العامة للتربية الوطنية

المديرية العامة للتعليم
مديرية التعليم المتوسط

المخطط السنوي للتعليمات وآليات تنفيذه
المادة: اللغة الإنجليزية

المستوى: السنة الثانية من مرحلة التعليم المتوسط

السنة الدراسية: 2022/2021

جويلية 2021

مقدمة:

تعدّ مخططات التعلّم السنوية سندات بيداغوجية أساسية لتنظيم وضبط عملية بناء وإرساء وإدماج وتقييم الموارد اللازمة لإنماء وتنصيب الكفاءات المستهدفة في المناهج التعليمية لدى تلاميذ مرحلة التعليم المتوسط مع تحديد سبل ومعايير تقويمها، وحتى تستجيب هذه المخططات لمختلف المستجدات التنظيمية والبيداغوجية فإنه يتوجّب تحيينها مطلع كل سنة دراسية بصفة آلية.

ضمن هذا الإطار، وفي ظل إقرار مواصلة العمل بنظام التمدرس الاستثنائي خلال السنة الدراسية 2022/2021 جراء استمرار تهديد وباء كورونا (كوفيد-19)، فقد عملت وزارة التربية الوطنية على إعداد مخططات التعلّم لهذه السنة الدراسية على أساس الحجم الساعي السنوي الفعلي الذي يوفره هذا النظام الاستثنائي لدراسة مادة اللغة الإنجليزية في مستوى السنة الثانية من مرحلة التعليم المتوسط. ونظرا لتقلص هذا الحجم الساعي نوعا ما، مقارنة بما يوفره التنظيم العادي للتمدرس، فقد عمل في إعداد مخططات التعلّم لهذه السنة الدراسية على مبدأ الاقتصاد في الموارد المعرفية، قدر المستطاع، وفي مراحل بنائها وإرسائها لدى التلاميذ في القسم بما يتناسب والحجم الساعي السنوي المتاح.

وعليه، فإنه يتعيّن على الأستاذ قراءة ووعي ما ورد في هذا المخطّط التعلّمي من تدابير وتوجيهات منهجية وبيداغوجية، والرجوع إليه كلما دعت الحاجة مع التحضير الجيّد والجاد لكل الحصص التعليمية/ التعلّمية بما يكفل تنفيذ المخطّط التعلّمي وفق وتيرة تعلّم ملائمة للتلاميذ، ويضمن إنماء وتنصيب الكفاءات المرصودة لهم في المنهاج التعليمي للمادة.

Guidelines for Implementation

- All levels will be taught 2 hours per week.
- Prerequisites are mentioned. No need to re-teach them unless there is a need.
- The resources are to be installed in class.
- Pronunciation should be taught implicitly, in an integrated way and not through isolated sessions.
- In order to be able to cover the syllabus, some activities will be given to the learners as homework. It can be divided into three main categories:
 - o Preparatory (initial situation, reading, listening, and learning to integrate...)
 - o More practice (installing resources situation: grammar, lexis, and pronunciation.)
 - o Reinvesting and integrating: 'learning to integrate situation and projects.
- Suggested mechanical activities: reordering- gap filling - classifying- matching-selecting the correct answer-substitution or transformation drills-Listening/Reading and repeating/saying-Finding and correcting errors-Question and Answer (Q&A)- completing a sentence or question starter- sorting- word prompts...)
- The situations suggested in the plans are examples; adapt or adopt them according to the learners' needs and interests.
- The homework activities suggested in the plans are just suggestions; teachers can adopt or adapt them according to their learners' needs and interests.
- There is **one test per term**, it should be done when about 50% of learning is covered.
- In order to stay safe, teachers should remind learners to keep physical distance while working in groups.

