

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	L e a r n i n g C o n t e n t i v e s	Linguistic Resources		Communicative tasks
			Grammar	Lexis	

Sep t	4	First contact with learners / Diagnostic Assessment /Remediation				
October	Sequence one:Me,Universal Landma					
	1	* D	*Qualifiers -adjectives.	Basic lexis related to:	* D	-Information transfer
	2	e	*Comparati	travel /	i	-e-mailing -chatting
	3	s c r i b e f a n o u s l a n d m a r k s u s i n g s	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.	tourism -Types of landmarks (monumen t /mosque/ tower / bridge / castle/ temple...)	p h t h o n g s : / a I / - / e I / * S i l e n	-networking-forums-blogs -leaflets -ads -Form-filling -ID card - Bio card.

		specific information.			<i>letters: “k”</i>	
		*Narrate us in this			<i>“w”</i>	
					<i>“l”</i>	
					<i>“t”</i>	
					<i>“b”</i>	
					<i>“m”</i>	

		t o r i c a l i n f o r m a t i o n a b o u t l a n d m a r k s .				
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N ov e	<i>1</i>	AutumnHolidays
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m b e 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					
	4	*Describe an itinerary and identify its components in chronological order .				
	Pre-requisites :			- Diphthongs/eɪ/ - /aɪ/- Cause and effect (because, as, therefore, so).		
D e c e m b e r	1	EXAMS 1+REMEDIAL WORK				
	2					
	3	I get ready for my BEM Exam (verietiy of tasks related to sequence 1) +The project round up.				
	4	Winter Holidays				
J a n u a r y	1	Sequence two:Me,My personalityand life Experiences.				
	2	*Make a profile.	-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’: /t/, /d/, /ɪd/	-A profile - Information gap --information transfer - writing a journal -an interview / -conversations - an oral presentation - formal letter -video survey - web articles
	3	*Report on significant events and life experiences.				
4	TESTS 2 +RM					
F e b r u a r y	1	*Give information and respond to questions about me, my dreams, my projects. *Express similarities anddifferences.	- Word formation using affixes: - Prefixes adjectives (negative meaning: dis / un / in / il / ir / im) - Suffixes (ful / less) - Comparison and contrast markers (like, unlike, whereas)	- dream careers (future job...) -childhood memories / lives and personalities)		
	2					
	3					
	4					
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 (verietiy of tasks related to sequence 2)+ The project round up.				
	3	SpringHolidays				
	4					
A pr il	Sequence three : Me,My community and Citizenship.					
	1	* Give advice and make recommendations.	*Imperative: (review) *Conditional type one: (-present s /future simple / -present s _ imperative) *" ing " form after the verbs : enjoy , prefer, love, hate, like, dislike *Discourse markers to link arguments(First,moreover,ina ddition,etc.)	Basic lexis related to the topic. Examples: - citizenship, charity work, charity organization, globalization	Review of the previous sounds (whole cycle) To be integrated as a skill and not as a whole lesson (review)	-Open letter -Interview- Debate- Speech.Investigating- Oral presentation- Chatters.
	2	* Express likes and dislikes.				
	3					
	4					
M ay	1	* Defend opinions and positive actions.				
	2					
	3	I get ready for my BEM Exam (verietiy of tasks related to sequence 3)+ The project round up.				
		Pre-requisites	- Imperative - Present simple / imperative			
	4	EXAMS 3+REMEDIAL WORK				

Teacher

Headmaster

Inspector

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