

Democratic and Popular Republic of Algeria

Ministry of National Education

General Inspectorate of Pedagogy

Direction of the General Secondary and Technological Teaching

Planning Learning

ENGLISH

Year 1

September 2018

Introduction

In preparation for the 2018/2019 academic year, and in order to ensure the quality of education and to improve educational pedagogic performance, and to continue with the reforms it has initiated, the General Inspectorate of Pedagogy is putting the pedagogy in the hands of educational practitioners as complementary tools for the reference documents adopted and implemented in the field at this stage in order to facilitate the reading, understanding and implementation of the curriculum, and to standardize the content of the content in the context of the guidance provided by the curriculum, which is explained in the accompanying documents. These gradations allow methodically to harmonize it with the pedagogic assessment plan and the continuous monitoring scheme. In order to reflect this, we ask everyone to read and understand the principle of these gradients in order to put it into effect. The inspectors are constantly involved to accompany the teachers, especially the new ones, to modify or adapt the activities. Applied according to the availability of laboratory equipment for the technology or the mass media to simulate it - appropriate, as required by the efficiency observed, provided that it is approved by the National Education Inspector of the discipline.

Methodological note

However, the field practices on the one hand, and the adoption by the Ministry for a period of annual distributions of courses obliges professors to respect the time of their implementation, and the task of supervising and follow-up bodies to assess the percentage of completion of the curriculum and the accompanying documents. We are ready to put forward the issue urgently to provide the alternative because the difference between the implementation of the curriculum and the gradual implementation. The first is based on a restricted automatic distribution according to time scales with pure linear programming, in which handling is in sequence and in all the particles and rationales due to the serious preparation of the learners for the tests resulting in negative practices such as typing, filling, preservation and retrieval without analysis or analysis. , While the second, the annual course for the construction of learning, focuses on how the curriculum is implemented with respect to the pace of learning and the learner's abilities and independence, and to consider efficiency as a systematic principle of the curriculum. This efficiency is a starting point and point of access for any educational work. Knowledge is a resource that serves efficiency within the structured concept network of the discipline.

Level: Secondary Education Year One (SE1)

Stream: Literary stream

Time devoted: 4 hours

GLOBAL COMPETENCE

At the end of SE1, the learner will be able to produce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 12 lines, using written or oral support.

Annual Progression-Secondary

First term

UNIT	THEME	Learning Objectives	Targeted Competency	Communicative tasks/activities	Resources	Integration & Assessment	Time
Diagnostic assessment							SEPTweek 2
○ Z	Project: Making a job application booklet/Creating a web page/Writing a letter/ an e-mail						

Annual Progression-Secondary

Students will be able to :		*labelling	Grammar:	1- Assessment	
Intercultural Exchanges	* speak/write about means of intercultural exchanges (computer, internet, telephone...)		*The imperative.	<i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i>	6 weeks 24 hours
	* Name the main parts of a computer.		* Sequencers: first, next...		
	* write a paragraph on the advantages and drawbacks of Internet.	Interacting	*Modals: need to, have to.		
	* manipulate some common means of intercultural exchanges.	Interpreting	* Comparatives of adjectives and adverbs: less/ more +adj + than.		
	*identify the different types of letters.		* Expressing purpose: in order to, so as to ,to .		
	*write a letter or an e-mail.	Producing	* Frequency adverbs: always, often...		
	* differentiate between formal and formal lettersand write messages on that way.		* Degree adverbs : very , quite ...		
			* Reflexive pronouns : myself , yourself ...		
			* Modals: have to , had to , must		
			* Extreme adjectives: boiling exhausted...		
			*- Types of pronouns: subject, object,...		

Annual Progression-Secondary					*Prepositions of time and place: in , on , at ... *Correlative conjunctions : Neithernor / eitheror / bothand ... *Definite and indefinite articles: a , an , the , Ø. *Instructing & comparing *Expressing preferences & purpose. *Describing people's regular activities. *Describing a place. *Expressing obligation: must /have to.... *Inviting / accepting and refusing invitation. *Apologising. Lexis: * related to computing and messages * voc related to description: to the west, to the north, it's bordered.....	<i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i>
LEARNING THROUGH	Central Exchanges	*state point of view and justify it *write short notes to invite, refuse and accept invitation. *write short notes to express sympathy and apology. *write a letter of inquiry. * write about advantages and drawbacks of the internet *fill in a résumé (CV). *write a letter of application. *hold a telephone conversation. *- Write some class rules. *express obligation. *express purpose.	Interacting Interpreting Producing			
		Ministry of National Education				- Phone tactics: phone number, I'm afraid.... Phonology:

