

**Ministry of National Education, Youth and Sports**  
**Center for Educational Research and Development**

**ENGLISH LANGUAGE CURRICULUM**  
**(First Foreign Language)**

**Decree No. 10227.    Date 8<sup>th</sup> May, 1997.**  
**(Details of content - Third year of each cycle)**

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## BASIC EDUCATION CURRICULAR OBJECTIVES

Upon completion of the prescribed years of study for basic education ( grades 1 through 9), students are expected to be able to do the following:

\* = Objective

- = Performance Task

### LISTENING OBJECTIVES

**\* Understand a set of common words.**

- Match spoken words to print.
- Relate spoken words to objects and pictures.
- Respond physically or verbally to spoken discourse.

**\* Understand some short learned utterances and high-frequency commands.**

- Complete simple forms and graphs.
- Write down spoken utterances.

**\* Understand sentence-length utterances on a variety of topics.**

- Match captions to pictures.
- Write captions for pictures.
- Take role in face-to-face conversation.

**\* Understand spoken discourse on a variety of topics.**

- Ask/answer factual questions.
- Arrange pictures in logical order.
- Retell a story.
- Identify characters and events in a story.
- Act out certain text features.
- Draw pictures.
- Take notes.
- Prepare an outline.
- Answer factual questions.
- Summarize information in text.
- Dramatize a story.

**\* Interpret spoken discourse on a variety of topics.**

- Participate in conversation on a variety of topics.
- Respond to factual and inferential questions.
- Determine the mood and tone of conversation.
- Determine the traits and emotions of speakers.
- Evaluate content in light of textual evidence and personal experience.

**\* Infer and interpret the various elements of a speaking situation.**

- Infer the speaker's role.
- Infer the situation in which the conversation is taking place.
- Infer the main idea of a conversation.
- Predict what can happen next.

### **ORAL COMMUNICATION OBJECTIVES**

- \* Produce a set of common words and high-frequency common phrases.**
  - Name/identify and describe people, objects and places.
  - Name/identify and describe familiar actions.
- \* Communicate basic needs and courtesies.**
  - Make simple requests.
  - Ask and answer questions.
  - Make statements involving learned material.
  - Create new utterances by combining and recombining learned material.
  - Start and sustain basic conversation tasks.
- \* Communicate in a variety of interactive, task-oriented and specific social situations.**
  - Talk about self, family members, teachers, school, and friends.
  - Ask and answer questions.
- \* Converse in a clearly participatory fashion.**
  - Take turns in conversation without disrupting it.
  - Narrate and describe.
  - Discuss familiar topics with classmates.
  - Take and/or clarify a certain position.
  - Support and/or explain a certain position.
- \* Communicate facts and talk about topics of public and professional interests.**
  - Deliver reports and presentations.
  - Discuss and debate issues under consideration.
- \* Participate effectively in formal and informal conversation on practical, social, professional, and abstract topics.**
  - Paraphrase, discuss, persuade, assess, criticize, value, and role play issues under consideration.

## **READING OBJECTIVES**

### **\* Develop the foundation for recognition and interpretation of print.**

- Match the letter/group of letters that are the same.
- Circle the letter/object that is at the top, middle, or bottom of the page.
- Pair upper and lower case letters.
- Underline and/or circle the first letter, word, or phrase after the three have been heard.
- Read aloud the name of familiar objects.
- Name as many familiar objects as possible after a picture or an array of objects has been shown briefly.

### **\* Recognize words and/or major common phrases.**

- Match words/phrases with corresponding pictures.
- Recognize words/phrases presented among other words/phrases.
- Read aloud common words and phrases.

### **\* Read for pleasure and continuous learning.**

- Visit libraries and bookstores.
- Exchange stories, magazines, and books.

### **\* Read stories and texts with increased understanding.**

- Identify the author, title, and illustrations.
- Predict content based on the title, first line, and illustration.
- Identify characters and settings of stories and texts.
- Summarize, retell, and dramatize stories and texts.

**\* Get the main idea(s) and information from printed discourse**

- Skim the text to get the main idea(s).
- Scan the text to locate specific information.
- Underline/circle the topic sentence and main idea(s).
- Fill in charts and forms to supply information gleaned from text.
- Select and/or create suitable titles and subheadings.

**\* Comprehend printed discourse using text-related clues.**

- Guess the meaning of unfamiliar language from context and based on grammatical and/or linguistic knowledge.
- Identify connectors and other linguistic markers and interpret their force at the inter sentential, intrasentential, and discourse levels.
- Draw and relate inferences to world knowledge and textual information.
- Look up the meaning of unfamiliar language from appropriate sources.

**\* Comprehend most styles and forms of language pertinent to personal, social, academic and professional needs.**

- Summarize, report, and dramatize increasingly complex printed discourse.
- Prepare outlines.
- Respond to factual and inferential questions both orally and in writing.
- Write reports.
- Extract specific details.
- Infer attitudes, feelings, emotions, and intentions.
- Identify various genres and recognize their discourse structure.
- Consult reference and library materials as appropriate.

**\* Read silently at reasonable speed.**

- Complete timed reading assignments.
- Process appropriate number of words per minute (number depends on grade level).

## **WRITTEN COMMUNICATION OBJECTIVES**

**\* Form the letters in the alphabetic system.**

- Trace and copy letters.
- Copy words.

**\* Produce words and phrases in familiar context.**

- Copy, list, and enumerate words in familiar discourse.
- Label pictures/objects.
- Fill out simple biographical and personal data on forms.

**\* Develop increasing competence in the mechanics of writing.**

- Apply proper capitalization and punctuation rules.
- Draw on developing grammatical knowledge to monitor written output.

**\* Write simple expressions and memorized materials.**

- Complete cloze-type exercises using missing words supplied in a list.
- Complete partial dictation and dictation exercises.
- Write simple sentences to describe pictures.
- Add own ideas to lists of items.
- Fill out forms.



**\* Produce descriptive and narrative texts.**

- Write simple stories based on sentence cues and according to model.
- Narrate stories based on personal experience.
- Embellish stories and add details.
- Write paragraphs in different tenses.
- Write reports based on supplied information.
- Link simple propositions into complex sentences.
- Link clusters of related sentences into complete descriptive paragraphs.
- Write short descriptions in response to a set of simple questions.
- Develop descriptive passages based on visuals and imagination.
- Write a story based on a sequence of pictures.
- Put scrambled sentences in a meaningful paragraph.

**\* Engage in the composing process.**

- Look at visuals and write as many words/expressions as possible.
- Develop semantic networks.
- Write lists of events, objects, places, persons and so forth.
- Write questions about visual aids.
- Exchange questions and answer them.
- Write compositions describing visual aids.
- Read compositions aloud and compare them.
- Pool compositions to write more complete drafts.
- Write stories individually or in groups.
- Recount events in the past.
- Write down words/expressions depicting feelings evoked by visual aids.

**\* Embellish first drafts to further descriptions and narratives**

- Add adjectives, adverbs, relative clauses and/or whole sentences.
- Change order of sentences to maintain logical organization.

**\* Write synopses, paraphrases, and summaries of biographical data and work and school experiences.**

- Interview a partner and take notes.
- Write about self and family.
- Express likes and dislikes.
- Describe past events and experiences.
- Describe future plans.

**\* Write social correspondence on practical, social and professional topics including research and position papers in areas of special interest or in special fields.**

- Prepare cards on various occasions.
- Explore and research various topics.
- Write multiple drafts to inform, narrate, describe, discuss, question, persuade, express, and evaluate feelings and attitudes.
- Revise drafts at the inter sentential, intrasentential and discourse levels.

### **CULTURAL AWARENESS OBJECTIVES**

**\* Work with authentic materials to become familiar with typical behaviors in common everyday situations**

- Determine appropriate protocol relative to various extra linguistic behaviors related to:

Distance

Touching

Eye contact

Gestures

Time

Etiquette

Seating

Gifts

Honoring guests

Tipping

Other.

- Produce culturally appropriate linguistic utterances relative to:

Greetings

Excusing self

Taking leave

Asking/Giving directions

Showing respect

Well-wishing

Polite inquiry

Giving/Receiving compliment

Accepting/Declining

Making excuses

Complaining

Other.

**\* Understand culturally significant meaning associated with language.**

- Produce semantic networks of associations.
- Explain underlying cultural connotations of words.
- Group vocabulary in culture-related clusters.

**\* Become empathetic toward target culture(s).**

- Identify and interpret behaviors that are different from one's own.
- Brainstorm, discuss, and/or role-play students' preconceived ideas, impressions, and different experiences.
- Base judgments on objective considerations, not on biases.
- Choose plausible explanations of critical incidents.

**\* Analyze situations and tolerate ambiguity.**

- Question and/or assess one's sources of information.
- Brainstorm, identify and examine one's stereotypes.
- Resolve conflicts through simulations.
- Prepare and /or dramatize culture capsules and culture clusters.
- Avoid over generalizations.
- Write culture assimilations.

## **THINKING SKILLS OBJECTIVES**

### **\* Monitor and evaluate own use of language.**

- Assess own comprehension of written and oral discourse.
- State how well a certain task and/or learning activity has been achieved.
- Avoid preservative reading and listening.

### **\* Explore and conceptualize topics/issues under consideration.**

- Summarize, classify, compare, contrast, and assess linguistic input.
- Relate new input to existing world knowledge.
- Transfer previous knowledge to new situations.
- Deduce and/or infer.
- Produce mental and/or auditory images/representations of new information.

### **\* Develop confidence as life-long learners.**

- Ask questions and elicit clarifications from teachers and peers.
- Participate in group work to solve problems and/or check performance.
- Give and receive feedback.
- Use mental and physical techniques to reduce anxiety and increase competence.

## **STUDY SKILLS OBJECTIVES**

### **\* Develop organizational skills.**

- Keep and maintain an assignment folder and or/agenda.
- Restate course objectives.

### **\* Develop textbook skills.**

- Identify the various parts of the book.
- Derive meaning from illustrations.

### **\* Develop library and research skills.**

- Visit libraries and utilize data bases.
- Locate relevant information.
- Consult dictionaries, encyclopedias, journals, and/or books.
- Take and make notes.

### **\* Use a variety of study strategies.**

- Preview-survey written discourse.
- Skim the text for main idea(s)' the gist, and /or overall comprehension.
- Scan the text for specific information, key words/concepts, and linguistic markers.
- Organize ideas for oral and/or written communication.

## CYCLE I OF BASIC EDUCATION FOR CURRICULAR OBJECTIVES

Grades 1, 2, & 3

*By the end of Cycle I, students are expected to be able to*

### **LISTENING OBJECTIVES**

**\* Develop basic factual and inferential comprehension of what is heard.**

- Respond to a series of oral instructions.
- Answer questions about something heard.
- Recall information previously heard.
- Identify key elements in a story.
- Take messages.

**\* Comprehend and interpret what is heard.**

- Paraphrase events in a story.
- Predict outcomes based on previous knowledge.
- State similarities and differences between main characters, feelings, or actions.
- Sequence the events of a story.
- Fill out missing words or phrases in a song or short paragraph.
- Match dictated words to printed words.
- Distinguish different types of sentences heard.

## **ORAL COMMUNICATION OBJECTIVES**

### **\* Impart and seek factual information.**

- Ask and answer questions related to different types of information.
- Give information about oneself, others, and things from environment.
- Tell or retell a story.
- Discuss printed or visual material.
- Receive and relay messages.

### **\* Develop transactional skills.**

- Offer and accept invitations and assistance.
- Give reasons for making choices.
- Give clear instructions to someone to perform a certain task.
- Express proper socio-linguistic mannerism (apologize, forgive...).
- Predict events, consequences, or effects.
- Express opinion and give advice.
- Give solutions to problems.

### **\* Express and find out basic feelings and emotional states.**

- Express mood, feelings, likes, and dislikes.
- Express preference, needs, wants, desires.
- Express empathy with others.

### **\* Use appropriate socio-linguistic rules.**

- Negotiate solutions to problems, misunderstandings, and disputes.
- Address and greet people appropriately.
- Introduce people appropriately.
- Initiate and close discussion spontaneously or when instructed.
- Paraphrase and recap ideas for peers.
- Use non-verbal cues to solve communication problems.



- \* **Participate effectively in a range of group speech activities.**
  - Report to class on a story, personal experience, TV program.
  - Interact with others in problem-solving activity.
  - Participate in simple role-playing.

## **READING OBJECTIVES**

- \* **Develop basic factual comprehension of what is read.**
  - Answer appropriate questions.
  - Draw or make graphic entries to record information.
  - Sequence events in chronological order.
  - Identify main idea and supporting details in a text.
- \* **Develop basic comprehension of appropriate literature.**
  - Identify literary genre.
  - Identify key elements of the story; e.g., physique and personality of the character, character traits, different parts of the story, plot, setting, climax, outcome, problem-solution.
  - Explain characters' feelings and motives at different points of the story.
  - Distinguish between different characters, motives, literary genre, plots, settings, etc.
  - Express personal feelings about different characters, stories, and plots.
  - Retell a story in your own words.
- \* **Demonstrate the ability to use textual and experienced-based clues to get meaning.**
  - Use context clues to infer meanings of vocabulary words and idioms.
  - Underline common homophones, homographs, compound words, multi-meaning words, suffixes, and prefixes in a given text.
  - Circle text-binding threads, such as proper nouns/pronouns, subjects/verbs.
  - Provide synonyms, antonyms, and simple definitions for underlined words in a text.
  - Group words into lexical sets.
  - Make simple part-whole analogies.

\* **Make inferences from what is read.**

- Make plausible predictions about future events, such as a character's future actions or the end of the story.
- Suggest titles for a given text.
- Speculate on the author's purpose.
- Infer reasons for a character's actions.

\* **Develop decoding skills.**

- Distinguish between short and long vowel sounds by filling in missing sounds in known words.
- Underline letter blends in sets of given words.
- Add some common prefixes and suffixes to familiar base words.

\* **Develop oral/silent reading skills.**

- Practice echo and choral reading: poems, songs, jingles, and text.
- Read signs, labels, menus, sign posts, bulletin boards, and other notices.
- Create sentences with onomatopoeic words.

\* **Interpret what is read.**

- Explain why characters feel a certain way at different points in a story.
- Conjecture what would happen in a story 'if'...
- Explain what one would do if one were in a similar situation as the main character.
- Interpret a story completely in one's own words.

\* **Read for pleasure.**

- Go spontaneously to a reading corner or library and select a story to read.
- Recommend stories to and exchange books with classmates.
- Orally present/write a short book report.

**\* Develop reading strategies.**

- Preview, predict, set purpose.
- Adjust reading rate to purpose.
- Complete timed reading assignments.

**WRITTEN COMMUNICATION OBJECTIVES**

**\* Develop greater control and fluency by writing legibly in printed and cursive style.**

- Write capital and lower case letters and numbers in manuscript and in cursive style.
- Write in a straight line across the page.
- Leave the right amount of space between letters and words in both manuscript and cursive writing.
- Label items and illustrations.
- Record data on a chart/graph or graphic organizer.

**\* Develop competence in several basic print conventions.**

- Use capitals to begin sentences and write proper nouns.
- Indent the first line of a paragraph.
- Use end marks appropriately (period, comma, question mark and exclamation mark).
- Write the date correctly.

**\* Spell regularly used words which observe common patterns.**

- Identify words that contain a particular sound in a given passage.
- Sort words which contain three different sounds into three groups and generalize a rule.
- Use clusters already learned to form as many new words as possible.
- Practice using common letter strings in crossword puzzles and other word games.
- Spell and write down words that have long and short vowel sounds.
- Spell words with the following endings: ‘-ing’, ‘-ed’, ‘-s’, ‘-est’, ‘-es’.
- Correct own spelling mistakes.

\* **Develop and expand writing skills through guided and semi-guided activities.**

- Write simple and complex sentences.
- Unscramble a text and write first, second, and last in the right place.
- Generate topic and concluding sentences for incomplete paragraphs.
- Join sentences with and, but, however, though and or.
- Communicate using different genres of writing.

\* **Develop process writing skills.**

- Brainstorm ideas.
- Select and narrow topics.
- Watch a film or video; conduct an interview; consult reference books to generate ideas for a topic.
- Use graphic organizers (clusters, webs, story maps, time lines) to arrange ideas.
- Choose appropriate supporting details.
- Identify audience: self, peers, others.
- Identify purpose of writing.
- Identify tone of message.
- Write individual or group first draft using best-guessed spelling.
- Interpret simple proofreading marks.
- Detect errors by reading aloud.
- Use a dictionary to check spelling.
- Complete unfinished sentences/ideas.
- Rearrange, add, and delete words, phrases, sentences, redundancies, irrelevancies.
- Clarify confusing or wordy sentences.
- Indicate any other mechanical errors.
- Write a final copy.
- Publish the final copy on a wall magazine, a newsletter, school magazine or bulletin board.
- Share in making a Big Book.
- Share own writing through oral reading.

## **THINKING SKILLS OBJECTIVES**

- \* **Develop a repertoire of metacognitive strategies to solve language processing problems.**
  - Preview discourse.
  - Set a specific goal; e.g., complete reading exercise in 10 minutes.
  - Apply strategies to commit material to memory: margin notes, summarize in own head, form mental images, rehearse aloud, underline or highlight important information.
  - Self-evaluate: recognize one's strengths and weaknesses, and need for peer and adult assistance.
  - Reflect on the learning which has taken place: assess what has been mastered, what remains unclear.
  
- \* **Develop information processing skills: literal and critical.**
  - Relate language experiences to life experiences.
  - Compare and contrast.
  - Classify information.
  - State the main idea.
  - Identify irrelevant information.
  
- \* **Develop confidence as life-long learners.**
  - Request assistance and clarification from peers, adults, and parents.
  - Consult reference sources to expand own knowledge.
  - Give and receive feedback.
  - Use mental and physical techniques to reduce anxieties.

## **STUDY SKILLS**

- \* **Develop organizational skills.**
  - Adhere to rules and instructions.
  - Organize study materials and study time.
  - Listen to others' conversations.
  - Write legibly for future reference.
  - Conduct self-evaluation.
- \* **Develop textbook skills.**
  - Recognize parts of texts.
  - Use key pages (table of content, glossary, etc.) for easy reference.
- \* **Develop library and research skills.**
  - Alphabetize listings.
  - Use library search facilities.
  - Make use of library selections.
  - Consult reference texts.
  - Familiarize self with array of references available.
  - Identify features of reference texts.
- \* **Develop appropriate strategies.**
  - Reflect on and evaluate learning.
  - Listen to others' conversations.
  - Collaborate with teachers and peers for learning.
  - Organize strategy for study.
  - Do note-taking.
- \* **Develop reading rate.**
  - Practice speed reading exercises.
  - Encourage extra-curricular reading.
  - Use effective strategies to decode.

## **CULTURAL AWARENESS OBJECTIVES**

- \* **Recognize and understand typical behaviors in common everyday situations.**
  - Determine appropriate protocol relative to various extra-linguistic behaviors.
  - Produce culturally appropriate linguistic utterances.
- \* **Use authentic materials to familiarize oneself with the target culture.**
  - Match common national objects and artifacts to corresponding countries.
  - Use realia to compare and contrast the Lebanese and target cultures.
  - Set up classroom display centers which feature dolls, stamps, currency, pictures, postcards, etc. from the target culture.
- \* **Become empathetic toward the target culture.**
  - Prepare a performance of songs, jigs, and dances which typify the target culture.
  - Read about a typical day in the life of a 6 to 8-year old target culture child; list the things s/he does alone, and compare these things to what the learner does alone; state the things the learner believes he could do alone, if given the chance.
  - Give examples of proverbs which are the same in Arabic and the target language.
  - Generate and ask a target culture guest speaker/visitor simple questions about his/her family, country, job, interests, pets, daily habits.

