

Teacher: Mr. Akram Ghaouel



Year: 2026 - 2027

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Exit profile (Middle school exit profile): By the end of the middle school cycle (end of key stage 3), learners will be able to interact, interpret and produce oral and written messages/ texts of average complexity, of a descriptive, narrative, argumentative or prescriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environments and interests.

Term / Month	Sequence Topic	Communicative Objectives	Communicative tasks	Supports	Linguistic Objectives		Time estimated
					Language forms	Pronunciation	
First Term Project: Our Universal Landmarks Brochure / Our Mini-Anthology of Outstanding Universal Figures							

FIRST TERM
(September – October – November – December)

Sequence One:
Me, Universal Landmarks and Outstanding Figures in History, Literature and Arts

- Describe famous landmarks using specific information (architectural, cultural, geographical, etc.)
- Narrate using historical information about landmarks.
- Narrate using biographical information about outstanding figures.
- Compare landmarks
- Describe an itinerary and identifying its components in chronological order.

- Information transfer
- E-mailing
- Chatting/ networking
- Forums/ blogs/ leaflets
- Gap/form filling
- Id card / Bio card
- An itinerary
- A fact file
- A narrative account/biography

- Conversations
- Audios
- Songs
- Poetry
- Short texts
- Pictures
- Photos
- Maps
- Blogs
- Websites

- Comparative of equality/ inequality/ superiority with short and long adjectives
- Qualifiers – adjectives
- The passive voice (past simple tense) **Related to describing monuments and sites**
- Discourse markers:
 - Chronology sequencers: (first, then, next, after that, later, finally)
 - Cause and effect (because, as, since / therefore, so, as a result) **(review and expansion)**

- Diphthongs **/ei/** and **/ai/**
- Silent letters: **“k” – “w” – “l” – “t” – “b” – “n”**
(to be integrated as a skill and not as a whole lesson) (review)



13 weeks (39 hours)

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(Jan
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= Febr
uary
= Marc
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**Sequenc
e Two:
Me, My
Personal
ity and
Life
Experien
ces**

- Make a profile.
- Report significant events and life experiences.
- Give information and respond to questions about: me, my dreams and my projects.
- Express similarities and differences.

- A profile
- Information gap
- Information transfer
- Writing a journal
- An interview / conversations
- An oral presentation
- Formal letter
- Video survey
- Web articles

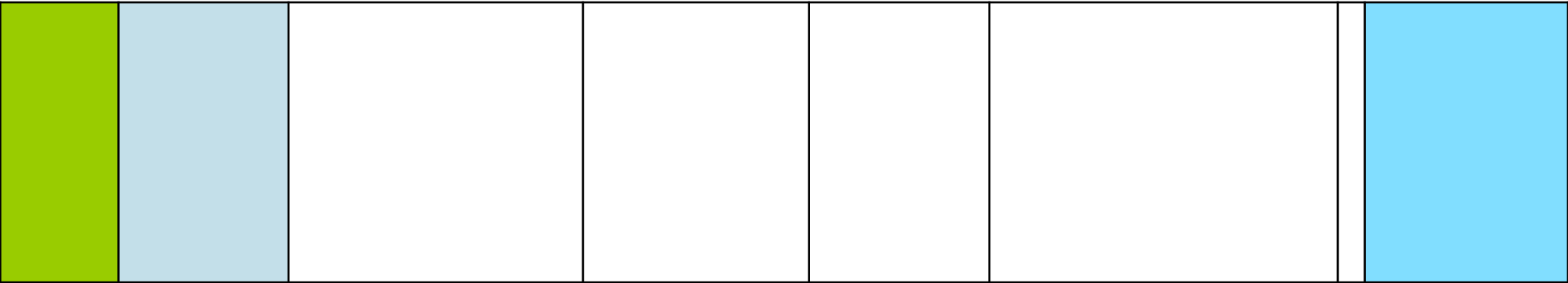
- Blogs
 - Websites
 - Journal
 - Letters
 - Emails
 - Charts
 - Posters
 - Memoirs
- (an account of someone's experiences)

- The superlatives with short and long adjectives
- The present simple, past simple, future simple tenses
- The past simple and the past continuous tenses in a narrative with “while” and “when”
- The present perfect tense with time markers (always, ever, never, just)
- Comparison and contrast markers (like, unlike, whereas)
- Word formation using affixes:
 - Prefixes adjectives (negative meaning: dis/ un/ in/ il/ ir/ im)
 - Suffixes (ful / less)

**7 weeks
(21 hours)**



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Pre-requisites: Final pronunciation of “ed” – Present simple

SECOND TERM EVALUATION

Spring Holidays: From March 18th, 2027 to April 4th, 2027

Third Term Project: Our Online Letter Gallery / Our School Charity Project

THIR
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(April
=
May -
June)

Sequence
Three:
Me, My
Community
and
Citizenship

- Give advice and make recommendations.
- Defend opinions and positive actions.
- Express likes and dislikes.

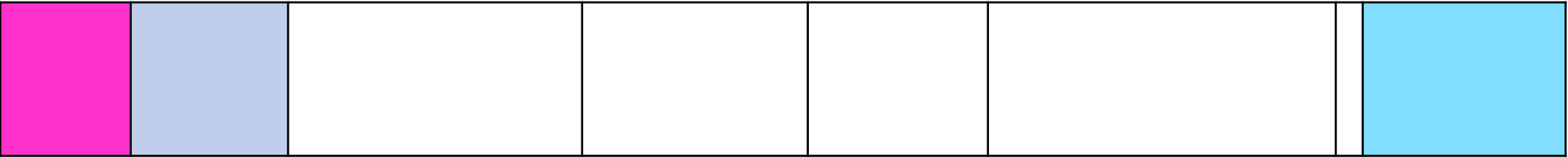
- Open letter
- Interview
- Debate/ speech
- Investigating
- Oral presentation
- Chatters

- Posters
- Leaflets
- Flyers
(printed advertisements)
- Adverts
- Maps
- Letters
- Emails

- The imperative (**review**)
- Conditional type one:
 - Present simple future
 - Present simple imperative
- “-ing” form after the verbs:
enjoy, prefer, love / hate, like / dislike
- Discourse markers / linkers: to link arguments (First, moreover, in addition, etc.)

5 weeks
(15 hours)

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Pre-requisites: Present simple - imperative

THIRD TERM EVALUATION



Teacher:

Headmaster:

