

**Ministry of National Education,
Youth and Sports**

**National Center for Educational
Research and Development**



Evaluation Teacher's Guide

English Language

October 1999

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Youth and Sports
National Center for Educational Research
and Development**

**EVALUATION: TEACHER'S GUIDE
MATERIAL: ENGLISH LANGUAGE**

October 1999

A self-evident tenet of curricula design is that such projects must encompass all the essential curricula elements, that is, the objectives, the contents, and teaching strategies and evaluation. Since the new published curricula did not initially include any evaluation, an evaluation system based upon continuous testing had to be added later, starting at the Basic Education level (excluding the Secondary cycle). However, upon trying out that system, a diversity of problems arose which drove a large majority of teachers to give up on it.

This reality led the Center for Educational Research and Development to take up a new challenge at the beginning of Year Two of the three-year period allowed for introducing the new programs i.e. eight out of the twelve years structured within the new educative system. It seems illogical and unacceptable to proceed to the implementation of new curricula while holding on to a traditional evaluation system exclusively devoted to memorizing information, in total disregard of a considerable part of the objectives introduced by the new curricula. To bridge the gap, a new commission has been charged with the task of developing the relevant evaluation system, as well as designing evaluation sheets, based on ideas and recommendations obtained during the teachers training sessions of summer 1999. Moreover, it is proposed that the sheets in their final form be distributed to all the schools at the beginning of the school year.

At this stage, we should particularly draw the teachers' attention to the difference between grading assessment and evaluation. Assessment focuses on the grade itself, which represents in this case the only indicator to appraise the student's achievement. Evaluation, on the other hand, goes beyond the grade which becomes only one of many elements taken into account to gauge the acquisition of the skills aimed at in the lesson and the wider scope of the subject being handled. Additionally, evaluation even examines attitudes relevant to certain situations.

Therefore it is of utmost importance to consider teaching and evaluation as two inseparable complementary entities to the extent that evaluation becomes an essential aspect of the learning/teaching process. It is of course essential that the

teacher be fully aware of the required skills – and that he informs the student of them – in order to select relevant work techniques for us in the teaching plan.

The teacher may resort to a series of techniques in order to evaluate the learning of the student. For example: direct knowledge is often gauged through an Objective Test while progress in the acquisition of competencies is evaluated through application, analysis and matching. We can thus say that evaluation is a comprehensive operation, which requires the use of various types of precision and estimation procedures. Furthermore, this operation is not limited to the grade, but involves numerous activities, which help the teacher appraise the student's work. Nevertheless, evaluation does not necessarily depend on pen-and-paper tests, but rather on the execution of definite tasks and activities as well as the observation of conducts. After collecting information through the evaluation of the student's work, the teacher will make use of it to reach two goals: on the one hand, to reassess continuously the teaching operation in order to improve it; and on the other, to make the student aware of his strengths and of his weaknesses.

We can point out that the introduction of such an evaluation system is a significant step forward in the development of our new curricula. It does not merely assess information – despite the importance of such information – but goes beyond that to use information and invest it for further building knowledge and attaining the required competencies.

Finally let us bear in mind that we do not claim that our work is perfect, which is why we urge all institutions and teachers, after trying out this evaluation system, to provide us with their opinions and comments which will be used for further reexamination and evaluation of the system.

**President, Center for Educational
Research and Development**

Nemer FRAYHA

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EVALUATION: TEACHER'S GUIDE
MATERIAL: ENGLISH LANGUAGE

INTRODUCTION

The main goal of evaluation is to formulate all educational methods in a way to guarantee success for the learner. It is, (evaluation), in different forms and suggestions, a way to help the teacher assess the ability of the learner to accomplish certain skills, to correct mistakes in the developmental stage, and to fill the void, in order to reach the required goal planned by the educational system.

Evaluation identifies the acquired knowledge of the learner, measures his/her success, and assesses the difficulties encountered during the learning process, in order to remedy the problems... Only then, can we deduce that “the learner is achieving success through true self evaluation.”

For this purpose, we have developed this English Language Evaluation guide, for all educational levels, based on the continuity theory of phonetics and divided into the following domains:

- 1- Aural-Oral Communication
- 2- Written Communication

Under each of these two domains, we developed two skills. The Aural-Oral Communication domain branches into Listening and Speaking, and the Written Communication domain branches into Reading and Writing. It is a fact that the Reading skill is based in the ability to read, analyze the content of, and comprehend a written text. The role of the teacher in the organization of these domains and skills is to evaluate the learning process, and to guarantee the acquisition of the skill.

This guide suggests samples of practice exercises that are examples for a continuing form of evaluation. They cover only a small area of evaluation procedures, so the teacher is left to freely choose and suggest the exercises that suit and benefit the learners, and ones that would fit in their suggested evaluation process. These examples could be used at different times, to assess the level of knowledge that the learner has acquired in a certain skill during the learning process. The teacher may choose to use these samples before introducing a new concept, during the learning process, in order to explore the learner's progress, or at the end of teaching to evaluate the acquired knowledge and to identify any difficulties in a skill that has been taught.