## CURRICULUM OBJECTIVES FOR GRADE THREE OF BASIC EDUCATION

*By the end of Grade3, students are expected to be able to:*

SKILL	INSTRUCTIONAL OBJECTIVES
<b>LISTENING OBJECTIVES</b>	<p><b>* Develop basic factual and inferential comprehension of what is heard.</b></p> <ul style="list-style-type: none"> <li>– Follow detailed instructions.</li> <li>– Circle information not heard.</li> <li>– Put a check mark (v) next to facts mentioned orally.</li> <li>– Answer inference questions formed with ‘wh’ words.</li> <li>– Put a check mark (v) next to opinions mentioned orally.</li> <li>– Infer reasons for speaker(s), character(s), actions, and topic(s) of conversation.</li> <li>– Infer the speaker(s) tone (anger, happiness, etc.).</li> <li>– Identify distinguishing characteristic of genre heard.</li> <li>– Organize ‘wh’ slots and character traits on a flowchart or web.</li> <li>– Chart events in chronological order.</li> <li>– Trace a route on a map.</li> <li>– Identify main idea.</li> <li>– Listen to a detailed description of something and guess what it is.</li> <li>– Fill out missing words in short paragraphs.</li> <li>– Write a short unprepared dictation.</li> </ul> <p><b>* Comprehend and interpret what is heard.</b></p> <ul style="list-style-type: none"> <li>– Predict content from title.</li> <li>– Evaluate characters’ and speakers’ actions and feelings.</li> <li>– Identify irrelevant information.</li> <li>– Retell a story or restate a problem orally presented.</li> <li>– Predict plausible outcomes based on previous information.</li> </ul>



LISTENING OBJECTIVES	<ul style="list-style-type: none"> <li>* <b>Demonstrate the ability to use audio input to expand linguistic competence.</b> <ul style="list-style-type: none"> <li>– Complete parts of sentences with missing phrases.</li> <li>– Generate antonyms, synonyms, and definitions for words heard.</li> <li>– Construct meaningful sentences based on what is heard.</li> </ul> </li> <li>* <b>Listen for appreciation and enjoyment.</b> <ul style="list-style-type: none"> <li>– React to what was heard (dramatize creatively).</li> <li>– Generate onomatopoeic sentences based on a song or poem.</li> <li>– Reproduce alliteration in a poem.</li> <li>– Verbalize feelings about a poem, song, and/or piece of music.</li> <li>– Interpret a play, song, and story by dramatizing favorite character, scene, and situation.</li> </ul> </li> <li>* <b>Impart and seek factual information.</b> <ul style="list-style-type: none"> <li>– Ask and answer inference questions.</li> <li>– Report a real-life incident.</li> <li>– Compare people, locations, seasons, and animal actions.</li> <li>– Retell a story giving it a different ending.</li> </ul> </li> <li>* <b>Develop oral transactional skills.</b> <ul style="list-style-type: none"> <li>– Inquire whether an offer or invitation is accepted or denied.</li> <li>– Explain why they need permission.</li> <li>– Propose logical solutions to problems.</li> <li>– Deny accusations.</li> <li>– State whether one knows how to do something.</li> <li>– State whether one remembers or has forgotten something or someone.</li> </ul> </li> </ul>
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<b>LISTENING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>- Express how certain/uncertain one is of something.</li> <li>- Complain about something.</li> <li>- Express whether conclusions are logical or not.</li> <li>- Express strong agreements and disagreements.</li> <li>- Explain the consequences and effects of something.</li> <li>- Negotiate solutions to problems, misunderstandings, and disputes.</li> <li>- Discuss alternative future actions.</li> <li>- Express appreciation.</li> <li>- Express indifference.</li> <li>- Advise others to do something.</li> <li>- Suggest a course of action to complete a task.</li> <li>- Warn others of a potentially dangerous situation.</li> <li>- Warn others to refrain from doing something.</li> <li>- Explain how to do something.</li> </ul> <p><b>* Express and find out about basic feelings and emotional states.</b></p> <ul style="list-style-type: none"> <li>- Justify likes and/or dislikes.</li> <li>- Explain moods and feelings.</li> <li>- Explain preferences based on pleasant and/or unpleasant previous experiences.</li> <li>- Empathize with characters in a story, and explain what one would do in a similar situation.</li> <li>- Express hope.</li> <li>- Express satisfaction and/or dissatisfaction with a particular situation.</li> <li>- Express disappointment.</li> <li>- Express sympathy.</li> <li>- Express and inquire about intention.</li> <li>- Express impatience in an acceptable manner.</li> </ul>
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LISTENING OBJECTIVES	<ul style="list-style-type: none"> <li>* <b>Use appropriate socio-linguistic rules.</b> <ul style="list-style-type: none"> <li>– Attract attention appropriately.</li> <li>– Interrupt someone in a polite way.</li> <li>– Give cues to end a conversation.</li> </ul> </li> <li>* <b>Develop grammatical competence (lexis, morphology, syntax, phonology) in increasingly complex situations.</b> <ul style="list-style-type: none"> <li>– Invent new contexts for learned and acquired words.</li> <li>– Speak without meaning-distorted errors.</li> <li>– Generate original sentences using appropriate rhythm, stress, intonation, and phrasing.</li> <li>– Recite from memory longer pieces of discourse; i.e., poems, chants, songs, and limericks.</li> <li>– Imitate rising and falling intonation in questions and exclamations.</li> </ul> </li> <li>* <b>Participate effectively in a range of group speech activities.</b> <ul style="list-style-type: none"> <li>– Give reports.</li> <li>– Participate in information gap and problem-solving activities.</li> <li>– Evaluate solutions to a problem proposed by group members.</li> <li>– Act out free dialogues.</li> <li>– Comment on a group poster, frieze, or bulletin board.</li> <li>– Answer open-ended questions.</li> <li>– Play the role of the narrator in a pantomime.</li> <li>– Play the role of a defense lawyer, prosecutor, witness, judge, jury member, etc.</li> <li>– Explain and demonstrate a process.</li> </ul> </li> </ul>
READING OBJECTIVES	<ul style="list-style-type: none"> <li>* <b>Develop basic factual comprehension of what is read.</b> <ul style="list-style-type: none"> <li>– Answer inference questions formed with 'wh' words.</li> <li>– State the main idea(s).</li> <li>– Identify supporting detail.</li> <li>– Interpret data on a graph or chart.</li> </ul> </li> </ul>

<p><b>READING OBJECTIVES</b></p>	<p><b>* Develop basic comprehension of appropriate literature.</b></p> <ul style="list-style-type: none"> <li>– Retell a story using chronological connectors.</li> <li>– Categorize actions and physical appearance of characters in a story.</li> <li>– Chart events that occurred in different parts of the story.</li> <li>– Identify the problem(s) in a story.</li> <li>– Categorize types of literature; i.e., folklore, poetry, fiction, nonfiction, exaggeration, dialogue, humor, fairy tales, biography, autobiography, fantasy, comic strips, etc.</li> <li>– Describe key elements of a story; i.e., characters, plot, setting, climax, problem and solution.</li> <li>– Identify characters who exemplify certain personality traits.</li> <li>– Contrast two characters in a story or play.</li> <li>– Differentiate between fact and fiction.</li> <li>– Explain how different characters feel the way they do at certain points in the story.</li> <li>– Give examples of characters, settings, events in stories that resemble those in one's own life.</li> </ul> <p><b>* Demonstrate the ability to use textual and experienced-based clues to get meaning.</b></p> <ul style="list-style-type: none"> <li>– Generate synonyms, antonyms, and/or definitions for words in the passage.</li> <li>– Relate object and possessive pronouns to their corresponding reference.</li> <li>– Determine the appropriate dictionary definitions for a multi-meaning word.</li> <li>– Form new compound words by joining root words.</li> <li>– Apply one's knowledge of prefixes ('re-', 'un-', 'dis-', 'ex-', 'de-',) to work out the meanings of unfamiliar words in a text.</li> <li>– Add suffixes '-ly,' '-y,' '-full,' and '-ness' to appropriate words in the text.</li> <li>– Create pictures to illustrate the meanings of sentences.</li> <li>– Show the differences in meanings between homophones and homographs by generating original sentences.</li> <li>– Use graphic organizers to classify vocabulary into semantic groups, i.e., thermometer, staircase, spidergram, and web.</li> </ul>
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<p><b>READING OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>* <b>Develop decoding skills.</b> <ul style="list-style-type: none"> <li>– Recognize compound words containing short and/or longer vowel sounds.</li> <li>– Recognize the number of syllables in a word.</li> <li>– Classify pictures which contain the ‘s’ blend and the ‘r’ blend.</li> <li>– Associate ‘y’ with the vowel sounds it stands for; e.g., ‘fly,’ ‘study’.</li> <li>– Add suffixes: ‘-es,’ ‘-ed,’ ‘-ing,’ ‘-ness,’ ‘-ly,’ ‘-ful,’ ‘-less,’ ‘-er,’ ‘-est,’ ‘-able,’ ‘-y,’ ‘-en’ to words ending in silent ‘e’.</li> <li>– Add ‘s’ or ‘es’ to words ending with ‘-y,’ ‘-ss,’ ‘-x,’ ‘-ch,’ ‘-sh,’ ‘-s,’ ‘-f,’ ‘-fe’.</li> <li>– Differentiate between the voiced and voiceless sounds for the digraph <u>th</u>.</li> <li>– Identify the ‘oo,’ ‘ea,’ ‘au,’ ‘aw,’ ‘ei,’ ‘ow,’ ‘ew,’ ‘oi,’ ‘oy’ vowel blends.</li> <li>– Recognize the digraphs ‘wh,’ ‘gn,’ ‘ch,’ ‘kn,’ ‘wr,’ ‘ph,’.</li> <li>– Make generalizations about the syllabication rules.</li> <li>– Categorize words which contain soft ‘c’.</li> <li>– Select words containing soft ‘g’ from a pile of given words.</li> </ul> </li> <li>* <b>Develop oral and silent reading skills.</b> <ul style="list-style-type: none"> <li>– Read (aloud and silently) independently.</li> <li>– Create sentences using onomatopoeic words.</li> <li>– Read rhymed verse and blank verse poems aloud, varying the tone according to content.</li> <li>– Read bulletin board notices.</li> <li>– Compose sentences with final rhyming words.</li> </ul> </li> <li>* <b>Make inferences about what is read.</b> <ul style="list-style-type: none"> <li>– Ask and answer inference questions with ‘wh’ words.</li> <li>– Differentiate facts and opinions.</li> <li>– Make plausible prediction about what will happen next.</li> <li>– Speculate on the author’s purpose, and justify one’s answers with reference to the text.</li> <li>– Predict what might happen to a character in a story.</li> <li>– Distinguish between factual and fictional reading material.</li> </ul> </li> </ul>
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<b>READING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>* <b>Interpret what is read.</b> <ul style="list-style-type: none"> <li>– Relate a character in a story to a person one knows, and tell how they are similar.</li> <li>– Explain why one identifies closely with and/or empathize with a character in a story.</li> <li>– Explain why a character can or can not be removed from a story.</li> <li>– Explain how a character's actions affect other characters.</li> <li>– Explain how one would change characters.</li> <li>– Support and/or criticize a character's actions and attitude.</li> </ul> </li> <li>* <b>Read for pleasure.</b> <ul style="list-style-type: none"> <li>– Share with the other students in the class an important piece of information.</li> <li>– Write sentences commenting on a certain reading text.</li> <li>– Write a book report on a book of their choice.</li> <li>– Design a poster/cover/advertisement for a specific literary work.</li> </ul> </li> <li>* <b>Develop scribal facility and mastery of cursive style.</b> <ul style="list-style-type: none"> <li>– Practice transcription of capital letters and lower case letters.</li> <li>– Group and write cursive letters according to different types of strokes, slants, and orientation (ascenders and descenders).</li> <li>– Record data on a graph.</li> <li>– Select phrases to complete sentences.</li> <li>– Write different numbers in cursive style.</li> <li>– Leave the right amount of space between letters and between words in cursive writing.</li> </ul> </li> <li>* <b>Develop competence in several basic print conventions.</b> <ul style="list-style-type: none"> <li>– Write the date correctly.</li> <li>– Use end marks.</li> <li>– Use commas with certain words and numerals.</li> <li>– Use quotation marks in a story.</li> </ul> </li> </ul>
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**WRITTEN  
COMMUNICATION  
SKILLS**

<p><b>WRITTEN COMMUNICATION SKILLS</b></p>	<ul style="list-style-type: none"> <li>* <b>Spell regularly used words which observe common patterns.</b> <ul style="list-style-type: none"> <li>– Write down the missing sound.</li> <li>– Use clusters to form as many new words as possible, using a given sound.</li> <li>– Practice strings of spelling rules through partially-filled crossword puzzles, e.g., (given) STR__ND, what letter is missing?</li> <li>– Create as many words as you can from a given word.</li> <li>– Identify hidden words in puzzles.</li> <li>– Give examples of words which follow a stated spelling rule.</li> </ul> </li>   <li>* <b>Practice using vowel sounds and common letter strings.</b> <ul style="list-style-type: none"> <li>– Spell correctly and write down words that have long vowel sounds but do not end with ‘e’.</li> <li>– Use jigsaw sorting to match endings to root words.</li> <li>– Spell correctly multisyllabic words one uses regularly in own writing.</li> <li>– Spell words related to the following themes: holidays, months, seasons.</li> <li>– Correct own spelling errors.</li> <li>– Unscramble letters to form words.</li> <li>– Fill in the blank with a missing word.</li> </ul> </li>   <li>* <b>Develop process writing skills.</b> <ul style="list-style-type: none"> <li>– Select and narrow topics.</li> <li>– Envision and verbalize the content/dialogues of a piece of writing.</li> <li>– Use graphic organizers to arrange ideas (clusters, webs, story maps, etc.) for a piece of writing.</li> <li>– Apply a time-line or flowchart to organize wh-slots for narration.</li> <li>– Create own organizational strategy for ideas and share it with others.</li> </ul> </li> </ul>
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**WRITTEN  
COMMUNICATION  
SKILLS**

- Gather data from reference books.
- Interview a source and take notes.
- Watch a film/video, and take notes.
- Take notes during a field trip.
- Brainstorm appropriate topic and concluding sentences.
- List appropriate supporting details.
- Identify audience; i.e., self, peers, others.
- Identify purpose of writing.
- Write first draft using best-guessed spelling and grammar.
- Interpret simple correction signs and symbols.
- Complete any unfinished sentences.
- Rearrange words/phrases/sentences.
- Combine short sentences with 'and,' 'but,' 'also'.
- Indicate places where lengthy sentences and run-ons can be split up.
- Mark subject/verb agreement errors.
- Cross out redundancies.
- Indicate places where opinion is used instead of fact.
- Indicate mechanical errors.
- Clarify confusing and wordy sentences.
- Ask classmate to read and try to locate any errors one might have missed.
- Add descriptive adjectives in places where characters, events, feelings, thoughts are not clearly described.
- Indicate places where reader's interest flags and insert recommendation for a surprise element, dramatic event.
- Supply suggestions for an improved beginning and end.
- Fill out short evaluation questionnaires.
- Write an entry in one's journal indicating how one feels about one's own writing.



**WRITTEN  
COMMUNICATION  
SKILLS**

- Produce a final draft.
- Share the final copy through different types of publishing.
- Submit own writing to the school magazine or newsletter.
- Place writing on class and school bulletin board.

**\* Develop writing skills through guided and semi-guided activities.**

- Write complex sentences.
- Join sentences with 'but,' 'or,' and 'because.'
- Unscramble mixed-up sentences into a coherent paragraph, indicate pairs of sentences where a comma is insufficient as a punctuation mark.
- Fill in missing cohesive devices in a text.
- Match scrambled topic sentences to scrambled concluding sentences
- Rewrite sentences in paraphrases.
- Unscramble and write, 'first,' 'second,' 'last' in the right place.
- Given the topic and concluding sentences, write the body.
- Generate concluding sentences for incomplete paragraphs.

**\* Communicate in writing by using different genres.**

- Write a journal.
- Write a list, homework assignment.
- Write things to do.
- Write things to avoid.
- Fill out a simple questionnaire.
- Write a short notice.
- Write a postcard, or holiday greeting.
- Write directions for how to get somewhere.

<p><b>WRITTEN COMMUNICATION SKILLS</b></p>	<ul style="list-style-type: none"> <li>- Write an informal letter to Father Christmas.</li> <li>- Write a formal letter to a politician to give an opinion about something.</li> <li>- Write to Goldilocks and persuade her not to enter the bears' home.</li> <li>- Write a short biography about a famous person.</li> <li>- Write a short autobiography.</li> <li>- Write about what one expects to see on a visit or field trip.</li> <li>- Write a story about a personal experience,</li> <li>- Write a story about a raindrop.</li> <li>- Describe snow.</li> <li>- Describe how mother makes a cake.</li> <li>- Describe the most interesting character/scene in the story one is currently reading about.</li> <li>- Describe what one thinks the character of a story looks like.</li> <li>- Develop descriptive paragraphs based on visuals, regalia, or own imagination.</li> <li>- Support or refute the following: 'I like my teacher for three reasons.'</li> <li>- Write poems in blank verse.</li> <li>- Write lyrics for a song.</li> <li>- Interview a plant, a weed, a flower, or a tree, and tell the story.</li> </ul>
<p><b>THINKING SKILLS OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>* <b>Develop a repertoire of metacognitive strategies to solve language processing problems.</b> <ul style="list-style-type: none"> <li>- Examine titles, pictures, first and last lines to previous discourse.</li> <li>- Set a specific learning goal.</li> <li>- Commit material to memory: write margin notes, summarize, form mental images, underline/highlight important information.</li> <li>- Self-evaluate: recognize one's strengths and weaknesses.</li> <li>- Reflect on the learning which has taken place: assess what has been mastered, what remains unclear.</li> </ul> </li> </ul>

**THINKING SKILLS  
OBJECTIVES**

\* **Develop information processing skills: literal and critical.**

- Relate language experiences to life experiences.
- Contrast two characters from the same story; a favorite storybook character with a family member and friend.
- Classify information in semantic groups, lexical sets, time-lines, and graphic organizers.
- State the main idea.
- Identify irrelevant information.

\* **Develop confidence and autonomy as life-long learners.**

- Request assistance from peers, adults, parents.
- Consult reference sources to expand own knowledge.
- Give and receive feedback on work presented.
- Use mental and physical techniques to reduce anxieties.

\* **Develop organizational skills.**

- Maintain a file with dividers or a folder so that materials are well-organized.
- Have an agenda or notebook to write homework assignments, reminders, and personal notes.
- Prepare for tests by maintaining a planned study schedule.
- Monitor and evaluate your own use of the language.
- Anticipate assessment by reviewing and organizing material presented.
- Plan study time and leisure time at home.

\* **Develop textbook skills.**

- Consult a glossary to check the meaning of a word.
- Record new vocabulary in lexical sets in a vocabulary log book.
- Use a 'table of contents' to find a specific chapter quickly.

**STUDY SKILLS  
OBJECTIVES**

**STUDY SKILLS  
OBJECTIVES**

- Complete timed reading assignments.
- Identify the table of contents.

**\* Develop library and research skills.**

- Alphabetize to the third letter.
- Consult thesaurus for synonyms, meanings of words.
- Use a dictionary to find the meaning of a word or to find parts of speech labels.
- Understand the parts of a library card.
- Borrow books from the school library or from friends to explore topics.
- Use reference books to conduct mini-research projects.
- Take down a few notes from a teacher or from a reference book.
- Write legibly to facilitate later reference to notes.
- Preview a story.
- Use a dictionary to find the meaning of a word.

**\* Develop appropriate strategies.**

- Practice 'listening' to what others say.
- Share newly acquired information with a classmate.
- Ask peers questions about unclear points.
- Preview/~~pre~~dict/set purpose.
- Implement 'K-W-L' (Know, Wonder, Learn).
- Adjust reading rate to purpose.
- Implement P-I-N (positive, interesting, and negative elements).

<p><b>CULTURAL AWARENESS OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>* <b>Develop reading rate.</b> <ul style="list-style-type: none"> <li>– Practice rapid word and phrase recognition exercise.</li> <li>– Read at a speed of approximately 80 words per minute.</li> </ul> </li> <li>* <b>Recognize and understand typical behaviors in common everyday situations.</b> <ul style="list-style-type: none"> <li>– Determine appropriate protocol relative to various extra-linguistic behaviors; i.e., distance, eye contact, touching, and gestures.</li> <li>– Produce culturally appropriate linguistic utterances; i.e., polite inquiry, leave-taking, asking and giving directions, making excuses, etc.</li> </ul> </li> <li>* <b>Use authentic materials to familiarize themselves with the target culture.</b> <ul style="list-style-type: none"> <li>– Use realia to compare and contrast the Lebanese and target cultures.</li> <li>– Set up classroom display centers which feature stamps, currency, postcards, etc. from the target culture.</li> </ul> </li> <li>* <b>Become empathetic toward the target culture.</b> <ul style="list-style-type: none"> <li>– Read about a typical day in the life of a 6 to 8-year old target culture child; list the things he/she does alone, and compare these things to what the learner does alone; state the things the learner believes he/she could do alone, if given the chance</li> <li>– Give examples of proverbs which are the same in Arabic and the target language.</li> <li>– Generate and ask a target culture guest speaker/visitor simple questions about his/her family, country, job, interests, pets, daily habits.</li> </ul> </li> </ul>
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## **GRAMMAR OBJECTIVES**

### *Simple Sentences*

#### **Declarative (Statement)**

(affirmative)

*The sun shone brightly in the sky.*

*The sky looks dark in winter.*

(negative)

*Stores are not open on Sundays.*

*We didn't travel last summer.*

*He doesn't know how to dance.*

#### **Interrogative (Question)**

(Yes/No questions)

*Do you know how to dance?*

*Can all birds fly?*

*Did the tigers at the circus scare you?*

(Wh-questions)

*How do you go to school?*

*Who teaches you English?*

*How many bars of chocolate did you buy?*

#### **Exclamatory (Exclamation)**

*I cannot possibly wait until the next game!*

### Imperative (Command)

*Please hold my hat for a moment.*

*Open the door.*

### Compound

*A police officer blew his whistle, and the car stopped.*

*The weather was nice yesterday, but we didn't go out.*

### Grammatical Elements and Points

#### Verbs

##### Linking verb 'to be'

*The children are interested in the game.*

*The flowers were beautiful.*

*I was busy yesterday.*

*Stars are many sizes and colors.*

##### Helping verb 'to be'

*Suha is coming here very soon.*

*The children are counting the toys.*

##### Emotive verbs

*I hate getting up early.*

*He thinks the teacher is right.*

##### Action verbs

*Most birds eat seeds.*

*Workers build strong bridges.*

### Principal Parts

#### (Regular)

*We studied our lesson yesterday.*

*Rami stopped when the referee blew his whistle.*

#### (Irregular)

*We went to the park last weekend.*

*The baby drank all his milk.*

### Tenses

#### (Simple Present)

*Some stars look like animals.*

*My father drives to work daily.*

*He studies his lessons before he goes to bed.*

#### (Simple Past)

*The monkeys dropped their hats on the ground when they saw the man.*

*Rain began to fall heavily last night.*

#### (Present Continuous)

*Look! Ahmed and Mounir are coming towards us.*

### Nouns

#### Singular and Plural

#### (Regular)

*The boy greeted the ladies.*

*The buses stopped at the bus station.*

*My mother bought two kilos of potatoes.*

*The children welcomed the woman.*



### Possessives (Singular and Plural)

*My sister's friend helps her a lot.*  
*The boys' hats are torn.*

### Common, Proper and Gender

(Common)

*The teacher explained the lesson well.*  
*The students come to school on time.*

(Proper)

*In May there will be a dinosaur exhibition.*  
*The exhibition will take place in the United States.*

(Gender)

*Man is to woman as nephew is to niece.*

### Pronouns

#### Subject

*Nada and I are not coming to the party.*  
*They are inviting us to Luna Park.*

#### Object

*Mom asked us to come in.*  
*The teacher gave John and me a hand.*

### Possessive

*My bicycle is broken.*

*Ghada invited her friends to her birthday party.*

### Adjectives

#### Common

*The apple tastes sweet.*

*The farmer could not pull out the enormous turnip.*

*It was red.*

*Many people tried to pull it out.*

*Kassim and Jean Marie did not have much food to eat.*

#### Comparative

*The Earth is warmer than Mars.*

*My picture is more colorful than the one on the wall.*

#### Superlative

*Neptune is the coolest planet.*

*That picture is the most beautiful.*

### Adverbs

#### Place

*We looked everywhere for the map.*

#### Time

*Next year I will take art lessons.*

*My father will be home soon.*

#### Manner

*I excitedly hopped out of bed when I heard the news.*

*Sammy happily unwrapped the present.*

## **Articles**

### **(Definite)**

*The Earth rotates.*

### **(Indefinite)**

*There is a book on the table.*

*May I have an apple, please?*

## **Prepositions**

### **Place**

*She sits between Samira and me.*

### **Time**

*My birthday is in February.*

*This year, my birthday will be on a Monday.*

*The party will be at 6:00 p.m.*

## **Modals**

### **Possibility/Ability**

*May I borrow your pen?*

*Can I sit on this chair?*

*Can all birds fly?*

## **Usage**

### **Fragment**

*into the house*

*She walked into the house.*

### Run-On Sentences

*I work in the garden myself my mother only helps.*  
*I work in the garden myself. My mother only helps*

### Subject-Verb Agreement

*Mary and Nadir never come on time.*  
*Nadira comes to school early.*

### Irregular Verbs

*We always write our assignments in class.*  
*Sabah wrote her assignments at home.*

### Agreement with Antecedents

*Mary is not here right now. She went home.*  
*Samir and I went to the theater. We enjoyed the play.*  
*Nadine and Fadi didn't go to the theater. They went to the cinema.*

### (Avoid) Double Subjects

*Mary ( she) is late today.*

### Naming Self Last

*The teacher and I put the books on the shelves.*  
*The principle gave Ahmad and me prizes.*

## BASIC EDUCATION CURRICULUM OBJECTIVES

### Grade Three

#### **THEMES**

**The themes for Cycle One are content-based. They are related to natural sciences and social studies.**

#### **I. THE ENVIRONMENT**

- a. Urban life
- b. Suburban life
- c. Rural life
- d. Keeping the environment clean
- e. Conservation
- f. Recycling
- g. Pollution
- h. Endangered species
- i. Pollution
- j. Ozone layer
- k. Tropical Rain Forest

#### **II. HEALTH AND HYGIENE**

- a. Cleanliness
- b. Health habits
- c. Nutrition
- d. Oral Hygiene

#### **III. CHILDREN'S RIGHTS**

#### IV. HOLIDAYS AND FEASTS

- a. New Year's Eve
- b. Christmas
- c. Eid el-Adha
- d. Eid el-Fitr
- e. Easter

#### V. WORLD OF MYSTERIES AND ADVENTURES

- a. Oceans
- b. Space
- c. Science fiction
- d. Jungles, Deserts
- e. Desert Islands

#### VI. THE ARTS

- a. Dancing
- b. Singing
- c. Playing musical instruments
- d. Painting
- e. Handicrafts
- f. Pottery

**CURRICULAR OBJECTIVES**  
**FOR CYCLE II OF BASIC EDUCATION**

By the end of Cycle II of basic education (grades 4-6), students are expected to be able to do the following:

**LISTENING OBJECTIVES**

**\* Comprehend explicit information in spoken discourse (speaker, tape, film).**

- Formulate and answer various types of questions.
- Arrange information in sequence.
- Follow a set of instructions.
- Retell the major events or steps.
- Take note of specific information.

