

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

المفتشية العامة للتربية الوطنية

المديرية العامة للتعليم
مديرية التعليم المتوسط

موقع عيون البصائر التعليمي

المخطط السنوي للتعليمات وآليات تنفيذه المادة: اللغة الإنجليزية

المستوى: السنة الرابعة من مرحلة التعليم المتوسط

السنة الدراسية: 2021/2022

جويلية 2021

مقدمة:

تعدّ مخططات التعلّم السنوية سندات بيداغوجية أساسية لتنظيم وضبط عملية بناء وإرساء وإدماج وتقويم الموارد اللازمة لإنماء وتنصيب الكفاءات المستهدفة في المناهج التعليمية لدى تلاميذ مرحلة التعليم المتوسط مع تحديد سبل ومعايير تقويمها، وحتى تستجيب هذه المخططات لمختلف المستجدات التنظيمية والبيداغوجية فإنّه يتوجّب تحيينها مطلع كل سنة دراسية بصفة آلية.

ضمن هذا الإطار، وفي ظل إقرار مواصلة العمل بنظام التمدرس الاستثنائي خلال السنة الدراسية 2022/2021 جراء استمرار تهديد وباء كورونا (كوفيد-19)، فقد عملت وزارة التربية الوطنية على إعداد مخططات التعلّم لهذه السنة الدراسية على أساس الحجم الساعي السنوي الفعلي الذي يوفره هذا النظام الاستثنائي لدراسة مادة **اللغة الإنجليزية في مستوى السنة الرابعة** من مرحلة التعليم المتوسط. ونظرا لتقلص هذا الحجم الساعي نوعا ما، مقارنة بما يوفره التنظيم العادي للتمدرس، فقد عُمل في إعداد مخططات التعلّم لهذه السنة الدراسية على مبدأ الاقتصاد في الموارد المعرفية، قدر المستطاع، وفي مراحل بنائها وإرسائها لدى التلاميذ في القسم بما يتناسب والحجم الساعي السنوي المتاح.

وعليه، فإنه يتعيّن على الأستاذ قراءة ووعي ما ورد في هذا المخطط التعلّمي من تدابير وتوجيهات منهجية وبيداغوجية، والرجوع إليه كلما دعت الحاجة مع التحضير الجيّد والجاد لكل الحصص التعليمية/ التعلّمية بما يكفل تنفيذ المخطط التعلّمي وفق وتيرة تعلّم ملائمة للتلاميذ، ويضمن إنماء وتنصيب الكفاءات المرصودة لهم في المنهاج التعليمي للمادة.

Guidelines for Implementation

- All levels will be taught 2 hours per week.
- Prerequisites are mentioned. No need to re-teach them unless there is a need.
- The resources are to be installed in class.
- Pronunciation should be taught implicitly, in an integrated way and not through isolated sessions.
- In order to be able to cover the syllabus, some activities will be given to the learners as homework. It can be divided into three main categories:
 - o Preparatory (initial situation, reading, listening, learning to integrate...)
 - o More practice(installing resources situation: grammar, lexis ,pronunciation.)
 - o Reinvesting and integrating: 'learning to integrate situation and projects.
- Suggested mechanical activities: reordering- gap filling - classifying- matching- selecting the correct answer- substitution or transformation drills- Listening/Reading and repeating/saying- Finding and correcting errors- Question and Answer (Q&A)- completing a sentence or question starter- sorting- word prompts...)
- The situations suggested in the plans are examples; adapt or adopt them according to the learners' needs and interests.
- The homework activities suggested in the plans are just suggestions; teachers can adopt or adapt them according to their learners' needs and interests.
- There is **one test per term**, it should be done when about 50% of learning is covered.
- In order to stay safe, teachers should remind learners to keep physical distance while working in groups.

Yearly Learning Plan

Key Stage 3 / MS 4

Level: **Key stage 3 / MS 4**Time devoted: **2 hours**

Exit Profile (Middle school Exit profile): 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.

VALUES

National identity: The learner can use the markers of his identity to value our country, and communicate about teenage dressing habits (traditional and modern) different dwelling types.

❖ He is proud of our writers and poets and our oral heritage (fables, legends, proverbs ...)

❖ He praises the beauty and diversity of the historical and religious places in Algeria attracting visitors from all over the world.

National conscience: ❖ The learner demonstrates his respect for the nation's symbols and his readiness to protect them

❖ He behaves as a responsible and committed citizen

❖ He is aware of the need to respect and protect his environment

❖ He enhances our cultural heritage and is proud of our Algerian figures and heroes known for their culture and spirit of peace and openness to the world.