Annual Progression-Secondary		PROJECT PRESENTATION		Peer assessment	
T W C	Project: Conducting a survey				

Annual Progression-Secondary

Students will be able to:

			*Filling in a questionnaire	Grammar:	1- Assessment should occur at	5
Communication – The Press	*speak/write about means of communication (TV, newspapers, magazines ...) * compare sensational newspapers with serious ones *conduct surveys * read and interpret reports, newspaper articles and graphs *write a report/an article * record the main ideas of a survey * write about people’s reading habits *conduct an interview *Summarise what people say (report statements, questions, orders, greeting..) * express a point of view/ opinion * make requests/suggestions / recommendations. *narrate a story reporting the events of an accident *write a memo	Interacting Interpreting Producing	* Summarising dialogues *choosing the appropriate reporting verbs. * Asking for and giving information.	*Degree adverbs : quite , absolutely... *Direct & indirect speech: questions, orders, requests, modals... *Quotation marks . *Reporting verbs :suggested /ordered *Adverbs of manner: politely, fast... *Adjectives *Giving advice/ inviting. *Expressing like and dislikes Expressing contrast: on the contrary, but... Phonology: *Stress in compound words: newspaper *Stress shift (from noun to adjective) *Silent letters: would... *Pronunciation of final « s » » / « ed » *Formation of words with suffixes ‘ful’/‘ less’	<i>regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i> <i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i>	w e e k s 20 hours

Annual Progression Secondary

		First term exams		
		Correction of the first term examination and remediation		
		PROJECT PRESENTATION	Peer assessment	
WINTER HOLIDAYS				

SECOND TERM

Unit	Theme	Learning objectives	Targeted Competency	Communicative tasks/activities	Resources	Integration & Assessment	Time
1 H 1	Project: Designing a consumer's guide						

Annual Progression Secondary		Students will be able to:		Grammar:		1- Assessment should occur at	
Ministry of National Education	Environment, Pollution and The World of Animals	* speak and write about: - different climates. - different types of pollution. - natural and man-made disasters. - causes and effects of global warming. - recycling and renewable energies *write SOS messages. *write an expository paragraph about pollution *conduct a meeting *write the minutes of a meeting *read /interpret/write an advert *write a letter of complaint *write a memo	Interacting Interpreting Producing	*Reading a world climate map *Interpreting pictures *Answering questions *Using pictures and cues to make a dialogue *Matching *Gap-filling *Table completion	Grammar: * If conditional (type 0/1/2) *Sequencers: firstly, secondly... *Expressing cause / effect relationship. *Link words :as a result, so, consequently *Quantifiers : some , a little of most of , all of , half of , few *Expressing opinion / feelings : -agreeing and disagreeing - arguing for and against. *Polite requests Morphology: *Forming adjectives using suffixes : al, ic , ical... *Deriving opposites using prefixes Lexis related to : - pollution, natural disasters and climate change Phonology: *Intonation in yes /no questions *Stress in words ending in « tion » *Stress in words starting with prefixes	regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	5 weeks - 20 hours
							11

PROJECT PRESENTATION			Peer assessment	
F O R				
	Project: Making an invention profile/ Writing a biography about a scientist			20

~~Annual Progression-Secondary~~

Students will be able to:

Annual Progression - Secondary				Grammar:	1- Assessment	hours
Students will be able to:						
Innovation and Technology	*speak /write about: - inventions, discoveries and developments in technology - the development of telecommunications - the evolution of an invention - scientists and their inventions or discoveries - the historical background of the invention of a washing machine * state/identify advantages and drawbacks of some inventions * Take sides in a debate * make an oral presentation of a product from product specifications * write a business letter *write an opinion letter * Write a biography about a scientist - present a product.	Interacting Interpreting Producing	*Interpreting a picture * Table- filling *Note- taking * Making an oral presentation or writing a paragraph from notes *Asking /answering questions *Matching * Write a paragraph out of a flow chart	* Express concession: “ however”, “although” ... * Use definite and indefinite articles *Express result: so+adj+ that *Describe an object: shape, colour, etc. - Dimensions: deep, width... *Relative pronoun “whom” *Lexis related to telecommunication Phonology *Intonation in indirect questions *Stress of words ending in: y + ical	should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	5 weeks
	Second term exams					