**\* Comprehend and interpret spoken discourse.**

- Identify the speaker's intent, the problem, the main idea, facts, fantasy, etc.
- Organize content in graphic form.
- Infer ideas, outcomes, attitudes, intentions, or feelings.
- State similarities and differences between persons, actions, or objects.
- Summarize main points.
- Interpret non-verbal communication.
- Relate content to personal experience or to prior knowledge.

**\* Comprehend, appreciate and enjoy spoken literary discourse.**

- Identify mood, setting, characters and purpose.
- Identify rhyme, metaphors and similes.
- React to literature, art, or music, through singing, dramatization or art craft.
- Comment on the actions, utterances, or feelings of the characters.
- Evaluate content, message and peers' oral presentations.

**\* Expand linguistic analysis skills.**

- List discourse markers.
- Recall / take note of key terms, specific words, and structures.
- Classify vocabulary into semantic and / or lexical families.
- Match basic intonation patterns to corresponding emotions or intent.
- Infer grammar rules and the meaning of vocabulary items.

**ORAL COMMUNICATION OBJECTIVES**

**\* Convey information and ideas.**

- Describe persons, things, places, locations, events, processes, etc.
- Discuss topics of interest or subjects under study.
- Discuss past and present events, or future plans.
- Report on books read, assignments done, group projects, decisions made, steps required for solving a problem or for doing something, etc.

**\* Exchange opinions and interpretations.**

- Propose justifications, interpretations and explanations for actions, visuals, natural phenomena, etc.
- Discuss relationships and connections.
- Express opinions and convince others of point of view.

**\* Express feelings, interests and attitudes.**

- Ask and give information related to self (nationality, parents' occupation, hobbies etc).
- Express, and inquire about, needs, desires, wants, preferences, etc.
- Relate personal experiences and activities to peers or adults.
- Empathize with the problems of others.
- Describe reactions to current events, TV programs, school activities, etc.



**\* Demonstrate verbal participatory skills in oral discussions, presentations and simulations.**

- Participate in conversations, discussions, simulations, and oral presentations.
- Show interest in the conversations of others (praising).
- Initiate, maintain, and conclude a short conversation.
- Give constructive feedback (accept differences, be assertive in acceptable ways, offer praise).
- Take part in role play.
- Use basic courtesy and formulaic expressions correctly.

**READING OBJECTIVES**

**\* Comprehend varied printed materials (prose and non-prose).**

- Formulate and respond to various types of literal questions.
- Retell a short narrative in own words.
- Complete a cloze passage.
- Locate specific information.

**\* Comprehend and interpret written discourse.**

- Differentiate between cause and effect, fiction and non-fiction, similarities and differences, etc.
- Infer ideas, outcomes, attitudes, intentions, feelings, etc.
- Relate information to personal experiences and/or other content area-material.
- Reorganize information.
- Summarize major points.
- Discuss the content.

**\* Comprehend, appreciate and enjoy literary written discourse.**

- Interpret mood, setting, characters, plot, and author's purpose.
- Comment on the following linguistic features: metaphors and simili, rhyme, personification, alliteration, and hyperbole.
- React to literature through art, craft or dramatization.
- Comment on the actions, utterances, and feelings of characters.
- Evaluate overall content, layout and language.

**\* Expand linguistic analysis skills.**

- Identify and use context clues to determine the particular meaning of words and idiomatic expressions.
- Recognize and suggest synonyms, antonyms, homonyms, homographs and homophones.
- Assemble word families into appropriate graphic organizers.
- Identify and explain common and simple analogies and proverbs.
- Read aloud with proper phrasing, intonation and rhythm.
- Derive new words from existing ones.

**WRITTEN COMMUNICATION OBJECTIVES**

**\* Develop competence in composing.**

- Participate in planning.
- Engage in drafting.
- Participate in conferencing and peer responding.

**\* Generate transactional writing.**

- Write announcements, directions, notes, letters, etc.
- Prepare interviews, questionnaires and itineraries.
- Give comments, advice, recipes, newscasts, etc.
- Complete forms and applications.

**\* Produce creative writing.**

- Create poems, songs, acrostics, stories, etc.
- Design invitation cards, postcards, posters, etc.
- Fill in captions and speech bubbles.
- Write a journal / diary on a regular basis.
- Write descriptions of one's works of art, inventions, achievements, etc.

**\* Produce academic writing.**

- Prepare reports and books reviews.
- Write summaries.
- Compose coherent paragraph(s) in the following rhetorical modes:  
(narration, compare and contrast, how-to process, description.)

**\* Review one's and others' writing.**

- Revise the content.
- Refine content and form to suit audience.
- Proofread and edit a piece of writing.
- Conduct a structured interview with peers to elicit feedback on content and form.

**\* Participate in guided writing activities.**

- Construct sentences to describe an object, a picture, an event, etc.
- Select or provide an appropriate title, topic or concluding sentence.
- Rearrange scrambled sentences / paragraphs in the correct order.
- Combine compound and complex sentences with suitable joining word.
- Rewrite a short paragraph, a dialogue, song or poem in own words.
- Complete an unfinished text for a specific audience.

**\* Develop confidence in ability to communicate in writing.**

- Present and publish the written product.
- Contribute ideas for shared writings.
- Revise after discussing with team members.

**THINKING SKILLS OBJECTIVES**

**\* Develop logical thinking strategies.**

- Classify, categorize and compare information.
- Organize information into various logical sequences.
- Analyze and synthesize information.
- Make inferences about content.
- Evaluate spoken and written discourse.

**\* Transfer knowledge and skills from one situation to another.**

- Apply learned strategies in solving new problems.
- Relate information gained from different sources.
- Draw on first language knowledge for concept and skill reinforcement.
- Compare first language with second language in structures and cultural expressions.

**STUDY SKILLS OBJECTIVES**

**\* Develop strategies to improve study and learning habits.**

- Recognize several possible ways to organize desk, work folder and / or schoolbag.
- Discuss good and bad study habits.
- Determine objectives and goals.
- Divide long assignments into manageable parts.
- Practice and review material often to internalize information or a skill.
- Use self-questioning techniques when reading or writing.
- Preview a text to formulate an idea or hypothesis on the content.

**\* Develop textbook skills.**

- Identify and use each part of a textbook.
- Employ graphic aids (maps, charts, illustrations, etc) as sources of information.
- Use guide words to locate the dictionary page where a desired word is located.
- Locate and use the part of speech label, the number of syllables, location of accent and/or the pronunciation of a dictionary entry.
- Choose the appropriate definition, synonym or antonym.
- Find and use relevant information in a textbook, atlas, audio-visuals, etc....

**\* Develop test-taking strategies.**

- Identify key terms used in test instructions (compare/contrast, list, define, etc).
- Recall and jot down the information required.
- Organize the information as required.
- Review questions and answers before submitting the test paper.

**\* Develop self-assessment skills.**

- Use self monitoring checklists to determine success and progress.
- Keep and use a portfolio.
- Use a chart for analyzing results of quizzes and tests.
- Negotiate meaning with peers.
- Ask teacher or other adults for information and explanation.

**CULTURAL AWARENESS OBJECTIVES**

**\* Recognize and understand the target culture.**

- Ask and answer questions related to the target culture.
- Participate in performances, class projects and exhibitions.

**\* Develop empathy towards the target culture.**

- Compare expressions of politeness and forms of address.
- Identify evidence of foreign culture influence on Lebanese society.
- Compare social conventions in the two cultures.
- Recognize stereotypes and preconceived ideas.

**CURRICULAR OBJECTIVES**  
**FOR GRADE VI OF BASIC EDUCATION**

By the end of grade 6, the students are expected to be able to do the following:

<b>LISTENING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>* <b>Comprehend explicit information in spoken discourse.</b> <ul style="list-style-type: none"> <li>– Generate questions on text.</li> <li>– Retell story in own words.</li> <li>– Recognize irrelevant information.</li> <li>– Follow a set of instructions.</li> <li>– Comment on oral descriptions.</li> <li>– Restate steps in a process.</li> </ul> </li> <li>* <b>Comprehend and interpret spoken discourse.</b> <ul style="list-style-type: none"> <li>– Plot main ideas and details using graphic organizers.</li> <li>– Modify deductions following new input.</li> <li>– Comment on tone.</li> <li>– Arrange ideas into story frames and webs taking into consideration key terms and transitionals.</li> <li>– Compare and contrast different descriptions of one item, event or person.</li> <li>– Provide alternative solution to problems.</li> <li>– Discuss hidden messages in speaker's short talk or dialogue.</li> <li>– Interpret non-verbal communication.</li> </ul> </li> <li>* <b>Comprehend, appreciate, and enjoy literary spoken discourse.</b> <ul style="list-style-type: none"> <li>– Repeat poems with attention to rhyme and rhythm.</li> <li>– Improvise a scene for an oral work.</li> <li>– Interpret setting of musical composition through art craft.</li> <li>– Relate characters to actions and settings.</li> <li>– Reconstruct lines of verse according to a rhyme scheme.</li> <li>– Identify and explain similes and metaphors.</li> </ul> </li> </ul>
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**LISTENING OBJECTIVES****\* Expand Linguistic analysis skills.**

- Classify key terms and transitionals.
- Note down non-function words.
- Classify vocabulary words according to semantic and lexical families.
- Relate intonational patterns to purpose.
- Comment on features of usage.
- Give definitions of new words.

**ORAL COMMUNIVATION  
OBJECTIVES****\* Convey information and ideas.**

- Explain the process of making things.
- Discuss topics from different content matter areas.
- Compare and contrast two similar pictures, objects, persons.
- Reteach a part of a lesson to a peer using illustration and visuals.
- Narrate major historical events, calamities, disasters which happened in the country or the world at large.
- Suggest plans for projects, games, holidays, etc.

**\* Exchange opinions and interpretations.**

- Propose justifications for usual behavior and explanations for natural phenomena, events or calamities.
- Interpret visuals, graphics, logos, ads, etc.
- Give examples of inventions and say how they changed our lives.
- Grate an alibi for self or another character.
- Question the actions of main characters in a story, TV program, play, etc.
- Convince others of personal point of view.
- Examine reasons for actions, behaviours, moods, etc.

**\* Express feelings, interests and attitudes.**

- Discuss aptitudes, requirements, and routine needs.
- Describe personal moods, feelings, and reactions to specific current events.
- Examine strategies for coping with personal/social problems.
- Empathize with the problems of others.

**ORAL COMMUNIVATION  
OBJECTIVES**

**\* Demonstrate verbal participatory skills in oral presentations, discussions and simulations.**

- Initiate, maintain and conclude a structured conversation with peers and adults.
- Discuss social and environmental problems (e.g., theft, poverty, pollution, etc.).
- Give an oral account of a famous Lebanese author, artist, inventor, etc.
- Narrate a story, read or heard, observing the sequence of events.
- Debate both sides of an issue.
- Explain an experiment with visual aids.
- Speak with an easy flow using appropriate intonation, stress and pronunciation.
- Use basic courtesy and formulaic expressions correctly.

**READING OBJECTIVES**

**\* Comprehend varied written discourse (prose and non-prose).**

- Answer various types of referential /inferential questions.
- Identify and explain pronoun referents.
- Paraphrase the contents of a short text.
- Fill in a cloze passage on varied narrative texts.
- Chart specific information.
- Write labels for missing elements in non-prose texts (graphs, charts, diagrams, etc.)

**\* Comprehend and interpret written discourse.**

- Explain cause and effect relationships in narrative and informational texts.
- Differentiate between fiction and non-fiction.
- Predict contents of a text by accessing knowledge from content matter areas and from personal experiences.
- Justify and confirm inferences about outcomes.
- Order information into various logical sequences.
- Discuss main ideas and events.
- Categorize similarities and differences between characters, actions, feelings, etc.



<p><b>READING OBJECTIVE</b></p>	<ul style="list-style-type: none"> <li>* <b>Comprehend, appreciate and enjoy literary written discourse.</b> <ul style="list-style-type: none"> <li>- React to literature in a variety of ways.</li> <li>- Distinguish between personal opinions and factual opinion.</li> <li>- Discuss elements of fiction and non fiction.</li> <li>- Justify feelings about characters, events, etc.</li> <li>- Negotiate new solutions to the conflict / problem in the text.</li> <li>- Give a short oral evaluation of the overall layout, visuals, language, etc.</li> <li>- Rate the story against other stories that one has read.</li> </ul> </li> <li>* <b>Expand linguistic analysis skills.</b> <ul style="list-style-type: none"> <li>- Identify the discourse markers.</li> <li>- Interpret basic connotations of high frequency words.</li> <li>- Recognize and provide synonyms, antonyms, homographs and homophones.</li> <li>- Devise personal word play games to organize vocabulary.</li> <li>- Chart common derivatives from base.</li> <li>- Infer meaning from specific examples, definitions, or form general context.</li> <li>- Analyze word parts to deduce meaning of new words.</li> <li>- Read aloud a poem / passage with proper intonation, phrasing and rhythm.</li> </ul> </li> </ul>
<p><b>WRITTEN COMMUNICATION OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>* <b>Generate transactional writing.</b> <ul style="list-style-type: none"> <li>- Write announcements, notes, editorials, classified ads, letters to peers or adults, brochures, etc...</li> <li>- Prepare interviews, questionnaires and itineraries.</li> <li>- Complete forms for different purposes.</li> <li>- Take down telephone messages.</li> </ul> </li> <li>* <b>Produce creative writing.</b> <ul style="list-style-type: none"> <li>- Devise poems, songs, riddles, jokes, and sketches.</li> <li>- Extend a story with a series of new events.</li> <li>- Rewrite a story from a non-personal point of view.</li> </ul> </li> </ul>

**WRITTEN  
COMMUNICATION  
OBJECTIVES**

- Write character descriptions.
- -Keep a journal / diary on a regular basis.
- Create captions for visuals, posters, advertisements, etc.
- Write about real or imagined events.

**\* Produce academic writing.**

- Write a report on various assigned topics.
- Compose coherent organized paragraph(s) in the following rhetorical modes: narration, compare and contrast, description and how-to process.
- Make a recommendation for a book.
- Summarize narrative texts from graphic organizers.

**\* Review one's and others' writing.**

- Revise the composition by adding or deleting ideas or words.
- Make changes to suit the audience in mind and the purpose of writing.
- Proofread and edit a piece of writing.
- Participate in an interview with peers to elicit feedback on content and form.

**\* Participate in guided activities.**

- Produce short narrative texts following model paragraphs.
- Provide topic sentences for narrative or descriptive paragraphs.
- Arrange scrambled sentences or paragraphs into logical order.
- Complete an unfinished text.
- Reconstruct a paragraph by replacing existing words and phrases with new ones.
- Combine sentences using suitable connectors to create compound and complex sentences.

**WRITTEN  
COMMUNICATION  
OBJECTIVES**

**\* Develop confidence in ability to communicate in writing.**

- Read one's writing to peers..
- Display writing on bulletin board.
- Submit writing to the school magazine.
- Contribute ideas for shared writing.
- Discuss drafts with team members.

**THINKING SKILLS  
OBJECTIVES**

**\* Develop logical thinking strategies.**

- Solve a variety of real life situation problems.
- Classify words, concepts, terminology according to their attributes.
- Rank an idea or opinion according to order of importance.
- Reconstruct information.
- Infer ideas, meanings, relationships, etc.
- Justify reactions toward characters or events.
- Evaluate information extracted from a text.
- Organize information.
- Apply inductive and deductive reasoning to infer language rules.

**\* Transfer knowledge and skills from one situation to another.**

- Draw on first language knowledge for skill and concept reinforcement (formulate testable hypotheses).
- Compare structures and cultural expressions in L1 and L2.
- Make verbal associations between new information and information previously learned.
- Relate what one is learning to personal experiences or prior knowledge.

**STUDY SKILLS  
OBJECTIVES**

**\* Develop strategies to improve study and learning habits.**

- Develop and use a personal system to organize study materials.
- Select and use visual markers or graphic organizers to organize notes.
- Prioritize class notes to determine important ideas to study.
- Plan a research project or long assignments by breaking them into manageable parts to meet a stated deadline.
- Comment on peers' study habits.
- Discuss goals for class projects.
- Evaluate how well goals were achieved and modify them for more success.
- Create simple mnemonic devices for retaining information.
- Preview a text to formulate a hypotheses on the content.
- Negotiate meaning with peers to enhance learning.

**\* Develop textbook skills.**

- Identify and use the different parts of a textbook.
- Locate derived and inflected words (including spelling changes) which are not listed as separate dictionary entries.
- Use the part of speech label, number of syllables, location of accent, and pronunciation of a dictionary entry.
- Employ a beginner's thesaurus to locate appropriate synonyms and antonyms.

**\* Develop test-taking strategies.**

- Identify key terms used in test items (compare/contrast, list, define, etc.).
- Recall and jot down the required information/content on scratch paper.
- Review and proofread questions/answers before submitting the test paper.

**\* Develop self-assessment skills.**

- Ask teacher or other adults for feedback.
- Use self-monitoring checklists to determine success and progress.
- Keep and maintain an up-to-date portfolio.
- Use a chart to analyze results of quizzes and tests.

## **THEMATIC UNITS**

### **\* Sports**

- World cup, olympics and championships
- Kinds of sports, etc.