Citizenship :

❖ He can share his knowledge of dietary restrictions for religious reasons for the sake of tolerance and acceptance of others.

Openness to the world : ❖ He is keen on communicating about outstanding figures (historians, scientists, artists, writers, champions,...) and any(well-known or anonymous) person for their involvement in humanitarian actions, at the national level or worldwide.

CROSS-CURRICULAR COMPETENCES

1. Intellectual competency: The learner can use his critical thinking skills when gathering information for learning and project work-he can understand and interpret verbal and non-verbal messages-He can solve problem situations using a variety of communication means-He can show creativity when producing oral and written messages-He can show some degree of autonomy in all areas of learning

2. Methodological competency: -He can work in pairs or in groups-He can use strategies for listening and interpreting oral discourse-He can develop effective study methods, mobilize his resources efficiently and manage his time rationally-He can use information and communication technology whenever he needs it for learning and research-He can evaluate himself-He can evaluate his peers.

3. Communicative competency: -He can use drama and role-play to communicate appropriately-He can use information and communication technology such as blogs , websites page , discussion forums , and platforms to interact with learners of other cultures-He can process digital data.

4. Personal and social competencies: -He is aware of his role and others' role in the development of projects -He is keen on promoting the work of his peers-he respects our national values and behaves consistently -He is honest and accountable for his work and respects others work-He asserts his personal identity and behaves with self-confidence-he socializes through oral or written exchanges-He develops attitudes of solidarity.

Domains**Oral- Written****Target competencies**

🔗 In a situation of meaningful communication, the learner will be able to **interact and produce oral messages/ texts** of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support.

🔗 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.

🔗 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.

Term	Projects	Learning Sequence	Planning Learning	Time																							
1	Our Universal Landmarks Brochure / Our Mini-Anthology of Outstanding Universal Figures.	Arts. ①Me, Universal Landmarks and Outstanding Figures in History, Literature and Arts.	Situation 1: Initial ❖PDP lesson(s) (listening & speaking) Example: You are among the best learners who were selected by the Ministry of National Education for a trip to Los Angeles. You are curious to know about this city. Conduct a research on the net to find out more information about the places of interest, the landmarks, food... Suggested homework: Pictionary / dictionary about different landmarks and outstanding figures / mini - anthology of outstanding national and international figures.	12 weeks 24 hours																							
			Situation 2: Learning ❖PPU/ PDP lessons (language& reading and writing)																								
			<table><tr><th rowspan="2">Learning objectives</th><th colspan="3">Resources</th></tr><tr><th>Lexis</th><th>Grammar</th><th>Pronunciation</th></tr><tr><td>-Describe famous landmarks using specific information -Narrate using historical information about landmarks -Narrate using biographical information about outstanding figures (review) -Describe an itinerary and identify its components in chronological order (review)</td><td>-Basic lexis related to: travel / tourism -Types of landmarks (monument /mosque/ tower / bridge / castle / temple...) -Names of international landmarks / famous figures</td><td>-Comparative of equality /inferiority (as....as ; not asas) -Qualifiers -The passive voice (past simple tense) -Discourse markers (review and expansion) -Chronology: Time markers (first, then, next, after that, finally, shortly /soon / afterward, later) -Cause and effect (because, as, since, therefore, so, as a result) (review)</td><td>Diphthongs <i>/ei/- /ai/</i> <i>(to be integrated as a skill and not as a whole lesson)</i> <i>(review)</i></td></tr><tr><td colspan="4">NB: The passive voice (past simple tense) must be related to describing monuments and sites (was built, was discovered...) and not describing a process.</td></tr><tr><td>Pre- requisites</td><td colspan="3">-Diphthongs/ei/- /ai/ / Cause and effect (because, as, therefore, so)- Discourse markers</td></tr><tr><td>Communicative tasks</td><td colspan="3">-Information transfer -e-mailing -chatting -networking-forums-blogs-leaflets-ads /Form-filling / ID card - Bio card- Itinerary- A fact File -A narrative account / biography - Photo captions</td></tr></table>		Learning objectives	Resources			Lexis	Grammar	Pronunciation	-Describe famous landmarks using specific information -Narrate using historical information about landmarks -Narrate using biographical information about outstanding figures (review) -Describe an itinerary and identify its components in chronological order (review)	-Basic lexis related to: travel / tourism -Types of landmarks (monument /mosque/ tower / bridge / castle / temple...) -Names of international landmarks / famous figures	-Comparative of equality /inferiority (as....as ; not asas) -Qualifiers -The passive voice (past simple tense) -Discourse markers (review and expansion) -Chronology: Time markers (first, then, next, after that, finally, shortly /soon / afterward, later) -Cause and effect (because, as, since, therefore, so, as a result) (review)	Diphthongs <i>/ei/- /ai/</i> <i>(to be integrated as a skill and not as a whole lesson)</i> <i>(review)</i>	NB: The passive voice (past simple tense) must be related to describing monuments and sites (was built, was discovered...) and not describing a process.				Pre- requisites	-Diphthongs/ei/- /ai/ / Cause and effect (because, as, therefore, so)- Discourse markers			Communicative tasks	-Information transfer -e-mailing -chatting -networking-forums-blogs-leaflets-ads /Form-filling / ID card - Bio card- Itinerary- A fact File -A narrative account / biography - Photo captions		
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		<p>Suggested homework:</p> <ul style="list-style-type: none"> ○ Language lessons: More mechanical tasks related to language lesson for more practice and deeper use of the target structure/ pattern. ○ Reading and writing: Learners may be provided with a text (support) in the frame of the topic related to the final competence and do simple related tasks before being dealt with in class as a learning situation. <p>Examples: ID card / bibliographical notes / suggesting a title...</p>	
		<p><u>Situation 3: Learning to Integrate ❖ PPU (I learn to Integrate) group work</u></p> <p>Example: You have just come back from a trip around Algeria with a group of friends. You want to post on your Facebook page the report of this trip to make people around the world aware of the cultural and historical richness of your country. Describe your itinerary and talk about the landmarks you visited and the outstanding figures in history, literature or arts that you learnt about during this trip.</p> <p>Suggested homework: The learners may be asked to solve the problem mentioned above or, at least, to identify the resources needed (Filling the KSA table).</p>	
		<p><u>Situation 4: Integration ❖ PDP (I Think and Write + self assessment) solo work</u></p> <p>Example: Your English web pal Richard has asked you about famous Algerian writers. Write him an e-mail in which you give him some biographical information about Kateb Yacine, an outstanding modern Algerian writer.</p>	

