

RÉPUBLIQUE DE DJIBOUTI
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MINISTÈRE DE L'ÉDUCATION NATIONALE ET
DE LA FORMATION PROFESSIONNELLE

ENGLISH CURRICULUM FOR FUNDAMENTAL EDUCATION OF DJIBOUTI



Centre de Recherche,
d'Information et de Production
de l'Éducation Nationale

Preamble

The English programme is specially designed for the Djiboutian fundamental schooling. The programme was designed and is taught using the principles of English as Foreign Language (EFL) pedagogy. English instruction in Djibouti begins in primary school, in grade 3, and continues through middle school, grade 9. The methodology adopted is the Competence Based Approach (CBA) which embeds 21st century life skills and is standardised with the Common European Framework Reference for Languages (CEFR). The skills and strategies relative to reading, writing, listening, and speaking, the four domains of language learning, are graded according to CEFR levels. Grammatical structures and vocabulary complexity are included in the CEFR levels. Presented in this document are tables (INSERT PAGE #) for each grade level of instruction. The components of the tables indicate the targeted areas of language instruction. Looking at the grade 9 table, one can see the profile of a grade 9 students' language abilities. The goal of the programme is to modernise and develop education needed to face globalisation requirements. This reform, thus, introduces new dimensions related to globalisation such as introducing the use of information communication technology. Acculturation and loss of one's identity are often experienced when learning a foreign language. A main goal of the English programme is to develop a language curriculum that both honours and celebrates the Djiboutian context.

I. The General Background

Since the independence of Djibouti in 1977 until 1999, all the schools in the country were following the former French programme. This is particularly true of the middle and secondary schools. The French programme proved to be unable to cope with the growing needs of the new state and its students. Many subjects, particularly the English language, were taught without knowing either the intermediate objective to be attained at the end of each school year or the objectives expected to be reached at the final year of a student's education. Therefore, in 1999, the Ministry of Education organised a National Dialogue on Education. The main idea behind the debate was to find a possible and appropriate way of enhancing the standard of schools which had been suffering from ineffectiveness for a long time. The participants outlined the general state of schooling situations and made recommendations for a new programme which could meet the country's growing demand for qualified professionals and reduce the number of student dropouts.

The Competence Based Approach (CBA) was chosen for the new curriculum and all subjects taught in the Primary and Middle Schools, now called fundamental schools. The curricula are developed and aligned with the CBA in the hopes that it will improve the situations of teaching and learning.

The new programme was not presented as a check list of content to be taught, but rather in terms of specific objectives. The objectives outlined are the expected instructional outcomes expressed in terms of knowledge, skills, and behaviours learned at the end of each school year. With a competence-based approach, the learning goals are clear to both students and teachers; this allows for teachers to assess students' skills, determine areas for remediation, and provides a metric of success. The new programme of English was a part of the general education innovation reform resulting from the recommendations made by the Djiboutian citizens. The first Djiboutian English textbooks were designed by Djiboutian teachers, pedagogical advisors, and with the collaboration of foreign experts. The textbooks were written for the specific context of Djibouti, and its cultural references and topics reflected the ethnic diversity and worldview of modern Djiboutian society. In terms of pedagogical context, they were written for the classroom realities of Djiboutian schools and offered a transition between the traditional pedagogical approaches and the contemporary pedagogical approaches found in the CBA.

The new English curriculum and textbooks developed were close to the expected results but failed in one part; all four domains of language learning were not covered. Indeed, for practical reasons, the listening skills were not introduced in the English textbooks and listening tasks were non-existent. This created a feeling of incompleteness in the teaching of a foreign language. In order to remediate the gap, the Djiboutian Ministry of Education put forward a proposal to review the already existing curriculum and textbooks in order to update the middle-school curriculum.

At the same time, the Ministry of National Education decided to introduce English language teaching in primary schools, beginning in grade 3. Prior to this, the first year of English language instruction was grade 6. The introduction of English in grade 3 meant that the textbooks not only needed to be reviewed, but rather the English curriculum would need to start from scratch in order to establish a new scope and sequence of skills from grade 3 through grade 9. The mandate to begin English instruction in grade 3 provided a golden opportunity; the missing listening tasks could be added to the textbooks as well as 21st century skills for education. The so-called 21st Century Skills encompass the skills and knowledge needed to be competitive in the global economy. Examples of these skills include critical thinking and collaboration. Needless to say, the inclusion of the listening tasks and the 21st Century Skills must also be aligned with the Common European Framework of Reference for Languages (CEFR).

II. Learning Outcomes

The teaching of English in Djibouti is naturally integrated into the general education system. The final outcome of the education is:

- to bring up a Djiboutian citizen who is capable of contributing to the socio-cultural economic growth of the nation, has their own cultural values yet is open minded to other cultures;
- to bring up a Djiboutian citizen that is prepared to take advantage of the achievements of science, technology and research, in accordance with the recommendations of the Ministry of Education;
- to help students develop intellectual and moral qualities such as creativity, a cooperative spirit, perseverance and mutual respect, thus contributing to the personal development and enrichment of their personality and their socio-professional development;
- to meet the needs and aspirations of the individual as well as the goals pursued by society and the educational policy of the country;
- to help young Djiboutians to acquire a certain command of the English language which will allow them to face the requirements of modern life;
- to develop at the highest possible level the student's aptitude for oral and written comprehension as well as oral and written expression;
- to provide the student with the ability to communicate in the foreign language and meet the requirements and standards of national and international examinations and competitions.

III. Objectives

The main objective of English language instruction is to meet the demand for English use within the region. The neighbouring countries mainly use English language for communication purposes. To keep pace with the worldwide development, Djibouti is now facing a growing demand in the matter of the English language. Global partnerships contribute to the development of our country; in order for the citizens to participate in the worldwide and local economic and commerce network English language skills are essential.

Considering the myriad global partnerships, the government has set up a new law of orientation aimed at improving the educational system.

It became obvious that developing a modern language teaching system was necessary to ensure the continued prosperity of the nation. The English language plays a key role and has an important space in the implementation of the curriculum. It conveys a great development in that it provides the learners the opportunities to be connected to the English-speaking world which nowadays constitutes almost all the countries all over the world.

By offering students quality English language instruction, the government provides the opportunity for students to succeed in their lives and participate in the development of their globally connected country.

The government's intention is expressed and stated clearly in the law of orientation. It shows us its determination to endow the country with a good educational system which is regarded as the main factor that can lead our country to a sustainable development, prosperity, and wealth.

Medium-term education objectives at this level can be summarized as follows:

By the end of the fundamental schooling in grade 9 pupils will have acquired:

- the linguistic knowledge and basic communicative skills which are aligned to A2- B1 level of the Common European Framework of Reference for Languages;
- the lexical and grammatical knowledge corresponding to their needs and levels of A2 level of CEFR;
- and practised the foundations of pronunciation, intonation, and rhythm of the English language;
- the skills needed to read and understand texts written in simple English;
- the skills to write sentences, paragraphs, and texts of various formats in English;
- skills to communicate in simple and intelligible English;
- An acceptable oral understanding both in class and in everyday life.

IV. Exit profile of Fundamental school graduates

By the end of grade 9, the students should be able to:

- describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need;
- understand the main points of clear standard input related to areas of most immediate relevance, e.g., school, family, leisure, etc.;
- communicate in routine tasks requiring a simple and direct exchange of information on familiar and routine matters;
- produce simple connected text on topics which are familiar or of personal interest;
- describe experiences, events, possibilities and hypotheses;
- give brief reasons and explanations for opinions and/or plans.

V. Role of Language Instruction

In the context of multilingual education, language instruction in schools promotes a culture of tolerance and respect for others. English is taught as a foreign language in Djibouti schools. Not only will an emphasis be placed on learning as a means of communication, but also as a means to discover other cultures. Foreign language instruction provides the student with new ways of thinking and expressions and introduces students to linguistic and cultural otherness. Foreign language instruction in Djibouti aims to expose students to the full human expression, not just the language of a people.

6. Competence Based Approach (CBA)

As mentioned above, the Djiboutian government has adopted the Competence Based Approach as its main teaching and learning method. Competence Based Approach is a broad term that refers to the theory of teaching and learning of any subject in the education be it maths, science or history, but the term of competence-based Language teaching (CBL) is a term solely coined for foreign language teaching.

There is no unifying definition that defines Competence Based Approach. Different scholars have defined “competence” differently. Below are several accepted definitions:

- C S. E. Shishov considers “competence” as a general ability based on knowledge, values, aptitudes, enabling to establish relationship between knowledge and situation, to reveal a procedure (knowledge and action), suitable for a problem.
- F. E. Weinert tries to lay a bridge between a psychological pedagogical concept, on the one hand, and a sociological concept on the other. He defines “competence” as a “slightly specialised system of aptitudes, abilities or skills necessary for achievement of a specific goal. It can concern both the individual abilities and the distribution of abilities within a social group or establishment.
- DeSeCo defines competence as a ‘system of internal mental structures and abilities assuming mobilisation of knowledge, cognitive skills, practical skills, and also social and behavioural components such as attitudes, emotions, values and ethics, motivations for successful realisation of activity in a particular context’
- DEKETELE and ROEGIERS (2000) state “the competence is the possibility of mobilising whole integrated resources in order to resolve a problematic situation which belongs to a family of situations.

