

Curriculum of English for Middle School Education



2016

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1. Presentation of the Discipline of English

Rewriting the curriculum for teaching - learning English in Algeria (hereafter the English curriculum) meets with the coherent legislative framework regulating our educational system. The Orientation Law on National Education No. 08-04 23 (January 2008) having set three missions to the school: education, socialisation and qualification, the new English curriculum fully integrates these missions and subscribes to the official educational guidelines

The four years of the middle school are important foundation years for the intellectual, emotional, physical and social development of the child. These years will help him*(*he/him are unmarked forms used here to refer to both male and female) to gradually acquire competencies at all levels of school education and to continue learning even after leaving school.

1.1 Goals of English at Middle School

The teaching of English must meet the following objectives:

- To help our society to live in harmony with modernity by providing the learner with linguistic tools essential for efficient communication
- To promote national and universal values
- To develop critical thinking, tolerance and openness to the world
- To contribute to the shaping of a good citizen, aware of the changes and challenges of today and tomorrow
- To give every learner the opportunity to have access to science, technology and world culture while avoiding the dangers of acculturation

Learning English in the middle school aims at primarily developing communicative competence in English. In the present curriculum, we are shifting from a paradigm of accumulation and transmission of linguistic knowledge and ideas to a paradigm of interaction and integration, all within a social constructivist view of learning. Focusing on the learner will enable him to be actively engaged in deeper cognition, acquisition of knowledge and development of a number of competencies. Competencies are interdependent and evolving. Any incomplete acquisition of one will hinder the acquisition of the others. In addition, an important role is given to strategies (strategic competence) in order to foster effective learning.

Teaching - learning English enables the learners to interact with peers and other English speakers, using their competencies of interaction, interpretation and production that they will develop through the oral or written mode.

Like other disciplines, teaching -learning English helps the acquisition of values as well as cross-curricular competencies. These competencies are stated as: intellectual, methodological, communicative, personal and social.

Teaching - learning English supports the socialisation of the learner essential for his growth. Through English, he can open up to the world. He can learn how to live together and protect his physical and social environment. Thus, mastering this important linguistic tool will enable him to communicate with others and exchange views, express his ideas and vision of the world, his likes and dislikes with classroom peers and outside, with English speakers. By the end of compulsory education (16 years old), he will be able to integrate into an academic or vocational/ professional community, using English for learning and communication.

2. Components of the Curriculum

2.1 Exit Profiles for English at Middle School

Statement of the global Competency

Target competency 1	Target competency 2	Target competency 3
In a situation of meaningful communication, using written, visual or oral support, the learner will be able to interact and produce oral messages / texts of a descriptive, narrative, argumentative or prescriptive type.	In a situation of meaningful communication, using written, visual or oral support, the learner will be able to interpret oral or written messages / texts of a descriptive, narrative, argumentative or prescriptive type	In a situation of meaningful communication, using written, visual or oral support, the learner will be able to produce written messages / texts of a descriptive, narrative, argumentative or prescriptive type.

2.1.1 Exit Profile by Key Stage

	<p>Key Stage 3/ MS 4: By the end of the middle school cycle(end of Key Stage 3), 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 non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.</p> <p>Key Stage 2/ MS2 + MS3 By the end of Key Stage 2 (end of MS3),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 non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.</p> <p>Key Stage 1/ MS1 By the end of the Key Stage 1, the learner will be able to interact, interpret and produce oral and written messages/ texts of simple complexity, of a descriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.</p>		
Key Stage	Target Competency 1	Target Competency 2	Target Competency 3
Key Stage 3 / MS4	In a situation of meaningful communication, using written, visual or oral support, the learner will be able to interact and produce oral messages / texts of a descriptive, narrative, argumentative or prescriptive type.	In a situation of meaningful communication, using written, visual or oral support, the learner will be able to interpret oral or written messages / texts of a descriptive, narrative, argumentative or prescriptive type.	In a situation of meaningful communication, using written, visual or oral support, the learner will be able to produce written messages/texts of a descriptive, narrative, argumentative or prescriptive type.

Key Stage 2/ MS 2 + MS3	In a situation of meaningful communication, using written, visual or oral support, the learner will be able to interact and produce oral messages / texts of a descriptive, narrative, argumentative or prescriptive type.	In a situation of meaningful communication, using written, visual or oral support, the learner will be able to interpret oral or written messages / texts of a descriptive, narrative, argumentative or prescriptive type.	In a situation of meaningful communication, using written, visual or oral support, the learner will be able to produce written messages/texts of a descriptive, narrative, argumentative or prescriptive type.
Key Stage 1/ MS1	In a situation of meaningful communication, using written, visual or oral support, the learner will be able to interact and produce oral messages / texts of a descriptive type.	In a situation of meaningful communication, using written, visual or oral support, the learner will be able to interpret oral or written messages / texts of a descriptive type.	In a situation of meaningful communication, using written, visual or oral support, the learner will be able to produce written messages / texts of a descriptive type.

2.1.2 Cross-Curricular Topics Across the Cycle

	MS1	MS2	MS3	MS4
ME	<ul style="list-style-type: none"> - School (school things / language command/ school activities) - (Name/ age / hometown/phone number/ eating habits / clothes, body) - Parents and siblings (jobs / age/ hobbies) 	<ul style="list-style-type: none"> - My physical description , clothing - My daily life (routine and sport activities) - My home - My likes ; my abilities - My experiences 	<ul style="list-style-type: none"> -My abilities and inabilities / my likes and dislikes ⇔ my personality features -My life style -My hobbies outside school -My interest in animals and plants 	<ul style="list-style-type: none"> - Personality features - School and life experiences (embarrassing and positive ones) - Prospects and initiatives - Career / education
MY WORLD	<ul style="list-style-type: none"> - My school - Hobbies at school - Rights and duties at school(in class) 	<ul style="list-style-type: none"> - My extended family - Shopping: prices, weight , size, shape and colour Parts of the body Health and healthy diet Rights and duties at school Neighbouring places and itineraries 	<ul style="list-style-type: none"> - My childhood memories - Teenage lifestyle : Fashion - Eating habits (good or bad) - Protection of the environment (eco behaviour) at school / neighbourhood 	<ul style="list-style-type: none"> - Citizenship - Family advice - Commitment with charity clubs/ helping hand /respect of others - Healthy food and table manners - Hobbies : Cinema, literature, theatre, fashion, music , and the digital/ electronic devices

<p>THE WORLD</p>	<p>People</p> <p>Countries</p> <p>Nationalities</p>	<p>The world</p> <ul style="list-style-type: none"> - Travelling: trips (itineraries and places) - Home types - The weather 	<ul style="list-style-type: none"> - Inventions and discoveries in sciences and technology - Outstanding figures in sciences and sport - Health - Urban life - The means of transport - Animals in danger of extinction 	<p>The digital world</p> <ul style="list-style-type: none"> - Forums of discussion - Networks and web sites on: <p>Food and dishes around the world</p> <p>Landmarks and monuments</p> <p>National and universal landmarks</p> <p>Outstanding figures in history, literature and arts in:</p> <p>Our country</p> <p>The world</p>
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3. Middle School Conceptual Framework

3.1 Table of the Conceptual Framework

Key Stage	Domain	Target competency	Resources	Descriptors of implementation
Key Stage 1	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce orally very short messages/ texts of descriptive types using written, visual or oral support.	<p>Supports : audiovisual (dialogues, songs, poems, films, DVD, etc.) and visual (pictures, posters, diagrams, photos, etc).</p> <p>Topics: related to learner's life, his familiar context (home, school), his personal experiences, rights and duties at school, issues of health and food hygiene (Refer to the cross-curricular topics selected for 1st year level).</p> <p>Language input: basic grammar, vocabulary and pronunciation relevant to oral interaction ; functions needed for oral communication with specific vocabulary needed for greeting people, describing oneself, class mates, etc.</p> <p>Strategies for oral interaction : Listening carefully to the speaker, opening a conversation, turn-taking, leave taking; taking part in a conversation , asking and answering questions, demonstrating understanding or confusion, using compensation strategies for communication breakdowns, asking for help negotiating word meaning, phrase meaning, etc. with peer or teacher.</p>	<ul style="list-style-type: none"> - can interact orally to ask and answer a question - can ask and answer questions about himself , his family and his school and speak about familiar topics with limited vocabulary , using simple phrases and sentences - can organize his work , use and assess the effectiveness of the oral interaction strategies he has acquired such as: ask for help, work in pairs , use turn-taking, keep a conversation going, etc.