Annual Progression - Secondary

		Correction of the second term examination and remediation		
		PROJECT PRESENTATION	Peer assessment	
SPRING HOLIDAYS				

THIRD TERM

Unit	Theme	Learning objectives	Targeted Competency	Communicative tasks/activities	Resources	Integration & Assessment	Time
FI V E	Project: Writing a biography / a book review						

Annual Progression-Secondary		Students will be able to:		Grammar:		1- Assessment should occur at	7 weeks 21 hours
Famous people		*listen and respond to a tale *read and respond to a short narrative * illustrate the importance of a blurb * read and interpret a literary portrait *describe people's physical appearance and personality features *read/write about literary figures * read and interpret a poem/a folktale *express literary preferences * write: - a book review - a biography - the summary of a story - a personal narrative/a short story/ a folktale/a poem	Interacting Interpreting Producing	*Interpreting pictures/ book covers *Asking/answering questions * Table-filling *Gap –filling *Writing a paragraph using notes	*Past simple and past continuous using “when”, “while” *Relative pronouns “who”, “whom” , “which” Lexis: - “Beside”, “Besides” - Describing people: dreamy, flashing, eyebrows... Phonology: *Stress in three-syllable words *Pronunciation of final ‘ed’ *Asking for and giving directions: Excuse me, go straight...	<i>regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i> <i>2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i>	
	PROJECT PRESENTATION					Peer assessment	
	Third term exams						

		Correction of the third term examination and remediation		
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Level: Secondary Education : Year One (SE1)

Stream: Scientific and Technological Stream

Time devoted: 3 hours

GLOBAL COMPETENCE

At the end of SE1, the learner will be able to produce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 12 lines, using written or oral support

Annual Progression Secondary

Annual Progression Secondary							
UNIT	THEME	Learning objectives	Targeted	Communicative	Resources	Integration &	Time
			Competency	tasks/activities		Assessment	
Diagnostic assessment							SEPT week 2
ÖZEL	Project: Making a job application booklet/Creating a web page/Writing a letter/ an e-mail						

Annual Progression-Secondary

Students will be able to :			*labelling	Grammar:	<i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i>	
Intercultural Exchanges	* speak/write about means of intercultural exchanges (computer, internet, telephone...)	Interacting Interpreting Producing	*ordering instructions	*The imperative.		6 weeks 18hours
	* Name the main parts of a computer.		* Filling in a form and writing an application letter	* Sequencers : first, next... *Modals: need to, have to.		
	* write a paragraph on the advantages and drawbacks of Internet.		* responding to an e-mail/ advert	* Comparatives of adjectives and adverbs: less/ more +adj + than. * Expressing purpose : in order to, so as to ,to .		
	* manipulate some common means of intercultural exchanges.		*Recognizing the layout / Writing an application letter	* Frequency adverbs : always, often...		
	*identify the different types of letters.		* conducting interviews	* Degree adverbs : very , quite ... * Reflexive pronouns : myself , yourself ...		
	*write a letter or an e-mail.		* giving opinion	* Modals : have to , had to , must * Extreme adjectives : boiling exhausted...		
	* differentiate between formal and formal letters and write messages on that way.		* agreeing /refusing.	*- Types of pronouns : subject, object,...		

Annual Progression-Secondary

GETTING THROUGH

Ministry of National Education	National Exchanges	*state point of view and justify it *write short notes to invite, refuse and accept invitation. *write short notes to express sympathy and apology. *write a letter of inquiry. * write about advantages and drawbacks of the internet *fill in a résumé (CV). *write a letter of application. *hold a telephone conversation. *- Write some class rules.	Interacting Interpreting Producing		*Prepositions of time and place: in , on , at ... *Correlative conjunctions : Neithernor / eitheror / bothand ... *Definite and indefinite articles: a , an , the , Ø. *Instructing & comparing *Expressing preferences & purpose. *Describing people's regular activities. *Describing a place. *Expressing obligation: must /have to.... *Inviting / accepting and refusing invitation. *Apologising. Lexis: * related to computing and messages * voc related to description: to the west, to the north, it's bordered.....	<i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i>	
		*express obligation. *express purpose			- Phone tactics: phone number, I'm afraid.... Phonology:		19