CBA aims to prepare more competent learners who are able to relate what they study at school to their everyday life situations. They should be able to solve their life problems relying on what they have learnt in school. The goal is to train future citizens who can rely on themselves and have critical thinking. These goals are achieved through a teaching method in which the teacher should not explain every detail or give ready-made conclusions to the learners. Through their learning, the learner “learns how to learn”. In other terms, they learn how to master some cognitive and meta-cognitive strategies that enable them to learn by themselves. The learners are also encouraged to seek information relying on

their reasoning. Learning in this method should not stop at the low cognitive levels of the learner like merely knowing information, understanding the content or applying rules, but should reach higher levels of learning such as analysis, synthesis and even evaluation.

Competence based language teaching (CBLT) promotes teaching in the sense that the learners should be able to use it to communicate and not to keep their linguistic knowledge passive.

Within the new revised curriculum, pupils are trained starting in grade 3 to read and pronounce common words and sounds of English with the help of the Jolly Phonics technique. This technique was adapted for grades 3 and 4. Pupils will communicate orally and in writing from grade 5 through grade 9. Students should master functions in which they need to use a set of linguistic forms. These are presented situationally or thematically as opposed to discrete grammar teaching. The English syllabus for fundamental education aims at achieving linguistic, methodological, and cultural objectives.

The learner should achieve a certain communicative competence that enables them to communicate effectively. None of the four linguistic skills should be neglected. During the first year of English language instruction, learners are trained on listening and speaking, including an emphasis on pronunciation. During the following years, learners are exposed to written dialogues and texts that explore different linguistic forms. The exposure offers a model for students to produce written and spoken language. Students become responsible for their own learning; they are both learning the content and how to learn. Students are exposed to different cultures; this helps to foster cultural tolerance and understanding which is a critical life skill in the current global economy.

6.1. The Basic Competencies and the Learning Process

Using the CBLT, we identified two critical moments in the learning process.

- a. Acquisition of detailed knowledge, know-how and attitudes
- b. Activities of integration
- c. Remediation

a. As part of this approach, the acquisition of knowledge, skills, and attitudes are continuously developed during the learning process in the following three manners. Firstly, stress is put on the priority to develop the knowledge, skills, and attitudes related to a competence; the other aspects of the learning process are considered as less important and are tackled only if the whole competences are mastered by the students. Secondly, the curriculum and teachers' presentation styles emphasise how the content is meaningful and useful to

students' lives. try as much as possible to make the learning process more meaningful by showing its usefulness and to get the students to combine the acquired knowledge, skills and attitude. Finally, the knowledge, skills and attitudes are developed during three quarters of the time which allows time for integration and consolidation of skills.

b. A quarter of the instructional time throughout the school year is reserved for integration activities. That is to say, students will have to learn how to mobilise their background knowledge, skills and attitudes in complex situations. Students are exposed to one or two situations within given topics. This allows students to learn how to integrate their prior knowledge. In fact, it is rare for a student to automatically integrate; students are explicitly taught this skill. This integration can be done in a progressive way or at one time during an important module called the module of integration. If a competence necessitates to develop nine objectives, then it will be during the year crucial moments where the module of integration will take place. These moments have their own importance because they play a great role in the implementation of this new approach called the integrative approach and the awaited result is the final integration of the students previously acquired knowledge that has to be taken into account in the learning process.

c. After this period of integration, teachers are called to set up some basic strategies for remediation therefore aimed at enhancing the capacity of the learner and at the same time help him make progress in the process of acquiring the knowledge. Remediation is the time where weakly acquired knowledge proven by the evaluation is remediated. These strategies of remediation occur three times a year after each period of integration. It entails the previously acquired knowledge and launches the bases of the new teaching process because it gives strength and empowers the learner's capacity to develop skills and integrate the knowledge.

6.2 Integration

a) What is the integrative approach?

In the context of language teaching, we often describe integration as the combination of the skills of the target language. In support of this, Carol Read (1985:75) states: "integration of skills in the language classroom is simply a series of activities or tasks in which we use any combination of the four skills".

According to Carol Read, the learners can be introduced to a topic for oral discussion in order to write a short text eventually.

They can also listen to recorded information in order to answer some listening comprehension activities before they are introduced to a written text containing the same information.

Finally, they may be encouraged to write a similar text using the vocabulary, the grammar structures they learnt, and the information from the original passage in the new context.

The activities in the sequence may be linked through the topic or through the language. They may also be related through the language as well as the topic.

As Carol (cited) states: "an important feature of the sequence is the interlocking nature of activities; to a large extent each task develops from those that have come before and prepares for those that are to follow".

Clearly, we can understand that the skills are not practised in isolation but in a closely inter linked series of tasks which reinforce and build each other. Here, what we are interested in is not the skills of the language but their interdependence. In a similar way, Xavier Rogiers et al develop integration of competence or acquired knowledge in language learning.

According to this new concept of integration the learner is given opportunities to integrate his /her acquired knowledge in particular times of the school year called the weeks of integration. In both concepts one can obviously see that there is the idea of interdependence of different elements which are to be integrated. As Xavier et al says: "we look to know what brings these elements together, we highlight their common points, and then we reinforce the existing link between them. Integration is also a coordination in that all these interdependent elements are put in movement and coordinated"

In short, integration can be defined as an operation by which the interdependent elements are put to function in a closely interconnected way.

b) The advantages of the integrated approach.

The pedagogical interest of the integration concerns the learning itself. It concerns the activation of the learner's acquired school experience to use in meaningful real-life situations. This is what Xavier calls the integration of the acquired knowledge or situational integration. Here the acquired knowledge is what the learner has internalised and mastered. In other words, it is the learner's competence.

There are several advantages in integrating both the learner's acquired knowledge in the course of each year, and all the competences acquired in all the four grades, at the end of the cycle.

These advantages are:

- Providing pupils suitable opportunities to integrate the knowledge previously acquired.
- Making the learning process more meaningful.
- Assessing the student's ability and skills to resolve real life problematic situations.
- Leading the learning to successful achievement.
- Adopting certain behaviour towards the target language.
- Diagnosing and remedying the weaknesses in the learning process.
- Enabling the learner to use his/her experienced knowledge in practical and meaningful communicative situations.
- Making the learner become aware of his/her constant change of behaviour in the course of the school year.

c) Integration and the English Language learning.

The integration of the learners' experienced knowledge is an essential part in the new curriculum for each level in that it focuses on real life and meaningful activities which can activate the pupil's desire of learning and communicating in English.

There are several ways of integrating the learner's competences.

Such as:

- Carrying out tasks related to real life communication, in the classroom.
- Conducting classroom projects.
- Organising problem solving activities.
- Organising meaningful situations at the end of the school year.

As these integrating activities are aimed at making the learning more meaningful and interesting by connecting to each other, teachers are expected to conduct them at the appropriate times indicated in the following section.

d) Weeks of Integration

This integration is to be organised in a crucial moment called the weeks of integration.

The weeks of integration are important in the curriculum for each level as it is aimed not only at evaluating the learner's acquired knowledge but also at analysing the results and remedying any inadequate learning.

The integration takes place several times in the course of the school year, particularly at the end of chosen modules as shown in the following examples:

First term – 10th week

Second term –20th week

Third term –28th week

A week of “remediation” is to be organised after each week of integration as shown in the table.

learning modules	Integration and assessment	Remediation
	10th week	11th week
	20th week	21st week
	28th week	29th week

At the end of the chosen modules, pupils are expected to acquire some basic competence. It is, therefore, an appropriate time to evaluate their learning experience in meaningful situations.

The learners’ scores are, then, interpreted with reference to the agreed criterion score.

The situations should be appropriate and meaningful for the learners, in order to activate the pupils’ desire for using the target language.

The pupils should, therefore, get acquainted with various suitable situations in which they could practise all the skills of the English language beforehand.

It is only for practical reasons that the pupils’ spoken and written competences are to be evaluated in the course of the first year.

The other two skills (reading and listening) will, therefore, be expected to be used as audio /and or visual aid.

a) I.T. O.: INTEGRATIVE TERMINAL OBJECTIVE

It is the final objective to be attained at the end of one cycle or every two years of a learning cycle in the fundamental schooling. In other words, the I.T.O. can be explained as all the acquired basic competences integrated at grade seven and the final year of the English course.

Example of the ITO of the seventh-year grade.

At the end of the seventh grade of the fundamental schooling, in a meaningful communicative situation and in response to a given aid, the pupils:

- ✓ Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.
- ✓ Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
- ✓ Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
-produce with the help of audio/ or visual aids;
- ✓ Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do
- ✓ Can copy out single words and short texts presented in standard printed format

b) I.O. : THE INTERMEDIARY OBJECTIVE

It encompasses a macro competence or a set of basic integrative competences attainable at the end of each school year.

It is also an important part of the terminal objectives to be achieved at the end of grade nine.

Example of the I.O. of the sixth-year grade.

At the end of the sixth-year grade of the fundamental schooling, in a meaningful communicative situation and in response to a given aid, the learners will be able to:

-produce with the help of audio / visual aids, simple sentences orally or by writing in order to give and ask for information.