### **\* The environment**

- Pollution
- Endangered planet
- Importance of parks and nature reserves
- Recycling

### **\* Technology**

- Computers and calculators,
- Radio, T.V, and telephones

### **\* Meeting challenges**

- Dealing with failure, conflict, disabilities, natural disasters

## **CONTENT AREAS**

Language arts	Music
Mathematics	Science
Social studies	Literature
Art	

## GRAMMAR SKILLS (grade 6)

### GRAMMATICAL STRUCTURES

#### \* Word Order

- Natural

*My brother and I are going to the beach this afternoon..*

- Inverted (Questions only)

*When **did Imad leave** the party yesterday?*

***Have you eaten** your lunch yet?*

***Is** the **pizza done** yet?*

*Here **are** the **plates**.*

#### \* Sentence Structures

- Simple ( with or without compound parts)

*Computers are expensive.*

*Sara and I went to the bookstore and bought some pencils.*

- Compound

*Khalil got up early in the morning, **and** he woke me up with all his noise.*

- Complex

*I couldn't go to school because I was sick.*

*When I save enough money, I will buy a computer.*

#### \* Sentence Types

- Declarative (Positive)

*Some people can speak many languages.*

- Declarative (Negative)

*I can **not** speak French.*

*I have **never** heard of that word before.*

- Interrogative (Yes/No Questions - Positive and Negative)
  - Is Sami going with us tonight?*
  - Didn't Khalil win the contest?*
  - May I borrow your pen?*
- Interrogative (Wh-questions)
  - When** are we going to eat lunch?*
  - Where** did you put my shirt?*
  - Who** will not have to go to the doctor?*
  - What** is your last name?*
  - How** did they finish so quickly?*
  - Why** didn't Ala' bring any chocolate from the shop?*
- Exclamatory
  - What a hot day it is today!*
  - Hurrah!** We won the game!*
- Imperative
  - Be careful!*
  - Turn around.*

## GRAMMATICAL ELEMENTS AND POINTS

### \* Nouns

- Singular and Plural (regular and irregular forms)
  - Jad climbed a **tree** and broke two **branches**.*
  - All the **teachers** are in a **meeting**.*
  - There are three **children** in our **family**.*
  - Daddy killed all the **mice** in the **garden**.*
- Abstract Nouns(common)
  - Everyone wants to have **wealth** and **fame**.*
  - It is best to tell the **truth** at all times.*
- Common and Proper
  - We went shopping in the **city**.*
  - We bought many things in **Beirut**.*

- Count and Non-count Nouns  
*Mom needs **flour**, **sugar**, and **rice** from the shop.*
- Compound Nouns  
***class + room** classroom: **copy + book** copybook*
- Possessive Nouns (Singular and Plural of regular forms)  
***Uncle Mohammad's** car is in the repair shop.*  
*My **friend's** father is a doctor.*  
*Mom told me to put these toys in the **boys'** bedroom.*
- Possessive Nouns (Singular and Plural of irregular forms)  
*I baked the **children's** favorite dessert.*  
*Let's go to a shop that sells **ladies'** clothing.*
- Collective Nouns  
*We saw a **crowd** of people gathered in the street.*  
*My sister and I picked a big **bunch** of flowers.*

#### \* Sentence Parts

- Complete Subject  
***All the neighborhood children** play in this field.*
- Complete Predicate  
*The man **rang the doorbell repeatedly**.*
- Compound Subject  
***My father and I** went to the vegetable market.*  
***Ziad or Zeina** will win the prize.*
- Compound Predicate  
*Zeina **studied** for her test **and went** to bed.*  
*Wissam will **ride** his bike **or walk** to the shop.*
- Direct Object  
*Sami took out the **garbage** after dinner.*
- Indirect Object  
*Amani made **me** a cake.*



- Dependent and Independent clauses  
***My friend and I get along very well** (independent)*  
***Because we have many things in common** (dependent)*

\* **Pronouns**

- Subject Pronouns (Singular and Plural)  
***He** loves to ride in the car.*  
***They** went swimming yesterday.*
- Object Pronouns (Singular and Plural)  
*Mohammad gave **him** a piece of chocolate.*  
*Mother is cooking a special meal for **us**.*
- Possessive Pronouns (Singular Plural)  
*This is **my** Arabic book.*  
*The Math book is **mine** too.*  
*We gave **our** mother a birthday present*
- Indefinite Pronouns  
*When Dad got home, **no one** was there.*  
*The teacher needs **someone** to carry these books.*  
***Few** in this class have finished their work.*
- Relative Pronouns (who, whom, whose)  
*This is the girl \_\_\_\_\_ painted the picture. (who, whom)*
- Demonstrative Pronouns (this, that, these, those)  
***This** is the dress I want.*  
***Those** are the papers that the teacher wants.*
- Interrogative Pronouns  
***Who** is that girl?*  
***Whose** sweater is this?*  
***Which** is bigger, a bear or a lion?*  
***What** is she doing?*
- Reflexive Pronouns (Singular & Plural)  
*Rana hurt **herself**.*  
*The boys will do the job **themselves**.*

- Pronoun Antecedent

*I offered an apple to **Jad**, but **he** said no.*

*Jamila brought **Hisham** some **fruit**, but **he** couldn't eat **it**.*

#### \* Sentence Errors

- Too many "ands"

*We went to the shop **and** we saw my brother **and** we*

*played a trick on him **and** he began to cry **and** at last my mom got mad at us.*

- Run-On Sentences

*Lola writes stories she writes poems and she reads them in class.*

- Fragments

***To the market.***

***All the boys.***

***When the bus arrived.***

***Whose sweater I borrowed.***

#### \* Verbs

- Action and Linking

*George **ate** several bars of chocolate.*

*Now he **is** sick.*

- Principal Parts (Present, Past, Present Participle, Past Participle)

Regular: **walk - walks - walked - walking - walked**

Common Irregular: **go -- goes - went - going - gone**

#### \* Modals

- Can (ability)

*I **can** ride a bike.*

- Can (polite request)

***Can** you help me, please?*

- Can (possibility)

*You **can** easily break your arm doing dangerous things like that.*

- Have to (necessity)  
*We **have to** clean up the mess in the garden.*
- Have to (past necessity)  
*She **had to** leave before the bell rang.*
- May (permission)  
***May** I take this paper?*
- May (possibility)  
*It **may** rain today, so take your umbrella.*
- Must (obligation)  
*Children **must** obey their parents.*
- Must (prohibition)  
*You **must not** chew gum during class.*
- Used to (past habitual action)  
*My sister **used to** drink a lot of milk.*
- Will (promise)  
*OK. I **will** wash the dishes for you tonight.*

#### \* Verb Tenses

- Present  
Simple: *We **have** English five days a week.*  
Progressive: *Karim **is washing** Dad's car now.*  
Present Perfect: *I **have visited** Baalbec many times.*
- Past  
Simple: *My sister **fell** down and **bumped** her head.*  
Progressive: *Rabia **was playing** football when he **fell** and **hurt** his leg.*
- Future  
Simple: *I **will come** tomorrow.*  
be going to: *Norma **is going to** be a nurse.*

#### \* Adjectives

- Descriptive (common)  
*Please bring me my **red and blue** sweater.*  
*That **one enormous** watermelon was big enough for the whole family*

- Descriptive (Proper)  
We went to a **French** restaurant for lunch.
- Demonstrative (this, that, these, those)  
**That T-shirt** is too small for me.  
**This room** is small but bright.  
**These apples** are delicious.  
My mother made **those sweaters** for me last year.
- Positive  
This cake is **delicious**.  
Rima always eats a **good** breakfast.
- Comparative  
My brother is **stronger than** I am.  
Today is **as hot as** it was yesterday.  
The math test was **more difficult than** the English test.
- Superlative  
I can't pick up **the biggest** box. It's too heavy.  
This is **the most delicious** cake I have ever eaten.

#### \* Adverbs

- Manner (How)  
The cat ran **quickly** after the mouse.
- Place (Where)  
We went **home** after the game ended.
- Time (When)  
Let's go to play football **tomorrow**.  
We can eat this strawberry tart **later**.
- Frequency  
Sana **always** does well on tests.  
Jawad **never** gets home before three o'clock.
- Intensifier  
The old woman spoke **very** slowly.

- Adverb Vs Adjective

*The bell rang **loudly**. (adverb)*

*The **loud** bell interrupted our lesson. (adjective)*

#### \* Prepositions

- Common Prepositions (for, with, to, of, by,...)
- Place (in, on, at, beside, between, behind, in front of....)  
*Please put the vase **in** the cupboard.*  
*Sari sits **behind** me in Math class.*
- Time (at, after, before, in, on ....)  
*School begins **at** 7:40 every morning.*  
*We don't go to school **on** Sunday.*

#### \* Conjunctions

- Coordinating Conjunctions (FANBOYS)  
*We went to the market, **and** we bought some apples.*  
*Rania ran fast, **but** she missed the bus.*  
*We can go hiking, **or** we can go swimming.*  
*Tarek was sleepy, **so** he went to bed.*  
*We don't play, **nor** do we chew gum in class.*  
*Maya studies little, **yet** she always gets good grades.*
- Subordinating Conjunctions (after, before, because, when, while, until)  
*Another person will do the job **because** Rima is absent.*  
*The dog went to sleep **after** he had eaten his food.*  
*We always have a good time **when** we visit Grandma.*

#### \* Usage

- Contractions ( with will, is, have, not )  
*We **didn't** finish the lesson today.*  
*We've done that exercise many times before.*  
*She'll come in tomorrow.*  
*Where's my shoe?*
- Subject/Verb Agreement  
*Leila and Rima **play** the piano well.*

**Hussein works** with his father in the garden every Saturday.

Here **is** your **money**.

- Troublesome Verb Pairs

I want to **learn** to swim. Will you **teach** me?

The thief **robbed** the bank. He **stole** all the money.

The sun **rises** early in the morning. I **raised** the window to let in the fresh air.

#### \* Mechanics

- Capital letters (at sentence beginnings)

**A** new family is moving into our building.

**What** a beautiful day it is!

- Capital letters (for proper nouns and proper adjectives)

The international airport is in **Beirut**.

We don't understand the **Japanese** language.

There is no school on **Independence Day**.

We will celebrate **Sana's** birthday on **Sunday**.

- End Punctuation ( . ? ! )

- Periods in abbreviations

We met **Mr.** and **Mrs.** Aswad at the market.

- Commas (after Yes and No)

**Yes**, I need a new pair of shoes.

- Commas (in a series)

We bought **apples, potatoes, and lettuce** at the market.

The **huge, angry** cow chased us out of the field.

- Commas in compound sentences

The cat crossed the street, **and** the dog began to chase it.

- Commas in dates

I sent the letter on May 10, 1996, but it hasn't arrived yet.

- Commas after nouns of address

Jihad, please bring me a spool of white thread.

- Commas in the greeting of a letter

Dear Mohammad,

## CURRICULAR OBJECTIVES

### FOR CYCLE III OF BASIC EDUCATION

By the end of grade 9, students in Cycle III of basic education (grades 7-9) are expected to be able to do the followings:

#### **LISTENING OBJECTIVES**

**\* Understand increasingly complex and varied audio input.**

- Answer factual and referential questions based on what is heard.
- Fill out forms.
- Take notes and/or outline what is heard.
- Dramatize what is heard.
- Participate in conversations about what is heard.

**\* Recognize and discriminate aspects of spoken discourse.**

- Identify syntactic and semantic cues to meaning; adjectives and linguistic markers.
- Identify the participant(s), situation(s), topic, tone, etc.
- Complete partial transcript of what is heard.
- Identify types of authentic listening texts.

**\* Demonstrate critical understanding of what is heard.**

- Summarize the main points in a text.
- Provide plausible conclusions/explanations.
- Propose an alternative to a plan/viewpoint/course of action/solution presented by a speaker.
- Relate intonation patterns to corresponding emotions and traits.
- Write dictated material and rearrange it.

## **ORAL COMMUNICATION OBJECTIVES**

### **\* Seek and provide information.**

- Give directions and/or instructions.
- Conduct an interview.
- Report facts, incidents and experiences.
- Narrate and describe in detail.

### **\* Communicate and/or justify intellectual, emotional, and/or moral issues and positions.**

- Give and rationalize solutions.
- Talk about feelings of concern, sympathy, aspiration, and support.
- Support opinion and point of view.
- Debate issues under consideration.
- Make simple comparisons.

### **\* Initiate, sustain, and conclude a variety of practical, social and professional conversation acts.**

- Talk about preferences and/or views.
- Role-play appropriate courtesy expressions.
- Participate fully in casual conversations.



## **READING OBJECTIVES**

### **\* Comprehend written discourse using text-related clues.**

- Identify context clues which help decode unfamiliar lexis.
- Explain the meanings of suffixes and prefixes found in the text.
- Use semantic and syntactic cues to decide or identify unknown words.
- Chart common derivatives from base.

### **\* Develop basic comprehension of appropriate literature.**

- Identify main characters, setting, plot elements, and theme.
- Summarize the plot of a story in own words.
- Practice reading a poem or passage aloud with appropriate intonation, phrasing, and rhythm.
- Design a poster/jacket/flier or an ad for a specific literary work.

### **\* Demonstrate critical understanding of written discourse.**

- Interpret graphs, charts, tables, etc.
- Supply suitable title for text.
- Make appropriate inferences about characters, themes and events.
- Compare/contrast attitude, setting, characters, etc.
- Identify aim/message/purpose of printed discourse.
- Identify context and rhetorical mode.
- Distinguish causes and effects in a text.

## **WRITTEN COMMUNICATION OBJECTIVES**

### **\* Develop and enhance writing skills through guided and semi-guided activities.**

- Reconstruct scrambled texts.
- Fill in missing cohesive devices in a text.
- Create appropriate topic and concluding sentences.

### **\* Produce expressive, transactional, and creative writing.**

- Keep a journal.
- Write reports, research papers, summaries, etc.
- Write stories, poems, songs, etc.

### **\* Apply process writing skills.**

- Explore and conceptualize topics.
- Collect and organize data.
- Engage in drafting.
- Revise written drafts.
- Publish written product
- Publish written work
- Read aloud written work.
- Post writing on bulletin board.
- Submit writing to school magazine.

## **THINKING SKILLS OBJECTIVES**

### **\* Develop thinking strategies in problem-solving, decision-making and conceptualizing.**

- Identify a problem presented in a text.
- Formulate clarification questions.
- Classify, organize, and categorize information.
- Provide examples and attributes related to the concept.

### **\* Develop critical thinking skills.**

- Verify the credibility of the source.
- Examine flow of ideas/logic of argument.
- Detect bias in an argument.
- Arrive at appropriate conclusion.
- Recognize patterns of deductive, inductive and analogical reasoning.

### **\* Transfer information from one context to another.**

- Relate information in text to experience and previous knowledge.
- Synthesize pieces of information from different sources/subject-matter areas to support an argument.

## **STUDY SKILLS OBJECTIVES**

### **\* Develop research skills.**

- Create a research strategy.
- Use effective note-taking techniques.
- Select and narrow a topic.
- Write an essay based on a two-three part outline.

### **\* Develop test-taking skills.**

- Design an effective study plan.
- Become familiar with test formats and types.
- Take mock exams with peers.
- Use strategies to reduce test anxiety.

### **\* Utilize library resources.**

- Locate sources in library, e.g. dictionaries, encyclopedias, thesauruses, etc.
- Become familiar with different sections of a library.
- Use catalogues, e.g. author, subject, title.
- Use computer resources.

## **CULTURAL AWARENESS SKILLS OBJECTIVES**

### **\* Work with authentic materials to become familiar with the target culture.**

- Identify the different portions of a newspaper or magazine such as comic strip, caricature, editorial, etc.
- Note down differences in non-verbal social customs in any target culture scene (films, shows) relating to distance, queuing, gestures, dress, greeting.
- Analyze culturally significant items such as food or dress.

### **\* Develop empathy toward the target culture**

- Identify general themes dealt with in popular English speaking TV soap operas, i.e., family, work, love, greed, etc.
- Take part in songs and dances that belong to the target culture.
- Record interesting information about the target culture in your journal.

### **\* Understand culturally significant expressions**

- Match vocabulary words related to culturally specific items such as: cowboys, Halloween, fast food joints, etc.
- Analyze the influence of English-speaking cultures on learner's culture by focusing on imported products, social customs, music, dress, etc.

**CURRICULAR OBJECTIVE**  
**FOR GRADE 9 OF BASIC EDUCATION**

By the end of the grade 9, the students are expected to be able to do the following:

SKILL	INSTRUCTIONAL OBJECTIVES
<b>LISTENING OBJECTIVES</b>	<ul style="list-style-type: none"> <li>* <b>Demonstrate understanding of increasingly complex and varied audio input.</b> <ul style="list-style-type: none"> <li>- Explain idiomatic connotations.</li> <li>- Paraphrase the main idea.</li> <li>- Present jumbled events in chronological order.</li> <li>- Make inferences based on prior knowledge.</li> <li>- Dramatize a whole situation/event described.</li> <li>- Reach a consensus about a problem presented.</li> <li>- Design a plan to solve a problem.</li> </ul> </li>   <li>* <b>Recognize and discriminate aspects of spoken discourse.</b> <ul style="list-style-type: none"> <li>- Provide definitions/synonyms to vocabulary words heard.</li> <li>- Use cloze procedure to focus on specific discourse markers.</li> <li>- Identify correct register/accent/type of language used.</li> <li>- Discuss setting and topic.</li> <li>- Summarize main points in a text.</li> <li>- Paraphrase events and points of view presented.</li> <li>- Use graphic organizers to chart information heard.</li> <li>- Draw a topic outline.</li> <li>- Identify non-standard structures + vocabulary.</li> </ul> </li> </ul>

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<p><b>* Demonstrate critical understanding of spoken discourse.</b></p> <ul style="list-style-type: none"> <li>- Provide a plausible explanation.</li> <li>- Propose an alternative to a viewpoint/solution.</li> <li>- Distinguish facts from opinions.</li> <li>- Explain speaker's purpose, tone and attitude.</li> <li>- Analyze emotional impact of audio input.</li> <li>- Devise appropriate graphic organizer to chart information heard.</li> <li>- Compare/contrast two versions of the same piece of news.</li> <li>- Criticize speaker's opinions and attitude.</li> </ul>

## Grade 9

SKILL	INSTRUCTIONAL OBJECTIVES
<b>ORAL COMMUNICATION SKILLS</b>	<ul style="list-style-type: none"> <li>* <b>Seek and/or provide information.</b> <ul style="list-style-type: none"> <li>- Explain why certain cause/effect relationships in science occur.</li> <li>- Propose and justify plans.</li> <li>- Compare two methods of doing something.</li> <li>- Describe in detail the set-up of a hospital / museum / university, etc...</li> </ul> </li>   <li>* <b>Communicate and/or justify intellectual / emotional / moral issues and positions.</b> <ul style="list-style-type: none"> <li>- Deny an accusation and defend position.</li> <li>- Evaluate two possible solutions to a problem / issue.</li> <li>- Describe the way a person must have left when his friends abandoned him.</li> <li>- Express your attitude towards a problem / issue.</li> <li>- Give oral presentations on assigned topics.</li> <li>- Compare two issues.</li> </ul> </li>   <li>* <b>Initiate / sustain and conclude a variety of practical / social and professional conversation acts.</b> <ul style="list-style-type: none"> <li>- Debate the advisability of a certain profession.</li> <li>- Summarize the highlights of a debate and conclude it.</li> <li>- Use transitionals to move logically from one point to another.</li> <li>- Give an oral report on a breakthrough in medicine, science, technology, etc.</li> <li>- Discuss and take a stand on issues from subject areas.</li> <li>- Give and receive feedback on an oral presentation.</li> <li>- Comment on a silent documentary film.</li> </ul> </li> </ul>



## Grade 9

SKILL	INSTRUCTIONAL OBJECTIVES
READING OBJECTIVES	<p><b>* Comprehend printed discourse using text-related clues.</b></p> <ul style="list-style-type: none"> <li>- Fill in a cloze passage with appropriate transitional and idiomatic expressions.</li> <li>- Review the use of synonyms/antonyms/definitions/phrasal verbs/idiomatic expressions for underlined vocabulary words in the passage.</li> <li>- Select the appropriate collocate or given word.</li> <li>- Reinforce the use of prefixes and suffixes found in a text and give further examples of words which can be formed of these.</li> </ul> <p><b>* Demonstrate critical understanding of a text.</b></p> <ul style="list-style-type: none"> <li>- Make appropriate inferences about characters, themes and events.</li> <li>- Provide an alternative outcome or conclusion and justify it.</li> <li>- Complete the missing part of a text.</li> <li>- Compare/contrast two short stories you have read.</li> <li>- Make a topic or sentence outline.</li> <li>- Discuss the messages conveyed in different logos and advertisements.</li> <li>- Interpret propaganda techniques used in ads.</li> <li>- Identify slanted language in the text.</li> <li>- Identify negative/positive/neutral connotations of words.</li> <li>- Paraphrase cause-effect events.</li> <li>- Interpret graphs, charts, tables, etc.</li> <li>- Justify your choice of a title for an extract/story/poem or article.</li> <li>- Identify context of an extract.</li> <li>- Analyze attitude in the text.</li> <li>- Distinguish between stated and implied information in a text.</li> </ul> <p><b>* Develop basic comprehension of appropriate literature.</b></p> <ul style="list-style-type: none"> <li>- Analyze main characters, setting, theme, and plot.</li> <li>- Discuss how the following elements developed: theme, character, plot, setting.</li> <li>- Practice reading a poem or passage aloud with appropriate intonation/phrasing/rhythm.</li> <li>- Rate author's use of figures of speech.</li> <li>- Create your own verse by using poem as a model of style.</li> </ul>

## Grade 9

SKILL	INSTRUCTIONAL OBJECTIVES
<b>WRITTEN COMMUNICATION OBJECTIVES</b>	<ul style="list-style-type: none"> <li>* <b>Develop and enhance writing skills through semi-guided activities.</b> <ul style="list-style-type: none"> <li>- State why topic/concluding sentences are irrelevant, banal, or repetitious.</li> <li>- Reconstruct a scrambled text.</li> <li>- Generate concluding paragraphs for incomplete essays.</li> <li>- Change the tone of written discourse.</li> <li>- Develop a four-paragraph essay from an outline and notes.</li> </ul> </li>   <li>* <b>Produce expressive, transactional and creative writing.</b> <ul style="list-style-type: none"> <li>- Write a journal/diary on a regular basis.</li> <li>- Make lists of instructions, reminders, homework assignments, books read.</li> <li>- Write a recommendation about a book you have read or film you have seen.</li> <li>- Fill out a questionnaire.</li> <li>- Design simple questionnaires.</li> <li>- Write a formal/informal letter and/or petitions.</li> <li>- Write short reports on a visit, film, book, etc.</li> <li>- Identify the main points in three different articles and summarize them .</li> <li>- Write a short biography of a character in a story or a film.</li> <li>- Write an open-ended dialogue about a conflict.</li> <li>- Provide captions for cartoon strips/pictures.</li> <li>- Write a response to a problem published in a magazine.</li> <li>- Rewrite a story.</li> <li>- Write a mini-saga in 200 words.</li> <li>- Write a compare/contrast paragraph.</li> <li>- Justify a historical event or action.</li> <li>- Critique a contemporary soap opera, best seller, film, or a presentation given by a peer, etc.</li> <li>- Write research papers.</li> </ul> </li> </ul>

SKILL	INSTRUCTIONAL OBJECTIVES
WRITTEN COMMUNICATION OBJECTIVES	<p><b>* Apply process writing skills.</b></p> <ul style="list-style-type: none"> <li>- Select and narrow a topic.</li> <li>- Organize ideas into outlines, loops, etc.</li> <li>- Compare/contrast timelines and clusters.</li> <li>- Select relevant material from a resource.</li> <li>- Interview a source and take notes.</li> <li>- Take notes from audio-visual input.</li> <li>- Identify the purpose of a writing task.</li> <li>- Identify audience: self, peers, teacher, other.</li> <li>- Write multiple drafts.</li> <li>- Delete words/phrases/irrelevances.</li> <li>- Add words/phrases/sentences.</li> <li>- Correct non-parallel structures.</li> <li>- Add descriptive adjectives/adverbs to express the mood or feeling conveyed more clearly.</li> <li>- Add supporting details.</li> <li>- Add/substitute more convincing details and arguments.</li> <li>- Restate/reduce a sentence to clarify meaning.</li> <li>- Rewrite vague sentences.</li> <li>- Supply suggestions for an improved beginning/end.</li> <li>- Use a thesaurus to pick out substitute words which have the same implications associations as the given word.</li> <li>- Conduct a structured interview with peers to elicit feedback on language and content.</li> <li>- Share writing through oral reading.</li> <li>- Post writing on bulletin board.</li> <li>- Design a poster for own writing.</li> <li>- Submit writing to the school magazine.</li> </ul>