Yearly Learning Plan

Key Stage 2 / MS 2

Level: Key stage 2 / MS 2		Time devoted: 2 hours
Middle School Exit Profile: By the end of the middle school cycle (end of Key Stage 3), the learner will be able to interact , interpret and produce oral and written messages/ texts of average complexity, of a <u>descriptive</u> , <u>narrative</u> , <u>argumentative</u> or <u>prescriptive</u> type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.		
Exit Profile: At the end of MS2, the learner will be able to interact, interpret and produce short oral and written messages / texts of descriptive, and prescriptive type, using written, visual or oral support, in meaningful situations of communication related to his environment and interests.		
VALUES	CROSS-CURRICULAR COMPETENCES	
National identity: The learner can describe lifestyles, eating habits, dressing habits and dwellings of Algeria.	1. Intellectual competency: the learner can: use his critical thinking skills when gathering information for learning and project work* understand and interpret verbal and non-verbal messages* solve problem situations using a variety of communication means* show creativity when producing oral and written messages*he can show some degree of autonomy in all areas of learning	
National conscience: He is keen on communicating about outstanding Algerian figures.	2. Methodological competency :the learner can: work in pairs or in groups*use strategies for listening and interpreting oral discourse* develop effective study methods , mobilize his resources efficiently and manage his time rationally* information and communication technology whenever he needs it for learning and research* evaluate himself * evaluate his peers	
Citizenship : He demonstrates a civic behaviour, conscious of his rights and duties as well as those of others.	3. Communicative competency:the learner can: use drama and role-play to communicate appropriately *use information and communication technology such as blogs , website pages , discussion forums , and platforms to interact with learners of other cultures*process digital data.	
Openness to the world : He is eager to know about the lifestyles ,eating habits, dressing habits, and dwellings of other countries who use English for communication.	4. Personal and social competencies :the learner: is aware of his role and others' role in the development of projects* is keen on promoting the work of his peers*respects our national values and behaves consistently* is honest and accountable for his work and respects others work* asserts his personal identity and behaves with self- confidence*He socializes through oral or written exchanges*he develops attitudes of solidarity	
Domains	Oral- Written	
Target competencies	In meaningful communicative situations related to his/ her environment and interests , based on written, visual or audio supports, <i>the learner will be able to interact and produce short and simple descriptive, and prescriptive messages/texts orally.</i>	
	In meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, <i>the learner will be able to interpret short and simple descriptive, and prescriptive messages/texts orally and in written.</i>	
	In meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, <i>the learner will be able to produce short and simple written descriptive, and prescriptive messages/texts .</i>	