- Complete sentences and make a short meaningful conversation on a topic chosen by the teacher.

They can have;

- Has a very basic range of simple expressions about personal details and needs of a concrete type.
- Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations

c) B.C : THE BASIC COMPETENCE

The basic competences are fundamental in that they entail a number of capacities which in turn combine the knowledge and know-how in problem solving situations. They are here by referring to global competences in CEFR.

These basic competences make up the intermediate objectives which are also an important part of ITO. It is, therefore, essential for the learners to acquire the basic competence in each year in order to go to the higher level.

d) Situations and Family of situations

Situations give the opportunities for the learner to check up whether he has acquired or not a basic competence. For instance, a situation for a particular competence will consist in presenting to the learner a job advertisement taken from the newspaper and asking him to write a short application letter in response to this job advertisement.

Therefore, the family of situations for this same competence are the whole various job advertisements that we can submit to the learner in order to check up his competence.

The learner is competent only when he can face every situation which belongs to the family of situations. This implies to build up equivalent situations in every family of situations; that is to say situations with the same level of difficulty and complexity.

e) Parameter

It is any measurable and constant characteristic element of a given communicative situation stemming from a family of situations reflecting a basic competence. Parameters of the English Middle school of Djibouti are aligned to the Common European framework reference for languages. In a language learning context pupils can be assessed with the parameters of their competences at speaking, writing, reading and listening in meaningful situations.

f) Transfer card for the teacher

This card is prepared for the teacher, and it is aimed at giving a brief advice on the situations for the evaluation, and the procedure of the activities. It also indicates the necessary time to perform the activity.

g) Situations for Integration

These situations are set up to evaluate the learners' experienced knowledge. They consist of visual aids, tasks to be done and clearly stated instructions. The visual aids are written texts, illustrations, photos, forms etc.

Each situation is determined by:

- Its context or the real life environment;
- The information which the pupil will respond to;
- The function that determines the objective of the production achievement.

The task is the anticipation of the awaited production. The instructions are given to the learner explicitly.

7) ASSESSMENT

a) What is the assessment?

Assessment is the process of getting information on the obtained results related to all the essential activities carried out towards the goal, in order to reorient the rest of the activities.

It can be defined also as an observation, testing and interpretation steps towards the aims of teaching and learning in order to take necessary decisions to enhance schooling.

There are several main pedagogical objectives of the evaluation aimed at:

- identifying the strengths and the weaknesses of the teaching and learning process;
- diagnosing the sources of poor learning and language errors;
- locating areas where remedial actions are needed;
- promoting the curriculum and the learning conditions;
- Motivating and leading the pupils towards better achievements and mental growth.

b) Criteria for Assessment.

The word criteria can be defined as a principle or standard agreed to judge or assess pupils' performance on the target language in any meaningful situation.

The learner's score is, therefore, interpreted with reference to the chosen criterion.

There are several criteria to be taken into consideration in order to assess the effectiveness of the new approach based on the competences as shown in the table below.

Totally acquired	maximal mastery
Acquired	minimal mastery
In the process of acquisition	no minimal mastery
Not acquired	no correct answer

For practical reasons it is advised to use the criterion given on the left-hand side of the above table and choose balanced situations in terms of difficulties, in order to measure pupils' acquired knowledge and at the same time identify any inadequate learning.

C) ASSESSMENT AND “REMIEDIATION”.

Once students respond to the given situations, teachers are expected now to assess and analyse the results. Then they have to make a conclusion on the students’ performance. If most of the students produce the same errors, which shows a failure to attain the awaited competence necessary for further learning, “remediation” steps will be undertaken immediately.

8) REMEDIATION STRATEGIES

This is the process of repairing any inadequate learning or misunderstanding of the target language use. In other words, remediation strategy is the process of bridging the gap between the goal to be attained and the behaviour performed during the assessment test. But it will be very important to take the following steps before the remediation.

- a) Identifying the error;
- c) Describing the type of errors in their context;
- d) Searching the source of the errors.

a) *Identifying errors*

Identifying the error is an essential step which will lead us to focus on the main problem encountered by most of the students in the learning process. Then these errors can be described appropriately.

b) *Describing errors*

In order to set up relevant remediation strategies, it is important to determine whether the identified errors are related to the syntax or to the spelling of the words. We must also investigate if they are related to the using of the verbs in the sentences or due to the complexity of the sentence’s structures or the functions of the sentences.

It is also convenient to find out the similarities and differences between the pupils’ errors by comparing their responses.

This process is called the process of categorisation and it is aimed at putting the types of errors altogether in order to make a final conclusion.

c) *Finding out the source of the errors*

In order to set up an appropriate remediation course, it will be essential to find out the source of the error. We, therefore, make some hypotheses which could be related to the cause of the problems. Here are some possible sources of language errors which could be taken into consideration:

- ✓ students’ mother tongue interference with the target language;
- ✓ misunderstanding of the verb function in the sentence;
- ✓ lack of mastery of the sentence structure;
- ✓ ambiguous instruction given to the learner in the course of learning;
- ✓ inappropriate pronunciation adopted from the teacher;
- ✓ lack of appropriate opportunity to use the language in the class,
- ✓ Find out the relation between the error and the learning context.

d) Types of remediation

There are several ways of helping the learner to repair any inadequate language learning in the classroom.

These are:

- remediation by feed-back, correction given by the teacher;
- self-remediation; giving the tools of auto correction to the learner;
- Remediation by general revision of the concerned areas.
- Remediation in pairs or groups with the help of learner centred activities.

Since some of the sources of the errors may stem from exterior influence such as teachers' instructions and pronunciation, it will be important to adopt appropriate attitude towards the language teaching in order to avoid miss-learning and inducing errors into the learner.

9. Incorporating 21st century Life Skills in the Djiboutian English Language Curriculum

The term Life Skills is used to describe a set of skills acquired through learning or direct life experience that are used to help individuals and groups effectively handle problems and questions commonly encountered in their daily life.

In fact, Life Skills are not something new but are a set of basic skills that enable us to effectively manage the challenges and questions we face in our daily lives. They include confidence, assertiveness, decision-making, and the ability to stay safe and healthy. Schools are uniquely placed to play a key role in promoting and sustaining young people's emotional and social health, as part of their role in providing a rounded quality education which helps pupils to gain the confidence they need to develop into successful adults.

9.1. Why do life skills matter for Djibouti?

Globalisation is changing the world fast and every nation is expected to catch up with the ever-changing world where yesterday's technology and educational system become inadequate to meet the current needs and future skills required for future jobs. Due to its strategic position Djibouti is highly impacted by globalisation. It has made the country a hub of international maritime and logistic centres where multi corporate organisations operate and brought together people of different nationalities and backgrounds.

These rapid economic changes have pushed us to the limit where mastery of fundamental academic subjects at schools and universities can no longer guarantee our graduates become competent enough to secure jobs in the new economic sectors. This resulted in low competitiveness of our school graduates and the knowledge, skills, and attitudes required to compete in the 21st century labour market is felt to be missing. The way forward is to prepare global citizens who can participate appropriately in the life of an increasingly diverse society, use new technologies, and cope with the challenges of the 21st century.

Today's global, knowledge-based economy makes schools a melting pot that is critical to students' success in life and to the country's economic future shaping. The schools that the countries create today will shape the societies that its children will share tomorrow. However, curriculum developments around the world including our country have not kept pace with current expectations of learner skills and abilities or new tools to support learning. So, the question worth to be answered is what changes should be made to our curricula in the 21st century?

The answer is incorporating life skills in our curriculum. The integration of life skills in the teaching of subjects is officially recommended by the government and this is believed to produce the following effects: lessened violent behaviour among students, curb bullying, increase pro-social behaviour and decreased negative, self-destructive behaviours, increase the ability to plan ahead and choose effective solutions to problems; improve self-images, self-awareness, social and emotional adjustment; increase acquisition of knowledge; improved classroom behaviours; gains in self-control and sociability; better handling of interpersonal problems and coping with anxiety; and improved constructive conflict resolution with peers, impulse control and popularity. Further, it is claimed that life skills help people to encounter their life situation at home, school, work, and any other context in which they find themselves (Manglallan and Raskauskas, 2003; UNESCO, 2010).

In this new English Language Curriculum, Life skills are integrated to all levels of teaching. The technique used is called 6 Ms: Materials, Methods, Media, Measures, Management and Man.

Materials (content) are selected to reflect the targeted life skills, E.g., Empathy can be taught via texts, pictures and video clips about disasters. Critical thinking will be covered through basic literature reviews. ICT and creativity shall be done through interactive ICT lessons.

Methods (techniques and learning activities) are developed to meet the goal of life skills; organising group and pair work as well as think pair and share activities foster collaboration, communication and problem solving.

Media reflects kinds of selected life skills; Information and communication Technology (ICT) which are crosscutting didactics.

Measurements: (interchangeable with assessment and evaluation) is designed to measure the targeted life skill.

Classroom Managements: It supports the acquisition of both life skills and language skills.

Man: teachers, pedagogical advisers and inspectors should be role model in both language teaching and life skills

Table 1 The Strategies to Integrate Life Skills.

These strategic check lists will be used for effective integration of life skills in all stages.