<p>Key Stage 1</p>	<p>Interpretation of oral and written messages</p>	<p>In a situation of meaningful communication, the learner will be able to interpret very short oral or written messages / texts of descriptive type using written, visual or oral support.</p>	<p>Supports: leaflets, postcards, emails, notices, whiteboard drawings; figures and graphs with statistics, etc. Topics: related to learner's personal life , his environment and the world : school , clothing , eating habits, body hygiene , leisure, education (see cross-curricular topics). Language input: Grammar, vocabulary, pronunciation, focus on spelling, cohesion and coherence relations , etc.; techniques used for descriptive oral/written texts . Strategies for listening: Identify purpose of text; identify content of text; understand task and do it ;listen for clues when meaning of word is unknown/unclear ; deduce meaning of word or phrase from context ; assess your listening strategies as effective or not. Strategies for reading: Identify purpose and type of text; predict meaning of text from visual clues (pictures, drawings, etc.) and spelling (capitals, punctuation, indentation, type of print, title, subtitle, etc.); check meaning in dictionary and grammar in grammar book; assess the effectiveness of reading strategies used.</p>	<ul style="list-style-type: none"> - can understand very short paragraphs and dialogues on familiar subjects and concrete situations (see cross-curricular topics of the corresponding years) - can understand language instructions and short explanations provided by teacher in class or by audio /visual sources - can assess the effectiveness of oral interaction strategies - can use key words - can use paraphrases to make himself understood - can read and understand ideas - can understand significant details in a conversation and in short texts dealing with familiar topics and concrete situations (see cross curricular topics) - can read and understand simple functional language for giving and receiving instructions ,asking for explanations in class, etc. - can understand short texts with illustrations (audio or visual: picture, graph, map, etc.) - can assess the effectiveness of his own reading strategies - can identify linguistic clues (key words, repeated words, etc.) to understand a text.
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Key Stage 1	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce very short oral or written messages / texts of descriptive type using written, visual or oral support .	<p>Supports: tables/forms/grids for information filling using simple language, and all other supports suggested above.</p> <p>Topics: related to learner's personal life , his environment and the world : school , clothing , eating habits, hygiene , leisure , education (see cross-curricular topics).</p> <p>Language input: Grammar , vocabulary and mechanics (spelling, punctuation, capitals, indentation, etc.); techniques used for descriptive writing.</p> <p>Strategies for writing: Identify the task; take into account topic, context, purpose and audience; use appropriate conventions for English writing; check meaning in dictionary and use in grammar book; assess the effectiveness of your own writing strategies .</p>	<ul style="list-style-type: none"> - can fill out a form and give simple details - can write about himself, his family, school, home, etc. - can use short phrases with simple vocabulary - can write a simple message on a postcard or in an email - can use short phrases and sentences (subject + verb + object) - can use memorized language: fixed phrases and simple vocabulary - can follow the model presented in class.
Key Stage 2	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce short oral messages / texts of descriptive, narrative, prescriptive or	<p>Supports : audiovisual (dialogues, songs, poems, films, DVD, etc.) and visual (pictures, posters, diagrams, photos, flyers, etc.)</p> <p>Topics: related to learner's life, his familiar context (home, school) , his personal experience, rights and duties at school, issues of health and food hygiene, travel and entertainment, nature, pets, discoveries in science and technology, etc. (Refer to the cross-curricular topics selected for 2nd year level).</p> <p>Language input: basic grammar,</p>	<ul style="list-style-type: none"> - can understand essential details in a conversation, containing simple language and familiar expressions used in everyday life - can understand functional language used in class, without visual support - can understand more elaborate instructions, simply and clearly stated - can manage his work efficiently and assess his use of listening strategies - can anticipate the meaning of messages - can organize his work , use and assess the effectiveness of the oral interaction

		argumentative type using written, visual or oral support.	vocabulary and pronunciation relevant to oral interaction ; using polite language for oral communication ; asking questions, giving and receiving instructions , etc. Strategies for oral interaction : Listening carefully to the speaker, opening a conversation, turn-taking, leave taking; taking part in a conversation , asking and answering questions, demonstrating understanding or confusion, using compensation strategies for communication breakdowns, asking for help, negotiating word meaning, phrase meaning, etc. with peer or teacher.	strategies he has acquired such as: ask for help, work in pairs , use turn-taking, keep a conversation going, etc.
Key Stage 2	Comprehension/Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret short oral or written messages / texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support.	Supports: leaflets, postcards, emails, notices, whiteboard drawings; graphs and statistics, etc. Topics: linked to learner's personal life, his environment and the world: school, clothing, eating habits, hygiene, leisure, education (see cross-curricular topics). Language input: Grammar, vocabulary, spelling and pronunciation, cohesion and coherence relations, etc. Strategies for listening: Identify purpose of text; identify content of text; understand task and do it ;listen for clues when meaning of word is unknown/unclear ; deduce meaning of word or phrase from context ; assess your listening strategies as effective or not.	- can read and understand general ideas and details in easy texts, written in simple language with familiar vocabulary and lexical expressions and related to everyday topics and concrete situations - can read and understand descriptive, narrative or argumentative texts of medium length, on topics of interest such as sports, hobbies, health, discoveries, travel, etc - can understand the gist of a story, the narrator's ideas and opinions clearly expressed, a simple letter describing a person, narrating or predicting an event - can anticipate the end of a story - can deal with situations such as: order a meal in a restaurant, going on a trip doing shopping, asking for prices ,places, train schedules, etc.

			Strategies for reading: Identify purpose of text; identify type of text; predict meaning of text from visual clues (pictures, drawings, etc.) and spelling (capitals, punctuation, indentation, type of print, title, subtitle, etc.); check meaning in dictionary and grammar in grammar book; assess the effectiveness of your reading strategies .	<ul style="list-style-type: none"> - can give his opinion , ask for help or offer to help, cooperate, work in pair or group - can assess his reading strategies as efficient or not.
Key Stage 2	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce short oral or written messages/ texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support.	Supports: tables/forms/grids for information filling using simple language, and all other supports suggested above. Topics: same as above Language input: Grammar , vocabulary and mechanics needed for descriptive , narrative or argumentative writing. Strategies for writing: Identify type of task; take into account context, purpose and audience; organize ideas into a coherent text; use appropriate conventions for English writing; check meaning in dictionary and use grammar book; assess the effectiveness of writing strategies used.	<ul style="list-style-type: none"> - can write a medium length descriptive paragraph on facts or stories related to his environment, family, friends, school, living conditions, past family , past activities, events. - can write an email to speak about his family, friends, school, home, etc. - can write simple directions , recipes, how to do text, etc. - can write an outline and the first draft of a text - can generate new ideas from a model - can manage his work and assess it efficiently.
Key Stage 3	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and	Supports : audiovisual (dialogues, songs, poems, films, DVD) and visual (pictures, posters, diagrams, photos, etc.). Topics: related to learner' s life, his contact (home, school), his dreams, wishes, his attitudes of citizenship, solidarity, table	<ul style="list-style-type: none"> - can interact orally to open a conversation and keep it going - can ask questions and answer briefly - can deal with situations related to his personal life and experience and his community

		<p>produce oral messages/ texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support.</p>	<p>manners , his areas of interest (music , films, drama, social networks, historical monuments ,etc.). (Refer to cross-curricular topics selected for the 4th year level.) Language input: Grammar, vocabulary, pronunciation and formulaic language used for oral interaction. Strategies for oral interaction : Using relevant language input, target oral in an ongoing conversation ; opening and closing a conversation ; turn taking , leave taking ; using correct pronunciation(intonation, stress, rhythm) ; understanding topic ,task, main idea, details; identifying the listener's intent correctly; preparing written notes for effective oral interaction.</p>	<ul style="list-style-type: none"> - can use familiar expressions relating everyday situations , and simple sentences in a spontaneous way - can interact in a variety of situations of communication - can speak about his plans and projects - can give his opinion, give and understand instructions, ask for and give help, etc. - can manage his work - can use strategies for oral interaction and assess their efficiency - can work with peers and in a group. - can show his understanding of new/ unknown words and expressions - Can manage his learning process - Can memorise successfully new language input (grammar, vocabulary, etc.).
Key Stage 3	Interpretation of oral and written messages	<p>In a situation of meaningful communication, the learner will be able to interpret oral or written messages/ texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support.</p>	<p>Supports: flyers, maps , emails, notices, posters, graphs with statistics. Themes / Topics: related to learner's life, his contact (home, school), his dreams, wishes ,his attitudes of citizenship, solidarity, table manners his areas of interest (music , films ,drama ,social networks, historical monuments ,etc.). (Refer to cross-curricular themes selected for the 4th year level.) Language input: Grammar, vocabulary, pronunciation , techniques used for writing descriptive , narrative , prescriptive or argumentative texts. Strategies for Listening: Identify listening task and speaker's</p>	<ul style="list-style-type: none"> - can understand gist and important details in dialogues and paragraphs written in simple and easy English and familiar expressions from everyday life - can understand instructions in easy classroom language - can guess meaning of instruction from context - can understand gist and details in medium length texts describing topics familiar to him relating to his everyday life, to his interest (sports, hobbies), his needs ,wants, expectations..), current events occurring in the world ,etc .

