

VI. EXPANDED CURRICULUM FOR MS4

A. INTRODUCTION

The Expanded Curriculum for MS4 has two parts. The first is a description of the overall Entry and Exit profiles of the learners. The second is a more detailed description of each of the competencies described in the Exit Profile.

The Entry Profile describes what learners should know and be able to do when they **start** their fourth year of middle school with respect to speaking, listening, reading, writing and grammar in English. The profile is expressed in terms of the competencies: what learners can do as speakers in interactions in English, as listeners to and readers of English and as producers of written and oral English texts, as well as their competency in grammar, vocabulary and pronunciation. The Entry Profile is the same as the set of general descriptors for the MS3 level in the AEF, since they describe what students should know and be able to do when they finish MS3, and thus when they start MS4.

The Exit profile describes what they should know and be able to do when they **finish** their fourth year of middle school with respect to speaking, listening, reading, writing and grammar in English. The Exit profile is the same set of general descriptors from the AEF for the MS4 level.

The year spent in MS4 must thus provide learning experiences in each of the competencies that will enable learners to progress **from** the entry profile competencies **to** the exit profile competencies. In effect, the MS4 curriculum bridges the gap between the entry and exit profiles. In order to do that, each of the general descriptors of the exit profile needs to be expanded into specific objectives. When those objectives are met, the learner will have achieved the desired competency.

For example, the first general descriptor of Listening competency for MS4 is:

2.1: Learners can listen to and understand the gist and some important details of

- a. short monologs and dialogs**
- b. consisting of routine, but varied language**
- c. on regularly encountered matters (e.g. people, school, interests, places, health, personal experiences and stories.)**

The following are the objectives that learners will attain in MS4. When learners attain the following objectives, they will have the listening capacity described in 2.1

- 2.1.1. Identify topic(s) and general or main idea: e.g. *She is busy and he isn't./ They are talking about their hometowns.*
- 2.1.2. Identify some important details: e.g. *She is baking cakes for a wedding this weekend and he isn't going anywhere. / Her hometown is in the mountains. Her friend's hometown is near the sea.*
- 2.1.3. React to the text in some way: e.g. identifies similarities/differences with his/her own life; expresses preferences related to the text; gives opinions about the events or issues in the text.

In summary, the exit profile is a set of general descriptors for each of the competencies. In order to know what to teach, each of the general descriptors has

been expanded to include more detail. The expanded descriptors thus can be used as teaching and learning objectives for the MS4 level. These objectives describe what the learning experiences must address in order to create a learning bridge that will carry learners from the entry to the exit.

Note: The vocabulary is tied to topics and themes. If the topics and themes change, the vocabulary will change.

See the **Appendix** for a sample unit that shows how the objectives can be used to design learning experiences that will help learners achieve the competencies.

B. ENTRY AND EXIT PROFILE

This section describes learners should be able to know and be able to do when they start and finish MS4. The learners' Entry Level for each of the competency areas: oral interaction, listening, reading, writing, oral production and linguistics (grammar, vocabulary and pronunciation) is found in the left columns below. The Entry Level is taken from the AEF descriptors for the end of MS3. The learners' Exit Level is found in the right columns below. They are taken from the AEF descriptors for MS4.

Oral Interaction Competency ENTRY LEVEL	Oral Interaction Competency EXIT LEVEL
<p>Is able to interact orally to ask and answer questions in short exchanges and to respond briefly to the news of others</p> <ul style="list-style-type: none"> on familiar, personal topics about self, community, personal experiences and plans, leisure activities using simple sentences and frequently used expressions 	<p>Is able to interact orally to start and maintain short conversations (i.e. asking/answering questions and responding to information and news of others)</p> <ul style="list-style-type: none"> on a range of familiar topics related to self and community using both routine and simple, spontaneous sentences
<p>Is able to deal with simple, predictable travel situations</p> <ul style="list-style-type: none"> related to restaurants (e.g. ordering), shopping (e.g. asking for an item), and transportation (asking where something is and how to get there, asking and telling time schedules). 	<p>Is able to carry out a range of common functions in order to</p> <ul style="list-style-type: none"> make plans, give opinions and advice, give and follow directions and instructions, and ask for and offer things and assistance
<p>Is able to plan for, use and evaluate the effectiveness of Spoken Interaction Strategies used</p> <ul style="list-style-type: none"> to facilitate pair work in class to convey the meaning of unknown words, phrases and structures to learn common "chunks" of language 	<p>Is able to plan for, use and evaluate the effectiveness of Spoken Interaction Strategies used</p> <ul style="list-style-type: none"> to facilitate pair work in class to convey the meaning of unknown words, phrases, and structures to gain time to plan and recall a language