Number	Strategies	Never	Measurement	often	Very often	Always
1	Material					✓
2	Method					✓
3	Media				✓	
4	Management of Classroom					✓
5	Measurement					✓
6	Man					✓

10. Aligning the English language teaching in Djibouti to the CEFR

The Common European Framework of Reference for Languages is a leading referential which has a wide-ranging impact on the teaching and learning of languages around the world. Many ministries of education including Djibouti, educational institutions and publishers use the CEFR for both curriculum designing and assessments. CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.” (CEF: 2001: 1) for many teachers and learners all over the world.

The Common European Framework describes what a learner can do at six specific levels.

- Basic User (A1 and A2) • Independent User (B1 and B2) • Proficient User (C1 and C2)

These levels match general concepts of basic, intermediate, and advanced levels that languages are universally classified in learning languages.

CEFR uses “Can do” statements which are global Scales that are based on a set of statements that describe what a learner can do. The “can do” statements are always positive: they describe what a learner is able to do, not what a learner cannot do or does wrong. This helps all learners, even those at the lowest levels, see that learning has value and that they can attain language goals.

In fact, CEFR isn’t a methodology, and it doesn’t prescribe a way of teaching. It is a descriptive framework for all language levels. The CEFR leaves plenty of room for you to help your learners achieve new levels of proficiency using a methodology that you feel comfortable with and that your learners are used to. In many ways the CEFR is similar to a road map. A road map shows you how to get from point A to point B. It presents possible routes but does not specify which one you should follow, nor does it determine the length of your journey. The CEFR may be used to view language in different contexts, and it provides specific descriptor scales for specific contexts of language use (business, social, etc.)

The table below shows the aligned levels of the Djiboutian curriculum for fundamental education.

Année	3eme 4ème année pri- maire	5ème primaire	Collège (6ème-7ème)	Collège (8ème 9 -ème)

11. The Descriptive Scheme of the CEFR

Competence based approach (CBA) and the CEFR both adopt an action-oriented approach towards language use, embracing language learning. The descriptive scheme focuses on the actions performed by persons who as individuals and as social agents develop a range of general and communicative language competences.

11.1. General competences of a language user/learner comprise four sub-categories:

- Declarative knowledge ('savoir') resulting from experience (i.e., empirical knowledge) or formal learning (i.e., academic knowledge).
- Skills and know-how ('savoir-faire'), implying the ability to carry out tasks and apply procedures.
- Existential competence ('savoir être') comprising individual characteristics, personality traits and attitudes towards oneself and others engaged in social interaction.

11.2. Communicative language competences of a user/learner involve knowledge, skills and Know-how for each of the following three components:

- **Linguistic competence** deals with formal characteristics of a language such as phonology, morphology, lexicon and syntax.
- **Sociolinguistic competence** concerns the socio-cultural conditions of language use such as e.g., politeness rules or social group repertoires.
- **Pragmatic competence** covers the functional use of language, for example the use in specific scenarios of how to act in a given social event or how to participate in a job interview.

12. Assessment of fundamental curriculum

The evaluation method of the English language teaching in fundamental education promotes competency-based approach to learning to develop learners' confidence, creativity and intellectual engagement. Designed to be successful in cross-cultural understanding, this curriculum will enable learners to acquire foreign language competency in English.

Grade 3 English language skills assessments

Reading

Develop broad reading skills

- Hear, read and write initial letter sounds.
- Know the name of and most common sound associated with every letter in the English alphabet.
- Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g., 'th', 'ch', 'sh'.
- Use knowledge of sounds to read and write single syllable words with short vowels.
- Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g., b-l, n-d.
- Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.
- Demonstrate an understanding that one spoken word corresponds with one written word.

Writing

Develop broad writing skills

- Know that a capital letter is used for I, for proper nouns and for the start of a sentence.
- Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences dictated by the teacher from memory.
- Read my own writing aloud and talk about it.
- Develop strategies to build vocabulary.
- Record answers to questions, e.g., as lists, charts.
- Mark some sentence endings with a full stop.

Speaking and listening

- Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.
- Converse audibly with friends, teachers and other adults.
- Show some awareness of the listener through non-verbal communication.
- Answer questions and explain further when asked.
- Speak confidently to a group to share an experience.
- Take turns in speaking.
- Listen to others and respond appropriately.
- Listen carefully to questions and instructions.
- Engage in imaginative play, enacting simple characters or situations.
- Understand that people speak in different ways for different purposes and meanings

Grade 4 English language skills Assessment

Reading

Develop broad reading skills

- Learn the different ways in which vowels can be pronounced, e.g., how, low, apple, apron.
- Use phonics as the main method of tackling unfamiliar words.
- Identify syllables and split familiar compound words into parts.
- Extend the range of common words recognised on sight.
- Begin to develop likes and dislikes in reading and listening to stories drawing on background information and vocabulary provided.
- Read aloud with increased accuracy, fluency and expression.
- Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.
- Talk about what happens at the beginning, in the middle or at the end of a story.
- Read and respond to question words, e.g., what, where, when, who, why.
- Read and follow simple instructions, e.g., in a recipe.
- Find answers to questions by reading a section of text.
- Find factual information from different formats, e.g., charts, labelled diagrams.

Writing

Develop broad writing skills

- Form letters correctly and consistently.
- Practise handwriting patterns and the joining of letters.
- Begin to re-read your own writing aloud to check for sense and accuracy.
- Use simple non-fiction texts as a model for writing.
- Use the structures of familiar poems and stories in developing your own writing.
- Plan writing through discussion or by speaking aloud.
- Make simple notes from a selection of non-fiction texts, e.g., listing keywords.

Select and develop content and use register and language appropriate to genre, purpose and audience

- Develop stories with a setting, characters and a sequence of events.
- Choose interesting words and phrases, e.g., in describing people and places.
- Build and use collections of interesting and significant words.
- Begin to use dialogue in stories.

Structure and organise ideas coherently using sections or paragraphs

- Structure a story with a beginning, middle and end.
- Use the language of time, e.g., suddenly, after that.
- Link ideas in sections, grouped by content

Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- Write in clear sentences using capital letters, full stops and question marks.
- Find alternatives to and/then in developing a narrative and connecting ideas.
- Use simple and compound sentences, with and/but to connect ideas, because it may be used in complex sentences.
- Use the past and present tenses accurately (if not always consistently).
- Begin to vary sentence openings, e.g., with simple adverbs.
- Write using a variety of sentence types.

Speaking and listening

- Recount experiences and explore possibilities.
- Explain plans and ideas, extending them in the light of discussion.
- Articulate clearly so that others can hear.
- Vary talk and expression to gain and hold the listener's attention.
- Show awareness of the listener by including relevant details.
- Attempt to express ideas precisely, using a growing vocabulary.
- Listen carefully and respond appropriately, asking questions of others.
- Demonstrate 'attentive listening' and engage with another speaker.
- Extend experiences and ideas through role-play.
- Begin to be aware of ways in which speakers vary talk, e.g., the use of more formal vocabulary and tone of voice.
- Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking

Grade 5 English language skills assessments

Listening

Can understand familiar words, and very basic phrases concerning; myself, my family and immediate concrete surroundings when people speak slowly and clearly.

Speaking

Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

Reading

Can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues

Writing

Can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

Grade 6 and 7

Listening

Can understand phrases, and the highest frequency vocabulary, related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and

Speaking

Can communicate in simple and routine tasks that require a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going on.

Reading

Can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letter

Writing

Can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

🌸 Grade 8&9 English language skills Assessment.**Listening**

Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear

Speaking

Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

Can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions

Reading

Can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.

Writing

Can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

**Grade 3
A1 Initiation**

Basic competencies

By the end of grade 3, students will be able to:

- ⚙️ master the basic English sounds to read and write
- ⚙️ understand sentences and frequently used expressions related to areas of most immediate relevance

Literacy Topic	Abilities Students can	Skills & Knowledge Students will be able to..	Resource(s)
Phonology & Pronunciation	distinguish between different English sounds identify the individual sounds within words rhyme single syllable words	reproduce a given sound in English (24 vowel sounds and 20 consonant sounds) blend and segment sounds within a given word (i.e., the word is bat; what is the first sound?) select words from a given set that have common sounds	The Jolly Phonics workbook: Group 1 :s,a,t,i,p, n Group 2: c,ke,h,r,m,d Group 3: g,o,u,l,f,b Group 4: ai,j,oa,ie,ee,or Group 5: z,w,ng,v,oo Group 6: y,x,ch,sh,th, Group 7: qu,ou,oi,ue,er,ar Jolly Phonics songs, games, and classroom displays
Reading	recognize and identify each letter of the English alphabet decode regularly spelled words in English read simple stories	identify a given letter by name blend and segment words with consonant-vowel-consonant pattern (eg: pet) use knowledge of tricky words and phonic patterns to read simple sentences and stories	