To perfect the different forms of evaluation requires great effort on behalf of the teacher. However, it will be of great benefit toward achieving the positive results intended by this change in the Lebanese Educational System.

EVALUATION: **TEACHER'S GUIDE**

MATERIAL: **ENGLISH LANGUAGE**

BASIC EDUCATION

FIRST AND SECOND CYCLE

DOMAINS	COMPETENCIES
Oral communication : Listening & speaking	<ul style="list-style-type: none"> - Respond appropriately to simple instructions given by a teacher. (Demonstrate physically instructions given by teacher such as making something; following map directions; etc.) - Discriminate speech sounds and words. (Produce short sentences using appropriate stress and intonation; match familiar dictated words to their equivalent words; classify a set of dictated words into semantic groups; etc.) - Identify simple description of people, animals, things and places. (Match sounds heard to actual objects; recall a place where certain events have taken place; etc.) - Respond to a variety of genres such as stories and poems. (Ask questions about a story or poem, retell a story, enact a poem, draw a picture to illustrate a story or poem, etc.) - Listen for appreciation and enjoyment. (Express feelings about a rhyme, song, or story; recite songs, nursery rhymes or poems; select a favorite character, or part of a story and give a reason for the selection; etc.) - Communicate feelings, wants, and needs with others. (Dictate an offer or invitation, apologize, request/direct others to do something, express preferences, wants, and feelings; greet people and take leave appropriately; etc.) - Use increasingly complex oral language that is appropriate for the age and level. (Recall specific facts and details from a speaker; relay simple messages; formulates questions which seek information about a person, object, place, or time; etc.) - Develop confidence and participate appropriately in group activities. (Solicit help from peers and adults; participate in performance of songs, jigs, and dances which typify the target culture; participate in dramatizing a story; take turns when talking; etc.) - Give simple description of people, animals, things and places. (Describe physical appearance of a person, an animal or a thing; describe daily habits of self and family members, etc.)
Written communication: Reading & writing	<ul style="list-style-type: none"> - Make progress in moving towards conventional reading of print. (Recognize and produce consonant sounds, digraphs, blends; read basic sight words; discriminate between short and long vowel sounds; etc.) - Demonstrate basic comprehension of varied genres. (Respond to yes/no and wh- questions; state main idea of a text; etc.) - Interpret what is read. (Distinguish between reality and fantasy; state cause and effect in a story; draw conclusions from a story; etc.)

DOMAINS	COMPETENCIES
	<ul style="list-style-type: none"> - Demonstrate different reading strategies appropriate for age and level. (Use titles and pictures to preview discourse, predict, etc.) - Read for pleasure. (Read literature of his/her own choice; recommend a book to be read and say why; etc.) - Demonstrate competence in basic print conventions. (Trace and write lower and upper case letters; label items and illustrations; copy letters, numerals words and sentences; etc.) - Demonstrate and expand writing skills through guided and semi-guided activities. (Select appropriate words to complete sentences; write simple sentences; complete sentences by adding either the subject or the predicate; etc.) - Demonstrate grammatical competence appropriate to age and level (classify a set of words into semantic groups, write down words that have short and long vowel sounds, etc.) - Make progress toward writing readable texts by applying the process writing techniques that are appropriate for age and level. (Suggest a topic; dictate the draft of a story; rewrite sentences in own words; etc.) - Write in a variety of genres: narrative, exposition and rhymes.

Evaluation Sheet

Sample 1

Domains : Oral communication : Listening & speaking

Competencies : - Discriminate speech sounds and words.

-Identify simple description of people, animals, things and places

-Communicate feelings, wants and needs with others

Situation

- Individual work
- Limited time (Suggested Time: 30 min.)

1. Teacher reads the following words: hand, apple, mother, father, head, orange shoulder, banana, brother, cherry, sister, grapes

2. Teacher asks the children to draw the fruits while she/he tells the following: Mary likes fruits. She ate one red apple, three big bananas, one small orange and six cherries. Now the basket is empty and Mary has a stomach-ache.

Name: _____

Date: _____

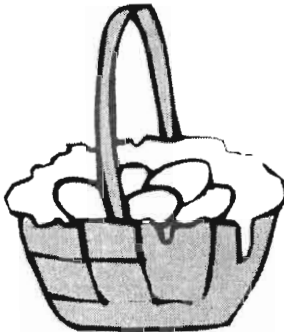
1. Circle the words you hear.

hand	apple	meal	mother
father	brush	chair	street
head	friend	juice	orange
shoulder	beans	banana	bedroom
brother	cherry	sister	grapes
			grains

2. Now complete the following chart.

Family Members	Body Parts	Fruits

3. Listen carefully and draw the fruits that were in the basket.



4. Color the picture and describe it to your class.
Talk about the number, color, size and shape.
5. Tell your friends about the fruit you like best and say why.