## Grade 9

SKILL	INSTRUCTIONAL OBJECTIVES
<b>THINKING SKILLS OBJECTIVES</b>	<p><b>* Develop thinking strategies in problem-solving, decision-making and conceptualizing.</b></p> <ul style="list-style-type: none"> <li>- Discuss a problem presented in a text.</li> <li>- Evaluate appropriate graphic organizers.</li> <li>- Devise an appropriate solution/plan for a given problem.</li> <li>- Execute the plan by outlining course of action.</li> <li>- Paraphrase, summarize and organize a text.</li> <li>- Judge the plan against a set of personal criteria.</li> <li>- Evaluate a goal for self or group.</li> <li>- Formulate complex clarification questions.</li> <li>- Assess options for attaining a goal by relating to personal experience.</li> <li>- Classify, organize and categorize information.</li> <li>- Determine example and attributes related to a concept.</li> <li>- Identify patterns at macro/micro levels.</li> <li>- Reflect on attributes to generalize about concept(s).</li> <li>- Develop and apply learned mnemonic strategies to solve learning problems.</li> </ul> <p><b>* Develop critical thinking skills.</b></p> <ul style="list-style-type: none"> <li>- Generate questions of advanced complexity.</li> <li>- Distinguish between relevant and irrelevant information.</li> <li>- Examine flow of ideas/logic of argument.</li> <li>- Recognize logical fallacies/inconsistencies in an argument.</li> <li>- Verify given conclusion.</li> <li>- Evaluate other conclusions against a set of criteria.</li> <li>- Give and receive feedback.</li> <li>- Reflect on patterns of deductive, inductive and logical reasoning.</li> </ul>

SKILL	INSTRUCTIONAL OBJECTIVES
THINKING SKILLS OBJECTIVES	<p><b>* Transfer information from one context to another.</b></p> <ul style="list-style-type: none"> <li>- Relate knowledge from one subject-matter area to another.</li> <li>- Analyze data introduced in charts, graphs, maps, etc.</li> <li>- Relate logical inferences based on the text to background knowledge.</li> <li>- Select and use learned strategies to solve new problems.</li> <li>- Reconstruct elements of text into new whole.</li> <li>- Synthesize ideas from sources to produce arguments and mini-research projects.</li> <li>- Evaluate information extracted from the text.</li> </ul>

## Grade 9

SKILL	INSTRUCTIONAL OBJECTIVES
STUDY SKILLS OBJECTIVES	<p><b>* Develop research skill.</b></p> <ul style="list-style-type: none"> <li>- Organize materials from various sources for research purposes.</li> <li>- Choose a topic of interest for research.</li> <li>- Narrow the topic to suit the research.</li> <li>- Create a research strategy: break research into parts, evaluate reliability of these sources, develop a bibliography, and set deadlines.</li> <li>- Differentiate between paraphrasing, quoting, plagiarizing.</li> <li>- Use index cards to take notes from a resource.</li> <li>- Develop own system of note-taking symbols.</li> <li>- Use visual markers such as highlighting and/or underlining to organize notes.</li> <li>- Synthesize notes from multiple sources.</li> <li>- Develop outline to use in a presentation.</li> </ul> <p><b>* Develop test-taking skills.</b></p> <ul style="list-style-type: none"> <li>- Use techniques to reduce test anxiety.</li> <li>- Plan study time by dividing material to review into small chunks.</li> <li>- Join a group to prepare for an exam.</li> <li>- Prepare study questions and their answers to ask study partners.</li> <li>- Use mnemonics, word webs, outlines, and/or other visual organizers to review important information for a test.</li> <li>- Review and summarize (reduce and refine) class notes and main ideas of reading material.</li> <li>- Review previous tests and quizzes.</li> <li>- Practice answering a variety of test questions.</li> <li>- Make a list of ideas/topics that the test will cover.</li> <li>- Identify the different formats for test questions and the type of answer each requires.</li> <li>- Identify and use general guidelines for wisely answering the different types of test questions.</li> </ul>

SKILL	INSTRUCTIONAL OBJECTIVES
STUDY SKILLS OBJECTIVES	<ul style="list-style-type: none"> <li>- Skim the test before beginning to answer to determine the type of questions, how they should be answered, and the scoring of questions.</li> <li>- Determine how much time each part of the test or type of question will take to answer.</li> <li>- Complete questions which can be answered in a reasonable amount of time first.</li> <li>- Skip over hard questions and come back to them later.</li> <li>- Read directions carefully.</li> <li>- Review to be sure you have followed directions accurately and have answered all the questions.</li> </ul> <p><b>* Utilize library resources.</b></p> <ul style="list-style-type: none"> <li>- Recognize and use each part of a textbook: table of contents, glossary, index, appendix, footnotes, bibliography.</li> <li>- Interpret more sophisticated graphic aids: maps, charts, diagrams, timelines, graphs, grids and tables.</li> <li>- Differentiate among synonyms.</li> <li>- Use a thesaurus to avoid overuse of common words.</li> <li>- Become familiar with the different sections in a library.</li> <li>- Locate sources in a library.</li> <li>- Use catalogues, entries i.e. author, subject, title.</li> <li>- Use computer resources.</li> </ul>

## Grade 9

SKILL	INSTRUCTIONAL OBJECTIVES
<b>CULTURAL AWARENESS SKILLS OBJECTIVES</b>	<ul style="list-style-type: none"> <li>* <b>Work with authentic materials to become familiar with the target culture</b> <ul style="list-style-type: none"> <li>- Recognize the different parts of a foreign newspaper or magazine.</li> <li>- While watching a video of a scene in the USA/ England, note down differences in non-verbal social conventions.</li> </ul> </li>   <li>* <b>Develop empathy toward the target culture</b> <ul style="list-style-type: none"> <li>- Identify accent, dress code of characters in popular English speaking TV programs.</li> <li>- Identify social conventions in the two cultures.</li> <li>- Research one aspect that you admire of the target culture and report orally.</li> </ul> </li>   <li>* <b>Understand culturally significant expressions</b> <ul style="list-style-type: none"> <li>- Use graphic organizers to write down vocabulary related to the culturally specific items.</li> <li>- Match jokes to their respective punchlines.</li> <li>- Display an English joke of the week.</li> <li>- Collate quotations from TV programs, magazines, comics that reflect cultural expressions.</li> </ul> </li> </ul>



**CURRICULAR OBJECTIVES**  
**BASIC EDUCATION, CYCLE III**

By the end of cycle III, students in grades 7, 8 and 9 are expected to be able to:

**GRAMMAR OBJECTIVES**

- \* Produce orally and in writing certain grammatical structures and points with 80% accuracy.
- \* Internalize certain grammatical structures and points and reproduce them naturally.
- \* Detect and correct errors in the oral and written use of the language focusing on certain structures and points.

## Basic English

### GRAMMAR

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
			<b>GRAMMATICAL STRUCTURES</b>
			<b>SENTENCE TYPES</b>
*	*	*	<b>Word order</b>
			<u>Natural</u>
			<i>Maha gives me expensive presents.</i>
		*	<u>Inverted</u>
			<i>Never have I eaten such a good hamburger.</i>
			<b>Structures:</b>
*	*	*	<u>Simple</u>
			<i>The child laughed.</i>
*	*	*	<u>Compound</u>
			<i>The child laughed, but he couldn't explain why.</i>
	*	*	<u>Complex</u>
			<i>The child who laughed but couldn't explain why is the one I mentioned.</i>
			<b>Sentence Types:</b>
*	*	*	<u>Declarative</u> (statement)
			<i>He rarely eats fish.</i>
*	*	*	<u>Interrogative</u>
			Yes/No question <i>Can I speak to the manager?</i>
			Wh-question <i>Where did you spend your vacation?</i>
			Tag-question <i>You will lend me some money, won't you?</i>
*	*	*	<u>Exclamatory</u> (exclamation)
			<i>What a lovely T-shirt you're wearing!</i>
*	*	*	<u>Imperative</u> (command)
			<i>Stop fooling around.</i>

## Cycle III

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
			<b>GRAMMATICAL ELEMENTS AND POINTS</b>
			<b>NOUNS</b>
*	*	*	<b>Singular and Plural</b>
			<i>The coach is upset today.</i>
			<i>The streets are empty.</i>
	*	*	<b>Count and Non-count</b>
			<i>The news is better today.</i>
			<i>The information is incomplete.</i>
			<i>The newsreaders are tired.</i>
*	*	*	<b>Common and Proper</b>
			<i>This city is progressing.</i>
			<i>Beirut is becoming more cosmopolitan.</i>
*	*	*	<b>Possessives (singular and plural)</b>
			<i>My mother's car needs fixing.</i>
			<i>The girls' friends are organizing a party.</i>
*	*	*	<b>Collective</b>
			<i>The police are out on the streets.</i>
			<i>The cattle are roaming all over the place.</i>
		*	<b>Appositives</b>
			<i>Rola, my friend, needs my help.</i>
	*	*	<b>Gerunds</b>
			<i>Roller-skating is fun.</i>
*	*	*	<b>Abstract and concrete</b>
			<i>Stress is a twentieth century disease.</i>
			<i>Suntan lotion is a must on the beach.</i>
		*	<b>Infinitives as Noun Clauses</b>
			<i>To follow a diet is a waste of time.</i>
	*	*	<b>Noun Phrases and Clauses</b>
			<i>I take sugar and cream in my coffee.</i>
			<i>Whoever suggested this must be out of his mind.</i>

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
*	*	*	<b>Sentence Parts</b>	*	*	*	<b>PRONOUNS</b>
*	*	*	<u>Simple Subject / Predicate</u>	*	*	*	<b>Subject</b>
			<i>A face appeared in the mirror.</i>				<i>I hate you.</i>
			<u>Compound Subject / Predicate</u>	*	*	*	<b>Object</b>
			<i>A man and his dog went downtown.</i>				<i>She definitely hates <b>us</b>.</i>
	*	*	<i>Sami chose a computer and paid in cash.</i>	*	*	*	<b>Possessive</b>
			<u>Direct and Indirect Objects</u>				<i>My proposal was accepted.</i>
			<i>Amin found a stray cat.</i>	*	*	*	<b>Personal</b>
			<i>Amin gave his neighbor the stray cat.</i>		*	*	<i><b>Your</b> schedule is impossible.</i>
		*	<u>Independent and Subordinate Clauses</u>				<b>Indefinite</b>
			<i>Although I love dancing, I don't have much time to practice.</i>		*	*	<i><b>Anything</b> will do.</i>
		*	<u>Infinitives and Infinitive Phrases</u>	*	*	*	<b>Demonstrative</b>
			<i>Sarah wants to read a new novel.</i>		*	*	<i><b>This</b> is an endless task.</i>
			<i>To finish up a job, I sometimes work overtime.</i>		*	*	<b>Interrogative</b>
	*	*	<u>Complete Subject and Predicate</u>		*	*	<i>What kind of person do you take me for?</i>
			<i>The jazz singer at Shivers canceled his performance tonight.</i>		*	*	<b>Relative</b>
					*	*	<i>This is the person (<b>whom</b>) I told you about.</i>
					*	*	<b>Reflexive</b>
							<i>I hurt <b>myself</b>.</i>
				*	*	*	<i>Makram told me so <b>himself</b>.</i>
							<b>Pronoun Antecedent</b>
							<i>Alex was hungry, but we couldn't offer <b>him</b> any food.</i>

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
	*	*	<b>VERBS</b> <b>Conditional Sentences</b> <u>First Conditional</u> <i>If you <b>put</b> ice in the sun, it melts.</i> <i>If Maha <b>leaves</b>, we won't <b>have</b> transport.</i> <u>Second Conditional</u> <i>If we <b>had</b> more time, we would do a better job.</i> <u>Third Conditional</u> <i>If you'd <b>listened</b> to me, you wouldn't have gotten in such a mess.</i>  <b>Wish</b> <u>Future</u> <i>I wish those people <b>would shut</b> up.</i> <u>Present</u> <i>I wish I had more money.</i> <u>Past</u> <i>I wish I had been born in another century.</i>  * <b>Active and Passive</b> <i>Someone <b>stole</b> the car.</i> <i>My car <b>was stolen</b>.</i>  * <b>Reported Speech</b> <i>Maha said she would bring me some reference books.</i> <i>Adel asked me whether the meeting had been postponed.</i>	*	*	*	<b>VERBS</b> <b>Action and Linking</b> <i>The policeman <b>arrested</b> the woman.</i> <i>She <b>seems</b> quite happy today.</i> <i>The roses in my neighbor's garden smell nice.</i> <b>Principal Parts</b> <u>Regular</u> <i>Lulu <b>worked</b> hard.</i> <u>Irregular</u> <i>He <b>bought</b> a scarf.</i> <u>Main</u> <i>Fadia was <b>helping</b> me last night.</i>  <b>Tenses</b> <u>Present</u> <u>Simple</u> <i>Samia never <b>stands</b> in a queue.</i> <u>Progressive</u> <i>Soha is <b>complaining</b>.</i> <u>Perfect</u> <i>We've just <b>had</b> a break.</i> <u>Perfect Progressive</u> <i>Suha <b>has been waiting</b> for almost an hour.</i> <u>Past</u> <u>Simple</u> <i>Alia never <b>told</b> me about that.</i> <u>Progressive</u> <i>While Barbie <b>was filing</b> her nails, Ken walked in.</i> <u>Perfect</u> <i>Susan had just <b>gotten</b> into bed when someone knocked <b>on</b> the door.</i> <u>Perfect Progressive</u> <i>Lucy <b>had been</b> waiting for an hour when Joumana walked in.</i>

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
				*	*	*	<u>Future Simple</u> <i>I <b>will see</b> you tomorrow.</i>
				*	*	*	<u>Be Going to</u> <i>I'm <b>going to</b> be an astronaut.</i>
					*	*	<u>Present Progressive</u> <i>He's <b>traveling</b> tomorrow.</i>
					*	*	<u>Simple Present</u> <i>We <b>leave</b> next month.</i>
					*	*	<u>Progressive</u> <i>Bob <b>will be celebrating</b> with his friend only.</i>
						*	<u>Perfect</u> <i>By the time you read my farewell note, I <b>will have reached</b> New York.</i>
						*	<u>Perfect Progressive</u> <i>When I finish this lesson, I <b>will have been studying</b> for six hours without a break.</i>
					*	*	<u>Causative</u> <i>(have, make, get, let, help) Jad <b>had</b> his sister <b>drive</b> him to work.</i>
					*	*	<u>Transitive and Intransitive</u> <i>Rania <b>inherited</b> all her husband's money. Rania's husband <b>died</b>.</i>

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
				*	*	*	ADJECTIVES
							<b>Simple</b>
							<i>Sami is not that <b>lazy</b>.</i>
							<i>He's rather an <b>intelligent</b> student.</i>
				*	*	*	<b>Comparative</b>
							<i>Samer is <b>smarter than</b> he seems.</i>
							<i>The weather is <b>as hot as</b> they predicted.</i>
							<i>Gina is <b>more serious</b> in her work than her classmates.</i>
							<i>This is a <b>much prettier</b> dress</i>
				*	*	*	<b>Superlative</b>
							<i>Jeita is one of the <b>most beautiful</b> sites in Lebanon.</i>
							<i>Learning to drive is <b>the easiest</b> thing I've ever done.</i>
							<i>Choose <b>the finest</b> fruit for your pie.</i>
						*	<b>Predicate Adjective</b>
							<i>That sounds <b>great</b>!</i>
				*	*	*	<b>Common</b>
							<i>Randa insisted on wearing <b>black</b> in the evening.</i>
				*	*	*	<b>Proper</b>
							<i>Pavarotti is <b>Italian</b>, isn't he?</i>
				*	*	*	<b>Demonstrative</b>
							<i><b>This</b> room needs a coat of paint.</i>
							<i><b>Those</b> planes are early models.</i>
					*	*	<b>Participial</b>
							<i>Have you seen any <b>interesting</b> movies recently?</i>
						*	<b>Infinitive</b>
							<i>It was <b>good of you to help</b> me with my work.</i>
						*	<b>Order of</b>
							<i>Determiner / description / size / age / shape / color / material / nationality / noun-adjective.</i>
							<i>These expensive new black leather French raincoats (order of three adjectives in a specific statement or question)</i>

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
					*	*	PREPOSITIONS
					*	*	<b>Prepositional Phrases as Adjectives</b>
							<i>The fibers <b>in cotton</b> are light and cool.</i>
					*	*	<b>Prepositional Phrases as Adverbs</b>
							<i>I found Zahi <b>in the cafeteria</b>.</i>
				*	*	*	<b>Preposition of Place</b>
							<i>Your pencil is <b>under</b> my book.</i>
				*	*	*	<b>Preposition of Time</b>
							<i>We'll meet <b>around 4:00 p.m.</b></i>
				*	*	*	<b>Preposition of Manner</b>
							<i>Why are you <b>in a rush</b>?</i>
							CONJUNCTIONS
				*	*	*	<b>Coordinating</b>
							<i>Sam hasn't finished his book yet, <b>but</b> he is hoping to do so tonight.</i>
					*	*	<b>Subordinating</b>
							<i>Dina promised to submit the report on Monday <b>although</b> this may be difficult to do.</i>
							<i>Because Suha didn't register for the course, she couldn't attend classes.</i>
						*	<b>Correlative</b>
							<i>Pamela has neither finished her project nor extended her deadline.</i>

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
*	*	*	<b>USAGE</b> <b>Subject/Verb Agreement</b> <i>Both Maher and Zahi are in level 3.</i> <i>Here comes the teacher.</i> <b>Special Negatives</b> <i>Never before <b>has</b> Hani been so late.</i> <b>Misplaced modifiers</b> <i>Having lost the elections, <b>Shadi's supporters</b> abandoned him. (incorrect)</i>  <i>Having lost the elections, <b>Shadi was abandoned</b> by his supporters.</i> <b>Run-ons</b> <i>Leila publishes her own books she also prints them. (incorrect)</i> <i>Leila publishes her own books; she also prints them.</i> <b>Fragments</b> <i>Being there on time. (incorrect)</i> <i>Being there on time is important.</i>	*	*	*	<b>USAGE</b> <b>Contractions</b> <i>Hiba <b>won't</b> even consider giving Hani another chance.</i> <b>Troublesome Verb Pairs</b> <i>Remzi wanted to <b>borrow</b> \$50, but I could only lend him 10.</i>  <b>Adverb Vs. Adjective</b> <i>It rained <b>hard</b> all night.</i> <i>This is a <b>hard</b> decision to make.</i>  <b>ADVERBS</b> <b>Simple</b> <i>Dina writes <b>beautifully</b>.</i> <b>Comparative</b> <i>Of the two reports, the first is written <b>more</b> elaborately.</i> <b>Superlative</b> <i>Nora is acting <b>most peculiarly</b>.</i> <b>Place</b> <i>Let's stay <b>home</b> tonight.</i> <b>Time</b> <i>You're quite <b>early</b>.</i> <b>Manner</b> <i>Hala sounded <b>so furious</b>.</i> <b>Degree</b> <i>Walid is <b>extremely</b> happy.</i> <b>Frequency</b> <i>Sara is <b>seldom</b> on time these days.</i> <b>Intensifiers</b> <i>Giving a good example is <b>very</b> difficult..</i> <i>Hani was tactful <b>enough to</b> deal with the nervous customer.</i> <b>Infinitives</b> <i>He came <b>to tell</b> us about the meeting.</i>



7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
*	*	*	<p><b>EXPLETIVES</b>  <i>There is no time to proofread the manuscript.</i>  <i>It seems to be a wonderful idea.</i></p> <p><b>CLAUSES</b>  <b>Adjective</b>  <i>The birthday party which <b>I organized</b> was a complete fiasco.</i>  <b>Adverb</b>  <i>Khaled decided to join the <b>team even</b> though he had little time.</i>  <b>Noun</b>  <i>I heard that you <b>weren't</b> feeling well!</i></p>	*	*	*	<p><b>INTERJECTIONS</b>  <i>Wow! Look at that.</i>  <i>Whew! I'm exhausted.</i></p> <p><b>ARTICLES</b>  <b>Definite</b>  <i>The committee has met seven times so far.</i>  <b>Indefinite</b>  <i>Some people prefer to spend Sunday at home.</i>  <b>Zero</b>  <i>Flour is a basic ingredient of bread.</i></p> <p><b>PHRASES</b>  <b>Verb Phrase</b>  <i>We went along with his suggestion.</i>  <b>Adjective Phrase</b>  <i>I was very fond of Amal.</i>  <b>Adverb Phrase</b>  <i>Rose is always on time.</i>  <b>Noun Phrase</b>  <i>The sad puppy in the corner is mine.</i>  <b>Prepositional Phrase</b>  <i>I'll meet Nadim at 4:00 o'clock.</i></p>
	*	*		*	*	*	
		*		*	*	*	
		*		*	*	*	
					*	*	
				*	*	*	

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
				*	*	*	MODAL VERBS
							<b>Be able to</b> (ability)
							<i>Little Sarah <b>is able to</b> walk now.</i>
							<i>Mr. Haddad <b>was able to</b> get an appointment with the doctor.</i>
						*	<i>After the operation, Hani <b>will be able to</b> walk.</i>
							<b>Be supposed to</b> (expectation)
							<i>The flight <b>is supposed to</b> arrive at 10:00.</i>
							<i>The meeting <b>was supposed to</b> start at noon.</i>
				*	*	*	<b>Be going to</b> (definite plan)
							<i>Huda <b>is going to</b> stay with us for a week.</i>
				*	*	*	<b>Can</b> (ability)
							<i>Mark <b>can swim</b> very well.</i>
				*	*	*	(permission)
					*	*	<i><b>Can I</b> leave early this afternoon?</i>
					*	*	(polite request)
						*	<i><b>Can you</b> come here for a moment?</i>
						*	(possibility)
							<i>You <b>can</b> cause an accident if you park your.</i>
				*	*	*	<b>Could</b> (past ability)
							<i>I <b>could tie</b> my shoe laces when I was ten.</i>
				*	*	*	(permission)
					*	*	<i><b>Could I</b> borrow your dictionary?</i>
					*	*	(polite request)
					*	*	<i><b>Could you</b> do me a favor?</i>
						*	(suggestion)
						*	<i>You <b>could get</b> your friend a pen for his birthday.</i>
						*	(possibility)
							<i>Be careful with those matches! You <b>could start</b> a fire.</i>

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
						*	(past possibility) <i>Anwar <b>could have telephoned</b> his parents while we were waiting for the bus. (He didn't)</i>
					*	*	<b>Don't have to</b> <i>Sarah <b>doesn't have to go</b> to class today.</i> <i>Hani <b>didn't have to bring</b> any food to the picnic</i>
						*	<b>Had better</b> (consequence) <i>Sami <b>had better</b> come now, or we will leave without him.</i>
					*	*	<b>Have to</b> (necessity) <i>Mona <b>has to</b> submit the papers tomorrow.</i>
					*	*	(past necessity) <i>Riad <b>had to leave</b> class early yesterday.</i>
				*	*	*	<b>May</b> (permission/request) <i><b>May I borrow</b> your lecture notes, sir?</i>
				*	*	*	(possibility) <i><b>I may visit</b> you at home.</i>
				*	*	*	(giving permission) <i>You <b>may leave</b> now.</i>
						*	(past possibility) <i>Nizar <b>may have been</b> at school when the fire broke out.</i>
					*	*	<b>Might</b> (possibility) <i><b>I might go</b> home after class.</i>
						*	(past possibility) <i>Judy looks very tired. She <b>might have stayed</b> up late last night.</i>

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
				*	*	*	<b>Must</b> (obligation) <i>Students <b>must obey</b> all school rules.</i>
					*	*	(past obligation) <i>When I was a child, all students <b>had to wear</b> uniforms.</i>
				*	*	*	(prohibition) <i>You <b>mustn't smoke</b> in this section of the building.</i>
					*	*	(logical conclusion) <i>Nabil isn't in class today. He <b>must be</b> sick .</i>
					*	*	(past assumption) <i>When Nabil visited the doctor yesterday, he couldn't see him. The doctor <b>must have been</b> busy.</i>
					*	*	<b>Need</b> (lack of necessity) <i>Tomorrow is a day off. You <b>needn't</b> get up early.</i>
					*	*	<b>Ought to</b> (obligation) <i>Sami <b>ought to work</b> harder.</i>
					*	*	(expectation) <i>The teacher <b>ought to be</b> in the classroom now.</i>
				*	*	*	(advice) <i>Huda is putting on more weight. She <b>ought to go</b> on a diet.</i>
					*	*	(past expectation) <i>I'm really worried. Albert <b>ought to have</b> arrived from school an hour ago.</i>
					*	*	(past advice) <i>Now you have <b>to sit for</b> the same exam again.</i>
					*	*	<b>Shall</b> (suggestion) <i>You <b>ought to have studied</b> better.</i>
				*	*	*	<b>Shall</b> we <b>have</b> some refreshments now? (Offer) <b>Shall I</b> put these papers on your desk?