Spelling	encode regularly spelled words in English	spell words with consonant-vowel-consonant pattern (i.e., pet) write dictated words	
Reading & Spelling Tricky Words	read and spell common words that do not follow phonetic patterns	recognize common irregular words (i.e., a, his, are) use a word bank or reference sheet to check spelling of irregularly spelled words use songs, mnemonics, and graphics to recognize irregularly spelled words	
Handwriting	demonstrate appropriate grip, body posture, and paper position for writing	hold and write with a tripod grip write dictated letters with appropriate sizing and spacing	
Communicative Language			
Topics & Themes	Abilities Students can...	Skills & Knowledge Students will be able to..	Resource(s)
Greetings	greet someone and respond to greetings	use provided structures to greet and respond to greetings	
Days of the Week & Months of the year	tell the days and months can ask and answer questions about days of the week and months of the year	respond to questions of days of the week and months of the year	Songs about days of the week Songs about the months of the year

	name common colours talk about their favourite colour(s)	ask and answer questions about their favourite colour using a provided structure (i.e., What is your favourite colour? My favorite colour is blue.)	<ul style="list-style-type: none"> • Songs about colours • Realia for classroom objects
Immediate family	name members of the immediate family	<p>use provided vocabulary to name members of their immediate family (brother, sister, aunt, uncle, mother, father, grandmother, grandfather)</p> <p>ask and answer questions about family members using the provided structure (i.e., This is my mother. What is your mother's name?)</p>	<ul style="list-style-type: none"> • Family Tree image
Body Parts	<p>name parts of the body</p> <p>respond to instructions about body parts</p>	<p>use provided vocabulary to name parts of the body</p> <p>answer questions using the provided structure (i.e., we use our ___ to ____; we use our mouth to eat)</p>	<ul style="list-style-type: none"> • Body parts songs
Classroom Objects & Numbers (0-10)	<p>name classroom objects</p> <p>ask and answer questions about classroom objects</p> <p>rote count numbers from one to ten</p>	<p>use provided vocabulary to name classroom objects (i.e., This is a table)</p> <p>match digital and graphic representations of numbers from 1 to 10</p>	<p>Realia with classroom objects This is a table.</p> <ul style="list-style-type: none"> • Numbers songs

Shapes	name common shapes describe forms of buildings	use provided vocabulary to name shapes (circle, square, rectangle, triangle, diamond, star) describe forms of buildings using the structure (i.e., The hospital is square)	<ul style="list-style-type: none"> • Realia using classroom objects and shapes • Images of common buildings
Classroom Instructions	understand basic classroom instructions restate simple instructional phrases	respond to classroom instructions (i.e., Open the door. Close your book. Do your homework)	<ul style="list-style-type: none"> • Learning vocabulary with picture pictures and actions: do your homework. give me your pencil, close the door • Songs about classroom instruction
21st Century Skills	active listening, problem solving, communication, collaboration, socio-cultural appreciation		
Evaluations	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> • pronounce English sounds • effective blending of diphthongs • proper letter formation • oral production of greetings, family nouns, body parts, classroom objects • comprehension of classroom instructions 		
Grade 4 A1 Initiation			
<p>Basic competencies</p> <p>By the end of grade 4 students will be able to:</p> <ul style="list-style-type: none"> • master alternative sounds, tricky words, words with blends using Jolly Phonics book 2 • understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has • master the basic English sounds to read and write • understand sentences and frequently used expressions related to areas of most immediate relevance 			
Literacy Topic	Abilities Students can	Skills & Knowledge Students will be able to..	Resource(s)
Phonology & Pronunciation	recognize and identify all short vowel sounds recognize and identify the long vowel sounds /ai/, /oi/, /ee/	select images based on a given sounds (i.e., which has the /a/ sound?) pronounce alternatives (i.e., y as /i/ or /ee/); soft and hard g, soft and hard c)	Jolly Phonics, book 2

Reading	decode (read) regularly spelled words in English read simple stories in English	recognize double consonants as a single sound	
	blend and segment words with consonant blends (eg: plant) use knowledge of tricky words and phonetic patterns to read simple sentences and stories		
Spelling	encode (spell) regularly spelled words in English	spell words with consonant blends, magic e pattern, double consonants, digraphs, diphthongs (eg: pail, plane, mall, thing) write dictated words	
Reading & Spelling Tricky Words	read and spell common words that do not follow phonetic patterns	recognize common irregular words (i.e., they, put, one) use a word bank or reference sheet to check spelling of irregularly spelled words	
Handwriting	categorize lower case and capital letters in print (K,T,E,H,R,M,D)	hold and write with a pincer grip write dictated letters with appropriate sizing and spacing in lower and upper case	
Communicative Language			
Topics & Themes	Abilities Students can	Skills & Knowledge Students will be able to..	Resource(s)
Introductions	introduce myself and others ask and answer general questions about myself and others	use a provided structure What is your name? use the appropriate pronouns with the provided structure (i.e., her name is/their names are) recognize the words name, age, school, grade to complete a personal information form	Lesson 1: All about me Lesson 2: My best friend

<p>My House</p>	<p>identify and name rooms in the home</p> <p>identify and name objects, such as furniture, in the home</p>	<p>use provided vocabulary to label rooms in a home</p> <p>use provided vocabulary to name and label common household objects</p> <p>list room and object in their (i.e., My house has 3 rooms. There is a table.)</p>	<p>Lesson 1: Where I live</p> <p>Lesson 2: Furniture in our house</p> <p>Lesson 3: Dream house</p>
<p>My School</p>	<p>identify and name classroom objects</p> <p>describe classroom object according to their colour</p>	<p>use provided vocabulary to label classroom objects</p> <p>tell the colour of objects in the classroom</p> <p>ask and answer questions about an object's colour and owner</p>	<p>Lesson 1: My school</p> <p>Lesson 2: My school kit</p> <p>Lesson 3: Environment Day for my school</p>
		<p>using a provided structure (i.e., Is this your red pen? No, the red pen is Hassan's)</p>	
<p>Animal & Numbers (0-20)</p>	<p>identify and name domestic animals</p> <p>categorize domestic and wild animals</p> <p>count from 0-20</p>	<p>use provided vocabulary to label domestic and wild animals</p> <p>rote count from a given starting place (i.e., start at 5 and count to 15)</p> <p>label groups of objects with the correct numeral (i.e., 16 objects matched with the digits 16)</p>	<p>Lesson 1: Domestic Animals and Counting</p> <p>Lesson 2: Pets and Wildlife</p> <p>Lesson 3: Protecting Wildlife Environment</p>
<p>Clothes and Colors</p>	<p>identify and name common clothing items</p> <p>describe clothing according to color</p>	<p>use provided vocabulary to label clothing items</p> <p>ask and answer questions about an object's colour using a provided structure (i.e., Is this a red dress? No, that is a blue dress.)</p>	<p>Lesson 1: My uniform and clothes</p> <p>Lesson 2: My favourite colours in clothes. What colour are my jeans?</p> <p>Lesson 3: Songs about clothes</p>

<p>Fruits and Vegetables</p>	<p>classify fruits and vegetables</p> <p>ask and answer questions about fruits and vegetables</p> <p>tell my preferences and ask about others' preferences</p>	<p>use provided vocabulary to label common fruits and vegetables</p> <p>ask about an item using a provided structure (i.e., What is this? This is a mango.)</p> <p>ask and answer questions about an object's colour using a</p>	<p>Lesson 1: Fruits and vegetables</p> <p>Lesson 2: Eating healthy</p> <p>Lesson 3: I can sing and perform</p>
		<p>provided structure (i.e., Is a banana red? No, a banana is yellow)</p> <p>ask and answer questions about preferences using a provided structure (i.e., I like bananas. Do you like bananas?)</p>	
<p>Places</p>	<p>identify and name common places in our community</p> <p>ask and answer questions about places in our community</p>	<p>use provided vocabulary to label common places in a community</p> <p>ask about an item using a provided structure (i.e., What is this? This is a restaurant.)</p> <p>tell about the function of common places in the community using a provided structure (i.e., Where do we go if we are sick? We go to the hospital.)</p>	<p>Lesson 1: Places in my city</p> <p>Lesson 2: Naming Places</p> <p>Lesson 3: Community Buildings</p>
<p>21st Century Skills</p>	<p>communication, active listening, problem solving, collaboration, socio-cultural understanding</p>		
	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> • pronounce English sounds • recognize and use diphthongs and digraphs • demonstrate proper letter formation • introduce oneself 		
	<ul style="list-style-type: none"> • use family nouns • name classroom objects, fruits, vegetables, rooms in the home, and community locations • describe clothes, fruits, vegetables according to their color 		

Grade 5 A1 Level			
Basic competencies			
By the end of grade 5 students will be able to:			
<ul style="list-style-type: none"> understand sentences and frequently used expressions related to areas of most immediate relevance 			
Topics & Themes	Abilities Students can	Skills & Knowledge Students will be able to..	Resource(s)
People	<p>talk about people and objects in the classroom</p> <p>give a relative location for people and objects in the classroom</p> <p>say what people are doing</p>	<p>use prepositional phrases to tell the location of objects in relation to another object (The table is next to the window)</p> <p>use present progressive tense to tell what people are actively doing (The students are learning)</p>	<p>Lesson 1: My Classroom</p> <p>Lesson 2: My School</p> <p>Lesson 3: Classrooms Around the World</p>
	<p>provide physical descriptions of people</p> <p>provide an emotional description of people</p>	<p>select the appropriate personal pronouns form and use sentences using to be (He is tall. She is happy)</p> <p>ask and answer questions about possession using the provided structure (Whose _ is this? Is this your_____)</p>	<p>Lesson 1: All about my family</p> <p>Lesson 2: My Friends Feelings & Emotions</p> <p>Lesson 3: People Around the World</p>
Health	<p>name parts of the body</p> <p>answer questions about health and health habits</p> <p>describe healthy habits</p>	<p>form and use the verb to have in simple, present tense (He has brown eyes.)</p> <p>select the appropriate possessive pronouns (His eyes are brown.)</p>	<p>Lesson 1: My visit to the doctor</p> <p>Lesson 2: Healthy Habits</p> <p>Lesson 3: Staying Healthy Around the World</p>
		<p>(quietly, badly, etc.)</p> <p>form a comparative sentence using the structure She/He _____ more _____ than/ He runs more quickly than my sister.</p> <p>use the structure would you like + noun or verb (Would you like to go running?)</p>	