Sample 2

Domains : Written communication : Reading

Competencies : - Make progress in moving towards conventional reading of print.

- Demonstrate basic comprehension of varied genres.

- Interpret what is read

Situation :

- Individual work
- Limited time (Suggested time 40 min.)

Name: _____

Date: _____

A. Read the passage.

Rana is a little girl. She goes to school with her brother and sister. In the morning, she takes a bath and eats healthy food for breakfast. Rana does not forget to brush her teeth after each meal. At school, she reads and writes. She draws pictures and plays ball, too. She always says “Good night” to Dad and Mom before she goes to bed.

B. Answer the following questions. Choose an answer from the box.

<p>Yes, she is. No, she isn't. Yes, she does. No, She doesn't.</p>
--

1. Is Rana a big girl?

2. Does Rana go to school with her father?

3. Does she eat healthy food for breakfast?

4. Does she forget to brush her teeth after she eats?

C. Complete the sentence. Don't worry about your spelling.

Rana is a nice girl because _____

D. Read the following sentences. Write the *long E* words on the lines.

1. Rana eats her breakfast. _____
2. She brushes her teeth. _____
3. She reads and writes. _____
4. She takes her first meal before she goes to school. _____
5. Mom says, "I want each one of you to be nice." _____

E. Read the words in the box to yourself. Write each one of them in the right column.

play	eats	says	reads	takes	goes
------	------	------	-------	-------	------

<u>S</u> at the end sounds like <u>Z</u> as in <u>ZOO</u>	<u>S</u> at the end sounds like <u>S</u> as in <u>SUN</u>
_____	_____
_____	_____
_____	_____

Sample 3

Domains : Written Communication : Writing

Competencies : - Demonstrate competence in basic print conventions

- Demonstrate grammatical competence (Lexis, phonology and syntax)
- Demonstrate and expand writing skills through guided writing activities
- Write in a variety of genres

Situation:

- Individual work
- Limited time (Suggested time : 30 min.)

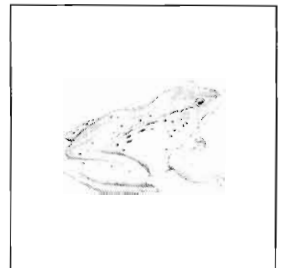
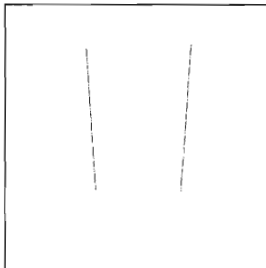
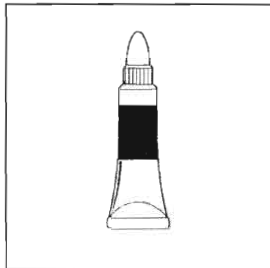
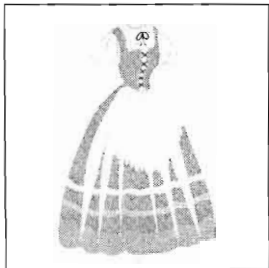
Name _____

Date _____

1. Write two more words for each of the blends.

draw	___	um	___	ess
please	___	ay	___	ant
friend	___	og	___	esh
glad	___	ass	___	ue
fly	___	ag	___	ower
grow	___	ains	___	een

2. Write the name of each of the following pictures. Use a word from the above.



3. Complete each of the following sentences. Choose a word from Exercise 1.

Mary and I are good _____. We do many things together. We are in the school band. She plays the violin and I _____ the _____.

We like to go to the mountains. There, we pick _____ from the fields and sit on the _____ grass. We watch the farmers cut the _____, too.

On Independence Day, we always make Lebanese _____ and carry them. On Tree Day, we _____ trees to keep our country green.

4. Draw a picture of your friend and you. Write three sentences about it. Do not worry about your spelling.

Evaluation Sheet

Sample 4

Domains : Oral communication : Listening & speaking

Competencies : - Respond appropriately to simple instructions given by the teacher
- Give simple descriptions of people, animals and things

Situation

- Individual work
- Limited time (Suggested time : 30 min.)