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
				*	*	*	(simple future) <i>We <b>shall be</b> ready in ten minutes.</i>
					*	*	<b>Should</b> (suggestion) <i><b>Should</b> we all <b>go</b> to Egypt next summer?</i>
				*	*	*	(advice) <i>Children <b>should be</b> careful crossing streets.</i>
					*	*	(expectation) <i>It's noon time now. The guests <b>should be</b> arriving.</i>
					*	*	(condition) <i><b>Should</b> you see your uncle, give him my regards.</i>
					*	*	(past advice) <i>Adel <b>should have studied</b> well last night.</i>
					*	*	<b>Used to</b> (past habitual action) <i>I <b>used to</b> sleep a lot.</i>
					*	*	<b>Be/Get used to</b> (present) <i>Hadi is <b>used to</b> staying up late.</i>
					*	*	(future) <i>Don't worry. You <b>will soon get used</b> to living in a foreign country.</i>
				*	*	*	<b>Will</b> (simple future) <i>The class <b>will begin</b> at 4:00 p.m.</i>
					*	*	(promise) <i>Don't worry. <b>I'll</b> pay you back when we return.</i>
					*	*	(determination) <i>No matter how long it takes, we <b>will solve</b> our financial problems.</i>
					*	*	(polite request) <i><b>Will</b> you please <b>pass the salt</b>?</i>

7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>		7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	
					*	*	<p><b>Would</b> (polite request)  <i>Would you please <b>sign</b> your name here?</i></p> <p>(past habitual action)  <i>When we were in elementary school, we <b>would sing</b> every afternoon.</i></p> <p>(preference)  <i>I <b>would rather spend</b> the weekend on the beach than camp in the mountain.</i></p>

## CURRICULAR OBJECTIVES

By the end of the Secondary Cycle, the students are expected to be able to do the followings:

### LISTENING OBJECTIVES

- \* **Demonstrate critical understanding of the content of various modes of spoken discourse.**
  - Identify main ideas.
  - Assess and discuss relevance of supporting details to main ideas.
  - Summarize and paraphrase main ideas.
- \* **Demonstrate ability to analyze linguistic and para-linguistic features of extended spoken discourse.**
  - Describe style and register.
  - Interpret non-verbal communication.
  - Discuss figurative language.
  - Recognize dialectal variations and deviations from standard English.
- \* **Demonstrate awareness of the organizational structure of the text.**
  - Identify method of development and manner of presentation.
  - Identify key terms and transitionals.

## **ORAL COMMUNICATION OBJECTIVES**

### **\* Show command of different types of oral presentations.**

- Improvise on specific topics from different subject-matter areas.
- Make presentations on researched topics.
- Express personal reactions to oral/written texts.

### **\* Demonstrate knowledge of the canons of spoken discourse.**

- Use turn-taking techniques.
- Join in conversations at the right transitions.
- Make brief and functional interruptions.

### **\* Demonstrate ability to use appropriate style and organization.**

- Use diction and structure appropriate to topic, audience, and situation.
- Apply appropriate rhetorical devices and strategies.
- Vary stress and intonation patterns according to message, attitude and feelings.

## **READING OBJECTIVES**

### **\* Demonstrate understanding of a variety of texts.**

- Identify main ideas and supporting details.
- Identify author's attitude, bias, and intention.
- Extract themes and concepts from written texts.

### **\* Demonstrate ability to analyze organization of a text.**

- Identify formal schemata.
- Identify key terms, transitionals, and special expressions of turning points.
- Assess method of development.



**\* Show awareness of stylistic techniques.**

- Explain the effect of word choice and sentence structure on meaning.
- Identify the elements of literary and scientific texts.
- Identify and explain terms relevant to area of study.

**WRITTEN COMMUNICATION OBJECTIVES**

**\* Demonstrate command of personal, social, and public writing.**

- Write letters, diaries, journals, etc.
- Write instructions, directions, requests, and petitions.
- Prepare C.V.s, resumes, and portfolios.
- Fill out forms and applications.

**\* Demonstrate ability to use language effectively.**

- Maintain coherence and cohesion.
- Employ grammatical constructions and diction appropriate for audience, purpose, and topic.
- Re-write texts from different points of view.

**\* Demonstrate advanced ability in academic writing in different subject-matter areas.**

- Produce essays applying various methods of development.
- Report on experiences, field trips, workshops, etc.
- Write term papers, examination essays, dialogues, etc.

**\* Demonstrate command of advanced writing techniques and strategies.**

- Interpret text in a variety of forms (tables, graphs, charts, etc.).
- Apply pre-writing, drafting, revising, and proof-reading.

### **THINKING SKILLS OBJECTIVES**

**\* Evaluate a variety of texts from different subject-matter areas.**

- Discriminate between facts, opinions, and bias.
- Critique writer's/speaker's argument.
- Relate textual references to real experience.

**\* Demonstrate ability to use different modes of logical reasoning.**

- Establish links between claims and evidence.
- Make appropriate generalizations and analogies.
- Identify and rectify fallacies.

**\* Demonstrate ability to argue and to persuade.**

- Present sound arguments and well-grounded counter-arguments.
- Recognize and use linguistic terms, structures, and expressions used for the purpose of persuasion.

### **STUDY SKILLS OBJECTIVES**

**\* Demonstrate ability to synthesize information from different sources.**

- Interpret graphs, lists, charts, etc.
- Compare and contrast information on same topic from different sources.
- Make use of different sections of a book.

**\* Use a variety of texts from different subject-matter areas.**

- Examine reports, bulletins, newsletters, etc.
- Identify technical and idiomatic expressions.
- Assess differences and similarities in the presentation of ideas.

**\* Show ability to apply research techniques.**

- Select, limit, and test a topic for a research project.
- Make notes, paraphrase, and summarize.
- Follow required style-format properly.
- Use various data-collection methods.

**\* Enhance test-taking strategies.**

- Manage time effectively.
- Generate exam questions.
- Participate in and organize study groups.
- Develop self-confidence in testing situations.

**CULTURAL AWARENESS OBJECTIVES**

**\* Demonstrate understanding of cultural attitudes and situations.**

- Compare and contrast customs, actions, and values recurrent in written/oral texts with those in the native language.
- Discuss the impact of setting on other elements of text.

**\* Analyze cultural basis for judgment and evaluation.**

- List items of stereotyping.
- Distinguish idiosyncratic from collective cultural behavior.
- Discuss ideas that typify the period and its values.

**\* Synthesize universal themes from specific cultural items.**

- Classify analogous themes across cultures.
- Move from culture-specific themes into global ones.

## Secondary Cycle

### Grammatical Structures

The students should be able to :

- Construct sentences including both subject and verb.
- Identify an appositive and use it properly.
- Use present and past participles correctly.
- Use coordinators as sentence connectors correctly (*and, but, or, so*).
- Use subordinators as sentence connectors correctly (*although, because, if provided, since, unless, until, after, before, wh-words*).
- Use noun clauses correctly.
- Use adjective clauses correctly.
- Invert the subject and verb with question words.
- Invert the subject and verb after place expressions (*Here is the book*).
- Invert the subject and verb after negatives (*Not once did I miss*).
- Make verbs agree after prepositional phrases (*The keys to the door are lost*).
- Make inverted verbs agree (*Behind the house were the bicycles*).
- Make verbs agree after certain words (*any-, every-, no-, some- with body, one, and thing; each, every + noun*).
- Form the comparative and superlative correctly.
- Use parallel structure with coordinate conjunctions (*and, but, or*).
- Use parallel structure with comparisons (*-er than, more...than*).
- Use parallel structure with special expressions (*both...and, either...or, neither...nor, not only...but also*).
- Use the correct form of the verb after have, be, will, would, or other modals.
- Use mixed past and present tenses correctly (*I know that he took the money yesterday*).
- Use *have* and *had* correctly.
- Use the correct form of the passive.
- Recognize active and passive meanings.
- Use the correct singular or plural noun.

- Distinguish between countable and uncountable nouns.
- Distinguish between subject and object pronouns.
- Distinguish between possessive adjectives and pronouns.
- Check pronoun reference for agreement.
- Use adjectives and adverbs correctly.
- Use adjectives after linking verbs.
- Position adjectives and adverbs correctly.
- Use -ed and -ing adjectives correctly.
- Use articles with singular nouns.
- Distinguish between *a* and *an*.
- Make articles agree with nouns.
- Recognize when prepositions have been omitted (*\*I plan attending the meeting*).
- Distinguish between *make* and *do*.
- Distinguish between *like*, *alike* and *unlike*.
- Distinguish between *other*, *another*, and *others*.
- Use conditional verbs correctly.
- Use the correct form of the infinitive with special forms (*would rather*, *would like*, *had better*).
- Distinguish between *because* and *because of*.
- Distinguish between *enough* + *noun* and *noun* + *enough*.
- Distinguish between *few*, *a few*, *little*, *a little*.
- Distinguish between transitive and intransitive verbs (*rise* - *raise*, *sit* - *set*, *lie* - *lay*, *say* - *tell*, etc.).
- Observe tense sequence.
- Use reported speech correctly.
- Recognize redundancies in special expressions (*return back*, *advance forward*, *compete together*, *repeat again*, *same identical*, etc.).

The curriculum designed for both general and natural science secondary classes resembles the adjunct model of content-based instruction. The goal of such a program is to focus on academic competence in addition to language communication skills.

The umbrella theme for the two-year program is science. The sub-themes are related to each other and are recycled throughout the learning period. Most of the selections are to be derived from EFL texts, content textbooks, journals, magazines, newspapers, as well as audio-visual materials. It is our belief that such materials reflect authentic language, engages students' interest, exploit all language areas, and are readily available.

The following are samples of the suggested themes :

#### **THEMES FOR THE SECOND SECONDARY: SCIENCES**

- Conservation of Natural Resources.
- Environment Hazards.
- Interaction within the Environment.
- The Family in Different Cultures.
- The Computer.
- Technology: Recent Discoveries.
- The teenager: Problems, Relationships and Expectations.
- Democracy: as related to other types of government.
- Human Rights: as specified by the Human Rights Charter of 1948.
- The World of Insects.
- Animal Behavior.
- Nutrition.
- Human Values.

### **THEMES FOR THE THIRD SECONDARY: GENERAL SCIENCES**

- Careers in the General Sciences.
- Interaction within the Environment.
- Inferring from Fossils (Paleontology).
- The Scientific Study of Caves (Speleology).
- The Teenager: Problems, Relationships and Expectations.
- Democracy: as related to other types of government.
- Human Rights : as specified by the Human Rights Charter of 1948.
- Photosynthesis.
- Light Energy.
- Human Values.

### **THEMES FOR THE THIRD SECONDARY: NATURAL SCIENCES**

- Health Concerns for Today.
- Careers in Health Sciences.
- Water ecosystems.
- Specialties in Medical Science (anesthesiology, dermatology, etc.).
- Visualization of Body Parts (x-rays, scanning, etc.).
- The Teenager: Problems, Relationships and Expectations.
- Democracy: as related to other types of government.
- Human Rights: as specified by the Human Rights Charter of 1948.
- Mutation.
- Evolution.
- Hygiene and Nutrition: the Human Body..
- Human Values.

## CURRICULAR OBJECTIVES FOR THIRD SECONDARY YEAR: LITERATURE HUMANITIES

By the end of Third Secondary, students in the Humanities Section are expected to be able to do the following:

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<ul style="list-style-type: none"> <li>* <b>Analyze the linguistic features of extended spoken discourse.</b> <ul style="list-style-type: none"> <li>- Recognize different regional variations (mainly British and American varieties) in pronunciation, syntax, and choice of vocabulary (geographical dialects).</li> <li>- Recognize deviations from standard English (social dialects).</li> <li>- Identify features of formal and informal use of the language.</li> <li>- Interpret non-verbal communication.</li> <li>- Relate the appropriateness of the diction to the topic.</li> <li>- Classify referential and figurative language.</li> <li>- List expressions that denote turning points (enumeration, transitionals, special expressions, etc.).</li> </ul> </li> <li>* <b>Demonstrate awareness of the organization of extended spoken discourse.</b> <ul style="list-style-type: none"> <li>- Schematize speaker's plan.</li> <li>- Identify the method of development (classification, process, definition, etc.).</li> <li>- Identify key terms.</li> <li>- Assess relevance of supporting details.</li> <li>- Indicate the manner in which the theme is developed (examples, illustrations, facts, etc.).</li> </ul> </li> <li>* <b>Demonstrate basic understanding of different spoken discourses.</b> <ul style="list-style-type: none"> <li>- Distinguish between main ideas and supporting details</li> <li>- Formulate questions related to main ideas</li> <li>- Formulate questions related to supporting details</li> </ul> </li> <li>* <b>Demonstrate critical understanding of spoken discourse.</b> <ul style="list-style-type: none"> <li>- Discriminate between persuasive, argumentative, informative types, etc.</li> <li>- Relate tone, stress and intonation to the purpose of what is said.</li> <li>- Infer, predict, and draw logical conclusions.</li> <li>- Relate audio-visual material used to topic.</li> <li>- Recognize multiple points of view.</li> </ul> </li> </ul>



SKILL	INSTRUCTIONAL OBJECTIVES
<b>ORAL COMMUNICATION SKILLS OBJECTIVES</b>	<ul style="list-style-type: none"> <li>* <b>Give oral presentations of varying lengths.</b> <ul style="list-style-type: none"> <li>- Contribute to brainstorming activities.</li> <li>- Have discourse reflect awareness of audience.</li> <li>- Practice giving speeches.</li> <li>- Practice advancing and defending a point of view on behalf of a group.</li> <li>- Report findings of researched project on different subject matter areas.</li> <li>- React verbally to oral or written texts.</li> </ul> </li>   <li>* <b>Demonstrate the use of appropriate oral presentation in any given situation.</b> <ul style="list-style-type: none"> <li>- Recite poems with awareness of rhythm and rhyme.</li> <li>- Tell stories with awareness of repetition of key terms and of turning points.</li> <li>- Dramatize scenes with proper use of tone, intonation, stress, and body-language.</li> <li>- Use suitable style and register.</li> </ul> </li>   <li>* <b>Observe the systematics of conversational exchanges.</b> <ul style="list-style-type: none"> <li>- Use turn-taking techniques.</li> <li>- Join in conversation at proper time.</li> <li>- Make polite interruptions to express own observation.</li> </ul> </li>   <li>* <b>Contribute constructively to the development of the argument at hand.</b> <ul style="list-style-type: none"> <li>- Engage in critical discussions.</li> <li>- Express ideas cogently.</li> <li>- Participate in and lead debates.</li> <li>- Lead discussion groups.</li> <li>- Suggest alternatives and fill in information gaps.</li> </ul> </li> </ul>

SKILL	INSTRUCTIONAL OBJECTIVES
	<p><b>* Demonstrate awareness of the structural elements of literary genres.</b></p> <ul style="list-style-type: none"> <li>- Identify main features of major genres in literature (poetry, novel, and drama) .</li> <li>- Identify basic types of different verse forms (lyric and narrative verse).</li> <li>- Recognize and explain by examples inter-relatedness of form and content in literature.</li> <li>- Compare and contrast between fiction and non-fiction techniques and methods of presentation.</li> </ul> <p><b>* React critically to the content of works under study.</b></p> <ul style="list-style-type: none"> <li>- Trace development of main ideas.</li> <li>- Comment on relevance of supporting details.</li> <li>- Discuss underlying values.</li> <li>- Identify and explain bias, tone, and intent.</li> </ul>

SKILL	INSTRUCTIONAL OBJECTIVES
READING OBJECTIVES	<p><b>* Demonstrate ability to analyze linguistic features of the text.</b></p> <ul style="list-style-type: none"> <li>- Recognize and explain subtler uses of language (dialect forms, archaisms, technical terminology, ambiguity, grammatical deviance for special effects) .</li> <li>- Identify and explain figurative language in text.</li> <li>- Compare and contrast with non-literary language and media texts, (news bulletins, documentaries, reports, television programmes and newspapers).</li> <li>- Identify stylistic devices and special lexical and grammatical choices.</li> </ul> <p><b>* Demonstrate critical understanding of the content of text.</b></p> <ul style="list-style-type: none"> <li>- Identify main ideas and issues.</li> <li>- Extract themes and concepts from written texts.</li> <li>- Identify implied meaning in text.</li> <li>- Identify and explain terms relevant to area of study.</li> <li>- Relate content to experience and previous knowledge.</li> <li>- Relate content to the text's background (historical, scientific, philosophical, literary, etc.).</li> <li>- Discriminate between fiction and non-fiction texts .</li> <li>- Explain tone, mood, and attitude.</li> <li>- Supply title to a text.</li> <li>- Supply missing details.</li> <li>- Compare and contrast different adaptations of the text (film versions, cartoons, song, etc.).</li> </ul>

SKILL	INSTRUCTIONAL OBJECTIVES
	<p><b>* Demonstrate ability to analyze the organization of the text.</b></p> <ul style="list-style-type: none"> <li>- Explain progress of events.</li> <li>- Comment on development of characters.</li> <li>- Relate setting to plot.</li> <li>- Discriminate between writer and narrator in literary texts.</li> <li>- Comment on openings and closings.</li> </ul> <p><b>* Demonstrate awareness of the effect of word choice on message.</b></p> <ul style="list-style-type: none"> <li>- Recognize nuances in the meaning of same word.</li> <li>- Use correct synonyms or equivalent phrases.</li> </ul>

SKILL	INSTRUCTIONAL OBJECTIVES
STUDY SKILLS OBJECTIVES	<p><b>* Use a variety of texts from different subject matter areas.</b></p> <ul style="list-style-type: none"> <li>- Examine reports, bulletins, newsletters, diaries, etc .</li> <li>- Identify technical and idiomatic expressions.</li> <li>- Point out differences and similarities in presentation of ideas.</li> <li>- Do extensive reading on a topic assigned by the teacher.</li> </ul> <p><b>* Demonstrate command of obtaining and presenting information.</b></p> <ul style="list-style-type: none"> <li>- Make independent and discriminating selection from a range of reference material.</li> <li>- Use a range of information texts from a variety of media (guide books, manuals, stage directions, contracts, leaflets, publicity material, electronically stored information, etc.).</li> <li>- Quote accurately from primary text to support opinion.</li> </ul> <p><b>* Prepare presentations effectively.</b></p> <ul style="list-style-type: none"> <li>- Use audio-visual aids and handouts.</li> <li>- Use concept cards.</li> </ul> <p><b>* Show ability to write academic critical research papers.</b></p> <ul style="list-style-type: none"> <li>- Use a variety of topics from different subject matter areas .</li> <li>- Follow acknowledged styles of documentation and paper format.</li> <li>- Avoid conscious and inadvertent plagiarism.</li> </ul> <p><b>* Enhance test-taking strategies.</b></p> <ul style="list-style-type: none"> <li>- Participate in and organize study groups.</li> <li>- Use time effectively.</li> <li>- Study samples of questions and answers.</li> </ul>

SKILL	INSTRUCTIONAL OBJECTIVES
WRITTEN COMMUNICATION OBJECTIVES	<ul style="list-style-type: none"> <li>* <b>Demonstrate ability to write communicatively effective prose.</b> <ul style="list-style-type: none"> <li>- Choose words for maximum effect.</li> <li>- Produce different modes of writing.</li> <li>- Demonstrate some evidence of a distinctive personal style.</li> <li>- Choose structures and word order appropriate for task and audience.</li> <li>- Use appropriate style and register.</li> </ul> </li> <li>* <b>React critically to what is read.</b> <ul style="list-style-type: none"> <li>- Write an objective report on the text.</li> <li>- Provide a written counterargument to what is presented in text.</li> <li>- Relate text to personal experience.</li> </ul> </li> <li>* <b>Demonstrate command of extended writing.</b> <ul style="list-style-type: none"> <li>- Use proper organizational strategies.</li> <li>- Maintain coherence (logical sequencing, transitionals, key terms, etc.).</li> <li>- Sustain thematic unity.</li> <li>- Develop main idea/theme adequately.</li> <li>- Make use of a wide range of grammatical constructions and of an extensive vocabulary, producing a suitable variety of sentence length.</li> <li>- Demonstrate ability to use different rhetorical strategies (narration, persuasion, exposition).</li> </ul> </li> <li>* <b>Enhance creative writing skills.</b> <ul style="list-style-type: none"> <li>- Extend text.</li> <li>- Write about a personal experience.</li> <li>- Rewrite a story from a point of view other than the original.</li> <li>- Rewrite the text using a genre other than the original.</li> <li>- Write from a prompt.</li> <li>- Publish material in school journal.</li> </ul> </li> </ul>