			<p>purpose ; listening for gist and for details ; deduce meaning from context ; identify key words and expressions to construct overall meaning of message; rephrase , paraphrase the message using his own words.</p> <p>Strategies for reading :</p> <ul style="list-style-type: none"> -Identify task (instructions, content ...), writer' s purpose, - select techniques of reading (skimming, scanning, for gist, for detail); - Identify signals, clues(syntactic ,lexical , morphological, spelling); -Understand words in context, inferring meaning from context. 	<ul style="list-style-type: none"> - can read, understand and anticipate meaning in clearly stated opinions and view points - can understand a personal letter written in simple and easy English -can understand written texts and involving prediction of narration, personal stories, feelings, wishes - can manage his work, develop efficient reading methods and assess his own reading strategies.
Key Stage 3	Production of oral and written messages	<p>In a situation of meaningful communication, the learner will be able to produce oral or written messages / texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support.</p>	<p>Supports : easy forms for information filling and all other supports suggested above .</p> <p>Language input :</p> <ul style="list-style-type: none"> - Grammar and lexis , techniques for writing descriptive , narrative, prescriptive and argumentative texts. <p>Strategies used for writing :</p> <ul style="list-style-type: none"> -Identify the task ,take into account topic, context ,purpose and audience -Use appropriate conventions for English writing, write an outline and organize ideas taking into account relevance, coherence, cohesion, unity. 	<ul style="list-style-type: none"> -can describe facts in short narrative texts relating to the learners environment, family, school, work ,experiences and events (past and present) -can produce different types of texts(descriptive, narrative , argumentative and prescriptive) of a medium length /complexity using a wide range of connectors and time sequencers (first, and, but, because, so, the, next, finally) -can write a personal letter or an email to describe his environment, his life... - can write simple instructions for recipes, instructions for use, itinerary, etc. - can produce coherent writing and generate ideas -can manage his work and asses his own strategies - can draft, redraft and edit a text.

4. Yearly Syllabuses for Middle School

4.1 Syllabuses Across the Years

1st year middle school

GLOBAL COMPETENCE/EXIT PROFILE

At the end of level 1 (1st year middle school), the learner will be able to interact, interpret and produce short oral and written messages / texts of descriptive type, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests.

The learner can:

- Understand simple messages related to concrete situations, his/her immediate environment and needs.
- Ask and answer simple questions about topics related to their age and interest provided that the other person speaks clearly and is prepared to help.
- Use very basic phrases, short sentences to talk and write about personal experiences (family likes...).

Middle School Year 1

Domains	Target competencies	Competency components	Resources	Types of Learning Situations	Criteria and Indicators	Timing
Interacting orally	<p>By the end of the first year, in meaningful communicative situations related to his/her interests, based on written, visual</p> <p>or audio supports, the learner will be able to interact and produce simple descriptive messages/texts orally.</p>	<ul style="list-style-type: none"> - The learner makes contact with the interlocutor. - She/he transmits a message. - She/he reacts in a non verbal way to verbal messages. - She /he maintains an oral interaction using listening strategies. - she/he sorts out the general meaning of an oral message 	<p>Supports: (Conversations, monologs, songs, poetry, short texts ...) and visuals (pictures, photos, posters, diagrams, etc.).</p> <p>Topics: related to the learner's personal life (name, age, address , school, relatives);</p> <p>-Her/his personal environment (school and house; habits and preferences);</p> <p>-Enlarged environment (common places in her/his town, our country, national days and religious celebrations).</p> <p>Linguistic competence: grammatical, lexical, and pronunciation notions in relation with the domain of oral interaction.</p> <p>Functions related to the interactive communication.</p> <p>Register acquisition for phrases related to oral interaction (introducing oneself , greeting).</p>	<p>Example of learning situation:</p> <p>It is your first day in middle school. Introduce yourself to your schoolmates. Tell them about your family, your village/town and your likes</p>	<p>Criteria related to:</p> <ul style="list-style-type: none"> - Relevance, correct use of language / coherence/ consistency/verbal/ non verbal reactions -She/he takes part in conversation with the support of her/ his peers, her/his teacher -Context adapted to the situation of interaction -A more or less appropriate pronunciation -A more or less appropriate use of a functional language, lexis, expressions, and the acquired structures related to the need for oral interaction -Production of simple personal messages appropriate to the situation of communication. 	40H

<p>Interpreting oral and written Messages</p>	<p>By the end of the first year, in meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, the learner will be able to interpret simple descriptive messages/texts orally and in written.</p>	<p>The learner reacts to a visual, audio or written text</p> <ul style="list-style-type: none"> - She/he adapts her/his listening or reading skills to the text type. - She/he sorts out the general meaning of a text (its gist) - She/ he calls up/mobilises for complementary strategies to understand a text. 	<p>Supports: (Conversations, monologs, songs, poetry, short texts ...) and visuals (pictures, photos, posters, diagrams, etc...)</p> <p>Topics : related to the learner's personal life (name, age, address , school, relatives)</p> <p>-Her/his personal environment (school and house; habits and preferences.)</p> <p>-Enlarged environment (common places in her/his town, our country, national days and religious celebrations)</p> <p>Linguistic competence: grammatical, lexical, and pronunciation notions in relation with the domain of oral and written interpretation</p> <p>Functions related to the interactive communication.</p>	<p>Example of learning situation:</p> <p>You received an email from your new friend; read it attentively then complete his/her ID card (with the information contained in the email: personal information, family, country, town, likes).</p>	<ul style="list-style-type: none"> -Understanding instructions -Verbal/non verbal demonstration of subject understanding. - The learner associates a text to an image. -Selection of information from listening or reading. -She/he sorts out the key ideas. -Recognition and use of the acquired lexis, expressions and structures having a relation with the need of interpreting. 	<p>20H</p>
		<ul style="list-style-type: none"> - The learner makes contact with the interlocutor. - She/he transmits a message. - She/he reacts in a non verbal way to verbal messages. - She /he maintains an oral interaction using 	<p>Register acquisition for phrases related to oral interaction (introducing oneself , greeting)</p> <p>Linguistic competence: Grammatical notions:</p> <ul style="list-style-type: none"> - Auxiliary to be/to have - The present simple tense. -The present continuous - 'Wh' questions (what/ where/who) - Yes / no questions - Articles (a, an, the) 	<p>Example of learning situation:</p> <p>It is your first day in middle school. Introduce yourself to your schoolmates. Tell them about your family, your village/town and your likes.</p>		

		<p>listening strategies.</p> <p>- she/he sorts out the general meaning of an oral message</p>	<p>- Personal pronouns</p> <p>-The demonstrative: this, that, it</p> <p>- Prepositions (location: from, in, on, at, near, /time: in +morning...at+ time)</p> <p>- Cardinal numbers and ordinal numbers.</p> <p>-Qualifiers (Physical appearance/nationalities)</p> <p>-Discourse markers (today, every, now, and, but)</p> <p>Lexis: Topical lexis (see topics mentioned above)</p> <p>Register acquisition for phrases related to oral interaction (introducing oneself , greeting)</p> <p>Pronunciation :The learner identifies in an intelligible way the common words sounds (short vowels/long vowels /diphthongs of practiced words ; voiced and voiceless consonants)</p> <p>-The learner takes into account intonation (rising when asking questions).</p>		
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<p style="text-align: center;">Written production</p>	<p>By the end of the first year, in meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, the learner will be able to produce simple written descriptive messages/texts .</p>	<ul style="list-style-type: none"> - The learner calls up for the resources she/ he has at her/ his disposal to develop her/his language learning in order to produce very short and simple texts. - She/he adapts her/his text to situations of communication. - She/he conceives writing as a tool of communication and learning. - She/ he structures her/his text. 	<p>Supports :</p> <p>Simple forms+ suggested supports for the previous domains.</p> <p>Topics (see topics above)</p> <p>Linguistic competence:</p> <p>Reuse of the grammatical and lexical notions related to description mentioned in the previous domains.</p> <p>Conventions related to the written expression.</p> <p>Topical lexis (see topics mentioned above)</p>	<p>Example of learning situation:</p> <p>Your friends are on social networks (facebook, twitter, instagram, yahoo messenger, whatsapp). You want to join them. Post your profile (personal information, hobbies).</p> <p>Example of situations of integration:</p> <p>Your teacher asked you to make a poster of your favourite hero. Include her/his personal information, country, preferences, hobbies...</p>	<ul style="list-style-type: none"> -Appropriate formulation. -Relevance of ideas. -Answers with the help of supports and examples to transmit personal information. -Text coherence and consistency(logical organization of ideas/chronological order.....) -Use of the acquired lexis and expressions having a relation with the need for written expression . -Respect of presentation (layout / handwriting). -Respect of textual organization according to typology. - Originality of production - Authenticity of information 	<p style="text-align: center;">30H</p>
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2nd year middle school

GLOBAL COMPETENCE/EXIT PROFILE

At the end of MS2, the learner will be able to interact, interpret and produce oral and written messages / texts of average complexity of descriptive, narrative and prescriptive type, using written, visual or oral support, in meaningful situations of communication related to his environment and interests.