Interpretive Listening Competency ENTRY LEVEL	Interpretive Listening Competency EXIT LEVEL
<p>Is able to listen and understand main points and important details of</p> <ul style="list-style-type: none"> short monologues and dialogs consisting of simple sentences using frequently used expressions related to familiar topics or situations (e.g. personal information, leisure activities, opinions, interests, restaurants, shopping, transportation, such as where, how, times, cost, route) 	<p>Is able to listen, understand the gist and some important details of</p> <ul style="list-style-type: none"> short monologs and dialogs consisting of routine, but varied language on regularly encountered matters (e.g. people, school, interests, places, health, personal experiences and stories)
<p>Is able to listen to and understand very short, routine classroom instructions</p> <ul style="list-style-type: none"> without supporting visuals 	<p>Is able to listen to and understand routine classroom instructions</p> <ul style="list-style-type: none"> without supporting visuals
<p>Is able to listen to and understand unfamiliar instructions and explanations that are</p> <ul style="list-style-type: none"> very short and straightforward accompanied by visuals (e.g. gestures, writing or drawings, modeling, demonstration) broken down step-by-step 	<p>Is able to listen to and understand unfamiliar instructions and explanations that are</p> <ul style="list-style-type: none"> straightforward accompanied by visuals (e.g. gestures, writing or drawing, modeling, demonstration) broken down step-by-step
<p>Is able to plan for, use and evaluate the effectiveness of a few listening strategies in order to</p> <ul style="list-style-type: none"> comprehend general ideas or gist make reasonable guesses at meaning 	<p>Is able to plan for, use and evaluate the effectiveness of several listening strategies used to</p> <ul style="list-style-type: none"> make reasonable guesses at meanings to maintain a helpful state of mind

Interpretive Reading Competency	Interpretive Reading Competency
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ENTRY LEVEL	EXIT LEVEL
<p>Is able to read and understand the main points and important details of</p> <ul style="list-style-type: none"> • short, simple texts • on familiar personal topics related primarily to self • that are of a concrete type and • consist of common, everyday language 	<p>Is able to read and understand the main points and some important details of</p> <ul style="list-style-type: none"> • medium-length texts (e.g. three paragraphs) • on familiar topics related to self and community (e.g. school, interests, health, experiences, and well-known events or issues) • that are straightforward and • clearly written
<p>Is able to find specific, predictable information in</p> <ul style="list-style-type: none"> • a range of simple, everyday material • that is straightforward (e.g. some websites, travel brochures, catalogs) 	<p>Is able to read and understand the gist of</p> <ul style="list-style-type: none"> • simple arguments or opinions that are • clearly written
<p>Is able to read and understand simple instructions and explanations that are</p> <ul style="list-style-type: none"> • concrete in nature • found in language learning materials 	<p>Is able to read and understand the main points of</p> <ul style="list-style-type: none"> • simple personal letters • describing personal events, feelings/opinions, and wishes
<p>Is able to plan for, use and evaluate the effectiveness of a few basic reading strategies to develop</p> <ul style="list-style-type: none"> • reading efficiency and speed • guessing skills 	<p>Is able to plan for, use and evaluate the effectiveness of several reading strategies to develop</p> <ul style="list-style-type: none"> • reading efficiency and speed • guessing skills

Productive Writing Competency ENTRY LEVEL	Productive Writing Competency EXIT LEVEL
<p>Is able to write short, factual descriptions</p> <ul style="list-style-type: none"> • about his/her basic environment (e.g. people, places, school/work, living conditions) and • about uncomplicated past activities, personal experiences and events • as a list of simple sentences • linked with most common connectors (e.g. and, but, because) 	<p>Is able to write short narratives and factual descriptions</p> <ul style="list-style-type: none"> • on familiar topics of personal interest • as a loose paragraph of related ideas • using common connectors (e.g. and, but, because, so, then, next, finally)
<p>Is able to write very short letters or email</p> <ul style="list-style-type: none"> • containing simple descriptions of personal life 	<p>Is able to write short, personal letters or email</p> <ul style="list-style-type: none"> • on familiar topics of personal interest • that follow a conventional format consisting of one main paragraph • to provide descriptions and ask questions
No description	<p>Is able to write basic instructions and directions</p> <ul style="list-style-type: none"> • about routine matters (e.g. recipes, how to get to a site of interest, how to do something) that are • generally coherent
<p>Is able to plan for, use and evaluate the effectiveness of a few basic writing strategies to</p> <ul style="list-style-type: none"> • generate ideas • create a draft of a text 	<p>Is able to plan for, use, and evaluate the effectiveness of several writing strategies to</p> <ul style="list-style-type: none"> • generate ideas and • create a draft

