

School :

School year:

Yearly Planning

Teacher: AMOUR RABAH

Level: *4 MS*

Global competence (4MS key stage 3)

Exit Profile (Middle school Exit profile): By the end of the middle school cycle (end of Key Stage 3 '4MS'), the learner will be able to interact, interpret and produce oral and written messages/ texts of average complexity, of a descriptive, narrative, argumentative or prescriptive type, using verbal or nonverbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.

Month	Weeks	Linguistic Resources			Communicative tasks		
		Grammar	Lexis	Pr	ro	un	ciat
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Sep t	4	<i>First contact with learners / Diagnostic Assessment /Remediation</i>
Oc to be r		Sequence one:Me,Universal Landmarks &Outstanding figures
	1	*Qualifiers -adjectives. *Comparati veofequalit y/inferiority /superiority with short andlongadj ectives. * Thepassive voice (pastsimple tense): must be related to describing monuments and sites(was built,was discovered, etc.) and notdescribi nga process.
	2	Basic lexis related to: travel / tourism -Types of landmarks (monumen t /mosque/ tower / bridge / castle/ temple...)
	3	*-Information transfer -e-mailing -chatting -networking-forums-blogs -leaflets -ads -Form-filling -ID card - Bio card.

pecific information.

*Narrative using high

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Autumn Holidays

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m be r	2	*Narrate using biographical information about outstanding figures .	* Chronology: Time markers (first, then, next, after that, later, finally), * Cause & effect (because, as, since, therefore, so, as a result) (review and expansion)	-Names of international landmarks /famous figures	/	-Itinerary- A fact File -A narrative account / biography - Photo captions
	3	*Describe an itinerary and identify its components in chronological order .				
	4					
	Pre-requisites :		- Diphthongs /eɪ/ - /aɪ/ - Cause and effect (because, as, therefore, so).			

De ce m be r	1	EXAMS 1+REMEDIAL WORK						
	2							
	3		I get ready for my BEM Exam (variety of tasks related to sequence 1) +The project round up.					
	4		Winter Holidays					

Ja n u a r y	1	Sequence two: Me, My personality and life Experiences.						
	2	*Make a profile. *Report on significant events and life experiences.	-The superlative (long /short adjs) - The present simple, past simple and simple future tenses . - The past continuous and the past simple tenses in a narrative (while, when).	Basic lexis related to the topic. Examples: - adjectives (self-confident, ambitious,)	Pronunciation of the final 'ed': <i>/t/, /d/, /ɪd/</i>	<i>/t/, /d/, /ɪd/</i>	-A profile - Information gap --information transfer - writing a journal -an interview / -conversations - an oral presentation - formal letter -video survey - web articles	
	3			- dream careers (future job...)				
	4	TESTS 2 +RM		-childhood memories / lives and personalities)				
Fe br ua ry		*Give information and respond to questions about me, my dreams, my projects. *Express similarities and differences.	- Word formation using affixes: - Prefixes adjectives (negative meaning: dis / un / in / il / ir / im) - Suffixes (ful / less) - Comparison and contrast markers (like, unlike, whereas)					
Pre-requisites :		❖ Final “ed” pronunciation ❖ Present simple .						

Feb ruar y					
M ar ch	1	EXAMS 2+REMEDIAL WORK			
	2	I get ready for my BEM Exam (variety of tasks related to sequence 2)+ The project round up.			
	3	Spring Holidays			
	4				
A pr il	Sequence three : Me, My community and Citizenship.				
	1	* Give advice and make recommendations.	*Imperative: (review)	Basic lexis related to the topic.	<i>Review of the previous sounds (whole cycle)</i>
	2		*Conditional type one: (-present s /future simple / -present s _ imperative)	Examples: - citizenship, charity work, charity organization, globalization	<i>To be integrated as a skill and not as a whole lesson (review)</i>
	3	* Express likes and dislikes.	*“ ing “ form after the verbs : enjoy , prefer, love, hate, like, dislike		
M ay	4	TESTS 3 +RM			-Open letter -Interview- Debate- Speech.Investigating- Oral presentation- Chatters.
	1	* Defend opinions and positive actions.	*Discourse markers to link arguments (First,moreover, in addition,etc.)		
	2				
	3	I get ready for my BEM Exam (variety of tasks related to sequence 3)+ The project round up.			
		Pre-requisites	- Imperative - Present simple / imperative		
	4	EXAMS 3+REMEDIAL WORK			

Teacher

Headmaster

Inspector