The learner can:

- Understand messages consisting of formulaic phrases and simple sentences related to frequently used expressions related to familiar topics or situations (personal, shopping, local places).
- Communicate limited information in simple every day and routine situations by using memorised phrases and formulaic language.
- Use selected simple structures correctly but still systematically produce basic errors

Domain	Target competencies	Competency components	Resources	Types of Learning Situations	Criteria and Indicators	Timing
Interacting orally	By the end of the second year, in meaningful communicative situations related to his/her interests, based on written, visual or audio supports, the learner will be able to interact and produce descriptive, narrative and prescriptive messages/texts of average complexity orally.	<ul style="list-style-type: none"> - The learner makes contact with the interlocutor. - She/he transmits a message. - She/he reacts in a non verbal way to verbal messages. - She /he maintains an oral interaction using listening strategies. - She/he sorts out the general meaning of an oral message. 	<p>Supports: (Conversations, monologs, songs, poetry, short texts ...) and visuals (pictures, photos, posters, diagrams, etc.).</p> <p>Topics: <u>Related to the learner's personal life.</u> My physical description , clothing My daily life (routine and sport activities) My home My likes ; my abilities My experiences <u>Her/his personal environment</u> My extended family Shopping: prices, weight , size, shape and colour Parts of the body Health and healthy diet Rights and duties at school Neighbouring places and itineraries <u>Enlarged environment</u> (The world) Travelling: trips (itineraries and places) Home types The weather</p> <p>Linguistic competence:</p>	<p>Example of learning situation: You are back to school. Your classmate wants to know how you spent your last winter holidays. Tell him/her about interesting activities you did.</p>	<p>Criteria related to:</p> <ul style="list-style-type: none"> - relevance, correct use of language, coherence / consistency/verbal /non verbal reactions - She/he takes part in conversation with the support of her/ his peers, her/his teacher -Interaction adapted to the situation of communication -A more or less appropriate pronunciation -A more or less appropriate use of a functional language, lexis, expressions, and the acquired structures related to the need of oral interaction -Production of simple personal messages appropriate to the situation of communication. 	35H

			grammatical, lexical, and pronunciation notions in relation with the domain of oral interaction . Functions related to the interactive communication. Register acquisition for phrases related to oral interaction (introducing oneself , greeting)			
Interpreting oral and written Messages	By the end of the second year, in meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, the learner will be able to interpret simple descriptive, narrative and prescriptive messages/texts of average complexity orally and in written.	The learner reacts to a visual, audio or written text. - She/he adapts her/his listening or reading skills to the text type. -She/he sorts out the general meaning of a text (its gist). - She/ he calls up/mobilises for complementary strategies to understand a text. - The learner makes contact with the interlocutor. - She/he transmits a message.	Supports: (Conversations, monologs, songs, poetry, short texts ...) and visuals (pictures, photos, posters, diagrams, etc...) Topics: <u>Related to the learner's personal life.</u> (name, age, address , school, relatives) <u>Her/his personal environment</u> My physical description , clothing My daily life (routine and sport activities) My home My likes ; my abilities My experiences <u>Enlarged environment</u> (The world) Travelling: trips (itineraries and places) Home types The weather Linguistic competence: grammatical, lexical, and	Example of learning situation You have read an interesting AD in the newspaper about a travel agency, which gives interesting offers, services and facilities. Read the AD and fill the table with the necessary information.	Criteria related to: -Understanding instructions -Verbal/ non verbal demonstration of subject understanding. - The learner associates a text to an image. -Selection of information from listening or reading. - She/he sorts out the key ideas. -Recognition and use of the acquired lexis, expressions and structures having a relation with the need of interpreting.	25H

		<p>- She/he reacts in a non verbal way to verbal messages.</p> <p>- She /he maintains an oral interaction using listening strategies.</p> <p>- she/he sorts out the general meaning of an oral message</p>	<p>pronunciation notions in relation with the domain of oral and written interpretation</p> <p>Functions related to the interactive communication.</p> <p>Register acquisition for phrases related to oral interaction</p> <p>Linguistic competence</p> <p>Grammatical notions:</p> <p>The present simple/ continuous</p> <p>The past simple tense (to be/ + very few regular and irregular verbs)</p> <p>The future tenses (intention : will; planning: going to)</p> <p>The modal can / can't (ability+ physical capacity)</p> <p>Must /mustn't (obligation / recommendation)</p> <p>The imperative(do/don't)</p> <p>"Wh" questions;</p> <p>Why/because....</p> <p>Yes/no questions</p> <p>Personal pronouns</p> <p>The demonstratives (these / those)</p> <p>There is / there are</p> <p>Quantifiers (how much/ how many/ some/ any)</p> <p>Prepositions (from, in, on, at, near)</p> <p>Cardinal and ordinal numbers</p> <p>Qualifiers (physical appearance)</p> <p>Articles: a, an, the</p>		
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			<p>Time markers: yesterday /today/ tomorrow/last week</p> <p>Lexis: Topical lexis</p> <p>Pronunciation : Discrimination des sons (vowels and consonants review and expansion: aspirated, non aspirated 'h'; clear and dark 'l') 'ed' past pronunciation Silent letters: 'n', 'd' Speech pattern: contracted form of auxiliaries Weak and strong form of 'can'</p>		
Written production	<p>By the end of the second year, in meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, the learner will be able to produce written descriptive narrative and prescriptive messages/texts of average complexity.</p>	<p>- The learner calls up for the resources she/ he has at her/ his disposal to develop her/his language learning in order to produce short and simple texts</p> <p>- She/he adapts her/his text to situations of communication.</p> <p>- She/he conceives writing as a tool of communication and learning.</p>	<p>Supports : Simple forms+ suggested supports for the previous domains.</p> <p>Themes: Mentioned above</p> <p>Linguistic competence: -Reuse of the grammatical and lexical notions related to description, narration and prescription mentioned in the previous domains. -Conventions and writing strategies related to the written expression.</p>	<p>Example of learning situation: You went camping with your friends last holidays. Something bad happened .So, you decided to return home. Write an e-mail to your pen-friend to tell him/her about this experience</p> <p>Example of</p>	<p>Criteria related to:</p> <p>-Appropriate formulation.</p> <p>-Relevance of ideas.</p> <p>-Answers with the help of supports and examples to transmit personal information.</p> <p>-Text coherence and consistency logical organization of ideas/ chronological order)</p> <p>- Use of the acquired lexis and expressions having a relation with the need for written expression .</p> <p>-Respect of presentation (layout / handwriting).</p>

30H

		- She/ he structures her/his text.		<p>situations of integration: You told your friend about the nice winter holidays you had. She/he wants to know how to get there and what interesting places to visit. Write him/her a letter. Include a map route with location, direction and place symbols.</p>	<p>-Respect of textual organization according to typology</p> <p>- Originality of production</p> <p>- Authenticity of information</p>	
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GLOBAL COMPETENCE/EXIT PROFILE

At the end of MS3, the learner will be able to interact, interpret and produce simple oral and written messages / texts of average complexity, of descriptive, narrative, prescriptive and argumentative types, using written, visual or oral support, in meaningful situations of communication related to his environment and interests. The learner can:

- understand short texts consisting of phrases and simple sentences and frequently used expressions to familiar topics or situations.
- communicate messages in simple tasks on everyday topics using simple sentences that are appropriate.
- describe in short sentences some aspects of his/her background or environment and related to his/her needs.