Productive Speaking Competency ENTRY LEVEL	Productive Speaking Competency EXIT LEVEL
<p>Is able to orally tell a very short story or give a brief description</p> <ul style="list-style-type: none"> • about personal things (e.g. plans, routines, possessions, likes/dislikes) • in a simple list of points 	<p>Is able to sustain a short, oral narrative (story, experience or event) or a description</p> <ul style="list-style-type: none"> • on topics of interest • as a series or sequence of connected points
<p>Is able to plan for, use and evaluate the effectiveness of productive speaking strategies used</p> <ul style="list-style-type: none"> • to gain time, and • to plan and retrieve language 	<p>Is able to plan for, use and evaluate the effectiveness of productive speaking strategies used</p> <ul style="list-style-type: none"> • to maintain interest

Linguistic Competency	Linguistic Competency
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ENTRY LEVEL	EXIT LEVEL
<p>Vocabulary: Is able to use sufficient vocabulary to carry out exchanges that are</p> <ul style="list-style-type: none"> • routine and straightforward • by adapting memorized simple phrases with limited vocabulary substitution • communicating appropriately • with vocabulary mistakes common when venturing away from concrete topics 	<p>Vocabulary: Is able to effectively comprehend and produce the words and phrases needed to express one's ideas</p> <ul style="list-style-type: none"> • within straightforward, familiar topics and situations • politely and appropriately • comprehensibly • making use of strategies to convey concepts when exact words are not known
<p>Grammar: Is able to use</p> <ul style="list-style-type: none"> • simple structures accurately • but still makes basic mistakes 	<p>Grammar: Is able to use</p> <ul style="list-style-type: none"> • routine grammar with general, but not complete control • with mistakes common within unfamiliar topics and situations, or when trying to express complex ideas
<p>Pronunciation: Is able to pronounce</p> <ul style="list-style-type: none"> • practiced words, phrases, and some simple sentences • intelligibly • with a strong foreign accent • with basic mispronunciations present 	<p>Pronunciation: Is able to pronounce</p> <ul style="list-style-type: none"> • familiar and some simple new words, phrases and routine sentences • intelligibly • with a strong foreign accent • and mispronunciations present

C. OBJECTIVES FOR MS4

The Objectives are set up as follows:

MAJOR HEADING: name of the **competency**; this is preceded by one number, for example 2.

Next subheading: the general descriptors for the competency, Each descriptor is preceded by two numbers, for example 2.1, 2.2.

Next category: for each general descriptor, there is a **list of objectives** that must be met in order to achieve the competency descriptor. It is followed by *examples in italics*. Each is preceded by 3 numbers, for example, 2.1.2, 2.2.2

1. ORAL INTERACTION COMPETENCY

By the end of the year, learners are able to...

1.1: Interact orally to start and maintain short conversations (i.e. asking/ answering questions and responding to information and news of others) on a range of familiar topics related to self and community using both routine and simple, spontaneous sentences

1.1.1. Initiate topics: *.Did you (do something...)? / Have you ever...? / So, do you have...? / You know, I (did/heard something)...*

1.1.2. Use and respond to routine greetings: *How are you?/How've you been? - Fine, thank you.*

1.1.3 Respond/React to information of others.

1.1.3.a. Express interest: *That's interesting. / Oh! / Really?/ Is it?/ They have?*

1.1.3.b. Express understanding: *Uh-huh./Mm-mm./Oh...*

1.1.3.c. Express pleasure: *That's great!/ That's nice. / That sounds fun!*

1.1.3.d. Express concern: *That's too bad. / That's terrible.*

1.1.3.e. Express disbelief: *You've got to be kidding.*

1.1.3.f. Express agreement about news: *That IS exciting/boring/interesting.*

1.1.4. Ask follow-up questions with Wh- questions: *e.g. How was it? Then what happened? How long have you been...? Why do you think so? How are you going to get there?*

