

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

مديرية التعليم المتوسط

المفتشية العامة للتربية الوطنية

المخططات السنوية

المادة: اللغة انجليزية

المستوى: السنة الأولى من التعليم المتوسط

سبتمبر 2022

مقدمة:

ضمانا لجودة التّعليم وتحسين الأداء التربوي والبيداغوجي خلال السّنة الدّراسيّة 2023/2022، عملت وزارة التّربية الوطنيّة على إعداد المخطّطات السنويّة للتّعلّمات قصد تنظيم وضبط عمليّة بناء وإرساء وإدماج وتقويم الموارد اللّازمة لتنصيب الكفاءات المستهدفة وإنمائها لدى تلاميذ مرحلة التّعليم المتوسّط. إنّ هذه المخطّطات هي أدوات عمل مكّملة للسّندات المرجعية المعتمدة (المناهج والوثيقة المرافقة) يتوجّب مراجعتها وتحيينها حتى تستجيب لمختلف المستجدّات التنظيميّة والبيداغوجيّة بغرض تيسير وقراءة وتنفيذ المنهاج وتوحيد مضامين المقطع التّعلّمي.

بناء على قرار العودة التدريجية لنظام التّمدرس العادي بعد أكثر من سنتين من نظام التمدرس الاستثنائي بسبب جائحة كورونا (covid 19) التي مسّت بلادنا، تضع وزارة التربية الوطنية بين أيدي الممارسين التّربويين المخطّطات السنوية لبناء التّعلّمات لهذه السنة الدراسية تتناسب مع الحجم الساعي السنوي المتاح لكلّ مادّة تعليميّة.

وعليه، فإنه يتعيّن على الجميع قراءة ووعي ما ورد في هذه المخطّطات السنوية من تدابير وتوجيهات منهجية وبيداغوجية، والرجوع إليها كلما دعت الحاجة، مع إمكانية تدخّل المفتشين ومرافقة الأساتذة لتعديل أو تكييف الوضعيّات بما يروونه مناسبا لتحقيق الكفاءات المستهدفة.

Yearly Learning Plan

Key Stage 1 / MS 1

Level: Key stage 1 / MS 1		Time devoted: 2 hours and a half (2 hours + one hour tutorial session- once per 2 weeks)	
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, narrative , argumentative or prescriptive type</u> , 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 level 1 (1st year middle school), the learner will be able to interact, interpret and produce short oral and written messages texts of <u>descriptive type</u> , using written, visual or oral supports, in meaningful situations of communication related to his environment and interests.			
VALUES		CROSS-CURRICULAR COMPETENCES	
<u>National identity:</u> The learner can use the markers of his identity when introducing himself to others: name, nationality, language, religion , flag, national currency ...		<u>1. Intellectual competency:</u> The learner can : 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 ❖ show some degree of autonomy in all areas of learning.	
<u>National conscience:</u> He can speak about our school days, weekends, and national public holidays (historic, religious, etc)		<u>2. methodological competency :</u> 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❖ use information and communication technology whenever he needs it for learning and research❖ evaluate himself and his peers.	
<u>Citizenship:</u> He shows respect for the environment and protects it continually.		<u>3. communicative competency:</u> The learner can: use dramatization 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.	
<u>Openness to the world:</u> He is keen on learning about others' markers of identity.		<u>4. personal and social competencies :</u> He is aware of his role and others' role in the development of projects❖ He is keen on promoting the work of his peers❖ He respects our national values and behaves consistently❖ He is honest and accountable for his work and respects others work❖ He 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 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 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 messages/texts .</i>		

Learnin g Sequences	Planning Learning			Descriptors of Implementation	Estimated Time	
① Me and my Friends	Situation1 : 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.			❖ 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. ❖ 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.) ❖ 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 and give simple details. -maintain a conversation with an interlocutor.	13 weeks (Term 1)	
	Situation2 :Learning ❖PPU /PDP lessons (language & reading and writing)					
	Learning objectives - greet people -introduce myself -give information and respond to questions about me: my age, my class and my hometown. -ask about a new friend's name.	Resources Lexis Lexis related to: -greeting (hello, hi etc.). - the learner's personal life: (name, age, school, hometown, etc.)	Grammar -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- <u>it</u>] -possessive adjectives [my - your] -prepositions of location: - in+ hometown/ - at + School -numbers from 1 to 13			Pronunciation -/aɪ/-/ei / -/i/- /i:/ (to be integrated as a skill and not as an isolated lesson).
	Communicative tasks ❖Labelling ❖Email ❖Role play ❖Songs ❖Games ❖ ID card					
	Situation3 : 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.					
Situation4 : 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.						