Middle School Year 3

Domain	Target competencies	Competency components	Resources	Types of Learning Situations	Criteria And Indicators	Timing
Interacting orally	By the end of the third year, in meaningful communicative situations related to his/her interests, based on written, visual or audio supports, the learner will be able to interact and produce descriptive , narrative, prescriptive and argumentative messages/texts of average complexity, orally.	<ul style="list-style-type: none"> - The learner mobilises his prerequisites. - She/he transmits a message. - She/he reacts in a non verbal way to verbal messages. - She /he maintains an oral interaction using listening strategies. - she/he takes part in discussions. 	<p>Supports: (Conversations, monologs, songs, poetry, short texts etc.) and visuals (pictures, photos, posters, diagrams, etc.)</p> <p>Topics: <u>Related to the learner's personal life.</u> My abilities and inabilities / my likes and dislikes ⇒ My personality features My life style My hobbies outside school My interest in animals and plants <u>Her/his personal environment</u> (My childhood memories) Teenage lifestyle : Fashion Eating habits (good or bad)</p>	<p>Example of learning situation: You met your best friend and talked about your primary school years .</p> <p>Retell the conversation you had about how your school life used to be. Include the good and bad experiences you had together.</p>	<p>Criteria related to:</p> <ul style="list-style-type: none"> - Relevance, correct use of language -Coherence/consistency/ verbal/non verbal reactions -She/he takes part in conversations with the support of her/ his peers, her/his teacher. -Interaction adapted to the situation of communication -A more or less appropriate pronunciation -A more or less appropriate use of a functional language, lexis, expressions, and the acquired structures related to the need of oral interaction. 	35H

			<p><u>Protection of the environment</u> (eco behaviour) At school Neighbourhood</p> <p><u>Enlarged environment</u> Inventions and discoveries in sciences and technology Outstanding figures in sciences and sport Health Urban life The means of transport Animals in danger of extinction</p> <p>Linguistic competence: grammatical, lexical, and pronunciation notions in relation with the domain of oral interaction.</p> <p>Functions related to the interactive communication. Register acquisition for phrases related to oral interaction</p>		<p>-Production of simple personal messages appropriate to the situation of communication.</p>	
Interpreting oral and written Messages	By the end of the third year, in meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, the learner will be able to interpret descriptive, narrative, prescriptive and argumentative messages/texts of	<p>-The learner reacts to a visual, audio or written text.</p> <p>- She/he adapts her/his listening or reading skills to the text type.</p> <p>- She/he sorts out the general meaning of a text (its gist).</p>	<p>Supports: (Conversations, monologs, songs, poetry, short texts etc.) and visuals (pictures, photos, posters, diagrams, etc.)</p> <p>Topics: <u>Related to the learner's personal life.</u> (name, age, address , school, relatives) <u>Her/his personal environment</u> (school and house; habits and preferences.)</p>	<p>Example of learning situation You heard on the radio a famous football player's memories as a child, you liked his story, take notes to inform your friends about things your star used to do when he/she was younger.</p>	<p>-Understanding instructions</p> <p>-Verbal/non verbal demonstration of subject understanding.</p> <p>- The learner associates a text to an image.</p> <p>- Selection of information from listening or reading. She/he sorts out the key ideas.</p>	37H

	<p>average complexity orally and in written.</p>	<p>- She/ he calls up/ mobilises for complementary strategies to understand a text.</p>	<p><u>Enlarged environment</u> (common places in her/his town, our country, national days and religious celebrations.)</p> <p>Linguistic competence: grammatical, lexical, and pronunciation notions in relation with the domain of oral and written interpretation.</p> <p>Functions related to descriptive, prescriptive, narrative and argumentative texts.</p> <p>Linguistic competence</p> <p>Grammatical notions:</p> <p>The present simple and past simple tenses (review and expansion)</p> <p>The past simple(the three forms)with topic related regular and irregular verbs</p> <p>The past simple +ago</p> <p>The present perfect + since / or for</p> <p>Past simple and past continuous</p> <p>The present continuous for planned future</p> <p>Discourse markers for:</p> <p>-cause and effect(because / so / as/therefore</p> <p>-classification (first/ secondly... finally)</p> <p>-opposition(but / while)</p> <p>-addition (and)</p> <p>The comparative(short and long</p>	<p>-Recognition and use of the acquired lexis, expressions and structures having a relation with the need of interpreting.</p>	
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			<p>adjectives: adj +er/ than; more/ adj / than ; less / adj / than)</p> <p>The modals:</p> <ul style="list-style-type: none"> - for polite request/ permission:(can and may) -for strong and mild obligation(must and should) - the semi modal used to positive form <p>The relative clauses (who and which)</p> <p>to be made of / to be made in</p> <p>Lexis:</p> <p>Names of animals (domestic),² wild life (jungle/forest:/desert ...)</p> <p>Words related to styles of clothing/ dwellings</p> <p>Words related to diet/illness/herbal and medicines</p> <p>Nouns, verbs and phrases related to transports (drive/to take/ride...on foot/by bus....</p> <p>Words/verbs related and phrases related to itineraries/ways to</p> <p>Nouns(simple/compound)</p> <p>Verbs and phrases related to sports(activities /places/ achievements)</p> <p>Pronunciation:</p> <p>Voiceless and voiced consonants review and expansion</p> <p>Vowel sounds (review and</p>		
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			<p>expansion): 'ed'past and 's'final pronunciation (present tense and plural forms) Silent letters:[k];[w];[h];[t] Speech pattern: Contracted forms Weak and strong form of can Intonation: rising and falling intonation</p>		
		<ul style="list-style-type: none"> - The learner makes contact with the interlocutor. - She/he transmits a message. - She/he reacts in a non verbal way to verbal messages. - She /he maintains an oral interaction using listening strategies. - she/he sorts out the general meaning of an oral message 			

<p>Written production</p>	<p>By the end of the third year, in meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, the learner will be able to produce simple written descriptive , narrative, prescriptive and argumentative messages/texts .</p>	<p>-The learner calls up for the resources she/ he has at her/ his disposal to develop her/his language learning in order to produce short and simple texts - She/he adapts her/his text to situations of communication. -She/he conceives writing as a tool- of communication and learning. - She/ he structures her/his text.</p>	<p>Supports: Simple forms+ suggested supports for the previous domains. Themes: Mentioned above Linguistic competence - Reuse of the grammatical and lexical notions related to description, narration, argumentation and prescription mentioned in the previous domains. - Conventions and writing strategies related to the written expression.</p>	<p>Example of learning situation: Your e-pal has sent an email telling you about Christmas celebrations many years ago. Reply and tell him/her how your grandmother used to celebrate El Mawlid Ennabawi many years ago. Example of situations of integration: Your school has organised a contest for the best article on the wall newspaper about the dressing and the living habits of your grandparents when they were teenagers. Write an article where you compare their life styles with yours.</p>	<p>Criteria related to :</p> <ul style="list-style-type: none"> - Appropriate formulation. -Relevance of ideas. -Answers with the help of supports and examples to transmit personal information. <p>Text coherence and consistency (logical organization of ideas/) -chronological order ..): - Use of the acquired lexis and expressions having a relation with the need for written expression . - Respect of presentation (layout / handwriting). - Respect of textual organization according to typology. - Originality of production - Authenticity of information</p>	<p>40H</p>
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Middle School Year 4

GLOBAL COMPETENCE/EXIT PROFILE

At the end of MS4, the learner will be able to interact, interpret and produce simple oral and written messages / texts of descriptive, narrative, prescriptive and argumentative types, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests .The learner can:

- understand the main points of a familiar text on personal and cross-curricular topics
- describe, in speech and writing, experiences and events giving some simple explanations for opinions or plans related to his/her background
- produce short simple connected speech on familiar topics or personal interest.

Domains	Target competencies	Competency components	Resources	Types of Learning Situations	Criteria And Indicators	Timing
Interacting orally	By the end of the fourth year, in a situation of meaningful communication, using written, visual or oral support, the learner will be able to interact and produce oral messages / texts of a descriptive , narrative , argumentative or prescriptive type	<ul style="list-style-type: none"> -He takes into account the status of his interlocutor. -He expresses himself politely - He engages and maintains a conversation on familiar topics - The learner interacts orally to: <ul style="list-style-type: none"> o .respond to the requests of his peers on familiar topics.; o .express his feelings, his surprise, his agreement, 	<p>Supports: (Conversations, monologues, songs, poetry, short texts ...) and visuals (pictures, photos, posters, diagrams, etc...)</p> <p>Topics <u>Related to the learner's personal life.</u> (his personality features, his embarrassing and enriching experiences, his ambitions, his dreams, his projects) <u>Her/his personal environment</u> (family advice, commitment with charity clubs and respect, healthy food and table manners, hobbies) <u>Enlarged environment</u> (forums and discussion networks on food and dishes around the world, landmarks and monuments, national and</p>	<p>Example of learning situation: Your friend and you are talking about your favourite snacks. He/she wants to know the recipe. Tell him/her about the ingredients and how this snack is prepared .Then discuss the consequences of fast food on health</p>	<p>Criteria related to:</p> <ul style="list-style-type: none"> -Relevance, correct use of language / coherence/consistency/ verbal/ non verbal reaction - He participates in a conversation with the support of his peers, of his teacher. - Communication adapted to the situation of interaction; he uses: <ul style="list-style-type: none"> .a more or less adequate pronunciation .a more or less adequate use of a functional language, lexis, expressions and acquired structures, having a relation to the need of oral 	35H