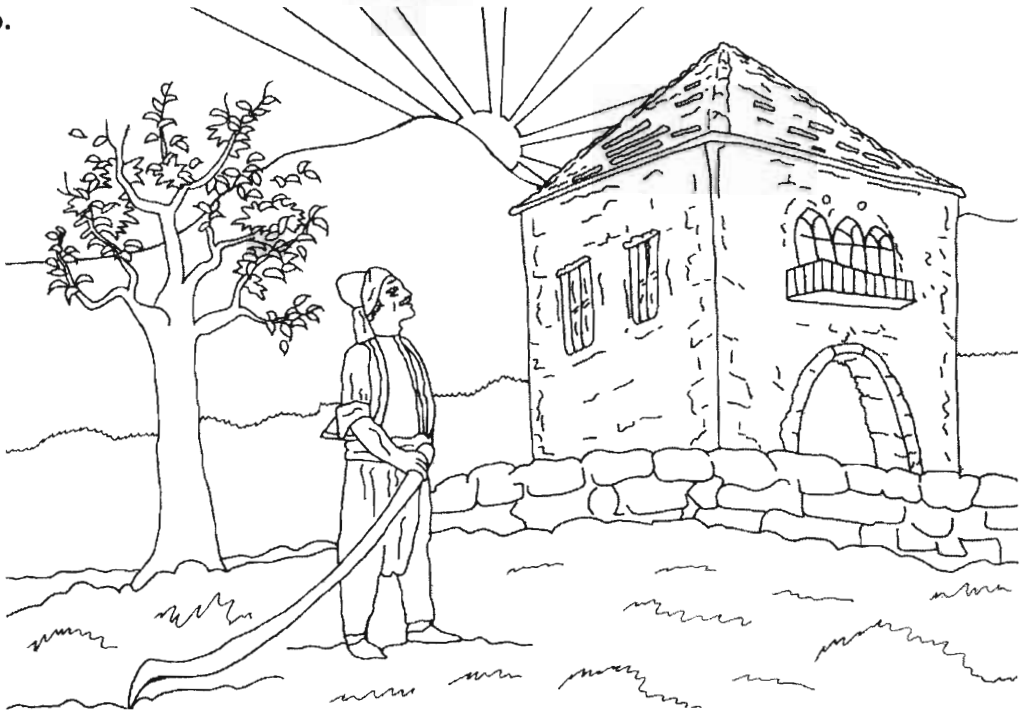
Teacher Gives the sheet to the students and reads aloud the following:

- Draw four apples on the tree.
- Color two apples red and two apples yellow.
- Color the leaves green and the trunk brown.
- Color the rest of the picture any way you like.

Name _____

Date _____

Listen and do.



Now describe the picture to the class.

What does the farmer look like? What color is his shirt? What color are his trousers? Is the house big or small, old or new? Where is the sun? Are the mountains high?

Sample 5

Domain : Written communication : Reading

**Competencies: - Demonstrate basic comprehension of varied genres
- Interpret what is read**

Situation

- Individual work
- Limited time (Suggested time : 30 min.)

Name _____

Date _____

A. Read the story.

The Hen and the Rabbit

Helen the hen lived on the farm. Robert the rabbit lived on the farm, too. Helen went to the meadows to play.

Robert said, "Come back, Helen." Helen did not want to come back.

"Helen! Look! There is a fox behind the tree!" said Robert.

"A fox? Behind a tree?" asked Helen.

"Run, Helen! Run!" said Robert.

B. Now answer the questions.

1. Who was Robert?

2. Who was Helen?

3. Where did Robert and Helen live?

4. Why did Robert ask Helen to run ?

5. Write 1, 2, 3, 4 or 5 in each box. The first one is done for you.

A fox was behind a tree.

She did not listen to him at first.

Helen went to the meadows.

Helen came back to the farm.

Robert asked her to come back to the farm.

6. Is this story real or fantasy? Why?

Sample 6

Domain : Written communication : Writing

- Competencies:**
- Demonstrate grammatical competence appropriate to age and level.
 - Demonstrate and expand writing skills through guided and semi-guided activities
 - Write in a variety of genres: narrative, etc.

Situation

- Individual work
- Limited time (Suggested time : 30 min.)

Name _____

Date _____

A. Use the words in the box to complete the chart.

city	fox	happy	meadows	lion	village	angry
went	lonely	played	ate	rabbit	hen	met
danced	mouse	helped	garden	saw	sad	he

Where	Who	What They Did	How They Felt
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

B. Now select a word from the chart to complete the story.

Once upon a time there was a _____. _____ lived in the _____. The _____ felt _____. He _____ to the _____. There, he _____ a _____. They _____ together. They were _____.

DOMAINS	COMPETENCIES
Oral Communication : Listening & Speaking	<ul style="list-style-type: none"> - Identify simple description of people, animals, things, places and situations. (Answer questions which elicit information about quantity, quality, distance and size, locate individual items on a map, menu, chart or graph, respond to a series of oral instructions, etc.) - Comprehend what is heard. (Sequence a set of events/pictures in a story strip, paraphrase the audio input in his/her own words, recall specific facts from a story and phone messages, etc.) - Interpret what is heard. (Identify genre of audio input : i.e., story, poem, song, factual text ; select the most appropriate ending to a story told ; respond to literal, inferential, and experiential questions ; etc.) - Respond to a variety of genres such as stories and poems. (Ask questions about a story or poem; retell a story; enact a poem; draw a picture to illustrate a story or poem; etc.) - Listen for appreciation and enjoyment. (Memorize and recite a song, a rhyme or a limerick; sing along with rhymes and record songs; supply the ending line(s) of a rhyming poem; etc.) - Communicate feelings, wants, needs and information with others. (Describe likes and dislikes about food, clothes, hobbies, people, characters; express moods and feelings such as pleasure, fear, excitement and interest; express gratitude and desire ; etc.) - Give simple description of people, animals, things, places and situations. (Describe physical appearance of a person, animal or thing; describe an event; etc.) - Use increasingly complex oral language that is appropriate for the level. (Experiment with learned and acquired words in new contexts; produce sentences using appropriate stress and intonation; etc.) - Develop confidence and participate appropriately in group activities. (Collaborate in dramatizing activities; interact with others in problem-solving activities; use appropriate socio-linguistic rules when communicating with others; etc.)