<p>Cycles of Time</p>	<p>describe daily routines say often one performs an action</p>	<p>use adverbs of frequency always, never, sometimes + have to or want to, must use determiners that, these, this, those use the infinitive to talk about purpose (She went to the beach to swim) use the structure be good at + noun to talk about others (He is good at soccer) use temporal words to talk about routines first, last, second, third, before, after (First I wash my face. Second, I clean my teeth. After that I eat breakfast)</p>	<p>Lesson 1: My Day Lesson 2: Talking About Time Lesson 3: Seasons around the World</p>
<p>A Helping Hand</p>	<p>talk about how many times people do things talk about caring for others talk about the seasons and weather</p>	<p>use prepositions of time (I woke up at 7 o'clock) use adverbs of time most of the time always, never, often, how often, only, sometimes, yesterday form and use phrases with when and than (When it is autumn, it is windy; It is hotter in Djibouti than Namibia) ask and answer questions using the adverbs better, best, worse, and worst</p>	<p>Lesson 1: Helping my Family/Community Lesson 2: Kids Solving Problems in the World Lesson 3: Solving a Problem in Djibouti</p>
<p>Celebrations</p>	<p>talk about festivals in the past talk about cultural traditions of others talk about what and how your family celebrates</p>	<p>form and use the past simple with regular verbs (i.e., walked, played, asked) form and respond to questions using when, why, how often, how much, how many offer suggestions using the structures shall we, would you like to, do you want to</p>	<p>Lesson 1: How I Celebrate Lesson 2: Holidays in Djibouti Lesson 3: Cultural Traditions Around the World</p>
<p>21st Century Skills</p>	<p>collaboration, critical thinking, communication, problem solving, empathy</p>		
<p>Evaluations</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> introduce someone and present general information about others describe body parts explain one's preferences and discuss daily activities 		

Grade 6 A2 Level			
Basic competencies			
By the end of grade 6, students will be able to:			
<ul style="list-style-type: none"> understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment) describe in simple terms aspects of his/her background and community 			
Topics & Themes	Abilities Students can	Skills & Knowledge Students will be able to...	Resource(s)
	tell about future plans for themselves and others tell time to the quarter hour	use going to, doing, having, and will to discuss future plans form a simple sentence that includes a noun, verb, and object in speech and writing form a compound sentence of two independent clauses and the conjunctions butorand use an analog or digital clock to tell time tell the time about an event using a complete phrase (i.e.: School is at seven o'clock) use personal pronouns when talking	Lesson 1: Let's Make a Plan Together Lesson 2: What's the Schedule? Lesson 3: Weekends Around the World
		about themselves and others	
How We Live	describe where I live tell the purpose of household objects describe how a place looks and feels describe clothing compare how people live around the world	use the articles a andan form phrases that include an article, adjective, and noun (i.e.: a big hut) use comparatives adjectives to compare to objects (i.e.: a house is bigger than a hut; a dress is longer than a skirt) use the structure have + object + infinitive to talk about household items (i.e.: we have an oven to bake bread) write a paragraph that includes a topic sentence, two facts, and a closing sentence	Lesson 1: How I live Lesson 2: How people in Djibouti live Lesson 3: How people live around the world

<p>Cooking & Meals</p>	<p>give simple instructions</p> <p>ask and answer questions about a process</p> <p>compare foods using irregular comparatives</p> <p>order food at a restaurant</p>	<p>use the sequencing words first, next, now, and then to tell the steps of a process</p> <p>ask and answer questions about the steps of a process (i.e.: What's next? Now, add the water)</p> <p>use the comparative structure to give opinions about foods (i.e.: apples are better than mangos; pizza is bad, but hamburgers are worse)</p> <p>use the phrases I want and I would like in order to ask for a food item</p>	<p>Lesson 1: Let's make breakfast</p> <p>Lesson 2: A meal in Djibouti</p> <p>Lesson 3: Meals around the world</p>
<p>Sensing our World</p>	<p>ask and answer questions about an object</p> <p>describe objects using the sensory language of taste, smell, touch, and sound</p> <p>describe what an object looks like using adjectives of shape, size, or color</p>	<p>use the given structure to ask about an object (What does it feel/taste/smell/sound/look like?)</p> <p>use a bank of adjectives and the given structure to tell about an object (It feels soft; It sounds like a car)</p> <p>categorize and use adjectives based on sensory questions</p> <p>write a short paragraph to describe an object using multiple sensory descriptions</p>	<p>Lesson 1: A sense of home</p> <p>Lesson 2: Experiencing Djibouti</p> <p>Lesson 3: A world of sights and sounds</p>
<p>Amazing Adventures</p>	<p>talk about how something makes a person feel</p> <p>offer and ask for suggestions.</p> <p>retell the main points of a read or listened to story</p> <p>tell what happened in the past</p>	<p>use the given structure, noun + makes me + adjective, to talk about how one feels</p> <p>offer and respond to suggestions using the structure should + go for + noun (i.e.: Should we go for a swim? No, we shouldn't go for a swim)</p> <p>use past and present tense of the phrase go for a _ (Last week, we went for a walk in the Day Forest.)</p> <p>use known vocabulary to identify the main idea of a read or listened to story (i.e.: We went for a ride to the forest; we went to a village; we went for a walk in the village. This is a story about story traveling)</p>	<p>Lesson 1: Journey to Assamo</p> <p>Lesson 2: Exploring the Gulf of Tadjoura</p> <p>Lesson 3: Adventures around the World</p>

<p>Animal & Their Habitats</p>	<p>name animals and their young</p> <p>compare animals</p> <p>tell the habitat of a given animal</p> <p>identify and name the continents</p>	<p>use the structure to talk about an animals' young (i.e.: A baby cat is called a kitten; A baby goat is called a kid)</p> <p>use superlative adjectives to ask and answer questions about animals (The whale is the biggest animal in the world; A shark is the most dangerous animal in the world.)</p> <p>use the adverbs only, everywhere, and together to talk about animals (i.e.: Kangaroos only live in Australia; Birds live everywhere in the world)</p> <p>form and use relative clauses with who and that (Spot is the goat that lives in my home; Houmed is the boy who herds goats.)</p>	<p>Lesson 1: Animals around the house</p> <p>Lesson 2: Animals around Djibouti</p> <p>Lesson 3: Animals around the world</p>
<p>21st Century Skills</p>	<p>creativity, initiative and self-direction, problem solving, communication, collaboration, social and cross-cultural understanding</p>		
<p>Evaluations</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> • describe a person, place, and object using adjectives • Discuss preferences for themselves and others • Describe events using markers of time • describe jobs or actions using simple sentences and adjectives 		

PROGRAM GUIDELINE/Grade 7-A2 level

Basic competencies

By the end of grade 7, students will be able to:

- provide a description or presentation about people that includes some or all of the following: living or working conditions, daily routines, and preferences.
- link a series of sentences or phrases together using the appropriate conjunctions
- describe plans and arrangements, habits and routines, future activities and personal experiences
- use simple descriptive language to make brief statements in order to compare objects, locations, and/or people
- tell preferences about self and others; provide a simple explanation for preferences

Topics & Themes	Abilities Students can	Skills & Knowledge Students will be able to...	Resource(s)
Shopping	<p>describe orally and in writing the daily activity of a shopkeeper using adverbs of frequency and phrases of time.</p> <p>ask and answer questions about items in a market based on price, quantity, and general descriptions</p> <p>compare items in the market based on price, quantity, and general descriptions</p>	<p>use simple present and indefinite adjectives of time (i.e.: some, each, every)</p> <p>use the appropriate suffix to create comparative adjectives know when to use a suffix versus more/less (more beautiful vs. prettier)</p> <p>use round numbers 100-100,000 orally and from listening</p>	<p>Lesson 1: Working in the Shop</p> <p>Lesson 2: At the Department Store</p> <p>Lesson 3: How much is it?</p>
At the Market	<p>read a recipe; use a recipe to ask and answer questions about ingredients and meal preparation steps</p> <p>explain orally and in writing how to prepare a meal using sequencing phrases and indefinite adjectives</p>	<p>use count & non count nouns and their determiners (i.e.: some, any, a bag of)</p> <p>order 2-3 adjectives correctly (big green soft mango)</p> <p>use the modals should, must, might + simple present to give advice</p>	<p>Lesson 1: Making a list</p> <p>Lesson 2: At the Grocery Market</p> <p>Lesson 3: Cooking</p>
		<p>use sequencing phrases to relay directions (first, before, so then)</p>	
Trade & Exchange (Past, Present, & Future)	<p>compare how people traded goods and services in the past with shopping methods of today</p> <p>can make a plan to purchase goods based on needs presented in a reading or listening passage; present the plan orally and in writing</p> <p>ask and answer questions about the price of an item</p>	<p>form and use simple past tense with regular and selected irregular verbs</p> <p>use appropriate pronunciation for past tense (/id/, /t/, /d/)</p> <p>simple past irregular (was/were)</p> <p>form and use simple future (will/will not/won't, going to / not going to)</p> <p>retell events, determining when to use simple past, present, or future</p>	<p>Lesson 1: Trade/Exchange</p> <p>Lesson 2: Online & In-Person Shopping</p> <p>Lesson 3: World Markets</p>