		<p>his disagreement, his pleasure, his non-comprehension</p> <p>-He transmits a message to express his opinions, give advice, give indications, ask for help, and seek information.</p> <p>-He reacts non-verbally and verbally to verbal messages of average complexity</p> <p>- He interacts to predict an event, a real life situation</p> <p>- He understands the overall meaning of an oral message of average complexity</p> <p>- He uses interaction strategies to maintain a conversation</p> <p>- He evaluates the effectiveness of his work.</p>	<p>universal landmarks, outstanding figures in history, literature and arts and the world)</p> <p>Linguistic competence: grammatical, lexical, and pronunciation notions in relation with the domain of oral interaction.</p> <p>Functions related to the interactive communication.</p> <p>Register acquisition for phrases related to oral interaction</p>	<p>interaction</p> <p>- Use of simple personalised messages appropriate to the situation of communication.</p>	
<p>Interpreting oral and written messages</p>	<p>By the end of year four, in a situation of meaningful communication, using written, visual or oral support, the learner will be able to interpret</p>	<p>- The learner reacts to the visual, audio or written text/message</p> <p>- He adapts his listening or his reading to the text type</p> <p>- He reacts to the visual text of average complexity</p> <p>- He gets the general meaning of an oral</p>	<p>Supports: (Conversations, monologs, songs, poetry, short texts ...) and visuals (pictures, photos, posters, diagrams, etc...)</p> <p>Topics related to: The learner's personal life (name, age, address , school, relatives)</p> <p>Her/his personal environment</p>	<p>Example of learning situation: You have seen on TV the recipe of a popular English dish . You want to try it. Take notes of the different</p>	<p>Understading the instructions</p> <p>Verbal and non verbal demonstration of his comprehension of the topic:</p> <p>-he associates a text to an image</p> <p>-he selects information through listening or reading</p>

37H

	<p>oral or written messages / texts</p> <p>of a descriptive, narrative , argumentative or prescriptive type</p>	<p>text or written text of average complexity</p> <ul style="list-style-type: none"> - He constructs meaning with the help of appropriate information - He anticipates from the given topic, the text genre/type, of visual aids/elements, audio or written - He establishes the syntactic order within and between sentences taking into account the cohesive devices (connectors...) -The learner accomplishes a relevant task - He consults reference tools - He mobilises compensatory/guessing strategies to understand a text - He evaluates the effectiveness of his work 	<p>(school and house; habits and preferences.)</p> <p>Enlarged environment (common places in her/his town, our country, national days and religious celebrations.)</p> <p>Linguistic competence:</p> <p>grammatical, lexical, and pronunciation notions in relation with the domain of oral and written interpretation.</p> <p>Functions related to descriptive, prescriptive, narrative and argumentative texts.</p> <p>Linguistic competence</p> <p>Grammatical Notions</p> <p>The present simple and past simple tenses (review)</p> <p>The past simple and past continuous tense in a complex sentence (time clause/while /when</p> <p>The present perfect simple without or with time markers: always/ever/ never</p> <p>The imperative (recipes)</p> <p>The passive voice (past simple tense: was built / was founded / discovered)</p> <p>The superlative (with short and long adjectives)</p> <p>Comparisons (superiority- review/ equality/ inferiority: not as.... as)</p> <p>Conditional type 1(present simple /</p>	<p>ingredients and procedures to make this dish.</p>	<p>-he sorts out the main ideas</p> <p>-he identifies and uses the lexis, expressions, acquired structures related to the need of interpretation.</p>	
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			<p>future; imperative / future)</p> <p>'ing' form after verbs of feeling (like /love//dislike /hate)</p> <p>Discourse markers (review and expansion)for: chronology, cause and effect, opposition (unlike / whereas),classification</p> <p>Topic related regular and irregular verbs (review and expansion)</p> <p>Lexis</p> <p>Personality adjectives (review and expansion)</p> <p>Prefixing adjectives (negative meaning: dis /un/in/ il/ir/im</p> <p>Suffixes :adj / ful</p> <p>Nouns of trade /jobs</p> <p>Occupation titles</p> <p>Words related to:</p> <p>genres of movies (fiction/ nonfiction /adventure...)</p> <p>genres of music/books</p> <p>accidents/disaster</p> <p>Types of landmarks (monument /mosque/ tower / bridge /castle/temple...)</p> <p>Names of international landmarks</p> <p>Strong adjectives to describe and value landmarks</p> <p>Verbs and phrasal verbs to describe occupational activities /events</p> <p>Collocations (accident words: get hit/break a bone/ twisted ankle....to</p>		
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			<p>discuss dreamt misfortune: get lost/run out of money...)</p> <p>Nouns , verbs and phrases to describe events and places</p> <p>Foods used in the Algerian dishes</p> <p>Nouns and verbs used to describe and discuss Algerian dishes / cooking/measurements</p> <p>Pronunciation</p> <p>Voiceless and voiced consonants (review and expansion : diphthongs)</p> <p>Vowel sounds (review and expansion)</p> <p>'ed' past and 's'final pronunciation</p> <p>Initial consonant cluster</p> <p>Final consonant cluster</p> <p>Silent letters</p> <p>Speech pattern:</p> <p>contracted forms(auxiliaries and modals)</p> <p>weak and strong form of (modals in polite forms/ was; have and has)</p>		
Written production	<p>By the end of the year four, in a situation of meaningful communication, using written, visual or oral support, the learner will be able to produce written messages / texts</p>	<p>- The learner identifies the text type / to produce a piece of writing .</p> <p>-His production is relevant to the instruction</p> <p>- The learner calls up for the resources she/ he has at her/ his disposal to develop his language skills in</p>	<p>Supports :</p> <p>Simple forms+ suggested supports for the previous domains.</p> <p>Themes:</p> <p>Mentioned above</p> <p>Linguistic competence:</p> <p>Re-use of the grammatical and lexical notions related to description , narration , prescription and argumentation mentioned in the</p>	<p>Example of learning situation:</p> <p>Your school is planning to do a contest for the best recipe on mother's Day celebration . You want to take part in it. Write the recipe of your</p>	<p>-Appropriate formulation.</p> <p>-Relevance of ideas.</p> <p>-Answers with the help of supports and examples to transmit personal information.</p> <p>-Text coherence and consistency/ logical organization of ideas/ chronological order..)</p> <p>40H</p>

	<p>of a descriptive, narrative , argumentative or prescriptive type.</p>	<p>order to produce a variety of texts, of higher complexity</p> <ul style="list-style-type: none"> - He structures his text. - He adapts his text to the situations of communication. -He mobilises his writing strategies to generate ideas in conformity with different text types . -He structures his text. - He evaluates the effectiveness of his work 	<p>previous domains.</p> <p>Writing strategies and conventions related to the written expression (punctuation signs: full stop; comma; question mark; colons and capital letters).</p>	<p>mother's favourite dish.</p> <p>Example of situations of integration:</p> <p>You invited your friend for dinner.</p> <p>She/he is on a diet and has special requirement for his/her meals.</p> <p>Suggest a healthy menu and email it to her/him.</p> <p>Include proportions, ingredients (meat, vegetables, fruit,), calories, etc.</p>	<ul style="list-style-type: none"> -Uses the acquired lexis and expressions having a relation with the need of written expression . -Respect of presentation (layout / handwriting). -Respect of textual organization (according to typology). - Originality of production - Authenticity of information. 	
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4.2 Samples of Situations of Integration

Middle School Year 1				
MS1 Situation of integration : Your friends are on social networks (Facebook, twitter, Instagram , Yahoo Messenger, WhatsApp).You want to join them. Post your profile (personal information ,country, hobbies).				
Indicators Criteria	INDICATORS			
Relevance	<ul style="list-style-type: none"> ○ He can design a poster ○ He can introduce himself ,describe himself, give his name and surname, age, country , hobbies, likes and dislikes on social networks etc. ○ He can talk about his country 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery
Correct use of the linguistic resources	<ul style="list-style-type: none"> ○ He can use the conventions for sentence writing (uppercase , punctuation / semicolon) ○ He can use the present simple with auxiliary 'to be' or 'to have' as well as the verbs 'to like / to live' ○ He can use the vocabulary relevant to a physical description (adjectives related to physical description) 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery
Coherence / Consistency	<ul style="list-style-type: none"> ○ His writing is coherent and reflects a logical organisation of ideas ○ His sentences are meaningful ○ He can use the connectors ' and', and ' but ' appropriately 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery
Excellence	<ul style="list-style-type: none"> ○ His work is well- presented ○ His production shows some degree of originality and creativity 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery

Middle School Year 2				
MS2				
Situation of integration : You told your friend about the nice winter holidays you spent in a nice place (Timgad, Taghit, Timimoun, Tkdja). She/he wants to know how to get there and what interesting places to visit.				
Write him/her a letter. Include a map route with locations, directions and place symbols				
Indicators	INDICATORS			
Criteria				
Relevance	<ul style="list-style-type: none"> ○ He can write a personal letter ○ He can talk about his recent winter holidays ○ He can draw a map of the route and give clear directions 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery
Correct use of the linguistic resources	<ul style="list-style-type: none"> ○ He can use the conventions for writing a personal letter ○ He can use the appropriate tense (past simple) and modals (should , can) ○ He can use the vocabulary (prepositions, verbs and nouns) relevant to the description of a holiday place and to give directions 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery
Coherence / Consistency	<ul style="list-style-type: none"> ○ His writing is coherent and reflects a logical organisation of ideas ○ His sentences are meaningful ○ His use of connectors ' and', 'but ', and time markers is appropriate 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery
Excellence	<ul style="list-style-type: none"> ○ his work is well - presented ○ His production shows some degree of originality and creativity 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery

Middle School Year 3				
MS3				
Situation of integration : Your school has organised a contest for the best article on the wall newspaper about the dressing and the living habits of your grandparents when they were teenagers .				
Write an article where you compare their life styles with yours.				
Indicators Criteria	INDICATORS			
Relevance	<ul style="list-style-type: none"> ○ He can write an article for the school magazine ○ He can give information about his grandparents' lifestyle when they were teenagers ○ He can compare his grandparents' lifestyle and habits to his own and to those of his peers 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery
Correct use of the linguistic resources	<ul style="list-style-type: none"> ○ He can use the appropriate conventions for writing a magazine article ○ He can use the appropriate tenses and modals: used to, past simple, present simple, can, cannot, could, couldn't ○ He can use the vocabulary (verbs and nouns) related to fashion and clothes 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery
Coherence / Consistency	<ul style="list-style-type: none"> ○ He writing is coherent and reflects a logical organisation of ideas ○ He can use simple and complex meaningful sentences . ○ He can use appropriate connectors and time indicators 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery
Excellence	<ul style="list-style-type: none"> ○ His work is well - presented ○ His production shows some degree of originality and creativity 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery

Middle School Year 4				
MS4				
Situation of integration: You invited your friend for dinner. She/he is on a diet and has special requirement for his/her meals. Suggest a healthy menu and email it to her/him. Include proportions , ingredients (meat, vegetables, fruit,), calories, etc				
Indicators	INDICATORS			
Criteria				
Relevance	<ul style="list-style-type: none"> He can write an email He can communicate information about healthy food and diet He can ask questions about his friend' s specific diet requirements / restrictions 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery
Correct use of the linguistic resources	<ul style="list-style-type: none"> He can use the conventions for writing an email He can use the correct tenses : present simple, future, past simple, present perfect, and the modals should, used to He can use the relevant vocabulary (verbs and nouns) to describe a healthy diet and give advice 			
	Maximum Mastery	Minimum Master	Partial Mastery	No Mastery
Coherence / Consistency	<ul style="list-style-type: none"> His writing is coherent and reflects a logical organisation of ideas He can use simple and complex meaningful sentences He can use appropriate connectors and time indicators 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery
Excellence	<ul style="list-style-type: none"> His work is well - presented His production shows some degree of originality and creativity 			
	Maximum Mastery	Minimum Mastery	Partial Mastery	No Mastery

5. Implementation of the Curriculum

5.1 Recommendations for the Implementation of the Curriculum

The curriculum of English focuses on three major principles:

- The development of communication competence in English : The goal is to prepare the learner for oral and written communication
- The learner is in the centre of the learning process : The pedagogical act is no longer based on the transmission of knowledge but it involves the construction of knowledge , taking into account the learner's interests, likes and dislikes, etc. ('me, my world, the world').
- There is a constant interaction between teacher, learner , resources, at school and outside school : The role of the teacher is to involve the child in his own learning and to help him to learn how to learn. He gives him opportunities to become autonomous at all stages of learning, and to evaluate his own performance. A good student- teacher relationship will create a favorable climate where shared values are essential to shape a good and responsible citizen.

These three principles underlie the **three** missions assigned to the school. This implies that the following questions should be considered:

- What English to teach? The role of English
- What teacher: how to teach?
- What learner: how to learn? Learners and learning
- How to interact within this triangle?

These principles are divided into nine guiding principles that teachers should integrate into their professional competencies.

Guiding Principles for Teaching English and Teacher Competencies

ENGLISH LANGUAGE

#1 English facilitates two-way communication with the world

English is a tool for communication that enables learners to make connections with the world and communicate something about one's self, community and country to others.

Teacher's competencies:

- The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening (e.g. interviewing, writing about a past experience, a classmate, reading an email, listening to a phone message);
- The teacher chooses topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world;
- The teacher introduces a variety of topics of interest to the learners that are related to other cultures, comparison of cultures and international issues.

#2 Communicative competence is the aim of language learning

Communicative competence in English involves interacting with others using receptive/interpretive skills (reading and listening) and productive skills (speaking and writing), supported by the ability to use vocabulary and grammar appropriately and employ a range of language strategies that help convey and clarify meaning.

Teacher's competencies:

- The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening;
- The teacher chooses topics and tasks that allow learners to develop skills in learning and communicating about themselves and their community, and about their country and the world;
- The teacher plans lessons that have communicative objectives and whose steps build toward meeting them;
- The teacher introduces grammar, pronunciation and vocabulary in context, with a focus on communicating meaning;
- The teacher teaches learners how to use language strategies to aid in their learning and communication

LEARNERS & LEARNING

3 Successful learning depends on supported and purposeful development

Learners benefit and get more involved when each activity builds on previous material so that knowledge and skills build logically towards achieving and developing specific competences.

Teacher's competencies:

- The teacher plans lessons that have communicative objectives and whose steps build toward meeting them;
- The teacher breaks down functions, genres and skills into smaller component/skills/parts in order to present realistic 'chunks' of the language for learners to process;
- The teacher stages the lessons so that what the learner learns/practices in each step prepares for the next ones.

#4 Meaningful activities/tasks support and encourage learning

Classroom activities and tasks should draw on learners' lives and interests and help them to communicate ideas and meaning in and out of class.

Teacher's competencies:

- The teacher supplements and adapts the textbook to plan activities related to learners' interests, prior knowledge and experience;
- The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening;
- The teacher contextualizes the activities and provides a purpose for them.

#5 Learning is an active, evolving process

Learning a language requires opportunities to use what one knows for communicative purposes, making mistakes and learning from them. The aim is to perform competently, while recognizing that errors may still occur.

Teacher's competencies:

- a. The teacher provides a balance of activities that focus on accuracy and fluency;
- b. The teacher plans activities within each lesson in which learners use the language freely without worrying about errors, so that they can focus on fluency and communication;
- c. The teacher plans activities in which learners use previously learned language and skills and incorporate new language and skills;
- d. The teacher gives learners opportunities to recognize errors and figure out how to correct them.

#6 Assessment of learning should be ongoing

Ongoing, or regular, assessment should take various forms and address the competences that have been learned in class, so that the assessment can provide useful information on individual progress and achievement, which teachers and learners can review to aid learning.

Teacher's competencies:

- a. The teacher has realistic short and long term learning objectives for learners;
- b. The teacher regularly assesses learner learning using a variety of assessment activities;
- c. The teacher plans and uses assessment activities that assess not only what learners know, but also what learners are able to do as speakers, listeners, readers and writers;
- d. The teacher teaches learners to assess themselves and their peers so that they are aware of their progress.

LEARNERS

#7 Active learners

Learners acquire and retain language best when the topics meet their interests and when they are active participants in their learning: finding personal meaning, learning cooperatively with peers, and making connections to life outside of class.

Teacher's competencies:

- a. The teacher supplements and adapts the textbook to plan activities related to learners' interests, prior knowledge and experience;
- b. The teacher sets tasks that allow the learner to discover how the language works in its form, meaning and use;
- c. The teacher plans lessons so that learners have to think and use their previous knowledge and imagination to prepare for and carry out classroom activities.
- d. The teacher sets tasks that develop cooperative learning and encourages peer help and readiness to exchange with others;
- e. The teacher uses and plans activities that allow learners to practice and develop real-life communication skills for reading, writing, speaking and listening.