DOMAINS	COMPETENCIES
<p>Written</p> <p>Communication :</p> <p>Reading & Writing</p>	<ul style="list-style-type: none"> - Demonstrate basic comprehension of what is read. (Select the main idea of a text; ask and respond appropriately to questions which elicit information about a text; etc.) - Interpret what is read. (Identify varied types of literature such as folklore, poetry, play and non-fiction; draw conclusions from information in a text; analyze maps charts and diagrams; etc.) - Demonstrate different reading strategies appropriate for age and level. (Preview, question and predict outcomes; activate prior knowledge; ask appropriate questions; make appropriate comments about texts; etc.) - Use decoding and vocabulary strategies to obtain meaning. (Provide synonyms, antonyms and definitions for words in a passage; recognize multi-meaning words; etc.) - Read for pleasure. (State the kinds of books/texts he/she likes to read; recommend a book and says why; etc.) - Demonstrate competence in basic print conventions. (Group and print letters according to different types of strokes and orientations; use capitals to begin a sentence, write a proper noun or writes titles, etc.). - Demonstrate grammatical and mechanical competence appropriate to age and level. (Spell phonetically pure words in writing; utilize correct subject/verb agreement; use the right synonyms, antonyms, homonyms to complete sentences; produce words which contain a new given sound such as a digraph or diphthong; etc.) - Demonstrate and expand writing skills through guided and semi-guided activities. (Write simple sentences; join sentences by using a conjunction; complete sentences by adding either a subject or a predicate; etc.) - Make progress toward writing readable texts by applying the process writing techniques that are appropriate for age and level. (Brainstorm ideas related to a given topic; write for varied purposes and audiences; use notes or graphic organizers to write a draft; review sequence of events; etc.) - Write in a variety of genres. (Write journal entries; write and illustrate a story ; write short poems; etc.)

Evaluation Sheet

Sample 1

Domain : Oral communication : Listening & speaking

Competencies : - Identify simple description of people/things/ places/etc.

- Comprehend what is heard
- Interpret what is heard
- Communicate needs/wants with others
- Develop confidence and participate in group activities

Situation

- Individual work
- Limited time (Suggested time : 30 min)

A. The teacher reads aloud the following: Grade Two students are in their classroom. Hani is reading a book about Lebanon. Laila is writing the answers to the questions. Walid is drawing the map of Lebanon. Nada is writing about her neighborhood on the blackboard. Samir is hanging his report about his village on the bulletin board. Miss. Haddad is helping Anthony read the lesson, and Rana is looking at a bird on a tree.

B. The teacher will ask the following questions:

1. Where is Hani sitting?
2. Where is Miss Haddad standing?
3. Where is the bird?
4. Where is the ruler?
5. Where is Nada?
6. Where is Ms. Haddad's pen?