<p>Healthy Habits</p>	<p>explain why some habits are healthy while others are unhealthy offer suggestions about healthy habits based on information in a reading or listening passage compare the daily habits people use conjunctions of comparison orally and in writing</p>	<p>use gerunds to talk about habitual actions (gerund + makes/gives me) determine when to use gerund or infinitive within a controlled structure form and use the 1st conditional with the modal should and might form and use 1st conditional to discuss future actions with will</p>	<p>Lesson 1: My Healthy Habits Lesson 2: Healthy Advice Lesson 3: Famous People</p>
<p>A Healthy Community</p>	<p>explain how to improve a community based on information presented in reading or listening describe how different communities use events to solve problems within the community. discuss a problem and offer suggestions</p>	<p>use simple past to give statements about before and after form compound sentences using the conjunctions: but, because, and, & so offer suggestions using phrases such as lets and shall we</p>	<p>Lesson 1: Cleaning Day Lesson 2: Peace Walk Lesson 3: Solutions</p>
<p>A Healthy Earth</p>	<p>understand and express events or actions taking place at the moment of speaking ask and answer questions about what people are doing at the present moment</p>	<p>form and use the present and past progressive tenses in order to express ongoing and interrupted actions form and use present and past tenses in order to retell about past events use when and while to express ongoing and interrupted actions</p>	<p>Lesson 1: Health at Home Lesson 2: Djibouti Environment Lesson 3: Worldwide Environment</p>
<p>Digital Media</p>	<p>describe an object or task in order to compare it with another express things, peoples and places qualities or descriptions and compare them understand questions and instructions addressed carefully and slowly to him/her</p>	<p>form and use the present and past perfect tenses with the auxiliaries: been, done, and had form and use regular past participles; use given irregular past participles use adverbs of frequency in order to ask and answer questions about personal experiences</p>	<p>Lesson 1: Hobbies and Chores Lesson 2: Common Interests Lesson 3: Famous People & Places</p>

<p>Holidays & Festivals</p>	<p>write simple phrases and sentences about themselves and others</p> <p>ask and answer questions about a past event or action</p> <p>retell a past event or action, including retelling the dialogue of others, orally and in writing</p>	<p>recount events using multiples verb tenses within the same retelling</p> <p>use reported speech when recounting a story or event</p> <p>form and use the imperative verb tense</p> <p>form and use the 2nd conditional using the modal would and might to talk about future actions</p>	<p>Lesson 1: Festival Memories</p> <p>Lesson 2: Let's Discover Djibouti</p> <p>Lesson 3: Travel Around the World</p>
<p>21st century Skills</p>	<p>Creativity, initiatives and self-directives, problem solving, communication, collaboration, Social & Cross-Cultural Skills</p>		
<p>Evaluations</p>	<p>Students will be evaluated on their ability to:</p> <ul style="list-style-type: none"> • provide a description or presentation about people that includes some or all the following: living or working conditions, daily routines, and preferences. • link a series of sentences or phrases together using the appropriate conjunctions • describe plans and arrangements, habits and routines, future activities, and personal experiences • use simple descriptive language to make brief statements to compare objects, locations, and/or people • tell preferences about self and others; provide a simple explanation for preferences 		

Basic competence			
<p>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. Can describe plans and arrangements, habits and routines, future activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.</p>			
Topics & Themes	Abilities Students can	Skills & Knowledge Students will be able to...	Resource(s)
I want to be	<p>Can express what he/she wants to be in the future and justify his choices.</p> <p>Can express their role models and read their biography.</p> <p>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</p> <p>Can understand everyday expressions related to different jobs people can do.</p> <p>Can tell someone's current occupation and working place</p>	<p>I have a very basic range of simple expressions about dream jobs and personal role models.</p> <p>I predict future plans</p> <p>I choose a future career domain and express their preferences and get information related to that domain, like the working style, hours and income... etc.</p>	<ul style="list-style-type: none"> • I want to be a...! Jobs, verb+infinitives • Fatima's Dream job Possessive pronouns • a tourist Guide articles
Shopping	<p>Can understand short, simple messages or text talking about shopping.</p> <p>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetable</p> <p>Can ask and answer questions about themselves and other people related to shopping.</p> <p>Can initiate and respond to simple statements related to shopping and select the appropriate shopping vocabulary.</p>	<p>I ask and answer questions about shopping</p> <p>I have a basic vocabulary repertoire of isolated words and phrases related to shopping?</p> <p>I write notes for shopping to someone</p>	<ul style="list-style-type: none"> • Lesson 1: at the grocery Quantifiers. Some, any • Lesson 2: at the restaurant A few, a little • Lesson 3: at the clothing shop How much/ many
	Can write shopping notes		

<p>Nationalities</p> <p>Things we can/can't do</p>	<p>Can understand short, simple texts about countries and nationalities, picking up familiar names, words and basic phrases and rereading as required.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Can understand and express the things you can or can't do in specific places like schools, hospitals or anywhere.</p> <p>Can say obligations and prohibitions</p>	<p>Has the ability to describe people's nationalities.</p> <p>Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</p> <p>I have sufficient repertoire to narrate the things they can or can't.</p> <p>Can express what I can or can't and state out the reason for that</p>	<ul style="list-style-type: none"> • Lesson1: I am Djiboutian Punctuations Adverbs of Frequency Prepositions of Time and place. • Lesson 2: They are from... Spanish, Indian, Nigerian Possessive 's and s' • Lesson 3: famous people Phrasal verbs I can fly Modal auxiliaries: can can't Modal (can, could) Present Continuous for Future Plan & Modal (can, could) imperatives • Lesson 3: be careful! You can't ... in here!
<p>Happening right now!</p>	<p>Can understand and express events or actions taking place at the moment of speaking.</p> <p>Can tell what someone doing right now</p> <p>Can ask people what they are doing.</p>	<p>I express events and actions happening now</p> <p>I have a basic vocabulary repertoire of isolated words and phrases related to events happening at the moment of speaking</p> <p>I ask and answer questions about action timings.</p>	<ul style="list-style-type: none"> • What are they doing? Present continuous Nightmare neighbours! Simple present vs. present continuous • It's usually dry but today it is raining! • Adverbs of Frequency Usually, often, most of the, etc.
<p>Let's compare!</p>	<p>Can describe something and compare it with another thing in a very simple way.</p> <p>Can express things, peoples and places qualities or descriptions and compare them.</p> <p>Can understand questions and instructions addressed carefully and slowly to him/her.</p>	<p>Has the ability to describe.</p> <p>Has a basic vocabulary repertoire of isolated words and phrases related to descriptions and qualities.</p>	<ul style="list-style-type: none"> • He is tallest in the class Comparative Adjectives & Superlative Adjectives • Lesson 2: Discover the world! Long adjective comparisons • Lesson 3: Quiz show!

<p>Famous people</p>	<p>Can talk about famous people. Can ask and answer questions about famous people and what they did to become famous, where are they from... etc.</p>	<p>I narrate stories about people I have a basic vocabulary repertoire of phrases related to celebrities and famous people</p>	<ul style="list-style-type: none"> • Djibouti famous people Descriptive adjectives • Modals Must and Should • Lesson 3: successful people from my continent! • Prepositions of Time and place.
<p>Talk about Memorable moments!</p>	<p>Can write simple phrases and sentences about themselves and other people, talking about a past event or action, where and how it happened. Can ask for or pass on personal details in both spoken and written form about past events</p>	<p>Has a basic vocabulary repertoire of phrases related to past events or actions.</p>	<ul style="list-style-type: none"> • an unforgettable day! Narrate past events with simple past • Lesson 2: catch the criminal! Present perfect • Lesson 3: events to remember in Djibouti Present perfect
<p>Review unit</p>	<p>Let's review</p>	<p>Review</p>	<p>Review</p>

21st century Life skills: Creativity, initiatives and self-directives, problem solving, communication, collaboration, Social & Cross-Cultural Skills
Evaluations: Describing someone, places and objects. Talking about likes and dislikes. Talking about events, jobs and time

