

JUIN 2017

PROGRESSION ANNUELLE DES APPRENTISSAGES

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INSPECTION GENERALE DE LA PEDAGOGIE

- **Level: Fourth Year Middle School**
- **Subject: English**
- **Time devoted:**
- **Learners: 3 hours and a half (3 hours +1 hour tutorial session once per 2 weeks)**
- **Teacher: 4 hours per class**

GLOBAL COMPETENCE

By the end of the year and in meaningful situations of communication, related to his/her needs, the learner will be able to interact, interpret oral and written messages and produce oral and written descriptive , prescriptive , narrative and argumentative texts / messages, using audio and visual aids (ICTs/ Video)

FIRST TERM

Leaning Files	Topics	Projects	Planning Learning			Support Document' s Instructions	Teacher' s Guide Instructions	Estimated Time
FILE 1	FOOD AND DRINK	Designing An Advertising Leaflet for a Restaurant / Designing a Web Page Blog				Each project includes learning objectives, communicative tasks, and resources to be accomplished by the teacher. It is divided into lessons having different learning objectives. Step 1 : Teachers present lessons through which they give a hint about the target competencies and their components, the cross-curricular competencies and the values	The English studies syllabus as set down by the Ministry of Education consists of five projects, all of them following the same structure. Each project is divided into two main parts : 1- Language learning 2- Skills building	11 weeks (both files)
			Learning objectives	Communicative tasks	<ul style="list-style-type: none"> -Ask for and give information about food. -Make recommendation about table manners. -Give instructions. -Compare and contrast food items. -describe food habits. -Make polite requests. 			
			1- Language learning/ Installing resources			Step 1 : Teachers Introduce the linguistics content related to grammar, lexis and pronunciation(L.G.P) Teachers install resources in a learning problem-solving situation related to the environment and interests of the learners.	Language learning (LGP) corresponds to the receptive stage of the teaching / learning process. Learners acquire language in its various components and forms : (function , grammar vocabulary , and sound system)	
			Grammar	Lexis	Pronunciation			
<ul style="list-style-type: none"> *The present simple tense (review) *Imperative. *Sequencers *Use of modals (should / must) Comparative of superiority and superlative of adjectives (regular and irregular forms). Can, could and would. 	<ul style="list-style-type: none"> Vocabulary related to : *Junk and healthy food *Food habits * Table manners *Recipes and mealtimes dishes 	<ul style="list-style-type: none"> *Vowel sounds: /ɪ/,/i:/, /e/. *Pronunciation of suffix ed : /t/, /d/ and /ɪd/. *Silent letters. *Rising and falling intonation in oral interaction 						

	FOOD AND DRINK							
			2- Skills building					
			Interpreting a written message (Reading)	Producing a written message (Situation of integration)		Step 2: Learners integrate the previous knowledge to interpret and produce written messages		
			*Predicting and checking predictions *Distinguishing between facts and opinion (in an advert) * Reading and interpreting food labels *Reading and making inferences	*Writing instructions (from a menu, a recipe...) * Transforming a text giving advice into a set of instructions			Skills building , corresponds to the productive stage of the teaching / learning process . Learners put the knowledge they acquired into practice (reading and writing)	
FILE 1								

		<p>Designing An Advertising Leaflet for a Restaurant / Designing a Web Page Blog</p>	<p>3-Assessment</p>	<p>Step 3: Teachers assess their learners' achievements and level of performance through (progress check / learning log / project work process). Teachers identify their learners' weaknesses and strengths for the sake of development (AFL). Remediation is thus set when necessary. It is up to the teacher to decide the what, when and how.</p>	<p>*Two types of assessment take place at the end of each project: The progress check: It is a summative evaluation which aims at assessing students' performance at the end of the project in listening and speaking, vocabulary and sound system and in reading and writing . The marking scale is from (0 to 20) The learning log: It is a self-assessment activity. Learners evaluate their performance by ticking in the appropriate column They stick it in their portfolio. Teachers put it in progress check to identify the items in the project where remedial teaching is needed.</p>							
			<p>4-Remediation</p>	<p>Remediation is determined via the learning / teaching process and during the tutorial sessions</p>								
			<table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td>Learning objectives</td> <td>Communicative tasks</td> </tr> <tr> <td>-Asking for and giving permission.</td> <td>-Write notices.</td> </tr> </table>			Learning objectives	Communicative tasks	-Asking for and giving permission.	-Write notices.	<p>Teachers present lessons through which they give a hint about the target</p>	<p>The English studies syllabus as set down by the Ministry of Education consists of five projects, all</p>	
Learning objectives	Communicative tasks											
-Asking for and giving permission.	-Write notices.											