Term	Projects	Learning Sequence	Planning Learning				Time											
1 & 2	Our Online School Magazine Special issue / Our Dream Careers Video Survey.	②Me, my Personality and Life Experiences.	<u>Situation 1: Initial ❖PDP lesson(s) (listening & speaking)</u>				16 hours 8 weeks											
			<u>Example:</u> Your teacher of history told you about one of the Algerian freedom fighters. You want to know more about him / her. Conduct a research to collect more information about him / her and share it with your classmates.															
			Suggested homework: Pictionary / dictionary about Algerian freedom fighters...															
			<u>Situation 2: Learning ❖PPU/PDP lessons (language & reading and writing)</u>															
			<table><tr><th rowspan="2">Learning objectives</th><th colspan="3">Resources</th></tr><tr><th>Lexis</th><th>Grammar</th><th>Pronunciation</th></tr><tr><td>-Make a profile(review) -Report on significant events and life experiences -Give information and respond to questions about me, my dreams, my projects (review)</td><td>Basic lexis related to the topic. Examples: - adjectives (self-confident, ambitious,) - dream careers (future job...) -childhood memories / lives and personalities)</td><td>-The superlative with long and short adjectives -The present simple, past simple and simple future tenses (review) -The past continuous and the past simple tenses in a narrative (while, when) -The present perfect with time markers (for, since, ever, never, just) -Comparison and contrast markers (like, unlike, whereas) - Word formation using affixes: ○ Prefixes adjectives (negative meaning: dis / un / in / il / ir / im) ○ Suffixes (ful / less)</td><td>*Pronunciation of the final ‘ed’:/t/, /d/, /id/ <i>(to be integrated as a skill and not as a whole lesson) (review)</i></td></tr></table>					Learning objectives	Resources			Lexis	Grammar	Pronunciation	-Make a profile(review) -Report on significant events and life experiences -Give information and respond to questions about me, my dreams, my projects (review)	Basic lexis related to the topic. Examples: - adjectives (self-confident, ambitious,) - dream careers (future job...) -childhood memories / lives and personalities)	-The superlative with long and short adjectives -The present simple, past simple and simple future tenses (review) -The past continuous and the past simple tenses in a narrative (while, when) -The present perfect with time markers (for, since, ever, never, just) -Comparison and contrast markers (like, unlike, whereas) - Word formation using affixes: ○ Prefixes adjectives (negative meaning: dis / un / in / il / ir / im) ○ Suffixes (ful / less)	*Pronunciation of the final ‘ed’:/t/, /d/, /id/ <i>(to be integrated as a skill and not as a whole lesson) (review)</i>
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Pre- requisites		Final pronunciation of “ ed”❖Present simple (since /for) / future simple / past simple❖ Present perfect																
Communicative tasks		-A profile - Information gap - information transfer -writing a journal -an interview / conversations -an oral presentation -formal letter -video survey - web articles																