1.2: Carry out a range of basic, common functions in order to

- **make plans, give opinions and advice, give and follow instructions, and ask for and offer things and assistance**

1.2.1. Negotiate plans with a friend to do something, e.g. at school, on the weekend using real-life schedules: plan what to do, when and where to meet using routine phrases, e.g. *How about... + time/activity/place? When/Where do you want to meet? I'll meet you there. vs. I'm going to meet you there..*

1.2.2. Give opinions about concrete topics or things, e.g. places, school events and subjects, sports teams and familiar events: e.g. *I like (noun/gerund)...because.... I prefer + (noun/gerund/noun clause), because.../ (Noun/gerund clause) is (adjective), because...*

1.2.3. Give advice about concrete topics, e.g. family, health, plans: *I think/Maybe you should... / I don't think you should..../ They should(n't) have...*

1.2.4.. Ask for an offer help: *What can I do to help? / You can help me by + gerund? Can you tell me how to get to...*

1.2.5. Ask for and offer things: *Could I borrow/use that/your...? Would you like to borrow/use this/my...? Could you show me how to...*

1.2.6. Give and follow simple instructions, e.g. classroom language and recipes.

1.3: Can plan for, use and evaluate the effectiveness of Spoken Interaction Strategies used to

- facilitate pair work in class**
- convey the meaning of unknown words, phrases and structures**
- gain time to plan and recall language**
- avoid misunderstanding**

- 1.3.1 Facilitate pair work in class: *Whose turn is it?/ I don't know what to do./Let's ask [the teacher].*
- 1.3.2. Paraphrase unknown word or phrase: e.g. kangaroo's "stomach basket" for kangaroo pouch; "sleeping clothes" for pajamas.
- 1.3.3. To gain time to plan and recall language: *Ummm/Well/Let me see...*
- 1.3.4. Use body language to ask for clarification: tilted head, arched eyebrows, furrowed brow.

2. INTERPRETIVE LISTENING COMPETENCY

By the end of the year, learners are able to...

2.1: Listen understand the gist and some important details of

- d. short monologs and dialogs**
- e. consisting of routine, but varied language**
- f. on regularly encountered matters (e.g. people, school, interests, places, health, personal experiences and stories.)**

- 2.1.1. Identify topic(s) and general or main idea: e.g. *She is busy and he isn't./ They are talking about their hometowns.*
- 2.1.2. Identify some important details: e.g. *She is baking cakes for a wedding this weekend and he isn't going anywhere. / Her hometown is in the mountains. Her friend's hometown is near the sea.*
- 2.1.3. React to the text in some way: e.g. identifies similarities/differences with his/her own life; expresses preferences related to the text; gives opinions about the events or issues in the text.

2.2: Listen to and understand routine classroom instructions

- a. without supporting visuals;**

2.2.1. Follow verbal instructions related to pair sharing tasks: e.g. *Take turns asking and answering the questions. / Decide who is A and who is B. A's raise your hands. A ask the questions and B answer. Talk for 2 minutes. I will tell you when to change.*

2.2.2 Follow verbal instructions for mingling activities: e.g. *Ask three to five people your question.*

2.3: Listen to and understand unfamiliar instructions and explanations that are

- a. straightforward**
- b. are accompanied by visuals (e.g. gestures, writing or drawing, modeling, demonstration)**
- c. are broken down step-by-step.**

- 2.1. Follow instructions for pair sharing tasks that are broken down step by step, and/or modeled and written on the board: e.g. *Faiza and Hakkan are partners. Faiza needs information about Sami's family. See the box on the board for person A? It*

says “Number of cousins” Hakkan has information about Sami’s family. See the box on the board for person B? Faiza will make questions to learn the information she needs and ask Hakkan. Faiza what question will you ask to learn the number of cousins? [Faiza or a peer says, How many cousins does Sami have? [Teacher writes the question under Number of cousins]. Look at your papers. One of you is A and one is B. A’s ask questions first. “A’s” raise your hands. Begin by asking the first question.

2.4: Plan for, use and evaluate the effectiveness of several listening strategies used to

- a. make reasonable guesses at meanings**
- b. to maintain a helpful state of mind.**

2.4.1. Use background knowledge to make reasonable guesses or make inferences: cover the word/phrase and try to fill in the missing information using what you already know.