PROJECT PRESENTATION			Peer assessment	
T W C	Project: Conducting a survey			

Annual Progression-Secondary

Annual Progression-Secondary		Students will be able to:		*Filling in a questionnaire	Grammar:	1- Assessment	6
Communication – The Press	*speak/write about means of communication (TV, newspapers, magazines ...) * compare sensational newspapers with serious ones *conduct surveys * read and interpret reports, newspaper articles and graphs *write a report/an article * record the main ideas of a survey * write about people’s reading habits *conduct an interview *Summarise what people say (report statements, questions, orders, greeting..) * express a point of view/ opinion * make requests/suggestions / recommendations. *narrate a story reporting the events of an accident *write a memo	Interacting Interpreting Producing	* Summarising dialogues *choosing the appropriate reporting verbs. *Asking for and giving information.	*Degree adverbs : quite , absolutely... *Direct & indirect speech: questions, orders, requests, modals... *Quotation marks . *Reporting verbs :suggested /ordered *Adverbs of manner: politely, fast... *Adjectives *Giving advice/ inviting. *Expressing like and dislikes Expressing contrast: on the contrary, but... Phonology: *Stress in compound words: newspaper *Stress shift (from noun to adjective) *Silent letters: would... *Pronunciation of final « s » / « ed » *Formation of words with suffixes ‘ful’/‘ less’	<i>should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i> <i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i>	w e e k s 18 hours	
	Ministry of National Education						21

Annual Progression Secondary

		First term exams		
		Correction of the first term examination and remediation		
		PROJECT PRESENTATION	Peer assessment	
WINTER HOLIDAYS				

Annual Progression Secondary

Unit	Theme	Learning objectives	Targeted Competency	Communicative tasks/activities	Resources	Integration & Assessment	Time
		Project: Designing a consumer's guide					
		Students will be able to: * speak and write about: - different climates. - different types of pollution. - natural and man-made disasters. - causes and effects of global warming. - recycling and renewable energies *write SOS messages. *write an expository paragraph about pollution *conduct a meeting *write the minutes of a meeting *read /interpret/write an advert *write a letter of complaint *write a memo	Interacting Interpreting Producing Linguistic	*Reading a world climate map *Interpreting pictures *Answering questions *Using pictures and cues to make a dialogue *Matching *Gap-filling *Table- completion	Grammar: * <i>If conditional</i> (type 0/1/2) *<i>Sequencers</i>: firstly, secondly.. *<i>Expressing cause / effect relationship</i>. *<i>Link words</i> : as a result, so, consequently *<i>Quantifiers</i> : some , a little of most of , all of , half of , few *<i>Expressing opinion / feelings</i> : -agreeing and disagreeing - arguing for and against. *<i>Polite requests</i> Morphology: *<i>Forming adjectives</i> using suffixes : al, ic , ical... *<i>Deriving opposites using prefixes</i> Lexis related to : - pollution, natural disasters and climate change Phonology: *Intonation in yes /no questions	<i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i> <i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i>	9 weeks 27 hours

THIRD TERM

UNIT	THEME	Learning objectives	Targeted Competency	Communicative tasks/activities	Resources	Integration & Assessment	Time
FOUR - EUREKA	Innovation and Technology and famous scientists / inventors	Project: Making an invention profile/ Writing a biography about a scientist					7 weeks 21 hours
		Students will be able to: *speak /write about: - inventions, discoveries and developments in technology - the development of telecommunications - the evolution of an invention - scientists and their inventions or discoveries - the historical background of the invention of a washing machine * state/identify advantages and drawbacks of some inventions * Take sides in a debate * make an oral presentation of a product from product specifications * write a business letter	Interacting Interpreting Producing	*Interpreting a picture * Table- filling *Note- taking * Making an oral presentation or writing a paragraph from notes *Asking /answering questions	Grammar: * Express concession: “ however”, “although” ... * Use definite and indefinite articles * Express result: so+adj+ that * Describe an object: shape, colour, etc. - Dimensions: deep, width... * Relative pronoun “whom” Lexis * related to telecommunication	<i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i> <i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i>	

Annual Progression Secondary

		*write an opinion letter		*Matching	Phonology		
		* Write a biography about a scientist - present a product.		* Write a paragraph out of a flow chart	* <i>Intonation in indirect questions</i> * Stress of words ending in: y + ical		
		PROJECT PRESENTATION					

		PROJECT PRESENTATION	Peer assessment	
		Third term exams		
		Correction of the third term examination and remediation		