SKILL	INSTRUCTIONAL OBJECTIVES
<b>THINKING SKILLS OBJECTIVES</b>	<ul style="list-style-type: none"> <li>* <b>Evaluate a variety of texts from different subject matter areas.</b> <ul style="list-style-type: none"> <li>- Critique writer's/speaker's argument .</li> <li>- Interpret technical and idiomatic expressions.</li> <li>- Show ability to synthesize information gathered from different sources.</li> </ul> </li>   <li>* <b>Apply inductive and deductive reasoning.</b> <ul style="list-style-type: none"> <li>- Formulate major and minor premises.</li> <li>- Point out and discuss claims and issues.</li> <li>- Analyze links between evidence and claim.</li> </ul> </li>   <li>* <b>Respond critically to an argument.</b> <ul style="list-style-type: none"> <li>- Present well-grounded counterarguments.</li> <li>- Comment on discrepancies, inconsistencies and gaps.</li> <li>- Formulate refutations and rebuttals.</li> </ul> </li>   <li>* <b>Demonstrate ability to persuade.</b> <ul style="list-style-type: none"> <li>- Distinguish between policy, value and factual claims.</li> <li>- Recognize and apply linguistic terms, structures, and expressions used for the purpose of persuading.</li> <li>- Use figurative language appropriately.</li> <li>- Apply rhetorical strategies such as irony, parody, satire, etc.</li> <li>- Use appropriate non-verbal techniques.</li> </ul> </li> </ul>

SKILL	INSTRUCTIONAL OBJECTIVES
CULTURAL AWARENESS OBJECTIVES	<p><b>* Demonstrate awareness of how language may be used to convey attitudes towards others.</b></p> <ul style="list-style-type: none"> <li>- List items of stereotyping.</li> <li>- Identify linguistic structures that express spontaneous emotional response.</li> <li>- Identify structures denoting value judgement.</li> </ul> <p><b>* Relate characters and ideas to social, political, historical, religious, and literary backgrounds of the text.</b></p> <ul style="list-style-type: none"> <li>- Identify characters actions and reactions which conform to or violate the norms set in the text.</li> <li>- Discuss ideas that typify the period and its values.</li> <li>- Compare and contrast native and target cultural experiences as expressed in discourse.</li> <li>- Demonstrate ability to make transition from the personal to the universal.</li> </ul>



## THEMATIC UNITS

Literary achievements, Noble and Pulitzer prizes, awards, poets laureate, etc.  
Literary movements, societies, and clubs  
Rare books and manuscripts  
Museums and cultural centers  
Myths, legends, and fairy tales  
Science fiction  
Dreams  
Folklore and superstition  
Famous speeches  
Musical composers, works, and performances  
Painting, sculpture and handicrafts  
Cinema, theater, television, and radio  
Human values related to moral and ethical conventions  
Society and the individual  
Patriotism  
Democracy  
Political systems  
Wars and revolutions  
International organizations  
Cultural interaction  
Discrimination  
Natural reserves and wilderness  
City and country  
Technology and industry  
Archaeological sites and excavations  
Controversial issues

Famous trials and debates  
Family issues  
Family relations, duties and rights  
Youth problems and expectations  
Love and marriage  
Hobbies and interests  
Careers and vocations  
Travel, explorations, and expeditions  
Immigration  
Women issues

### **CONTENT AREAS**

Literature	Fine arts
History	Music
Psychology	Media
Philosophy	Political science
Sociology	Geography

## CURRICULAR OBJECTIVES FOR THIRD SECONDARY YEAR - SOCIAL SCIENCES & ECONOMICS

By the end of Third Secondary, the students in the Social Sciences and Economics Section are expected to be able to do the following:

### LISTENING OBJECTIVES

**\* Demonstrate basic understanding of academic lectures.**

- Summarise lectures.
- Take notes.
- Make relevant comments.
- Identify speaker, context, and audience.
- Identify main ideas.

**\* Demonstrate critical understanding of spoken discourse.**

- Reorganize presented ideas in different formats (e.g. writing, dialogue, etc.).
- Reinterpret presented ideas using researched information.
- Point out gaps in lecture.
- Identify speaker's purpose, role, and tone.

**\* Demonstrate awareness of linguistic and organizational structure of text.**

- Recognize dialectal variation (mainly British and American) and foreign accents.
- Identify features of style and register.
- Identify key terms stressed in text.
- Identify transitionals.
- Identify methods of development of ideas.

## **ORAL COMMUNICATION OBJECTIVES**

### **\* Demonstrate advanced oral skills in responding to oral or written input.**

- Identify original ideas.
- List issues discussed.
- Identify and list logical sequence markers.
- Identify and rectify fallacies.
- Identify strengths and weaknesses of presentation.
- Summarize main ideas fluently and accurately.
- React to other's views in critical discussion.

### **\* Show advanced command of oral presentations of researched topics.**

- Develop main ideas fully maintaining unity of theme.
- Maintain audience interest by asking questions, varying intonation, and using graphic illustrations.
- Support presentations with a variety of data (statistics, facts, audio-visual aids etc.)
- Make timed presentations on pre-assigned topics.

### **\* Participate in problem solving activities.**

- Participate in and lead debates.
- Interrupt, ask, comment, agree/disagree.
- Ask for repetition and clarification.

### **\* Demonstrate practical knowledge of the rules of spoken discourse.**

- Observe turn-taking rules.
- Join conversations at appropriate transition points.
- Keep interruptions brief.
- Speak coherently and clearly with proper enunciation and intonation.

## **READING OBJECTIVES**

### **\* Demonstrate understanding of specialized texts (History, Geography, Economics).**

- Recognize, identify, and define related concepts and terminology.
- Identify main ideas and details.
- Recognize and identify irrelevant information and false generalizations.
- Identify and explain implied meanings and attitudes.
- Identify and explain bias, false analogies, faulty deductions, incomplete statistics, and insignificant differences.

### **\* Demonstrate improved reading strategies.**

- Scan to locate specific information.
- Skim for gist or main idea.
- Vary rate according to purpose and material.

### **\* Read and analyse texts to identify and explain organizational patterns.**

- Identify thesis statement, topic sentence, supporting details, and conclusion.
- Identify elements of cohesion in a text (opening and closing statements, key terms, transitionals, parallelism, and the like).
- Identify different writing styles and explain how they change according to topic, writer, and context.

### **\* Demonstrate ability to cope with assigned readings in specialized publications.**

- Make summaries and abstracts.
- Make notes for research.
- Evaluate references.

### **\* Identify and manipulate technical jargon.**

- Use appropriate terminology and structures in oral/written responses.
- Identify and explain stylistic features of read materials.

## **WRITTEN COMMUNICATION OBJECTIVES**

### **\* Demonstrate advanced writing skills in responding to input.**

- Organize notes taken in a logical fashion.
- Make adequate summaries and abstracts.
- Comment on or critique what is heard or read.

### **\* Demonstrate ability to reinterpret texts.**

- Reorganize ideas in tables, graphs, charts, etc.
- Rephrase assigned sections.
- Vary style to suit changing purpose, situation, and audience.
- Modify parts of the text to change orientation, tone, or style.

### **\* Show advanced skills in writing well-researched papers.**

- Prepare research projects.
- Use wide variety of resources and references.
- Follow proper documentation procedures.
- Use different expository and argumentative methods of development.
- Draft, re-draft, and proof-read.
- Maintain thematic unity.
- Write coherently employing logical sequencing, transitionals, and repetition of key terms.

### **\* Demonstrate ability to write for different interactive purposes.**

- Write business letters.
- Respond to advertisements.
- Initiate campaigns and projects.
- Fill in application forms.

### **THINKING SKILLS OBJECTIVES**

**\* Develop awareness of interaction between fields.**

- Relate information across fields.
- Apply techniques learned in one field in another.
- Relate changes in one field to changes in other fields to demonstrate interdependence of fields of study.

**\* Demonstrate critical interpretation and appreciation of written and spoken discourse.**

- Take notes consistently and coherently.
- Predict outcomes of events.
- Make valid evaluations, judgements, and inferences.
- Present critique of texts and of others' work.

**\* Show the ability to evaluate different theories and strategies in fields of study.**

- Explain a theory.
- Discuss the applicability of a theory to a specific context.
- Compare between one theory and another.

### **CULTURAL AWARENESS OBJECTIVES**

**\* Demonstrate appreciation of the similarities and differences among various political and economic systems discussed in texts.**

- Identify operating principles of each system.
- Compare principles and practices in the various systems.
- Identify some cultural considerations that may account for variations among systems.

**\* Develop understanding of and commitment to global issues presented in written texts.**

- Identify, analyse, and discuss issues of global nature (peace, the environment, etc.).
- Research reactions of various cultures to global ecological issues (pollution, acid rain, the ozone layer, etc.).
- Identify principles and functions of global organizations (cultural tolerance, cross-cultural interaction, multiculturalism, etc.).
- Present comments on the role of international organizations in preserving the cultural heritage of a nation.

**\* Develop empathy/tolerance towards other cultures and systems.**

- Recognize stereotypes.
- Identify and interpret behaviors that are different from one's own.
- Adopt behavioral patterns of target culture that you like.

**STUDY SKILLS OBJECTIVES**

**\* Follow academic and professional lectures and panels.**

- Take notes.
- Outline issues presented for further discussion and research.

**\* Demonstrate ability to synthesize information from different subject-matter areas.**

- Make an independent and discriminating selection from a wide range of reference material.
- Identify and use specialized encyclopedias and dictionaries.
- Use a range of information from a variety of media (guides, manuals, indexes, official documents, electronically stored information, documentaries, etc.).

**\* Demonstrate ability to use advanced research techniques.**

- Demonstrate ability to use library facilities.
- Prepare detailed questionnaires adequate for research papers.
- Prepare and carry out interviews for research purposes.
- Present research papers following acknowledged style sheets and formats.



## CONTENT AREAS

- \* History
- \* Geography
- \* Sociology
- \* Economics

## THEMATIC UNITS

- Current local and global issues in social sciences and economics
- Interdisciplinary issues (Historical events and geographical changes and their influence on the economy)
- The media (promotion and information)
- Historical personages
- Historical highlights
- Archaeological sites
- Democracy
- Human rights
- Waves of emigration
- World organizations
- Post-war societies and national re-construction plans
- The ecological environment
- Pollution (Air, water, soil, noise, visual)
- Natural phenomena, wonders, and disasters
- Urban, sub-urban, and rural issues
- Natural resources and reserves
- The family
- Youth problems and interests
- Sports
- Gender issues
- Economic organizations and systems
- International economic relations
- Developed, developing, and under-developed countries
- Industrial revolutions and recessions
- Socio-economic issues (labor, employment, production/consumption, inflation, living standards, life-expectancy, etc.)

## CURRICULAR OBJECTIVES FOR THIRD SECONDARY YEAR: GENERAL SCIENCES

By the end of Third Secondary, the students are expected to do the following:

### LISTENING OBJECTIVES

- \* **Understand specific details and information from various scientific sources.**
  - Identify objectivity markers in scientific discourse.
  - Recognize specific details as examples of general science topics
  - Understand lectures using scientific graphic conventions.
- \* **Sustain comprehension in extended scientific discourse.**
  - Summarize arguments.
  - Outline salient points
  - Paraphrase parts of information.
- \* **Demonstrate awareness of the special language used in scientific discourse.**
  - Identify stylistic features.
  - Identify special linguistic structures and explain how they deviate from normal discourse.
  - Identify the special terms used in the text.

## **ORAL COMMUNICATION OBJECTIVES**

### **\* Understand and produce discourse using more advanced notions of science.**

- Deliver cause/effect presentations.
- Clarify through measurement.
- Explain through consequence.
- Contrast by analogy.
- Correlate by proportion.

### **\* Produce oral presentations on a variety of scientific situations.**

- Comment on lab experiments.
- Comment on field observations.
- Substantiate scientific hypotheses.
- Present own observations using visuals.

### **\* Use different speech strategies for specific situations.**

- Present longer commentaries.
- Make polite interruptions for expressing own observations.
- Comment on other speakers presentations.
- Participate in scientific defensive discourse.

### **\* Converse effectively.**

- Participate in social conversations.
- Participate in professional conversations.

## **READING OBJECTIVES**

### **\* Read information given through language discourse pertaining to scientific and professional material.**

- Interpret point of view.
- Interpret tone.

### **\* Derive information from non-textual sources.**

- Interpret charts, graphs, tables, etc.
- Interpret pictures, designs, diagrams, etc.

### **\* Read specialized texts efficiently.**

- Derive relevant information from journals.
- Derive relevant information from textbooks .
- Derive relevant information from other sources.

### **\* Demonstrate ability to interpret texts.**

- Organize ideas in the form of tables, charts, graphs, etc.
- Rephrase parts of text.
- Critique and modify text.

## **WRITTEN COMMUNICATION OBJECTIVES**

### **\* Produce extended written forms.**

- Produce a proposed set of operations.
- Derive a set of abstract relations.
- Develop scientific description.

**\* Understand and produce discourse using extended notions of science.**

- Develop cause/effect discourse.
- Explain through consequence.
- Contrast by analogy.

**\* Observe the rules of good writing.**

- Write coherently, grammatically and clearly.
- Vary style and register according to topic and task.
- Select appropriate technical terminology.

**\* Utilize a wide range of vocabulary and grammar.**

- Use extensive technical lexis for a variety of scientific situations.
- Use a variety of grammatical components most pertinent to scientific discourse.

**THINKING SKILLS OBJECTIVES**

**\* Evaluate information given through extended scientific discourse.**

- Assess logical relationships.
- Determine whether a theory is warranted.
- Interpret figurative language and idiomatic expressions.

**\* Transfer knowledge from one situation to another.**

- Relate textual references to real experiences.
- Apply past experience to present situations.

**\* Engage in problem-solving tasks.**

- Identify research problems.
- Conduct an experiment.
- Organize and analyze results.
- Compare findings to those reported in literature.

**STUDY SKILLS OBJECTIVES**

**\* Follow scholarly lectures.**

- Reproduce information from notes taken.
- Reproduce visuals (diagrams and graphs) from speech.

**\* Develop test-taking techniques.**

- Work within time limits.
- Produce clear and legible answers.

**\* Do research work.**

- Consult reference works quickly and efficiently.
- Develop suitable questionnaires for research purposes.
- Construct interviews for research purposes.

**CULTURAL AWARENESS OBJECTIVES**

**\* Comment on cultural references in scientifically-oriented discourse.**

- Explain various culturally-oriented attitudes.
- Find unstated assumptions based on cultural bias.

### THEMES FOR THIRD SECONDARY YEAR: GENERAL SCIENCES

THEME	EXAMPLE
<b>* Current Issues</b>	<ul style="list-style-type: none"><li>- Careers in the general sciences (cartographer, gem cutter, geologist, paleontologist, speleologist, volcanologist, glaciologist, meteorologist, climatologist, etc.)</li><li>- Wind erosion and deposition</li><li>- Galaxies - the Milky Way</li></ul>
<b>* The Ecological Environment</b>	<ul style="list-style-type: none"><li>- Interaction within the environment</li><li>- Acid rain</li><li>- Renewable energy resources</li><li>- Inferring from fossils</li><li>- Rock formation</li><li>- Oil drilling</li><li>- Water treatment</li><li>- Solid and Hazardous wastes</li></ul>
<b>* Technology</b>	<ul style="list-style-type: none"><li>- Prospecting from the sky</li><li>- Radioactive dating</li><li>- Weather forecasting</li><li>- Plate tectonics</li><li>- The continental drift</li><li>- Scientific instrument and tools (seismograph, telescope, radar, satellite, etc.)</li></ul>

<b>* The Teenager</b>	- Problems, relationships and expectations
<b>* Democracy</b>	- As related to other types of government
<b>* Human Rights</b>	- As specified by the Human Rights Charter of 1948
<b>* Natural Phenomena</b>	<ul style="list-style-type: none"> <li>- Photosynthesis</li> <li>- Light energy</li> <li>- Earthquakes, volcanoes, tornadoes, storms, avalanches, tsunamis, etc.</li> <li>- Prehistoric life</li> </ul>
<b>* Human Values</b>	<ul style="list-style-type: none"> <li>- Courage</li> <li>- Honesty</li> <li>- Brotherhood</li> <li>- Fair play</li> <li>- Charity</li> <li>- Morality</li> </ul>



### CURRICULAR OBJECTIVES FOR THIRD SECONDARY YEAR: NATURAL SCIENCES

By the end of Third Secondary, the students are expected to do the following:

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<ul style="list-style-type: none"><li>* <b>Understand specific details and information from various scientific sources.</b><ul style="list-style-type: none"><li>- Identify objectivity markers in scientific discourse.</li><li>- Recognize specific details as examples of natural science topics.</li><li>- Understand lectures using scientific graphic conventions</li></ul></li><li>* <b>Sustain comprehension in extended scientific discourse.</b><ul style="list-style-type: none"><li>- Summarize arguments.</li><li>- Outline salient points</li><li>- Paraphrase parts of information</li></ul></li><li>* <b>Demonstrate awareness of the special language used in scientific discourse.</b><ul style="list-style-type: none"><li>- Identify stylistic features.</li><li>- Identify special linguistic structures and explain how they deviate from normal discourse.</li><li>- Identify special terms used in the text.</li></ul></li></ul>

SKILL	INSTRUCTIONAL OBJECTIVES
<b>ORAL COMMUNICATION OBJECTIVES</b>	<ul style="list-style-type: none"> <li>* <b>Understand and produce discourse using more advanced notions of natural science.</b> <ul style="list-style-type: none"> <li>- Deliver cause/effect presentations.</li> <li>- Contrast by analogy.</li> <li>- Correlate by proportion.</li> <li>- Classify by inclusion.</li> </ul> </li>   <li>* <b>Produce oral presentations on a variety of scientific situations.</b> <ul style="list-style-type: none"> <li>- Comment on lab experiments.</li> <li>- Comment on field observations.</li> <li>- Substantiate scientific hypotheses.</li> <li>- Present own observations using visuals</li> </ul> </li>   <li>* <b>Use different speech strategies for specific situations.</b> <ul style="list-style-type: none"> <li>- Present longer commentaries.</li> <li>- Make polite interruptions for expressing own observations.</li> <li>- Comment on other speakers presentations.</li> <li>- Participate in scientific defensive discourse.</li> </ul> </li>   <li>* <b>Converse effectively.</b> <ul style="list-style-type: none"> <li>- Participate in social conversations.</li> <li>- Participate in professional conversations.</li> </ul> </li> </ul>

SKILL	INSTRUCTIONAL OBJECTIVES
<b>READING OBJECTIVES</b>	<p><b>* Read information given through language discourse pertaining to scientific and professional material.</b></p> <ul style="list-style-type: none"> <li>- Interpret point of view.</li> <li>- Interpret tone.</li> </ul> <p><b>* Derive information from non-textual sources.</b></p> <ul style="list-style-type: none"> <li>- Interpret charts, graphs, tables, etc.</li> <li>- Interpret pictures, designs, diagrams, etc.</li> </ul> <p><b>* Read specialized texts efficiently.</b></p> <ul style="list-style-type: none"> <li>- Derive relevant information from journals.</li> <li>- Derive relevant information from textbooks .</li> <li>- Derive relevant information from other sources.</li> </ul> <p><b>* Demonstrate ability to interpret texts.</b></p> <ul style="list-style-type: none"> <li>- Organize ideas in the form of tables, charts, graphs, etc.</li> <li>- Rephrase parts of text.</li> <li>- Critique and modify text.</li> </ul>

SKILL	INSTRUCTIONAL OBJECTIVES
<b>WRITTEN COMMUNICATION OBJECTIVES</b>	<ul style="list-style-type: none"> <li>* <b>Produce extended written forms.</b> <ul style="list-style-type: none"> <li>- Describe a set of operations.</li> <li>- Derive a set of abstract relations.</li> <li>- Develop scientific description.</li> </ul> </li>   <li>* <b>Understand and produce discourse using extended notions of natural science.</b> <ul style="list-style-type: none"> <li>- Develop cause/effect discourse.</li> <li>- Contrast by analogy.</li> <li>- Classify by inclusion.</li> </ul> </li>   <li>* <b>Observe the rules of good writing.</b> <ul style="list-style-type: none"> <li>- Write coherently, grammatically and clearly.</li> <li>- Vary style and register according to topic and task.</li> <li>- Select appropriate technical terminology.</li> </ul> </li>   <li>* <b>Utilize a wide range of vocabulary and grammar.</b> <ul style="list-style-type: none"> <li>- Use extensive technical lexis for a variety of scientific situations.</li> <li>- Use a variety of grammatical components most pertinent to scientific discourse.</li> </ul> </li> </ul>
<b>THINKING SKILLS OBJECTIVES</b>	<ul style="list-style-type: none"> <li>* <b>Evaluate information given through extended scientific discourse.</b> <ul style="list-style-type: none"> <li>- Assess logical relationships.</li> <li>- Determine whether a theory is warranted.</li> <li>- Interpret figurative language and idiomatic expressions.</li> </ul> </li>   <li>* <b>Transfer knowledge from one situation to another.</b> <ul style="list-style-type: none"> <li>- Relate textual references to real experiences.</li> <li>- Apply past experience to present situations.</li> </ul> </li> </ul>



### THEMES FOR THIRD SECONDARY YEAR: NATURAL SCIENCES

THEMES	EXAMPLES
* <b>Current Issues</b>	<ul style="list-style-type: none"><li>- Health concerns for today (relating to the environment, the human body, genetics, etc.)</li><li>- Careers in the health sciences (anesthesiology, cardiology, dermatology, hematology, immunology, radiology, etc.)</li><li>- UFOs</li></ul>
* <b>The Ecological Environment</b>	<ul style="list-style-type: none"><li>- Water ecosystems</li><li>- Animal behavior</li><li>- The world of insects</li><li>- Solid and hazardous wastes</li></ul>
* <b>Technology</b>	<ul style="list-style-type: none"><li>- The greenhouse effect</li><li>- Visualization of body parts (x-rays, fluoroscopy, thermography, scanning, etc.)</li><li>- Living and working in outer space</li><li>- Information processing</li><li>- Ocean life/Ocean floor drilling</li><li>- Scientific instruments</li></ul>
* <b>The Teenager</b>	<ul style="list-style-type: none"><li>- Problems, relationships and expectations</li></ul>

<b>* Democracy</b>	- As related to other types of government
<b>* Human Rights</b>	- As specified by the Human Rights Charter of 1948
<b>* Natural Phenomena</b>	<ul style="list-style-type: none"> <li>- Mutation</li> <li>- Evolution</li> <li>- Microscopic organisms</li> <li>- The earth through time and space</li> <li>- Perception of sensation</li> </ul>
<b>* Hygiene and Nutrition</b>	- The human body
<b>* Human Values</b>	<ul style="list-style-type: none"> <li>- Courage</li> <li>- Honesty</li> <li>- Brotherhood</li> <li>- Fair play</li> <li>- Charity</li> <li>- Morality</li> </ul>

## TRANSLATION CURRICULAR OBJECTIVES

By the end of the Third Secondary, students are expected to be able to do the following:

- \* **Identify cultural issues and values reflected in the decoding language (DL) text and compare them with those in the encoding language (EL) culture.**
  - List customs and traditions similar to or different from one's own.
  - Compare varying views towards concepts of time and space.
  - Compare world views of target and source language.
  - Compare values and behaviors identified in the DL text with those in the EL culture.
- \* **Express the particularities of register and style of the DL text in the EL text produced.**
  - Keep to technical terminology.
  - Try to reproduce dialectal features.
  - Approximate the spirit and tone of the original text.
- \* **Demonstrate awareness of the canons of various communicative forms of writing.**
  - Use specialized terms in translating technical materials.
  - Use personal expression in translating materials with expressive functions.
  - Use formal standard language in rendering in EL materials with transactional nature (instruction, lectures, commentaries).
  - Use rather informal language in rendering humor, anecdotes, conversations, and dialogues.
- \* **Compare translations of media reports and other texts with available authoritative translations.**
  - Identify and examine differences in word choice, sentence structure, and word order.
  - Identify and examine differences in how idiomatic expressions are rendered.
  - Give plausible explanations to differences and revise accordingly.