Term	Projects	Learning Sequence	Planning Learning	Estimated Time																			
1		① Me, my Friends and my Family	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example: Actors and actresses aged from 14 to 20 are needed to take part in an Algerian TV show. One of your classmates is interested. Help him/her to make his/her profile and send it by e-mail to the national talent agent.</p> <p>Suggested homework: The learners should create their own portfolio, including basic lexis related to the topic through:</p> <ul style="list-style-type: none"> -creating one's dictionary/Pictionary(lexis related to physical appearance and places: house, school...) -drilling (songs/conversations related to the topic) -classifying, labelling, games... <p>Situation2 :learning ❖ PPU /PDP lessons (language & reading and writing)</p> <table border="1" data-bbox="488 667 2002 1417"> <thead> <tr> <th data-bbox="488 667 1021 746" rowspan="2">Learning objectives</th> <th colspan="3" data-bbox="1021 667 2002 707">Resources</th> </tr> <tr> <th data-bbox="1021 707 1173 746">Lexis</th> <th data-bbox="1173 707 1738 746">Grammar</th> <th data-bbox="1738 707 2002 746">Pronunciation</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 746 1021 1193"> *Describing physical appearance *Describing and locating places (consolidation of locating and describing a place: house / school) </td> <td data-bbox="1021 746 1173 1193" style="writing-mode: vertical-rl; transform: rotate(180deg);"> Basic lexis related to physical appearance and places: house, school... </td> <td data-bbox="1173 746 1738 1193"> *Adjectives for description (colour, height, build, hairstyle, beauty and physical attraction) *The simple present tense for description. *The present continuous. *Possessive pronouns for description *Location markers (prepositions and adverbs) for description </td> <td data-bbox="1738 746 2002 1193"> / ai / / ei / To be integrated as a skill and not as an isolated lesson (Review) </td> </tr> <tr> <td data-bbox="488 1193 1021 1305" style="text-align: center;">Pre- requisites</td> <td colspan="3" data-bbox="1021 1193 2002 1305">Present simple of “to be” and “to have” – colours – prepositions of location (in, at) – vowel sounds / ai / / ei /</td> </tr> <tr> <td data-bbox="488 1305 1021 1417" style="text-align: center;">Communicative tasks</td> <td colspan="3" data-bbox="1021 1305 2002 1417">Interview - Role play -Guessing game- Songs – Location map...</td> </tr> </tbody> </table>	Learning objectives	Resources			Lexis	Grammar	Pronunciation	* Describing physical appearance * Describing and locating places (consolidation of locating and describing a place: house / school)	Basic lexis related to physical appearance and places: house, school...	*Adjectives for description (colour, height, build, hairstyle, beauty and physical attraction) *The simple present tense for description. * The present continuous. *Possessive pronouns for description *Location markers (prepositions and adverbs) for description	/ ai / / ei / To be integrated as a skill and not as an isolated lesson (Review)	Pre- requisites	Present simple of “to be” and “to have” – colours – prepositions of location (in, at) – vowel sounds / ai / / ei /			Communicative tasks	Interview - Role play -Guessing game- Songs – Location map...			24 HOURS
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			<p><u>Suggested homework :</u></p> <ul style="list-style-type: none"> ○ <u>Language lessons(More practice):</u>-More mechanical tasks related to language lesson may be provided for more practice and deeper use of the target structure/ pattern. ○ <u>“Reading and writing”(Preparation):</u>The pupils may be provided with a text (support) in the frame of the topic (describing physical appearance/places) and related to the final competence and do a simple related task that involves interpreting the text before being dealt with in class as a learning situation (lesson). <p><u>Example:</u> Read Maria’s message and colour the photo.</p>	
<p><u>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate)</u></p>			<p><u>Example:</u> Your school is organizing a contest about the “Best Personal Profile” written in English. The first three writing competition winners will be offered a special prize. Make your profile and post it on the school blog.</p> <p><u>Suggested homework(preparation):</u>The learners may be asked to solve the problem mentioned above or , at least, to identify the resources needed (Filling the KSA table).</p>	
<p><u>Situation4 : Integration ❖ PDP (I Think and Write+ self assessment) solo work</u></p>			<p>Your English friend is asking you to tell her/him about the place where you live. Design the plan of your house and describe it. Then, send it by e-mail / viber...</p>	

Term	Projects	Learning sequence	<u>Planning learning</u>			Estimated time	
1	My Classmates' Shopping Habits	Me and my Shopping	Situation1 : Initial ❖PDP lesson(s) (listening & speaking)			16 hours	
			<p>Example: It is Akram's birthday. His mother wants to make a big birthday cake .She asks him to buy the ingredients she needs. Help Akram to write his shopping list and show him the way to the supermarket.</p> <p>Suggested homework:The learners should create their own portfolio, including basic lexis related to the topic through:</p> <ul style="list-style-type: none"> - creating one's dictionary and/or Pictionary(lexis related to shopping items and amenities) - drilling (songs/conversations related to the topic) / - Ranking / labelling /games... 				
			Situation2: Learning ❖PPU /PDP lessons (language& reading and writing)				
			Learning objectives	Resources			
				Lexis	Grammar		Pronunciation
<ul style="list-style-type: none"> *Describing shopping items. *Expressing quantity. *Asking information about, quantity, and price. *Locating and showing the way to amenities. 	<ul style="list-style-type: none"> * Basic lexis related to shopping: food, price, markets, etc 	<ul style="list-style-type: none"> *Plural forms. *Demonstratives : this/these, that/those. *Many, much, some, any. *How many?.... *How much? ... * Cardinal and ordinal numbers. *The imperative 	<p>Pronunciation of the final's': /s/ ,/z/ ,/ɪz/</p> <p><i>To be integrated as a skill and not as an isolated lesson (review)</i></p>				
Pre- requisites	-Demonstratives : this /that – prepositions (next to/ near –opposite-behind...)- final's' pronunciation						
Communicative tasks	Shopping list - Role play- Maps – Leaflets – Songs – Posters ...						