FILE 2	CITIZENSHIP / SUSTAINABLE DEVELOPMENT	Making a Profile of Changes in Man's Capabilities	-Express ability / inability / possibility. -Express obligation / prohibition. -Express agreement. -Talking about causes and effects of pollution.	-Role play. -Write a letter of complaint.	competencies and their components, the cross-curricular competencies and the values.	of them following the same structure. Each project is divided into two main parts : 1- Language learning 2- Skills building	
			1-Language learning/ Installing resources			Step 1 : Teachers Introduce the linguistics content related to grammar, lexis and pronunciation (L.G.P) Teachers install resources in a learning problem-solving situation related to the environment and interests of the learners.	Language learning (LGP) corresponds to the receptive stage of the teaching / learning process. Learners acquire language in its various components and forms : (function , grammar vocabulary , and sound system)
			Grammar	Lexis	Pronunciation		
			*The modals : Can, could ,may , would *be able to : Am/is/are/was/ were able to *Must, must not and have to. *Auxiliary verbs in short forms : (So am I / neither do I ...) *Cause and effect conjunctions / connectors.	*Topical lexis related to: Technology, Skills,ICTs *Negative prefixes (in/dis/un) *Vocabulary related to animal life. *Vocabulary related to the protection of the environment.	*Rising and falling intonation in requests. *Weak and strong forms of the auxiliaries was, were, can, do and have: /hæv/, /həv/, / əv/, /wɒz/, /wəz/, /wɜ:/, /wə/. /kən/, /kæn/, /du: / and /də/.		
			2- Skills building		Step 2: Learners integrate the previous knowledge to interpret and produce written messages	Skills building , corresponds to the productive stage of the teaching / learning process . Learners put the knowledge they acquired into practice (reading and writing)	
			Interpreting a written message (Reading)	Producing a written message (Situation of integration)			
			*Reading for specific information *Predicting and checking prediction *Interpreting texts with the help of illustrations	*Transposing information to a graph *Writing texts from a graph *Writing a short newspaper article/a school report			

FILE 2	CITIZENSHIP / SUSTAINABLE DEVELOPMENT	Making a Profile of Changes in Man's Capabilities	3-Assessment	Step 3 : Teachers assess their learners' achievements and level of performance through (progress check / learning log / project work process). Teachers identify their learners' weaknesses and strengths for the sake of development (AFL). Remediation is thus set when necessary. It is up to the teacher to decide the what, when and how.	*Two types of assessment take place at the end of each project: The progress check and The learning log
			4-Remediation	Remediation is determined via the learning / teaching process and during the tutorial sessions	
FIRST TERM EXAMINATION					