**\*Demonstrate flexibility and command of various modes of translation.**

- Use exact equivalences whenever possible.
- Use substitutes or non-exact equivalents that are nearest to meaning.
- Retain original words in transliterated form and provide explanation when no equivalents are found.
- Apply interpretative and descriptive translation when DL or EL text is highly figurative.
- Use non-idiomatic plain prose translation to convert an idiomatic expression.
- Shorten ideas when details are superfluous.
- Omit parts of text only in case of tedious/needless repetition.

**\* Demonstrate ability to work in pairs or in groups on a translation task.**

- Compare various translations.
  - Identify similarities.
  - Discuss differences.
  - Listen and respond to appropriate suggestions.
  - Reach an agreement.
  - Produce collaborative translations.

**\* Demonstrate ability to get meaning from different kinds of dictionaries (mono-lingual, bilingual and thesaurus) and other references.**

- Identify denotative and connotative meanings of words in DL and EL.
- Select the meaning that fits the specific text at hand.
- Use the words in the text in additional meaningful sentences.
- Search for equivalent dictionary meanings.

## TRANSLATION

### CONTENT AREAS

- Natural Sciences
- Mass Communication
- Health Sciences
- Environmental Studies
- Social Sciences
- World Civilizations
- Sports

### THEMATIC UNITS

Topics accessed in translation texts should be drawn from many subject areas. Particular emphasis should be placed on themes relevant to the learners' subject areas and future academic studies. The material of the text should be clear, comprehensible and easy to read. This is essential because only clear language can be accurately converted. Moreover, the text should be consistent and coherent, in the sense that implicit and explicit causal relations should be detectable.

In the process of text selection, an eye should be kept on the linguistic function which the text might serve, i.e. the material accessed should be directly relevant to the study of Arabic and English. Although students in the second and third secondary should be exposed to all the themes listed, it is recommended that in each class, special emphasis be placed on the themes that appear under that class.

### Second Secondary: Science Section

#### **- Modern technology**

Computers

Robots

Medical findings

Genetic engineering (bio-tech)

#### **- Sources of energy**

Nuclear

Solar

Alternative

**- Nuclear proliferation**

**- Environmental Issues**

Pollution  
Ozone depletion  
Green house effect  
Acid rain  
Deforestation  
Desertification  
Endangered species  
Natural disasters

**- Communication**

Internet  
Satellites  
Media reports, commentaries, reviews, etc.  
Publications of international organizations

**- Space explorations**

**- Athletics**

Olympic games  
types of sports  
tournaments

**- Nutrition**

## **Second Secondary: Humanities Section**

- Extracts from literary masterpieces
- Biographies of major literary figures and artists
- Excerpts from famous critical literary essays
- Ethical codes and norms
- Human rights
- Excerpts from history of world civilizations
  - historical landmarks
  - cultural landmarks
  - scientific breakthroughs

## **A METHODOLOGICAL OVERVIEW**

### **OF THE NEW ENGLISH CURRICULUM**

The new English curriculum has been developed around the principle of integrating language and content in the English as a foreign language classroom. It calls for organizing instruction around meaningful and developmentally appropriate themes. A basic premise here is that integrating language and content is effective in improving the linguistic and content area gains; in enhancing academic, linguistic, and cognitive development (Cummins, 1981); and in providing comprehensible input (Krashen, 1982). This is because thematic-based instruction enables learners to develop denser background knowledge, to read and write from multiple perspectives, and to engage in meaningful and interactive tasks in a print-rich environment. Materials representative of all spoken and written genres will be chosen from a variety of sources and academic disciplines keeping in mind the need for having authentic, interesting, relevant, and exploitable content.

### **METHODOLOGY**

The curriculum aims at developing three levels of English language proficiency: a) English for social interaction, b) English for academic purposes, and c) English for socio-cultural development. These levels are largely determined by a number of critical input, output, and context variables such as comprehensibility, redundancy, frequency, accuracy, and motivation. We believe that the most appropriate framework of classroom interaction that will address the above conditions and achieve the desired levels of proficiency is Cooperative Learning (CL). Essentially, CL constitutes a series of pro-social methods and structures (such as think-pair-share, mixer review, information gap, jigsaw, group investigation, and round table) which involve students working together according to the

principles of simultaneous interaction, positive interdependence, individual accountability, and team reward. A detailed description of the dynamics and procedures of CL can be found in Kagan (1992) and Slavin (1990).

At the lower levels of proficiency, there is emphasis in the new curriculum on the role of contextualized and motivating language practice in developing all the skill modalities. Consequently, the comprehension-based and humanistic-affective methodologies such as the Total Physical Response (TPR), Silent Way (SW), Whole Language, Natural Approach, Suggestopedia, Community Language Learning (CLL), and skill integration approaches are employed. Along similar lines, a wide variety of hands-on, acting-out, and task-based activities as well as language experience stories, dialogue journals, learning logs, and graphic organizers are also used, depending upon the curricular objectives and/or themes under consideration. For a detailed description of these methodologies and activities see Freeman (1986), Nunan (1991), Weaver et. al. (1990), and Shaaban et al. (in press).

At the intermediate and advanced levels of proficiency, the emphasis gradually shifts from pre-academic to academic and socio-cultural English as learners develop their critical thinking skills and acquire a wide variety of linguistic and grammatical structures needed for immediate success in an all-English curriculum in various areas of study and at the university level.

## **SKILLS**

The stages of instruction and modes of presentation in developing the skills of listening, oral fluency, reading, and written communication are based on the pedagogical implications of some widely accepted theoretical views (models) of the skills and in accordance with optimal conditions for language acquisition.

## Listening

Viewed as an active communication process, listening involves the transform of auditory input into intelligible and useful comprehension. Thus, the new curriculum provides learners at the beginning levels with opportunities to develop their sub-skills of auditory discrimination, auditory analysis, and memory as well as attention, code selection and schema search and instantiation. At the advanced levels, listening tasks emphasize academic listening activities which include note-taking, organization, interpretation, and evaluation. Instruction is planned according to the proficiency levels of learners and gradually moves from deriving direct meaning to making inferences, to deriving critical meaning drawing on a variety of authentic materials such as recordings, radio broadcasts, songs, TV shows, lectures, and so forth. Similarly, the stages of lesson planning proceed from pre-listening to listening, to post listening activities in order to help learners build and/or activate relevant background, comprehend what is heard and finally interpret and reflect on their comprehension. The following activities listed under each stage are examples of what may be done in a listening comprehension class.

### Pre-Listening Stage

- Giving background information
- Reading relevant material
- Looking at related pictures and illustrations
- Discussing statements
- Answering questions relevant to text
- Labeling a picture

### Listening Stage

- Marking/ checking items in pictures
- Identifying the relevant picture
- Organizing pictures in order
- Completing pictures
- Drawing pictures
- Tracing/ following a route on a map
- Carrying out activities
- Completing grids/ forms/ charts
- Answering questions raised in the pre-listening stage
- Spotting mistakes

### Post-Listening Stage

- Solving problems
- Interpreting text
- Role-playing
- Extending lists
- Sequencing/ grading
- Matching
- Summarizing



- Jigsaw listening
- Identifying relationships between speakers
- Recognizing mood/ attitude/ bias/ intention

### **Oral Fluency**

Oral fluency instruction aims at engaging learners in meaningful, referential, and exploratory talk as they express their needs, feelings, ideas, and intellectual positions in a relaxed and supportive environment. Instruction is organized according to the proficiency levels of learners as they gradually develop their skills of using formulaic expressions, information routines (describing, making comparisons, telling stories, and giving instructions), and transactional routines (such as telephone conversations, interviews, meetings, and discussions) to negotiate and construct meaning. The stages of instruction proceed from pre-speaking to speaking and post-speaking in order to describe objects in the immediate environment, fill in information gaps, debate controversial issues, and convey intellectual positions, observing the systematics of turn-taking and culturally appropriate behavior. The following activities listed under each stage are examples of what could be done in an oral communication class.

### **Pre-Speaking Stage**

- Examining pictures
- Listening activities related to topic
- Reading a relevant text
- Collecting information from a variety of sources

### Speaking Stage

- Responding appropriately to prompts
- Participating in dialogues
- Presenting new material
- Commenting on a topic
- Reciting poetry
- Leading/ participating in discussion
- Observing systematics of turn-taking
- Participating in problem-solving activities
- Conducting interviews

### Post-Speaking Stage

- Role-playing
- Writing a summary
- Using graphic organizers to represent ideas
- Evaluating the speaking activity
- Conducting further research
- Making a detailed presentation
- Participating in project work

## Reading

Reading is perceived in the curriculum as an active process of constructing meaning as a result of the interaction between the reader and the text, that is the interaction between textual input (content and form) and existing background knowledge (experience and prior knowledge). As such, learners are trained in a variety of text-processing and background activation and/or building strategies according to three stages of lesson planning i.e., pre-reading, reading, and post-reading. As students go through these stages, they develop the requisite background knowledge for comprehension, set expectations for reading, confirm their expectations, and finally critique and evaluate their comprehension of what is read. The following activities listed under each stage are examples of what could be done in a reading comprehension class.

### Pre-Reading Stage

- Brainstorming about a topic
- Drawing semantic webs and/ or charts
- Defining key words and expressions
- Watching a film related to topic
- Doing a know-wonder-learn activity
- Becoming familiar with structures, genre, and style
- Scanning graphics, headings, and titles
- Making predictions based on knowledge of topics or on textual clues
- Answering questions on text

### **Reading**

- Revisiting and revising predictions
- Relating to previous knowledge
- Reconsidering answers to pre-reading questions
- Comprehending what is being read
- Maintaining interest
- Formulating and testing hypotheses
- Identifying what is positive interesting and neutral ( P.I.N.)

### **Post-Reading**

- Using graphic organizers to represent ideas
- Elaborating, expanding, and extending
- Transferring acquired information and skills to new contexts
- Answer comprehension exercises
- Writing an essay on a related topic

### **Written Communication**

The new curriculum proclaims a process-oriented view of composing which involves having students go through the following stages: pre-writing, writing, revising, and publishing. Instruction is organized to help learners manage their acts of composing, develop their authentic voice as writers, and self-sponsor their written products. During pre-drafting, learners explore and

conceptualize their topics through a variety of heuristic procedures following which they write multiple drafts of their ideas and finally revise and share their written products with the rest of the class through bulletin boards or the school magazine. Furthermore, at the advanced levels of proficiency learners develop their skills of academic writing in a variety of assignment formats such as reports and research papers according to the expectations of an academic audience in the various fields of study. The following activities listed under each stage are examples of what could be done in a written communication class.

### Pre-Writing

- Gathering information and thoughts
- Brainstorming about the topic with peers
- Narrowing the topic
- Outlining
- Reading texts related to the topic
- Watching a movie or a documentary related to the topic
- Identifying audience, purpose, and genre
- Developing and writing a plan
- Asking probing questions

### Writing

- Writing the first draft
- Stressing clarity over mechanics
- Maintaining stream of consciousness
- Requesting the help of the teacher when experiencing mental block

### Revising

- Checking for purpose, audience, and clarity
- Checking for register
- Taking into consideration input from teacher and peers
- Correcting spelling, syntax, and mechanics

### Publishing

- Ensuring legible handwriting
- Using illustrations and pictures as needed
- Sharing final version with others
- Receiving a grade

Beside emphasis on the four language skills, the new curriculum promotes critical thinking, study skills, and cultural awareness. Of particular importance in this regard is helping learners assess their own use of language and develop their awareness of the linguistic and organization features of a wide variety of oral and written text-types. Similarly, the new curriculum underscores the importance of learning strategies and effective study habits as well as curiosity and empathy toward other cultures.

In brief, the English curriculum provides for the development of learning and thinking strategies which help students extend their communicative competence, construct and use their academic knowledge effectively, and expand their socio-linguistic and socio-cultural horizons in a stress-reduced learning environment.

### **INSTRUCTIONAL MATERIALS AND ACTIVITIES**

One of the main arguments for the adoption of a content-based approach to the teaching of English as a foreign language is that in this approach students are given instructional materials which are either at or just above their language proficiency level. Furthermore, because of the familiarity of the content of the materials used for instruction, the anxiety and tension generated normally when students face an unfamiliar text are substantially reduced. Consequently, students acquire language proficiency while they continue to develop cognitively and to reinforce their knowledge of content by further exposure to the content presented in new forms.

The instructional materials selected and/or adapted for the thematic units encompassed a wide variety of text types and teaching aids. Of particular concern to us was the development of theme-based packages of instructional materials that are authentic, exploitable, and relevant to the theme under study. Therefore, we selected materials which, though not generated specifically for any language teaching purposes, included a good range of language functions and structures as well as reflected up-to-date and developmentally appropriate and interesting content. For example, to cover the theme of "Human Communication" in grade 10, we used materials selected from the content areas of literature, psychology, and sociology. Selected materials were first photocopied,

typed, and then sequenced and matched with instructional objectives. Materials which deviated from “good” writing were adapted by changing words, deleting extraneous text features such as unnecessary remarks, and adding connectors. We were careful to keep these modifications minimal in order not to fall into oversimplification whereby the text loses its authenticity, which contradicts the basic principles of theme-based language instruction.

In order to help learners process challenging and difficult texts, we resorted to the use of learning “crutches” such as audio-visual aids, grids, graphic organizers, and the like which we will discuss later. Some of the instructional aids which we recommend that teachers draw on in their teaching are: charts, tables, diagrams, illustrations, pictures, realia, transparencies, tape-recordings, radio and television programs, films, interactive videos, and specially-designed videos. The tools that we believe every EFL teacher should have access to, in addition to classroom walls and chalkboard, are video cassettes, overhead projectors, tape recorders, radios, televisions, and advanced computers.

As for classroom activities, students will be involved in hands-on performance tasks, brainstorming in groups, physical involvement, discussions, developing semantic maps, and the like. Special emphasis is placed on the use of graphic organizers such as graphs, tables, maps, flow charts, and Venn diagrams because they are used to place information in meaningful contexts and, consequently, help students develop learning strategies, increase retention, activate background knowledge and prior learning, and organize ideas logically. The ultimate goal of using these aids and activities is to facilitate communication and comprehension as a result of the development of the following elements associated with language development in a theme-based approach:

Amplification: This is achieved by means of reducing linguistic barriers through familiarizing students with unfamiliar structures, vocabulary, and concepts (Addison, 1988).

Contextualization: This is achieved by means of providing learners with realia, visuals, and props (Cummins, 1981).



Negotiation of meaning: This is achieved by means of developing the strategies of confirmation, elaboration, expansion, and extension through activities such as brainstorming, pairwork, and discussions (Pica, Young, & Doughty, 1987).

Redundancy: This is achieved by means of recycling knowledge, accessing background information, restating and paraphrasing, and reaching the same information through various sources (Savill-Troike, 1991).

Cognitive Work: This is achieved by means of getting enough practice in outlining, summarizing, highlighting and underlining texts, writing down key words, and generating questions (Webb, 1988).

### EVALUATION GUIDELINES

In developing the evaluation component for the new English curriculum, we adopted the context-adaptive model for developing language achievement tests (Turner, 1992). This model fits the principles and characteristics of theme-based language instruction as it divides the process of test writing into stages during which teachers clarify instructional objectives, determine and describe appropriate test formats, and establish the clarity, practicality, reliability, and validity of those formats.

Evaluation is viewed in the curriculum as an integral part of the learning/teaching process in the sense that the achievement tests are meant to reflect both curriculum objectives and classroom activities. Furthermore, evaluation is treated as a continuous operation that employs various formal and informal tools of assessment for obtaining information about a student's proficiency level. Continuous evaluation will thus incorporate the latest trends in testing and assessment such as oral and written tests, group tests, peer evaluation, self evaluation, portfolios, observations, interviews, and conferences. Finally, the tests will reflect the questioning and answering schemes and strategies that the new curriculum has recommended for use in the classroom; this view fits rather well within the current practices in testing which support the principle that "in constructing tests it is important to include texts and activities which mirror as closely as possible those which students have been exposed to and/or are likely to meet in their future target

situations” (Weir, C., 1993: 65). Questioning routines such as cloze procedure, wait-time ( for oral work), wonder questions, think - pair - share (TPS), and positive - interesting - neutral (PIN) as well as questioning frameworks such as description, personal interpretation, and critical and creative questions will be reflected in the designed tests. Answering frameworks, or possible student answers, need also to be considered; Olsen (1996) provides the following useful adaptation of Krashen and Terrell’s taxonomy of the stages of language acquisition and response task types:

### Taxonomy and Student Response Task Types

Stage of Acquisition	Performance Indicator(s)	Student Response(s) /Ask Students to:
<i>Stage One:</i> Preproduction	Kinesthetic	point      act out      choose watch      arrange or sort out visuals number      manipulate      gesture circle      mark      use follow directions
<i>Stage Two:</i> Early Speech	Kinesthetic; AND one- or two-word utterances	name      label      number list      tell      use group or sort words or phrases manipulate answer categorize
<i>Stage Three:</i> Speech Emergence	Kinesthetic; one or two words utterances; AND phrases and	describe      define      recall explain      retell      summarize

	simple sentences	compare follow directions give or list steps	contrast read	write
<i>Stage Four:</i> Fluency Emergence	Kinesthetic; words, phrases, and simple sentences	justify debate describe in detail evaluate	create defend examine complete	give opinion analyze

Another model that was consulted in connection with teaching and testing English as a foreign language is the 3R's model (Olsen, 1996). The model discusses three ways in which students interact with content materials; these ways reflect different types of mental activity. The three R's are: recognition, replication, and reorganization. Recognition corresponds to Krashen and Terrell's silent period and early speech and involves performance tasks such as matching, choosing, and manipulating objects. Replication corresponds to Krashen and Terrell's early speech through fluency emergence and involves tasks such as exchanging information in charts, maps or picture pairs. Reorganization requires students to demonstrate the ability to reorganize given information into different formats or text types; it includes performance tasks and activities that lend themselves to group work such as creating a time line, an outline, or a semantic map. Reorganization tasks are very practical in that they "can accommodate various levels of language proficiency from 'silent' and 'speech emergence' through 'fluent' stages of Terrell's taxonomy as well as articulate, highly verbal responses" (Olsen, 1996: 16).

With all the of the above considerations as guidelines for the teacher-tester, the task of designing tests of students' achievement becomes relatively clear and manageable. However, before deciding on the test format, the teacher needs to become aware of the test operations, that is he has to determine what it is that he wishes to measure and/or what he believes the students can

do; he also needs to become aware of the test conditions, that is under what circumstances (Weir, 1993). Conditions and operations differ slightly between the skills involving comprehension (listening and reading) and those involving communication (speaking and writing). For example, the following considerations fall under the heading of operations for comprehension skills: direct meaning (main ideas and details, and attitudes), inferred meaning (situation, writer/speaker, and discourse function) and linguistic and organizational features of the text; on the other hand operational considerations for communication skills include: informational skills (narration, description, definition, instruction, comparison, explanation, and presentation), interactional skills (expressing, eliciting and responding, directing, and decision-making), and improvisational skills (negotiation of meaning, argumentation, and management of interaction). Examples of conditions considerations for comprehension skills are the following: purpose, nature of text, organization, lexical range, topic, status of writer/speaker, schemata, size of input, and textual complexity; on the other hand, conditions considerations for communication skills include: purpose, text type/discourse output required, functioning under normal time constraints, interlocutors/audience, organization, lexical range, type of information, cognitive demands, setting, channel, and size of output. Needless to say, there are special features of each skills that the test designer needs to observe.

As for the actual design of the test, we suggested that teachers identify testing objectives by examining the objectives and performance tasks set in the curriculum and targeted in the various instructional units. Teachers may then determine the test formats in light of the nature of those objectives and performance tasks, following which they may write test specifications in order to guide the process of test writing through specifying the purpose, source, and scoring procedure of the test. For example, teachers may use the formats of labeling, matching, and/or cloze type exercises to assess vocabulary acquisition and, then, score such tests objectively based on an answer key. Similarly, teachers may use essay type questions and score responses holistically in order to measure content knowledge and writing proficiency. Other test formats may include ratings of learners' responses according to some established criteria in order to measure analytical skills; they may also include using observation forms in order to assess learners' level of

participation and engagement in class activities such as journal writing, free writing, questioning, role playing, and so forth.

Upon specifying test formats and test specifications, teachers may set acceptable standards for achieving the instructional objectives under consideration. These standards may take the form of numerical scores of accurate answers (80 % or 85 %) or letter grades (A, B, or C) whereby non-numerical assessment may be translated into numbers and/or letters. As it may be difficult to ask teachers to pilot achievement tests, it is recommended that tests be prepared and reviewed by a group of teachers in order to establish test validity. Needless to say, scoring tests should also be the work of a group as well in order to establish inter-rater reliability and uniformity.