Learning Sequences	Planning Learning			Descriptors of Implementation	Estimated Time	
② Me and my Family	Situation1 : Initial ❖PDP lesson(s) (listening &speaking)				<p style="text-align: center;">❖ Oral interaction</p> <p>The pupil can: -greet people, introduce himself/herself, and his/ her family members. -respond to questions about himself/herself: name, age, class, hometown, family.</p> <p style="text-align: center;">❖ Interpretation of oral and written messages</p> <p>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.)</p> <p style="text-align: center;">❖ Production of oral and written messages</p> <p>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 and give simple details.</p>	
	Example: Jack is your new e-pal on the international friendship blog. He is from England. He wants to know about your family. Introduce your family to Jack and send him your family tree.					
	Situation2 :learning❖PPU /PDP lessons (language & reading and writing)					
	Learning objectives	Resources				
	- Ask and give information about me and my family (parents, brothers and sisters) and pets.	Lexis -basic lexis related to family, pets and jobs.	Grammar -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 questions -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)	Pronunciation / θ/ / ð/ (to be integrated as a skill and not as an isolated lesson).		
	Pre- requisites	• Use of question words (what?, where ?)/ verb ‘to be’ (present simple tense)				
	Communicative tasks	❖Email ❖Role play ❖- Poster ❖Family tree/ Tagging ❖ Songs ❖cartoons ❖Family game❖ Information transfer				
	Situation3 : Learning to Integrate - group work					
	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.					

<p>Situation4 : Integration – (assessment) solo work</p> <p>Example our English friend comes to spend Summer Holidays in Algeria. He/she wants to know more about your family members before he/she meets them. Send him/ her a message (viber,...) to introduce your family members to him (names/ ages/ jobs).</p>	<p>*Maintain a conversation with an interlocutor.</p>	
<p>❖ To set a new <i>complex situation</i> that provides context for meaningful communication related to the learner's personal life (name, age, address, school, friends and relatives).</p> <p><i>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.</i></p>		
<p>End of Term 1</p>	<p>First Term Exam (one week)</p>	

Learning Sequences	Planning Learning			Descriptors of Implementation	Estimated Time	
③ Me and my Daily Activities	Situation1 : Initial ❖PDP lesson(s) (listening & speaking)			<p style="text-align: center;">❖ Oral interaction</p> <p>The pupil can: -tell the time. -talk about daily and leisure activities.</p> <p>❖ Interpretation of oral and written messages</p> <p>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</p> <p>❖ Production of oral and written messages</p> <p>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).</p>	9 weeks (Term 2)	
	Your e-pal Jack wants to know about your leisure activities. Send him a message and tell him about your favourite hobbies.					
	Situation2 :learning ❖PPU /PDP lessons (language & reading and writing)					
	Learning objectives	Resources				
	-tell the time -talk about daily and leisure activities.	Lexis	Grammar			Pronunciation
		-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) -prepositions of time: in (the morning / afternoon...); at (time); on (day)			-pronunciation of the final 's' : /s/ , /z/ ,/ɪz (to be integrated as a skill and not as an isolated lesson).
	Pre- requisites	Question words (who /what / where ?)				
	Communicative tasks	Role play - Games - Email - Songs - Interview..				
	Situation3: Learning to Integrate - PPU – group work					
	Example: you want to know about your friend's weekend leisure activities. Write the conversation between you and your friend.					
Situation4 : Integration - PDP (assessment) - solo work						
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.						

Learning Sequences	Planning Learning			Descriptors of Implementation	Estimated Time	
④ Me and my School	Situation1 : Initial ❖PDP lesson(s) (listening & speaking) Example: You want to remind your mates about their rights and duties at school. Design a poster and publish it on your school blog.			❖ Oral interaction The pupil can: <ul style="list-style-type: none"> - describe his school. - talk about his/ her rights and duties at school. - talk about his/ her leisure activities at school. ❖ Interpretation of oral and written messages The pupil can: <ul style="list-style-type: none"> -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. Production of oral and written messages ❖ Production of oral and written messages The pupil can: <ul style="list-style-type: none"> -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). 	(Term 2)	
	Situation2 :learning❖PPU /PDP lessons (language & reading and writing)					
	Learning objectives	Resources				
		Lexis	Grammar			Pronunciation
	<ul style="list-style-type: none"> - describe my school. - talk about rights and duties at school. - talk about leisure activities at school. 	-lexis related to school and leisure activities. (classroom, lab, school yard, plant trees, decorate the classroom, etc.).	-the present continuous with now. - ‘what’ and ‘where’ with ‘to be’ to ask about location. -prepositions and adverbs of location: (in, between, next to, behind, opposite, in the middle, etc.).			/ŋ / (to be integrated as a skill and not as an isolated lesson).
	Pre- requisites	<ul style="list-style-type: none"> • Preposition of place (in) /to be/ ‘what’ and ‘where’. 				
	Communicative tasks	- Labelling - Email(communicative message) - Role play- Songs- games				
Situation3: Learning to Integrate - PPU - group work						
Example: it is your first day at middle school. Describe the place where you study to your family members.						
Situation4 : Integration – PDP - (assessment) solo work						
Example: you have duties and rights at school. Add more rights about exams, break, homework, computer room, class council, school website....						
❖ 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.						
End of Term 2	❖ Second Term Exam (one week)					

