

School:

Annual Syllabus Distribution

School Year: 2022/2023

Teacher:

MS -1-

Term	Month	Week	Sequence	Learning Objectives	Linguistic Resources			Communicative Tasks
					Lexis	Grammar	Pronunciation	
1	Sep	4	Sequence 1	*Greet people *Introduce myself *Give information and respond to questions about me: my age, my class and hometown. *Ask about a new friend's name.	Lexis related to: - Greeting (hello, hi etc.). - 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?) -Use of simple sentence pattern (memorized/ modeled ones: affirmative and interrogative) -Personal pronouns [I – you] -Possessive adjectives [my - your] -Prepositions of location: - in+ hometown/ - at + School -Numbers from 1 to 13	/aɪ/-/ei / /i/ - /i:/ Integrated as a skill /not as an isolated lesson.	- Labelling - Email - Role play - Songs - Games - Id card
	Oct	1	Me and My Friends	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. * 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, friends. -use simple phrases and sentences. -fill out a form and give simple details. -maintain a conversation with an interlocutor.			
		2						
	Nov	3	Sequence 2	* 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) -Verbs 'to have' / 'to be' (present simple tense) a- Affirmative/negative forms. b- Interrogative forms -Yes/No -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)	/ θ/ - / δ / Integrated as a skill /not as an isolated lesson.	- Email - Role play - Poster - Family tree/ Tagging - Songs - cartoons - Family game -information transfer
		4						
	Dec	1	Me and my Family	Pre-requisites	- Use of question words (what ?, where ?)/ verb 'to be' (present simple tense)			
				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. * 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/give simple details			
2-4				1 st Term Exams Period		Winter Holiday	End of Term 1	

2	Jan	1-2 3-4	Sequence 3	*Tell the time *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) - Prepositions of time: in (the morning ...); at (time); on (day)	final 's': <i>/s/ /z/ /ɪz/ Integrated as a skill</i>	- Role play - Games - Email - Songs - Interview...
	Feb	1	Me and my Daily Activities	Pre-requisites		- Question words (who /what / where ?)		
				Descriptor of Implementation	* Oral interaction: The pupil can: -tell the time. -talk about daily and leisure activities. * 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. * 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).			
	March	2 3 4	Sequence 4	*Describe my school *Talk about rights / duties at school. *Talk about leisure activities at school	school and leisure activities.(classroom, lab, school yard, plant trees, decorate classroom..)	- 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.).	<i>/ŋ / Integrated as a skill /not as isolated.</i>	- Labelling - Email(communica tive message) - Role play -Songs-Games
		1	Me and my School	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. * 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. * 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		2 nd Term Exams Period		Spring Holiday		End of Term 2		
3	April	1 2 3 4	Sequence 5	*Ask and give info about :- My country (currency/flag/national and religious days) - Other countries ..	*Lexis related to the topic : Continents / Flags Nationalities/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)	<i>/ʃ/ /tʃ/ Integrated as a skill /not as isolated.</i>	- Labelling - Email(communica tive message) - Role play - Songs - Games
	May	1 2	Me, my Country and the World	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.) * 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.				
		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.

Teacher الأستاذ

Headmaster المدير

Inspector المفتش

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). <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>		To set new complex situation that provides context for meaningful communication related to the learner's personal environment (habits and leisure activities) . <i>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</i>		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....)