2.4.2. Use context to make reasonable guesses by noticing what the other parts of the text say about the unknown word or phrase.

2.4.2. Maintain a helpful state of mind by noticing and releasing tension before and while listening.

3. INTERPRETIVE READING COMPETENCY

By the end of the year, learners are able to...

3.1: Read and understand the main points and some important details of

- **medium-length texts (e.g. three paragraphs)**
- **that are narrative, descriptive or factual**
- **on familiar topics related to self and community (e.g. people, school, interests, health, experiences and well-known events or issues)**
- **that are straightforward and**
- **clearly written.**

3.1.1. Identify topic(s) and general or main idea: e.g. *The soccer team is very good./ Chinese children are becoming fatter.*

3.1.2. Identify some important details: e.g. *The team won almost all their games and Belzier won the MVP award for the country./ Chinese children don't play outside much. They eat too much and play videogames.*

3.1.3. Reacts to the text in some way: e.g. identifies similarities/differences with his/her own life; expresses preferences related to the text.

3.1.4. Distinguish between facts and opinions: *The team won the most games in the league. VS They have the best coach in the league./ Chinese children are very talented. Chinese families have only one child.*

3.2: Read and understand the gist, without necessarily grasping significant details of

- **simple arguments or opinions that are**
- **clearly written**

3.2.1. Identify general idea, or gist, of arguments or opinions: e.g. *The writer likes the sea. / The writer says we should not smoke/eat meat/use cell phones in public.*

3.3: Read and understand the main points of

A. straightforward personal letters

B. describing personal events, feelings/opinions and wishes

3.3.1. Identify the main points of personal events, feelings/opinions and wishes:

e.g. The writer went to her grandmother's after a fire had burned most of the grandmother's house. It was hard and she was worried about her grandmother. The writer wants her grandmother to move in with her family.

3.4: Plan for, use and evaluate the effectiveness of several reading strategies to develop

- **reading efficiency and speed**
- **guessing skills.**

3.4.1. Read in phrases, not words: practice and train the eyes to see/perceive several words at a time.

3.4.2. Read more quickly while understanding, slow down and read word for word when meaning is unclear or when a part is important personally or in order to complete a task.

3.4.3. Guess the meaning of an unknown word, phrase or structure by using background knowledge, the general meaning of the text, or the general meaning of the sentence.

3.4.4. Identify pronoun references to clarify or guess meaning.

4. PRODUCTIVE WRITING COMPETENCY

By the end of the year, learners are able to...

4.1: Write short narratives and factual descriptions

a. on familiar topics and those of personal interest

b. as a loose paragraph of related ideas

c. using common connectors (e.g. and, but, because, so, then, next, finally)

4.1.1. Describe an experience or familiar story in a narrative paragraph that has a topic sentence and four or more other sentences that are all related to the topic and includes several common connectors used correctly: e.g. *and, but, because, so, then, next, finally*.

4.1.2. Describe something or someone familiar (e.g. an object, event or place, a family member or friend) in a paragraph that has at least four sentences that are all related to the same topic and that includes several common connectors used correctly: e.g. *and, but, because, so, then, next, finally*.

4.2: Write short, personal letters or email

a. on familiar topics and those of personal interest,

b. that follow a conventional format consisting of one main paragraph

c. to provide description and ask questions

4.2.1. Describe an experience or something/someone familiar (e.g. personal routines and interests, a friend or Algerian lifestyle) and ask questions about the same topics in a personal letter or email following a conventional format that includes date (letter only), salutation, at least one paragraph (with at least four sentences all related to the same topic), closing and signature (name only for email), each using correct spacing and punctuation.

4.3: Write basic instructions and directions

d. about routine matters (e.g. recipes, how to get to a site of interest, how to do something), that are

e. generally coherent

4.3.1. Describe how to do something routine and familiar as a connected list of points, e.g. make a simple Algerian dish; prepare the house for an Algerian event at home; prepare for and read a news article.

4.4: Plan for, use and evaluate the effectiveness of several writing strategies to

d. generate ideas

e. follow a general organizational plan

f. create a draft, edit and revise.

4.4.1. Freewrite (write whatever comes to mind without stopping) to generate ideas before beginning a draft.

4.4.2. Before beginning, decide specifically what to write about and the purpose of writing, e.g. to inform, to entertain, to amuse, to move, to gain sympathy, to persuade, etc.