Learning Sequences	Planning Learning	Descriptors of Implementation	Estimated Time																			
⑤ Me, my Country and the World	Situation1 : Initial ❖PDP lesson(s) (listening & speaking) Example: you want to invite your e-pals to visit Algeria and discover our beautiful country. Share a brochure including famous places, our national dish , national currency, and celebration days.		❖ Oral interaction The pupil can: -ask and give information about: - Algeria (currency/ flag/national and religious days. - other countries (nationalities/ Flags / currencies/celebration days.) ❖ 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 ❖ 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.																			
	Situation2 :Learning❖PPU /PDP lessons (language & reading and writing)																					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="188 384 517 461" rowspan="2">Learning objectives</th> <th colspan="3" data-bbox="517 384 1552 424">Resources</th> </tr> <tr> <th data-bbox="517 424 721 461">Lexis</th> <th data-bbox="721 424 1294 461">Grammar</th> <th data-bbox="1294 424 1552 461">Pronunciation</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 461 517 812"> -ask and give information about: -my country(currency/ flag/national and religious days -other countries (nationalities/ Flags / currencies/ celebration days). </td> <td data-bbox="517 461 721 812"> -lexis related to the topic : Continents/ Nationalities/ Flags / currencies/ celebration </td> <td data-bbox="721 461 1294 812"> -‘to be’ in the present simple with cardinal points -‘to have’ in the present simple - personal pronoun (we - they) -the possessive adjectives (our - their) -‘What’ and ‘Where’ with ‘to be’ to ask about location. -preposition of location (in). </td> <td data-bbox="1294 461 1552 812" style="text-align: center;"> /ʃ/ /tʃ/ (to be integrated as a skill and not as an isolated lesson). </td> </tr> <tr> <td data-bbox="188 812 517 852" style="background-color: #e1f5fe;"> Pre-requisites </td> <td colspan="3" data-bbox="517 812 1552 852" style="background-color: #e1f5fe;"> • Preposition of place (in) - to be - ‘what’ and ‘where’ with ‘to be’ </td> </tr> <tr> <td data-bbox="188 852 517 903" style="background-color: #e1f5fe;"> Communicative tasks </td> <td colspan="3" data-bbox="517 852 1552 903" style="background-color: #e1f5fe;"> - Labelling - Email(communicative message) - Role play- Songs- games </td> </tr> </tbody> </table>			Learning objectives	Resources			Lexis	Grammar	Pronunciation	-ask and give information about: -my country(currency/ flag/national and religious days -other countries (nationalities/ Flags / currencies/ celebration days).	-lexis related to the topic : Continents/ Nationalities/ Flags / currencies/ celebration	-‘to be’ in the present simple with cardinal points -‘to have’ in the present simple - personal pronoun (we - they) -the possessive adjectives (our - their) -‘What’ and ‘Where’ with ‘to be’ to ask about location. -preposition of location (in).	/ʃ/ /tʃ/ (to be integrated as a skill and not as an isolated lesson).	Pre-requisites	• Preposition of place (in) - to be - ‘what’ and ‘where’ with ‘to be’			Communicative tasks	- Labelling - Email(communicative message) - Role play- Songs- games		
	Learning objectives	Resources																				
		Lexis		Grammar	Pronunciation																	
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	Communicative tasks	- Labelling - Email(communicative message) - Role play- Songs- games																				
	Situation3 : Learning to Integrate – PPU - group work 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.																					
	Situation4 : Integration – PDP- (assessment) solo work Example: your teacher asks you to participate in an online international competition to attract students from all over the world to visit your country. Design a leaflet. Include the flag, national currency, famous places, national and religious celebration days, ...)																					
❖ 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....) 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 3	❖ Third Term Exam (two weeks)																					

5 WEEKS (1 term)