			<p>Suggested homework:</p> <ul style="list-style-type: none"> ○ Language lessons: More mechanical tasks related to language lesson for more practice and deeper use of the target structure/ pattern. ○ Reading and writing: Learners may be provided with a text (support) in the frame of the topic related to the final competence and do simple related tasks before being dealt with in class as a learning situation. <p>Examples: Seeking information on the web about a moudjahid or a moudjahida / bibliographical notes / writing short comparative paragraphs ...</p>	
			<p>Situation 3: Learning to Integrate ❖ PPU (I learn to Integrate) group work</p> <p>Example: Your school is organizing an exhibition to commemorate the 1st of November 1954. Design a poster about a moudjahid / a moudjahida of your choice to take part in this event. Include short texts about his/her childhood memories and experiences.</p> <p>Suggested homework: The learners may be asked to solve the problem mentioned above or, at least, to identify the resources needed (Filling the KSA table).</p>	
			<p>Situation 4: Integration ❖ PDP (I Think and Write + self assessment) solo work</p> <p>Lalla Fatma N'Soumer is one of the most famous women freedom fighters who fought for the independence of our country. Write an article in which you tell about her personal profile, life experiences and victories to be posted in an international education blog.</p>	

Term	Projects	Learning Sequence	Planning Learning			Time		
3	Our Online Letter Gallery / Our School Charity Project	③Me, my Community and Citizenship	<u>Situation1: Initial ❖PDP lesson(s) (listening & speaking)</u>				12 hours 6 weeks	
			<u>Example:</u> In the beginning of every school year, Algerian schools help learners in need. You feel concerned and wonder whether or not you can help. This raises your curiosity about your schoolmates’ attitude towards the necessity of being charitable. Conduct a survey to find out how much they feel and believe their charity may make a change in society.					
			Suggested homework: Pictionary / dictionary about charity organizations / Searching the net for letters of advice written by outstanding figures...					
			<u>Situation 2: Learning ❖PPU/PDP lessons (language& reading and writing)</u>					
			Learning objectives		Resources			
					Lexis	Grammar		Pronunciation
- Give advice (review) - Make recommendations (review) - Give instructions (review) - Defend opinions and positive actions - Express likes and dislikes (review)		Basic lexis related to the topic. Examples: - citizenship, charity work, charity organisation, globalisation...	-Imperative: (review) - Conditional type one(present simple/future simple / present simple _ imperative) - Discourse markers / linkers - “ ing “ form after the verbs : enjoy , prefer, love, hate, like, dislike	<i>Review of the previous sounds (whole cycle)</i> <i>To be integrated as a skill and not as a whole lesson (review)</i>				
Pre- requisites		• Imperative • Present simple / future simple /imperative		• Linkers • Review of the previous sounds (whole cycle)				
Communicative tasks		Open letter- - Interview- Debate-Speech- - Investigating- Oral presentation- Chatters						

		<p>Suggested homework:</p> <ul style="list-style-type: none"> ○ Language lessons: More mechanical tasks related to language lesson for more practice and deeper use of the target structure/ pattern. ○ Reading and writing: Learners may be provided with a text (support) in the frame of the topic related to the final competence. <p>Examples: comprehension questions / bibliographical notes / table completion ...</p>	
		<p>Situation 3 : Learning to Integrate ❖PPU (I learn to Integrate) group work</p> <p>Example: The use of internet can have a bad influence on our culture and traditions. Give advice and make recommendations to your young fellow citizens on how / why to protect your national identity and culture.</p> <p>Suggested homework: The learners may be asked to solve the problem mentioned above or,at least, to identify the resources needed (Filling the KSA table).</p>	
		<p>Situation4 : Integration ❖PDP (I Think and Write + self - assessment) solo work</p> <p>Example: You read an interview about “ Ness El Khir ” and searched the internet for more information about youth charities in Algeria and other countries. Write an article for your school magazine to sensitize your schoolmates to the need for volunteer charity work recommending a list of civic and environmental activities that can help our community.</p>	

