

School:

Annual Syllabus Distribution

School Year: 2022/2023

Teacher:

MS -2-

Term	Month	Week	Sequence	Learning Objectives	Linguistic Resources			Communicative Tasks	
					Lexis	Grammar	Pronunciation		
1	Sep	4	Sequence 1	-Describing physical appearance.	Basic lexis related to physical appearance, hobbies and places: house, school	-To be – to have -The simple present tense. -The present continuous. -Adjectives (colour, height, build, hairstyle, and physical attraction) -Possessive pronouns. -Location markers (prepositions and adverbs). -Can – can’t -To like – to love – to enjoy	/ ai / / ei / To be integrated as a skill and not as an isolated lesson (Review)	- Interview - Role play - Guessing game - Songs - Location map...	
	Oct	1	Me, my Friends and my Family	-Describing and locate places					
		2		-Talking about daily and free time activities.					
		3		-Expressing abilities and inabilities.					
		4		-Expressing likes and dislikes.					
	Nov	1		Pre-requisites	- Present simple of “to be” and “to have”			- Colours	
		2			- Prepositions of location (in, at)				- Vowel sounds / ai / / ei /
		3		Descriptors of Implementation	* Oral interaction: 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.				
	4	* Interpretation of oral and written messages: The pupil can: -read and interpret a plan (house / school...) - 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.							
	Dec	1		* Production of oral and written messages: The pupil can: -write a medium length descriptive paragraph on facts related to himself and his family. - draw an outline and the first draft of a text -generate new ideas from a model.					
		2-4	1 st Term Exams Period			Winter Holiday	End of Term 1		
2	January	1	Sequence 2	*Describing shopping items.	* Basic lexis related to shopping: food, price, markets, etc..	*Plural forms. *Demonstratives: this/these, that/those. *Many, much, some, any. *How many?... *How much? ... * Cardinal and ordinal numbers. *The imperative	Pronunciation of the final’s’ with plurals. To be integrated as a skill / not as isolated (Review)	- Shopping list - Role play - Map - Leaflets - Songs - Posters.	
		2	Me and my Shopping	*Expressing quantity.					
		3		*Asking information about, quantity, and price.					
		4		*Locating and showing the way to amenities.					
	February	1	Pre-requisites	-Demonstratives: this /that			- Prepositions (next to/ near/ opposite / behind...)		
				-Cardinal and ordinal numbers			-Final ’s’ pronunciation		
				Descriptors of Implementation	* Oral interaction: The pupil can: - describe shopping items. -locate and show the way to amenities. understand essential details in a conversation about shopping items., containing simple language and familiar expressions used in everyday life. -anticipate the meaning of messages.				
* Interpretation of oral and written messages: 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 shopping items. -understand the gist of a text, the writer’s ideas and opinions clearly expressed, and simple texts about shopping.									
* Production of oral and written messages: The pupil can: -can write simple texts describing shopping items and showing the way to amenities. - write simple directions. -devise a neighbourhood street map, locate and show the way to amenities.									

3	Mars	2 3 4	Sequence 3	* Expressing recommendations and giving advice	*Basic lexis related to health problems and remedies. (sickness, illness, remedy,...)	- “Should” / “Shouldn’t” - Imperative (do – don’t)	Pronunciation of “sh”: /ʃ/ “ch”: /tʃ/ “ch”: /k/ <i>Integrated as a skill / not isolated</i>	-Role play -Email -Leaflet -Games -Songs -Notices...	
		1	Me and my Health	Descriptors of Implementation	* Oral interaction: <i>The pupil can:</i> -express recommendations and 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: <i>The pupil can:</i> -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, and a simple message giving pieces of advice. * Production of oral and written messages: <i>The pupil can:</i> -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.				
				2-4	2 nd Term Exams Period Spring Holiday End of Term 2				
		Apr	1 2 3 4	Sequence 4	* Describing environmental sights and places of interest. * Planning itineraries.	* Basic Lexis related to travel, weather, ..etc.	-The present simple. -Simple future tense. - “be going to”. -Adjectives related to weather. -Cardinal points.	/ θ/ - / ð / <i>Integrated as a skill / not as an isolated lesson (Review)</i>	-Infor panels -Brochure for holidays - Map route - Info transfer (from weather forecast symbols to text) - Poster
	1 2		Me and my Travels	Pre-requisites		- The present simple - Preposition of location			-The verbs to be / to have - Pronunciation: / θ/-/ ð /
				Descriptors of Implementation	* Oral interaction: <i>The pupil can:</i> -describe amenities and places of interest. -use expressions relating everyday situations, and simple sentences in a spontaneous way. * Interpretation of oral and written messages: <i>The pupil can:</i> -read a map and interpret itineraries -assess his reading strategies as efficient or not. -predict an event. * Production of oral and written messages : <i>The pupil can:</i> - 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				
	May		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 SITUATIONS

2022-2023

MS -2-

Learning Sequences				
Learning Situations	Sequence 1: Me, my Friends and my Family	Sequence 2: Me and my Shopping	Sequence 3: Me and my Health	Sequence 4: Me and my Travels
Situation 1: Initial *PDP lesson(s) (listening & speaking)	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.	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.	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.	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.
Situation 2: Learning	❖PPU /PDP lessons (language & reading and writing)			
Situation 3: Learning to Integrate - group work	Example: 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.	Example: 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.	Example: 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.	Example: 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.
Situation 4: Integration - (assessment) solo work	Example: 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.	Example: 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 ...	Example: 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.	Example: 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).
Complex Situation	A new complex situation that provides context for meaningful communication related to learner's personal life and environment (home, school, family, friends, hobbies...) N.B. The situation is based on the learning objectives of sequences 1 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 (shopping, eating habits; health and healthy food...) N.B The situation is based on the learning objectives of sequences 2 and 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 enlarged environment (travelling, places of interest/tourist sites, itineraries, ...) 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.