SECOND TERM

Leaning Files	Topics	Projects	Planning Learning			Support Document' s Instructions	Teacher' s Guide Instructions	Estimated Time
FILE 3	PEOPLE AND PLACES	Arranging a conference				Teachers present lessons through which they give a hint about the target competencies and their components, the cross-curricular competencies and the value	The English studies syllabus as set down by the Ministry of Education consists of five projects, all of them following the same structure. Each project is divided into two main parts : 1- Language learning 2- Skills building	9 weeks (both files)
			Learning objectives		Communicative tasks			
			<ul style="list-style-type: none"> - Predicting future actions -Expressing condition -Making suggestions and offers -Expressing satisfaction and dissatisfaction. 		<ul style="list-style-type: none"> -Write a personal diary. -Make a speech. -Write an email. -Complete a conversation / a table / a text. -Role play. 			
			1- Language learning/ Installing resources			Step 1 : Teachers Introduce the linguistics content related to grammar, lexis and pronunciation(L.G.P) Teachers install resources in a learning problem-solving situation related to the environment and interests of the learners.	Language learning (LGP) corresponds to the receptive stage of the teaching / learning process. Learners acquire language in its various components and forms : (function , grammar vocabulary , and sound system)	
Grammar	Lexis	Pronunciation						
			<ul style="list-style-type: none"> *Time clauses: When, while, as soon as, before, after, until and till. *The present simple and the future simple 'Will'. *Condition type I. *Verbs of feeling. *Idiomatic expressions: I am fond of / keen on. 	<ul style="list-style-type: none"> * Topical lexis related to: educational systems - hopes/expectation *Suffixes: 'er', 'ist', 'ian' and 'or' to form *names of jobs and occupations. 	<ul style="list-style-type: none"> * Consonants clusters. *Vowel sounds: /ʊ /, /u:/, /ɑ:/, /æ/, /ɔ:/, /ɒ /. *Intonation: Wh-questions. *Stress in strong words. *Sentence stress. 			

	PEOPLE AND PLACES							
			2- Skills building			Step 2:		
			Interpreting a written message (Reading)	Producing a written message (Situation of integration)		Learners integrate the previous knowledge to interpret and produce written messages		
			*Reading for specific information *Reading for general ideas *Guessing meaning from context *Recognising tone in written texts	*Information transfer (from oral script to map and from map to speech) *Summarising *Writing about one's expectations				Skills building , corresponds to the productive stage of the teaching / learning process . Learners put the knowledge they acquired into practice (reading and writing)

FILE 3		Arranging a conference	3-Assessment		<p>Step 3 : Teachers assess their learners' achievements and level of performance through (progress check / learning log / project work process). Teachers identify their learners' weaknesses and strengths for the sake of development (AFL). Remediation is thus set when necessary. It is up to the teacher to decide the what, when and how.</p>	Two types of assessment take place at the end of each project: The progress check and The learning log
			4-Remediation		Remediation is determined via the learning / teaching process and during the tutorial sessions	
FILE 4	THEN AND NOW	Making a Poster about Differences			Teachers present lessons through which they give a hint about the target competencies and their components, the cross-curricular competencies and the values.	The English studies syllabus as set down by the Ministry of Education consists of five projects, all of them following the same structure. Each project is divided into two main parts : 1- Language learning 2- Skills building
			<p>Learning objectives</p> <ul style="list-style-type: none"> - Describe people's life in the past. - Ask and give information about life in the past. - Define past objects / past places. - People's past occupations. - Famous people 	<p>Communicative tasks</p> <ul style="list-style-type: none"> - Do a portrait / a biography. - Draw the timeline of Arab scientists. - Write an account of past and present life. - Do a collage / poster. - Presentation on landmarks / great figures. 		