			<p><u>Suggested homework:</u></p> <ul style="list-style-type: none"> ○ <u>Language lessons (More practice):</u> -More mechanical tasks related to language lesson may be provided for more practice and deeper use of the target structure/ pattern. ○ <u>“ Reading and writing” (preparation):</u>the pupils may be provided with a text (support) in the frame of the topic (Me and my Shopping) and related to the final competence and do a simple related task that involves interpreting the text before being dealt with in class as a learning situation (lesson). <p><u>Example:</u> Read the text and make a shopping list.</p> <p><u>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate)</u></p> <p><u>Example:</u>Your English friend wants to know about shopping in Algeria. Write an email to give him/her information about shopping in malls, supermarkets, street markets and traditional craft shops in the place where you live. Attach to your email a street map showing the shopping amenities in your neighbourhood and the location of your home.</p> <p><u>Suggested Homework:</u>The learners may be asked to solve the problem mentioned above or , at least, to identify the resources needed (Filling the KSA table).</p> <p><u>Situation 4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</u></p> <p><u>Example:</u>your e-pal is visiting your city during this Summer holiday. He wants to do some shopping. Send him/her a message to show him/her the way to the mall/souk/shopping centres ...</p>	
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Term	Projects	Learning Sequence	Planning Learning			Estimated Time								
2	My Healthy Food & Exercise Poster / My Dietary Flyer	③ Me and my Health	Situation1 : Initial ❖PDP lesson(s) (listening & speaking)											
			<p>Example:In a forum of discussion, you read a member’s message asking for help. She suffers from obesity. She weighs 98 kilos. Write him/her a reply and help him/her to lose weight.</p> <p>Suggested homework:The learners should create their own portfolio, including basic lexis related to the topic through:</p> <ul style="list-style-type: none"> - creating one’s dictionary/Pictionary(lexis related to health problems and healthy food) - drilling (songs/ conversations related to the topic) - Ranking / labelling /games... 											
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			<p><u>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate)</u></p> <p><u>Example:</u> Your friend is overweight. He asks you for some advice. Send him/her a message(email, viber, whatsApp, messenger..)and tell him/her about your weekly diet plan and a typical daily menu prescribed by your dietician.</p> <p><u>Suggested homework:</u>The learners may be asked to solve the problem mentioned above or ,at least, to identify the resources needed (Filling the KSA table).</p>	
			<p><u>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</u></p> <p><u>Example:</u> Most teenagers consume too much junk food and suffer from health problems. Design a flyer for the school blog including the ‘five dietary keys’. Explain why each one should be followed and respected.</p>	

Term	Projects	Learning Sequence	Planning Learning	Estimated Time																				
3	AMemorable Holiday Report/ What to See in Algeria/ Planning an Itinerary for my next Holiday..	④ Me and my Travels	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example: You read a post of a tourist from England. He wants to visit Algeria. Think of a nice place and write him/her a reply including some information about it.</p> <p>Suggested Homework:The learners should create their own portfolio, including basic lexis related to the topic through:</p> <ul style="list-style-type: none"> - Creating one's dictionary/Pictionary (lexis related to travel, seasons and weather symbols) - Collect information about countries/ - Ranking / labeling/games... 	12 hours																				
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			<p><u>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate)</u></p> <p><u>Example:</u> Your Australian friend is going to visit Algeria next summer. You will guide him to visit the most interesting places (museums, parks, forests, mountains, old medinas, souks, “ksours”, traditional craft shops...). Make a brochure of this tour including your itinerary and a map.</p> <p><u>Suggested homework:</u> The learners may be asked to solve the problem mentioned above or ,at least, to identify the resources needed (Filling the KSA table).</p>		
			<p><u>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</u></p> <p><u>Example:</u>Next summer holidays, you are going on a weekend tour to another region in Algeria (or abroad, to a foreign country). Write a schedule about this tour (the places you are going to visit and the activities you are going to do).</p>		