TEACHERS & TEACHING

#8 Facilitator

Teachers support learner learning by taking a primarily facilitative role in the classroom: designing and structuring learning experiences with learner interests and needs in mind; guiding and monitoring learner learning; assisting learners in contributing to their own learning in a learner-centered teaching environment.

Teacher's competencies:

- a. The teacher finds out the needs, interests, and language difficulties of the learners;
- b. The teacher selects and introduces activities and materials for language work that meet learner needs.
- c. The teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.);
- d. The teacher organizes learners so that interaction can be facilitated (using space, classroom furniture, time, etc.) so that the teacher is not the focus of the lesson;
- e. The teacher varies patterns of interaction (e.g. teacher eliciting from class, pair work, learners presenting to class, learners mingling) within the lesson to support the objectives of the class and the feeling/energy of the group;
- f. The teacher ensures that the learners find their involvement sufficiently challenging;
- g. The teacher teaches learners how to use language strategies to aid in their learning and communication.

#9 Supportive Learning Environment and Classroom Management

Teachers have a positive impact on learner learning by creating a supportive and relaxed learning environment and using appropriate classroom management: communicating warmth and respect for learners, encouraging them to participate and work cooperatively and to develop self-confidence.

Teacher's competencies:

- a. The teacher creates a friendly atmosphere (e.g. by using learners' names, encouraging them, using positive reinforcement like praising and rewards, employing games to practice and review material);
- b. The teacher uses effective techniques to build learner self-confidence (e.g. scaffolding so learners can succeed, using informal types of assessment that produce less anxiety, giving feedback to learners on their work in an encouraging way; employing self assessment and goal setting);
- c. The teacher fosters a group feeling (cooperation, respect, enjoyment, trust, etc.);
- d. The teacher provides opportunities for learners to learn cooperatively and collaboratively;
- e. The teacher manages the class so learners know what is expected of them (e.g. sharing the daily agenda and classroom rules, providing rubrics for learner performance).

5. 2 Project –Based Learning.

Project-based learning enables the learner to observe, discover, manipulate and analyze the language and the task (more or less complex) in order to understand how it works and use it appropriately in different situations.

According to Bardallo & Ginest (1995), project-based learning is a process in which the learner must:

- Problematiser : what do I do in this project, why and how?
- Learn and document
- Control and criticize
- Conduct and control
- Organize and plan
- Communicate and report

This approach should encourage students to ask questions and find answers at all stages of the project. A project consists of an intention to carry out in a school or school setting with appropriate means. It can spread over a week, a month, a term or a school year. An individual learner or a group of learners can conduct it.

Project work can take various forms (surveys, interviews, etc ...) and the final product may be a poster, a newspaper, a magazine, a play, etc.

Project work is usually triggered by the learner's interest, and this allows him to choose the theme or task or activity. Project work encourages learners to do personal research, work in pairs, in groups, learn to communicate effectively, solve a problem in real-life context, and grow socially and emotionally. Thus, through project work, the learner will learn how to learn while developing a certain autonomy, initiative, creativity, and responsibility.

5.3 -Recommendations on How to Use Teaching Aids

Tools	Use
Board	-Lesson presentation
Posters	<ul style="list-style-type: none"> - Elaborated by learners - Elaborated by the teacher - Project presentation - Group assessment - Presentation of input related to teaching/ learning - Revision - Remediation
Websites	<ul style="list-style-type: none"> -Documentary research related to project topics (videos, audio material, pictures... -Design of a pedagogical website.
Blogs/ Web pages/ chat/forums/ social networks	<ul style="list-style-type: none"> - Engaging and motivating learners for group work - Posting homework online or any other resource that will facilitate the learning process. - Networking - Developing target and cross-curricular competences - Encouraging learners to be autonomous - Self – assessment - Socialising .
Laptop/ Digital projector/ Ipod /I pad/ Mp3 devices	<ul style="list-style-type: none"> - PowerPoint presentation (Input sessions , project presentations) - Displaying audio and visual materials (songs, videos, pictures)
Interactive board	<ul style="list-style-type: none"> - Lesson presentation - Correction and self- correction - Training students to be autonomous
Plays/ Fables / short stories/mimes	<ul style="list-style-type: none"> - Role play - Drama - Reinventing target and cross-curricular competences
Library (classical / digital)	<ul style="list-style-type: none"> - Activities that require a regular consultation of books ,newspaper/magazine articles , websites... - Using / elaborating a book report - Enhance reading for pleasure and for learning

6. Recommendations and General Guidelines to Stakeholders

6.1 Recommendations to Textbook Writers

A / Evaluation:

1. Formative and summative assessment must be integrated into learning and teaching through relevant tasks and activities
2. Formative assessment tools must be relevant, varied and should include observation and self-assessment checklists
3. Assessment tools should promote learner-teacher interaction and learner - learner interaction

B / Situations of integration and remedial work

1. The situations of integration are used to assess learning
2. They should be clearly presented in the textbook
3. They must be relevant to the theme and must encourage the learner to mobilize his acquired knowledge , skills and competencies
4. They must include rubrics for self-assessment
5. They must enable the learner to identify his shortcomings, weaknesses and difficulties and remedy them through remedial work arranged by the teacher

C / The representation of values

1. The textbook must convey national and universal values such as love of the country, courage, work, sense of duty and responsibility, fraternity, respect for others, tolerance, solidarity
2. The learning situations (problem-solving and integration) and all the teaching materials should illustrate these values
3. The characters used in the textbooks must represent geographic, cultural and human diversity (social life, family, school, hobbies, crafts, etc.)
4. The teaching materials should not refer explicitly or implicitly to a trademark or an advertising slogan
5. The textbook should not contain polemic texts referring to politics, religion, sex, and all the -isms

D / Teaching materials as facilitators of learning:

1. In addition to the textbook, other teaching materials or realias can be used to facilitate learning such as newspaper articles, photos, charts, drawings, maps, figures, glossary, etc.
2. The instructions relating to the teaching materials and necessary for the production of situations and project work must be clear, concise, precise and unambiguous
3. The average amount of time needed to complete a project must be clearly defined in the textbook
4. The teaching materials must align with the learning objectives and the age of learners
5. Teaching materials necessary for the completion of projects or problem-solving situations should be varied and challenging, and should help learners to acquire competencies.

6.2 Recommendations to examination designers

The design of BEM English examinations is done by the National Examination Board .When developing tests/ examinations, designers must consider the following questions:

- . Are the exams in accordance with the exit profile of middle school education?

- . Do they contain the three competencies (interact, interpret, produce)?
- . Do they contain the values set out in the curriculum (identity, national consciousness, citizenship, openness to the world)?
- . Do they reflect the transferrable competencies (intellectual, methodological, communicative, personal and social)?
- . Are the activities in accordance with the concept matrix of the curriculum in terms of global competencies, content , resources and descriptors?
- . Are there more grammar exercises than communicative activities?
- . Are the themes and the vocabulary of the official curriculum represented?
- . Do the assessment objectives match the learning objectives?
- . Do the reading comprehension activities measure the learner's understanding of the text and/or his general knowledge?
- . Are these activities repetitive? Creative?
- . Do they require the learner to find answers in the text or to deduce them from the context?
- . Do the vocabulary- related activities appear in a meaningful context?
- . Do the grammar – related activities appear in a meaningful context?
- . Do the pronunciation activities appear in a meaningful context?
- . Do the activities allow for the use of critical thinking or are they merely referential?
- . Are the activities assessing the writing skill in accordance with the exit profile? Are they meaningful for the student?
- . Does the task correspond to his level of proficiency or is it beyond his cognitive abilities?
- . Are the tasks communication-oriented?
- . Do the BEM questions cover an important part of the curriculum?
- . Are the targeted competencies assessed objectively?
- . Are the assessors aware of the rubrics used by the designers of exams?
- . Do they use assessment criteria (relevance, correct use of language, coherence and development) and indicators to measure students' production?
- . Are they aware of the four levels of mastery of competencies (maximum, minimum, partial or lack of mastery)?
- . Do they use these criteria when they assess the work of learners?

In conclusion, when designing national examinations for the middle school, it is important to target the learner's exact level of performance.

Examinations must reflect the difficulty levels described by the descriptors in the curriculum.

Inspectors should supervise and assist teachers while designing assessment tools, which are, conform to the BEM examination materials.

It is evident that the assessment of learning should focus on what was taught in class and based on explicit descriptors.

In addition, the situations should be close to what was done in class in order not to confuse the learner, and must be varied; they should test listening and reading comprehension, speaking and written expression as well as the language skills (grammar, vocabulary, pronunciation).