Yearly Plan of Assessment

Key Stage 3/ MS4

Yearly Plan of Assessment/ MS 4

Periods	Domains	Target Competencies	Descriptors of Implementation
FIRST TERM	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce oral messages/ text of descriptive and narrative types using written, visual or oral support.	The pupil can:- Describe famous landmarks / outstanding figures - Compare landmarks / monuments
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret oral or written messages/ text of descriptive and narrative types using written, visual or oral support. .	The pupil can: - understand medium dialogues on familiar subjects (the ones dealt with in the previous domain) - understand short texts with illustrations (audio or visual: picture, graph, map, etc.) Information transfer from a network research
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce oral or written messages / text of descriptive and narrative types using written, visual or oral support.	The pupil can: - write a medium length descriptive paragraph on environmental sites, landmarks and monuments, outstanding figures in history, literature and arts - compare landmarks and monuments around the world -express cause and effects / opposition / concession (unlike / whereas)

SECOND TERM	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce oral messages/ text of descriptive and narrative types, using written, visual or oral support.	The pupil can:- Ask questions and answer briefly. - Deal with situations related to his personal life and experience and his community. - Use familiar expressions relating everyday situations, and simple sentences in a spontaneous way. - Speak about his plans and projects. - Give his opinion, give and understand instructions, ask for and give help, etc.
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret oral or written messages/ text of descriptive and narrative types, using written, visual or oral support.	The pupil can:- Understand instructions in easy classroom language. - Guess meaning of instruction from context. - Understand gist and details in medium length texts describing topics familiar to him relating to his everyday life, to his interests (sports, hobbies), his needs, wants, expectations, and current events occurring in the world, etc. - Read, understand and anticipate meaning in clearly stated opinions and view points - Understand a personal letter written in simple and easy English. - Understand written texts and involving prediction of narration, personal stories, feelings, wishes.
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce oral or written messages / text of descriptive and narrative types, using written, visual or oral support.	The pupil can:- Describe facts in short narrative texts relating to the learner's environment, family ,school; work, experiences and events (past and present) - produce different types of texts (descriptive, narrative, argumentative and prescriptive) of a medium length /complexity using a wide range of connectors and time markers (first, and, but, because, so, next ,finally). - write a personal letter or an email to describe his environment, his life...
THIRD TERM	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce orally messages/ texts of descriptive, prescriptive and argumentative types using written, visual or oral support.	The pupil can:- Talk about school charity. -Ask for and give advice. -Defend positive actions. - Express likes and dislikes.
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret oral or written messages / texts of descriptive, prescriptive and argumentative types using written, visual or oral support.	The pupil can:- Read, understand and anticipate meaning in clearly stated opinions and view points - Understand a personal letter written in simple and easy English . - Understand written texts and involving prediction of narration , personal stories, feelings, wishes.
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce oral or written messages / texts of descriptive, prescriptive and argumentative types using written, visual or oral support.	The pupil can:- Write simple instructions, instructions for use, etc. -Produce coherent writing and generate ideas - build conversation/role play/ Interview. -Defend positive actions.

Ongoing Assessment Plan

Key Stage 3 / MS4

Ongoing Assessment Plan ❖MS4

المستوى	الفصل	الميدان	المقطع	التعلميات المستهدفة بالتقويم	ملاحظات
السنة الرابعة متوسط	الأول	Productive competence	Me, Universal Landmarks and Outstanding Figures in History, Literature and Arts & Me, my Personality and Experiences Prospects and Initiatives	A new complex situation that provides context for meaningful communication related to the learner's country and the world (Travelling /compare landmarks and monuments around the world/ Outstanding figures in history, literature and arts)	The situation is based on the learning objectives of sequence 1& sequence 2 and incorporates the topics and linguistic resources dealt with in this sequence.
	الثاني	Productive competence	Me, my Personality and Experiences Prospects and Initiatives	A new complex situation that provides context for meaningful communication related to the learner's personality features and school life and experiences (embarrassing and positive ones) Prospects and initiatives (career / education / ambitions / projects...) Hobbies : (Cinema, literature, theatre, fashion, music, and the digital / electronic devices)	The situation is based on the learning objectives of sequence 2 and incorporates the topics and linguistic resources dealt with in these sequences.
	الثالث	Productive competence	Me, my Community and Citizenship	A new complex situation that provides context for meaningful communication related to the learner's personal world (Citizenship / commitment with charity clubs/ helping hand /respect of others.Family advice)	The situation is based on the learning objectives of all sequences and incorporates the topics and linguistic resources dealt with in these sequences.