FILE 4	THEN AND NOW	Making a Poster about Differences	1-Language learning/ Installing resources			Step 1 : Teachers introduce the linguistics content related to grammar, lexis and pronunciation(L.G.P) Teachers install resources in a learning problem-solving situation related to the environment and interests of the learners.	Language learning (LGP) corresponds to the receptive stage of the teaching / learning process. Learners acquire language in its various components and forms : (function , grammar vocabulary , and sound system)
			Grammar	Lexis	Pronunciation		
			*The past simple. *Semi modal: used to. *Relative pronouns: Who, which, where and when. *Time sequencers	* Lexis related to life in ancient times *Lexis related to biographies. *Lexis related to ancient places / tools / occupations /trades ...	Diphthongs: /iə /, /ei/, /ʊə/, /ɔi/, /əʊ/, /eə/, /ai/, /aʊ/.		
			2- Skills building				
	Interpreting a written message (Reading)	Producing a written message (Situation of integration)		Step 2: Learners integrate the previous knowledge to interpret and produce written messages	Skills building , corresponds to the productive stage of the teaching / learning process . Learners put the knowledge they acquired into practice (reading and writing)		
	*recognising important information in a text *Deducing the meaning of words from context *Recognising organisational patterns in written texts (listing)	* writing a biography *writing a letter of opinion *writing from notes *Making a fact file * avoiding repetition in writing					
		3-Assessment			Step 3 : Teachers assess their learners' achievements and level of performance through (progress check / learning log / project work process) . Teachers identify their learners' weaknesses and strengths for the sake of development (AFL). Remediation is thus set when necessary. It is up to the teacher to decide the what, when and how.	Two types of assessment take place at the end of each project: The progress check and The learning log	

			4-Remediation	Remediation is determined via the learning / teaching process and during the tutorial sessions		
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SECOND TERM EXAMINATION

جامعة الزيتونة

THIRD TERM

Leaning Files	Topics	Projects	Planning Learning			Support Document' s Instructions	Teacher' s Guide Instructions	Estimated Time			
FILE 5	CULTURAL EXCHANGES	Laying out a Newspaper Problem Page	Learning objectives			Communicative tasks			Teachers present lessons through which they give a hint about the target competencies and their components, the cross-curricular competencies and the value	The English studies syllabus as set down by the Ministry of Education consists of five projects, all of them following the same structure. Each project is divided into two main parts : 1- Language learning 2- Skills building	5 weeks
			*Report events			* -Write a newspaper article.					
			*Report events (tragic / odd ones).			*Transform newspaper headlines into articles.					
			*Tell a story.			*Write a narrative account of your past experience.					
*Express causes and effects in storytelling.											
1- Language learning/ Installing resources						Step 1 : Teachers		Language learning			
Grammar		Lexis	Pronunciation								

			<p>*The present tenses in newspaper reports. *The present simple (Review and expansion) -The present perfect tense +adverbs of time (just / so far /yet / already / since / for) *The past tenses : -The past simple and the past continuous. -Time clauses with the past tenses: *Conjunctions : when / while / as</p>	<p>* Lexis related to Media /the press (news in brief: sad and funny events). *Lexis related to fiction (fairy and folk tales / fables). * lexis related to travel/tourism *Word formation: Root + Suffix (ion).</p>	<p>*Review of practiced vowel sounds and consonants. *Rising and falling *intonation in yes/No</p>	<p>Introduce the linguistics content related to grammar, lexis and pronunciation(L.G.P) Teachers install resources in a learning problem-solving situation related to the environment and interests of the learners.</p>	<p>(LGP) corresponds to the receptive stage of the teaching / learning process. Learners acquire language in its various components and forms : (function , grammar vocabulary , and sound system)</p>	
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FILE 5	CULTURAL EXCHANGES	Laying out a Newspaper Problem	2- Skills building		Step 2: Learners integrate the previous knowledge to interpret and produce written messages	Skills building , corresponds to the productive stage of the teaching / learning process . Learners put the knowledge they acquired into practice (reading and writing)
			Interpreting a written message (Reading)	Producing a written message (Situation of integration)		
			*Making hypotheses *Recognising organisational patterns in written texts	*Writing letters to ask for and give advice *Completing a letter of opinion *Organising arguments in writing *Using link words such as in addition, as a result....		
			3-Assessment		Step 3 : Teachers assess their learners' achievements and	Two types of assessment take place at the end of

		Page		<p>level of performance through (progress check / learning log / project work process) .</p> <p>Teachers identify their learners' weaknesses and strengths for the sake of development (AFL). Remediation is thus set when necessary. It is up to the teacher to decide the what, when and how.</p>	each project: The progress check and The learning log
			4-Remediation	Remediation is determined via the learning / teaching process and during the tutorial sessions	
THIRD TERM EXAMINATION					