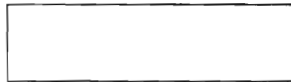
Name _____

Date _____

A. Listen and write the names of the children in the picture. Use the list of names below.

Nada	Anthony	Leila	Rana	Walid
Riad	Hoda	Hani	Miss Haddad	Amin
			Sami	

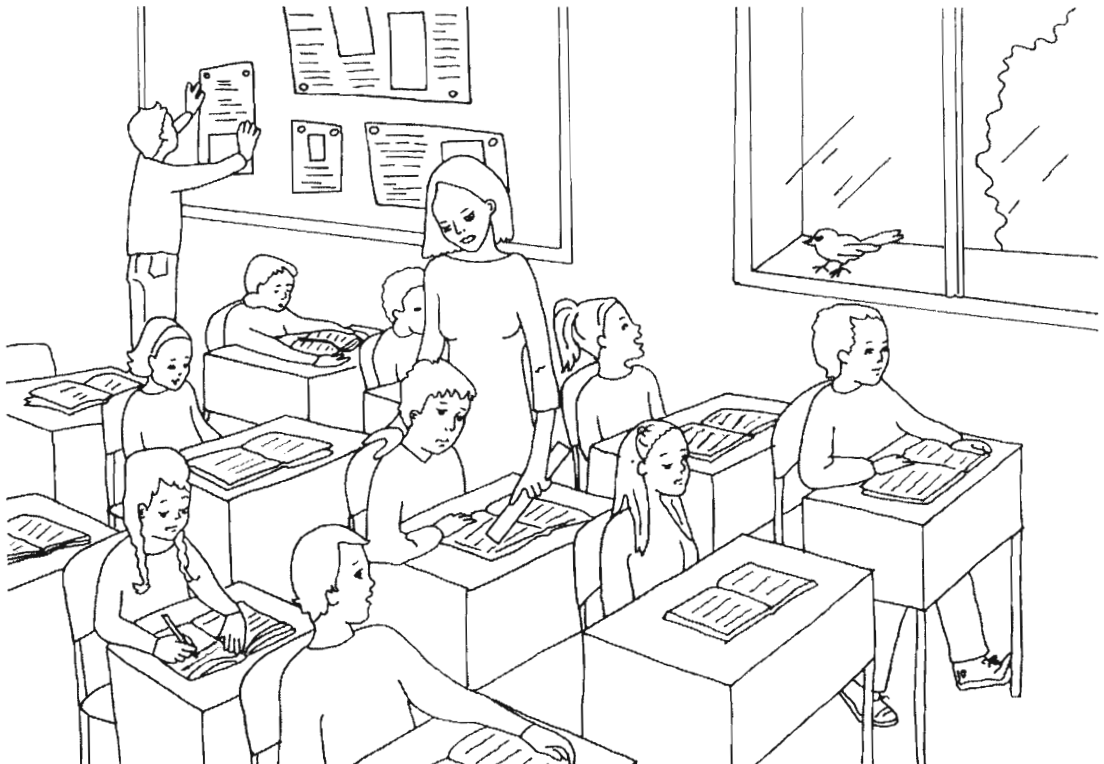
A sketch of a class with the children mentioned above doing the activities described in the script.. A box like this



Next to each person..

The children should be drawn clearly in three rows with the teacher standing next to one of them – Anthony. Hani should be between two students and Nada should be behind Samir. A bird should be drawn on a window.

To be drawn as a sketch



B. Listen carefully to the questions. Then, write your answers on the lines below. Use words from the box.

under	between	behind	in front of	next to	on	in
-------	---------	--------	-------------	---------	----	----

1. _____.

2. _____.

3. _____.

4. _____.

5. _____.

6. _____.

C. Now listen and look at the picture. Then, in your own words write five sentences about Grade Two. Do not worry about your spelling.

D. Write about one thing you liked and one thing you disliked in Miss. Haddad's classroom. Then, share your feelings with your class.

Sample 2

Domain : Written Communication : Reading

Competencies : - Demonstrate different reading techniques and strategies

- Comprehend and interpret what is read

- Use decoding and vocabulary strategies

Situation:

- Individual work
- Limited time (Suggested time : 50 min.)

Name: _____

Date: _____

A. Read the following story.

Two Good Friends

Adapted from a story by Judy Delton

Kitty was looking at her clean house when she heard a knock at the door. It was Bear. "Come in," said Kitty. "But first you must clean your feet." Bear cleaned his feet and went inside the room.

"Make yourself at home," said Kitty. "Come and sit down." Bear sat down in Kitty's rocking chair and put his feet on her table.

"Bear, put your feet on this paper," said Kitty.

"What do you have to eat?" asked Bear.

"Today I cleaned the house and I did not cook any food."

"I have something," Bear said. He took two cupcakes out of his pocket and said, "Kitty, you are a very good housekeeper. But what good is a clean house if you have nothing to eat? Here, have a cake."

"Thank you, I will," said Kitty. "But before you start I'll put this paper under your chair. I want my house to stay clean."

The next day Kitty went to Bear's house. Bear was cooking honey cakes and everything around him was messy. He offered Kitty a piece. "May I have something to eat with?" asked Kitty.

"I'm sorry, I didn't have time to clean. Why don't you eat with your paws?" said Bear.

"M-m-m-m, that pie was good!" said Kitty. "Bear, you're not a very good housekeeper, but your cakes are the best I've ever eaten."

The next day Bear went to Kitty's house. Kitty was not at home. Bear went inside anyway and put some cakes on the table with a note 'FROM BEAR'.

Bear went back home. He opened the door and got surprised. "This can't be my house. Everything is clean and tidy!" he said. On the table there was a note that read 'FROM KITTY'.

Soon Kitty was at the door. She said with a smile, "May I come in?"

"Yes. But you must clean your feet first," answered Bear.

B. Now answer the following questions.

1. What did you find out about Kitty?
 - (a) She was a good cook.
 - (b) She does not want anybody to visit her.
 - (c) Kitty likes a clean house.
2. What did Bear do when Kitty told him to make himself at home?
 - (a) He sat on the carpet and stretched his legs.
 - (b) He sat in Kitty's rocking chair and put his feet on Kitty's table.
 - (c) He sat in Kitty's rocking chair and kept his feet on the floor.
3. What did Kitty want when she said, "May I have something to eat with?"
 - (a) a knife or a plate
 - (b) a plate or a bowl
 - (c) a spoon or a fork
4. How were Kitty and Bear different?