Yearly Plan of Assessment

Key Stage 2 / MS2

Yearly Plan of Assessment/ MS2

<i>Periods</i>	<i>Domains</i>	<i>Target Competencies</i>	<i>- Descriptors Of Implementation</i>
First term	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce short oral messages / texts of descriptive type using written, visual or oral support related to his / her interests.	The pupil can: *describe Physical appearance. *describe and locate places *understand essential details in a conversation, containing simple language and familiar expressions used in everyday life.
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret short oral or written messages / texts of descriptive type, using written, visual or oral support.	The pupil can: *read and interpret a house / school plan. * read and understand general ideas and details in easy texts, written in simple language with familiar vocabulary and lexical expressions and related to topics dealt with in the previous domain.
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce short oral or written messages/ texts of descriptive type, using written, visual or oral support.	The pupil canwrite : *a medium length descriptive paragraph on facts related to his environment and family. * simple directions. * an outline and the first draft of a text *generate new ideas from a model. *devise a neighbourhood street map , locate and show the way to amenities.

Second Term	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce short oral messages / texts of descriptive and prescriptive type using written, visual or oral support.	The pupil can: *give advice. * understand essential details in a conversation about food / health , containing simple language and familiar expressions used in everyday life. * anticipate the meaning of messages.
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret short oral or written messages / texts of descriptive and prescriptive type using written, visual or oral support.	The pupil can: * read and understand general ideas and details in easy texts, written in simple language with familiar vocabulary and lexical expressions and related to healthy food. * understand the gist of a text, the writer's ideas and opinions clearly expressed, a simple letter giving pieces of advice.
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce short oral or written messages/ texts of descriptive and prescriptive type, using written, visual or oral support.	The pupil can: * can write simple directions , advice to keep fit/healthy, etc. * write an outline and the first draft of a text. *can generate new ideas from a model.
Third Term	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce short oral messages / texts of descriptive type using written, visual or oral support.	The pupil can: *describe amenities and places of interest. *use expressions relating everyday situations , and simple sentences in a spontaneous way.
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret short oral or written messages / texts of descriptive type, using written, visual or oral support.	The pupil can: *read a map and interpret itineraries *assess his reading strategies as efficient or not. *predict an event.
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce short oral or written messages/ texts of descriptive , type, using written, visual or oral support.	The pupil can: * write a medium length descriptive paragraph on environmental sites *write an outline and the first draft of a text * generate new ideas from a model

Ongoing Assessment Plan

Key Stage 2 / MS2

ملاحظات	التعليمات المستهدفة بالتقويم	المقطع	الميدان	الفصل	المستوى	
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.	A new complex situation that provides context for meaningful communication related to learner's personal life and environment (home, school, shopping and shopping places ...)	①Me, my Friends and my Family & ②Me and my Shopping	Productive competence	-يجرى الفرض بعد إنجاز ما بين 50 إلى 60% من التعلّيمات المبرمجة للفصل.	الأول	السنة الثانية متوسط
The situation is based on the learning objectives of sequences 3 and incorporates the topics and linguistic resources dealt with in this sequence.	A new complex situation that provides context for meaningful communication related to learner's personal life and experience (physical description, eating habits; health and healthy food; physical exercise)	③Me and my Health	Productive competence	-يجرى الاختبار بعد الانتهاء من كل التعلّيمات المبرمجة للفصل	الثاني	
The situation is based on the learning objectives of all sequences and incorporates the topics and linguistic resources dealt with in these sequences.	A new complex situation that provides context for meaningful communication related to learner's enlarged environment (travelling , places of interest/tourist sites, itineraries,)	④ Me and my Travels	Productive competence	التعلّيمات المبرمجة للفصل	الثالث	