4.4.3. Stay open to making changes while writing drafts: don't try to get things perfect the first time.

4.4.4. Take a break before revising a draft.

4.4.5 Use rubrics or writing criteria to self-assess: about ideas, organization, grammar/vocabulary.

4.4.6. Get comments from peers or others and use them to revise.

5. PRODUCTIVE SPEAKING COMPETENCY

By the end of the year, learners are able to...

5.1: Sustain a short oral narrative (story, experience or event) or a description

a. on topics of interest

• as a series or sequence of connected points.

5.1.1. Sustain a turn in conversation of several connected sentence to narrate or describe.

5.1.2. Orally present to a small group, a description or narration of prepared text, e.g. presentation of a group project, such as a poster or advertisement.

5.2: Plan for, use and evaluate the effectiveness of productive speaking strategies used

a. to convey unknown words, phrases and structures

b. to maintain interest.

5.2.1. Paraphrase to communicate intended meaning when exact language is not known: e.g. *my grandmother's sister* (great aunt); *to cook the food outside over fire* (to barbeque/to grill);

5.2.2. Use eye contact and engaged posture (leaning forward, arms not crossed) to maintain interest.

6. LINGUISTIC COMPETENCY

6.1: Vocabulary –

By the end of the year, learners are able to...

Effectively comprehend and produce the words and phrases needed to express one's ideas

- a. within straightforward, familiar topics and situations**
- a politely and appropriately**
- b making use of strategies to convey unknown words..**

6.1.1. Comprehend and produce words, phrases and expressions to express ideas about personality and qualities for example,

- Manner adverbs with adjectives: e.g., *really* outgoing, *fairly* independent, *extremely* shy, *pretty* successful
- Behavior and personality adjectives and phrases, e.g. *(im)patient*, *outgoing*, *shy*, *introverted*, *extroverted*, *easy going*, *supportive*, *generous*, *(dis)loyal*, *successful*, *dependable/reliable*, *(in)dependent*, *(un)interesting*, *energetic*, *humble*, *talented*, *cool*.
- adjective prefixes: *dis*, *in*, *un*, *im*

6.1.2. Comprehend and produce words, phrases and expressions needed to communicate ideas about jobs and carry out basic job interviews for example,

- Occupation titles common in Algeria
- Verbs to describe occupational activities
- Past participles and irregular verbs
- Language to describe personal qualities and qualities, e.g. extrovert, *reliable*, *punctual*

6.1.3. Comprehend and produce words, phrases and expressions needed to discuss and carry out the making of plans, for example,

- Genres of movies and books, e.g. *fiction*, *non-fiction*, *science fiction*, *mystery*
- Genres of music, e.g. *pop*, *jazz*, *Eurobeat*, *reggae*
- Collocations for leisure activities
- Nouns, verbs, and phrases to describe and discuss events and places, e.g. *farmers' market*, *destination*, *residence*
- Common expressions used in making suggestions, *How about.../ Why don't we.../Do you want to...*

6.1.4. Comprehend and produce words, phrases and expressions needed to communicate about cooking and dining customs in Algeria, for example,

- Types of food: *chickpeas*, *olives*, *lamb*, *cracked wheat*, *zucchini/courgettes*
- Food preparation: *spread*, *made with...*, *served with...*, *broil*, *grill*, *simmer*, measurement such as *milliliter*, *liter*, *grams*, *kilograms*, *tablespoon*

6.1.5. Comprehend and produce words, phrases and expressions needed to communicate about landmarks and destinations, for example,

- Types of landmarks: *tower*, *castle*, *ruins*
- Names of international landmarks: *Angor Wat*, *The Leaning Tower of Pisa*

- Nouns and phrases describing the purpose of landmarks and things to see
- Strong adjectives describing places: *freezing, tiny, gorgeous*

6.1.6. Comprehend and produce words, phrases and expressions needed to communicate about accidents and unexpected events, for example,

- Accident words and collocations: *get hit, break a bone, cut something*
- Phrasal verbs *turn down, pick up, wrap up, get down, fall over*
- Adverbs with *-ly*: *fortunately, really, very quickly*
- natural disasters and extreme weather: *flood, sandstorm, ,mudslide*

6.1.7. Comprehend and produce words, phrases and expressions needed to communicate about local news: *To be determined by local news content*

6.1.8. Comprehend and produce words, phrases and expressions needed to communicate about common dreams and dream imagery, for example,

- Misfortune: *get stuck, get lost, run out of money, be in front of people*
- Interpreting dreams: *interpretation, that means..., fear of...,*

6.2: Grammar –

By the end of the year, learners are able to...