-
-
5. What did Kitty do to show that she really wanted her house to stay clean?

-
-
6. Do you think food was usually important to Kitty? Why do you think so?

-
-
7. Do you think a clean house was usually important to Bear? Why do you think so?

-
-
8. You can conclude that Kitty and Bear were
 - (a) not helpful.
 - (b) not good neighbors.
 - (c) good neighbors.

9. What was true for you when you read this story?

(You can choose more than one answer.)

- (a) I knew what was happening in the story.
- (b) The words were easy to read.
- (c) I understood why Kitty and Bear were good friends.

10. What else were true for you?

C. Read the underlined words (in the passage) to yourself. Then, write each one of them in the right column.

Words with OO as in BOOK	Words with OO as in COOL
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

D. Put the two underlined words together to make a compound word. Write the word.

- 1. Go in and walk to that side of the room. _____
- 2. This is Kitty's house and she is the keeper. _____
- 3. Every child should take one thing. _____
- 4. Are there any chairs in my way? _____
- 5. Bear wants a cup to put his cake in. _____

Sample 3

Domain : Written Communication : Writing

Competencies : - Demonstrate competence in basic print conventions
 - Demonstrate grammatical and mechanical competence
 - Write in a variety of genre

Situation:

- Individual work
- Limited time (Suggested time : 40 min)

Name: _____

Date: _____

A. Choose the correct noun for each sentence. Then, write the sentence in your best handwriting.

A sketch of a scene in the country with three trees, five birds flying, two men are lighting a fire, a woman preparing for lunch and another one setting the things on a rug with a sleeping baby next to her, four children (two boys and two girls) playing. Two mice peeking from behind a tree.



1. Here are two _____ having a picnic. (a) family (b) families

2. One little _____ is sleeping. (a) baby (b) babies

3. Four _____ are playing. (a) child (b) children

4. One _____ is preparing lunch. (a) woman (b) women

5. Two _____ are lighting a fire. (a) man (b) men

6. Two _____ are peeking from behind a tree. (a) mouse (b) mice

B. Before Rana left the field she wrote this sign, but she forgot to proofread it. Find five words spelled wrong, four punctuation mistakes and five words that should start with a capital letter. Then rewrite the sign correctly.

watch out

- do you want this plaice to look nice plees keep it cleene*
- don't leav any remanes on the grass*

C. Make a sign for the school playground. What would you tell your school mates?

Sample 4

Domain : Oral Communication : Listening & speaking

Competencies : - Comprehend explicit information in a spoken discourse.

- Interpret information in a spoken discourse.

- Exchange opinions and interpretations.

Situation

- **Individual work**
- **Limited time (Suggested time :30 min.)**

Let students listen to the following:

*We are the children of Lebanon,
Our country's full of flowers and trees.
But fires are destroying our forests,
We must stop this, you and me.
You and me.*

*We are the children of Lebanon,
Our country is full of sun and rain.
But dirt and graffiti fill our towns,
We must make them clean again.
Clean again.*

*We are the children of Lebanon,
A country of land and sea.
But our animals are in danger,
They need help from you and me,
You and me.*

*Let's work together you and me,
To save our country from misery!*

Name _____

Date _____

Listen to the tape. Then answer the following questions.

1. Give a title to the song you have just listened to.

2. What is destroying the forests of Lebanon?

3. What do you think we should do to save our forests?

4. What makes our country dirty?

5. How can we keep our country clean?

6. Suggest two ways that may keep endangered animals safe.

Explain to your friends:

- a. the meaning of endangered animals
- b. why some species are endangered
- c. how we can keep them safe

Write what you want to say on the lines below. (Don't worry about your spelling mistakes.)

Evaluation Sheet

Sample 4

Domain : Written Communication : Reading

Competencies : - Demonstrate basic comprehension of what is read

- Interpret what is read

- Use decoding and vocabulary strategies to obtain meaning

Situation

- **Individual work**
- **Limited time (Suggested time 30 min.)**

Name _____

Date _____

Read the report

Ants

The ant is an insect. Like other insects it has three parts to its body. The ant has six legs, and on its head it has two feelers and two eyes.

Ants live in nests in the ground, or in trees or logs. The workers are always busy building their nests. They also collect food and look after the queen who lays the eggs.

Ants are very strong animals. They can lift things many times their own weight. If an ant were the size of a dog, it would be as strong as an elephant.

Answer the following questions.

1. How many legs does an ant have? How many feelers does it have?

2. Where do ants live?

3. Why are ants strong?

4. What does the queen do?

5. What things do ants carry and collect ?

6. Correct the following sentences. Write the corrected sentences on the lines.

a. Ants are weak. _____.

b. Ants are lazy. _____.

c. Ants are birds. _____.

7. Is the text real or fantasy? Give reasons for your answer.

Sample 5

Domain : Written Communication : Writing

Competencies :- Make progress toward writing readable texts by applying the process writing techniques that are appropriate for age and level

Situation

- Individual work
- Limited time (Suggested time : 30 min.)