Grades 8 and 9 are the second cycle of the middle school which is B1 level

<ul style="list-style-type: none"> • Basic competence. <p>-Reading for Information: Can identify the main conclusions in clearly signaled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail</p> <p>-reporting: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</p> <p>-Can evaluate different ideas or solutions to a problem.</p>			
knowledge /Savoir	Skills/ Savoir faire/	Attitudes/ Savoir être	Resources/Language Function
Preparing for trip	<p>Can arrange a trip with someone</p> <p>Can express preferences in traveling</p> <p>Can express excitement and surprise</p>	<p>I say my intentions</p> <p>I tell my means of transportation</p> <p>I use special tones when expressing surprise and excitement</p>	<ul style="list-style-type: none"> • telephone call <p>Adjectives Great !Wonderful !</p> <p>How + adjective How exciting ! How nice !</p> <p>How sad !</p> <p>preferences</p> <ul style="list-style-type: none"> • traveler <p>Gerunds and infinitives</p> <p>want, expect, need +infinitive</p> <p>like, prefer, stop, insist on + gerund</p>
Need a help	<p>Can express what I need and ask for help in a simple, polite way.</p> <p>Can tell other people what they need to do to</p>	<p>I ask for help in a polite way.</p> <p>I tell others what they need to do to fix a problem</p>	<ul style="list-style-type: none"> • Could you help me? • Modals – should have/might have/etc
	<p>fix a problem.</p> <p>Can understand what someone needs from a given image.</p>		<ul style="list-style-type: none"> • Polite requests • Do it yourself! <p>So + auxiliary verb (so do I)</p> <p>Neither +auxiliary verb (neither can he)</p> <p>Me too</p> <ul style="list-style-type: none"> • What do they need? <p>Connectors</p> <p>And, but, so</p> <p>Because</p> <p>Embedded questions</p>

<p>Obligations vs. recommendations</p>	<p>Can distinguish between obligations and duties Can ask and give advice. Can give an order to someone.</p>	<p>I give advice and tell obligations. I express obligations I give order to someone</p>	<ul style="list-style-type: none"> • Lesson 1: I have to take the bus Have to and don't have/ • Lesson 2: what should I do? Should/shouldn't • Lesson 3: you don't have to pay. It is free! Must/ must not have to don't have to
<p>In my town</p>	<p>Can tell the names of places in my town Can describe buildings Can get an idea of the content of simpler informational material and short simple descriptions.</p>	<p>I have sufficient repertoire to narrate the places around them. I describe places</p>	<ul style="list-style-type: none"> • huge buildings schools, hospitals or anywhere. Very before adverbs and adjectives, absolutely + adjective • a modern mall! Giving directions; turn left, go straight • Ahmed's village
			<ul style="list-style-type: none"> • Phrasal verbs, extended • Prepositions of place
<p>Travel around the world</p>	<p>Can talk about places they visited in a very simple way. Can express things, peoples and places qualities or descriptions and compare them. Can understand questions and instructions addressed carefully and slowly to him/her.</p>	<p>I narrate stories about places I compare and contrast places</p>	<ul style="list-style-type: none"> • Have you ever been to...? Present Perfect with for and since • New york city cause and effect, Connectors; And, but, so, because • Wonderful days in sable blanc! Adjectives ending in ed and ing (bored/boring) enjoyed • Past perfect • Past simple • Past tense responses

<p>Decision, offers & promises</p>	<p>Can use sentences with decisions, offers and promises. Can ask and answer questions about decisions, offers and promises.</p>	<p>I state decisions, offers I make promises I have a basic vocabulary repertoire of phrases related to decisions, offers and promises.</p>	<ul style="list-style-type: none"> • I will pay you back! The future with will and be going to • we won't be late! Present Perfect with never/ever Present perfect continuous • Indecisive person! Verbs of perception Conditionals, 2nd and 3rd
<p>Plans and predictions</p>	<p>Can understand and express events or actions taking place in the future. Can tell what someone is planning to do. Can ask people about their plans or predict them.</p>	<p>Has a basic vocabulary repertoire of isolated words and phrases related plans and predictions. Able to ask and answer questions, plans and predictions.</p>	<ul style="list-style-type: none"> • I have a good plan for the summer Present Continuous for future Connecting words expressing • He is going to be a rich man! Going to Imperatives • If it rains.... <p>The Conditional If+present future with will as prediction</p>
<p>Sporting events</p>	<p>Can tell different sport activities Can ask and answer favourite sports Can mention benefits about sporting activities</p>	<p>I mention different sporting activities I respond questions about my favourite sports I state benefits of sporting activities</p>	<ul style="list-style-type: none"> • Lesson 1: Different sports Very before adverbs and adjectives, absolutely + adjective Intensifiers • Lesson 2: interview with Messi Question tags If conditional zero • Lesson 3: Benefits of sports taste, look, smell, feel + adjective
<p>21st century Life skills</p>	<p>: decisiveness, planning, and self-directives, problem solving, communication, collaboration, Social & Cross-Cultural Skills</p>		
<p>Evaluations: Describing someone, places and objects. Talking about likes and dislikes. Talking about plans and predictions</p>			

PROGRAMME GUIDELINE / GRADE 9-B1 level

Grade 8 and 9 are the second cycle of the middle school which is B1 level.

<ul style="list-style-type: none"> • Basic competence. • Students are able to maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clearly articulated in standard dialect. They can express the main point they want to make comprehensively and keep going comprehensively, even though they may have to pause for grammatical and lexical planning and repair, especially in longer stretches of free production. 			
Knowledge/ Savoir	Skills/ Savoir faire/	Attitude/ Savoir-être	Resources/Language functions
Socializations	<p>Can tell the different ways of socialisations</p> <p>Can understand everyday expressions related to social media English abbreviations</p> <p>Can describe and compare between things, people and places in a simple way.</p>	<p>I socialise in different ways</p> <p>I express my feelings in social media language</p> <p>I compare things, people and places in a simple way.</p>	<ul style="list-style-type: none"> • Samia's facebook Interjections • Friendship Infinitive or -ing • LE USING THE LANGUAGE
	<p>Can tell the past event stories or specific events in their lives.</p> <p>Can describe and tell the frequency of past events.</p>	<p>I narrate past event expressions</p> <p>I have the ability to name different clothing items.</p>	<ul style="list-style-type: none"> • I had a bad day. Past perfect • I had a fashionable day.
DAYS IN OUR LIVES	<p>Can name different clothing items.</p>		<p>Past tense responses</p>
Countries and cultures	<p>Can talk about people's journey from where they were born to their actual living place.</p> <p>Can describe the extreme qualities I</p> <p>Can use the prepositions of time and superlatives.</p>	<p>I say people's journey through the different stages of their lives.</p> <p>I compare and contrast</p>	<p>Birthday Traditions</p> <p>Transitive and intransitive verbs</p> <ul style="list-style-type: none"> • Future vs perfect continuous • Adjectives and prepositions <p>Me and Others</p> <p>Comparisons</p> <ul style="list-style-type: none"> • Simple passive <p>The newest school in the city.</p> <p>USING THE LANGUAGE!</p>
PLANNING & PLAYING	<p>Can write about plans and arrangements in a very simple way.</p> <p>Can Express present, past and future ability with can and could.</p>	<p>I express plans and arrangements by using present continuous.</p> <p>I narrate sequential events</p>	<ul style="list-style-type: none"> • Planning a dinner. • Definite and indefinite articles <p>• : I am a girl and I play soccer.</p> <ul style="list-style-type: none"> • Subordinating conjunctions • Have something done <p>• USING THE LANGUAGE</p>

<p>DIFFICULT MOMENTS IN LIFE.</p>	<p>Uses some simple structures correctly, but still systematically makes basic mistakes. Can Express an action, which was happening at a specific moment in the past. Can talk about obligation and advice.</p>	<p>I restate past events in very short utterances, even though pauses, false starts and re-formulation are very evident. I give advice and order duties</p>	<ul style="list-style-type: none"> • Difficult moments at Home. Preposition of time and place • Why is it difficult to do what I must and should do? Shouldn't' have vs. might not have • USING THE LANGUAGE
<p>OUR FUTURE</p>	<p>Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can name belongings and future actions</p>	<p>I use specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</p>	<ul style="list-style-type: none"> • What will happen to our earth? Future vs perfect continuous • What will the students' future be like? • USING THE LANGUAGE
<p>POSSIBLE DREAMS</p>	<p>Can talk about ambitions and dreams Can participate in short conversations in routine contexts on topics of interest. Can express personal dreams</p>	<p>I tell my dreams and ambitions I have sufficient repertoire to narrate the places around them.</p>	<ul style="list-style-type: none"> • What will you do for your future project...? Function of gerunds • Where are you going to eat if you have money? Will and going to, for prediction USING THE LANGUAGE
<p>OLDER GENERATION vs. YOUNGER</p>	<p>Can compare between the generations and talk about the generation gap. Can express things, peoples and places qualities or descriptions and compare them .Can understands questions and instructions addressed carefully and slowly to him/her.</p>	<p>I compare and contrast attitudes of different generations. I describe people's aptitudes</p>	<ul style="list-style-type: none"> • How long have you lived on this earth? • Reported speech (range of tenses) • Do you like playing video
<p>GENERATION</p>			<p>games</p> <p>Conditionals, 2nd and 3rd Simple passive</p> <ul style="list-style-type: none"> • USING THE LANGUAGE

21st century Life skills: planning, and self-directives, problem solving, communication, collaboration, Social & Cross-Cultural Skills

Evaluations: Describing someone, places and objects. Talking about likes and dislikes. Talking About plans and predictions