Use

- 1. routine grammar with general, but not complete control**
- 2. with mistakes common within unfamiliar topics and situations, or when trying to express complex ideas.**

6.2.1. Verb Tenses

- Present simple to express habits, routines and long-lasting or permanent situations.
- Present continuous with *while*
- Future using *will* and *be going to* to discuss decisions in the moment and predetermined plans in positive and negative statements and Yes/No and Wh-questions.
- Present perfect and present perfect continuous to express the unfinished past using *since* and *for* in positive statements, e.g. *I've been a police officer since 1999. I've been working there for 3 years,* and vs. simple past actions completed in the past.
- Present perfect and present perfect continuous to express the unfinished past (including specific periods that continue to now, e.g. this week) in Wh-questions, e.g. *How long have you been working there? How many children have you taught? What have you been doing this week? Where have you traveled in Algeria?* and vs. simple past questions for actions completed in the past.
- Present perfect to describe formative experiences in the past and the resulting achievement in the present, e.g. *I have studied English for over three years, so I can communicate in speaking and in writing in common situations.*
- Imperatives used in recipes and instructions
- Passive in simple past with and without *by + agent*
- Passive statements and questions in the simple past with *by + agent* (*It was built by the Japanese.*); *in + time* (*It was destroyed in 1875.*)

- Past simple and Past Simple Continuous with *when* and *while*
- Tag questions in positive statements that are seeking information (not confirmation) using *will* to communicate decisions in the moment (*You'll pick me up, won't you?.*) and *going to* to communicate decisions already made (*We're going to go tonight, aren't we?.*)

6.2.2. Connectors

- Connectors used to show chronology, e.g. *first, next, then, after, before, finally.*

6.2.3. Gerunds and Infinitives

- Gerunds after *before* and *after*

6.2.4. Clauses (Relative and Adverbials)

- Subject relative clauses in positive statements describing personal qualities: *She is someone who can wait for a long time.; He is a person who always helps his friends.; It means someone who can do things well.*
- Adjectives clauses with *that, which* and *where*: e.g. *that are crowded*

6.2.5. Comparisons

- Comparisons with *to be* and “more than” and “as __ as” in Wh- and Yes/No questions, e.g. *Who is more energetic, Frank or Lina? Is your mother as outgoing as your father?;* and in positive and negative statements, e.g. *Lina is more energetic than Frank. My sister isn't as patient as my mother.*

6.2.6. Conditionals

- First Conditional to describe possible future results of real future conditions, e.g.. *If you wake up before a falling dream ends, you will not die.*
- Zero Conditional to describe results that are always true, e.g. *If you dream of falling, you are feeling overwhelmed or anxious*

6.3: Pronunciation –

By the end of the year, learners are able to...

Pronounce

- familiar and some simple new words, phrases and routine sentences**
- intelligibly**
- with a strong foreign accent**
- and mispronunciations present.**

6.3.1. Comprehend and produce discrete phonemes with a lessened “accent” including

- /r/
- /p/ vs /b/
- /h/
- /r/
- /v/ vs. /f/
- /θ/ vs. /t/
- /ð/ vs. /d/

- /dʒ/
- /tʃ/
- /ŋ/

6.3.2. Consonant clusters

- Initial consonant clusters, that occur in vocabulary e.g. *pl*,
- Initial consonant clusters, e.g. *sp*, *gr*
- Final consonant clusters, e.g. *-ths* (months), *-xt* (next)
- Final consonant clusters, e.g. *-ed*

6.3.3. Comprehend and produce syllable stress

- Syllable stress in 3+ syllable adjectives
- Syllable stress with multi-syllabic adjectives

6.3.3. Sentence stress

- Sentence stress in positive and negative comparison statements
- Sentence stress with passive: on the past participle
- Sentence stress in content words

6.3.4. Intonation

- Rising and falling intonation in questions that give alternatives.
- Intonation and stress in tag questions

6.3.6. Reduced speech

- Reduction of *have* in present perfect
- Reduced speech in questions with *Wh-* words and *Did...*
- Reduced forms of *will* and *going to* in statements and questions
- Reduced form of *have* in positive and negatives
- Linking final consonants with initial vowels, e.g. phrasal verbs