Name _____

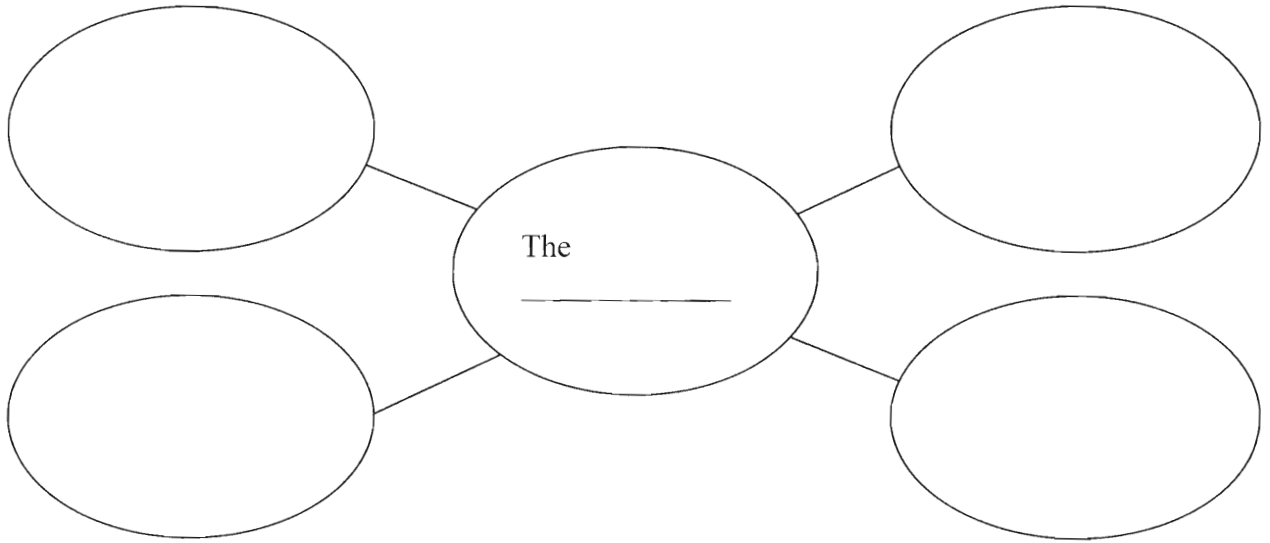
Date _____

Read the following report.

The Bee	
The bee is an insect.	← This part tells what the animal is.
It has three parts to its body and two feelers on its head.	← This part tells what the animal looks like.
It lives in the meadows.	← This part tells where the animal lives.
It flies from one flower to another to collect the nectar.	← This part tells what the animal does.

Choose an animal and write a report about it.

a. Use the web to organize your ideas.



b. Follow the model above to write the first draft of your report. Leave a space after each part of your report.

Reread your first draft. Check your spelling and rewrite your report in your best handwriting on the lines below.

DOMAINS	COMPETENCIES
Oral communication : Listening & speaking	<ul style="list-style-type: none"> - Comprehend explicit information in a spoken discourse. (Form and respond to questions; label; summarize, etc.) - Interpret information in a spoken discourse. (Distinguish between main ideas and details; organize ideas in sequence; relate content to personal experiences, etc.) - Develop listening strategies, such as asking relevant questions and taking notes to understand what is heard. - Show appreciation of literary spoken discourse. (Repeat poems and songs; participate in changing stories to scripts; role-play; suggest rhyming and sound words for a verse; etc.) - Express feelings, interest, and attitudes. (Accept and reject offers; form statements of gratitude, complaint, and apology; express feelings; etc.) - Convey information and ideas. (relay messages; recount events; give instructions; etc.) - Exchange opinions and interpretations. (Comment on elements in a text; make suggestions; justify preferences; etc.) - Participate appropriately in group discussions. (Take turns while talking; present with the use of examples, etc.)
Written communication: Reading & writing	<ul style="list-style-type: none"> - Comprehend a written discourse. (Ask and respond to varied types of questions; recall main ideas and details; etc.) - Expand linguistic analysis skills. (Connect new vocabulary to meaning; identify and use contextual signal clues; label and suggest synonyms or antonyms; etc.) - Interpret a written discourse. (Infer logical consequences; identify facts and opinions; state reasons; identify similarities and differences; etc.) - Pursue interests in related materials. (Express feelings and comment on text read; react to literature physically or through art; etc.) - Use pre-reading as well as reading strategies appropriately. (Preview; predict; question; evaluate ideas; etc.) - Participate in guided and semi guided writing activities. (Form sentences by unscrambling words; complete sentences by adding missing words; use appropriate connectors to join sentences; etc.) - Use prewriting strategies: planning, brainstorming, narrowing topics, gathering ideas and information. - Write strategically: drafting, revising, proofreading, editing, and publishing. - Write in a variety of genres: narrative, exposition and poetry.

Evaluation Sheet

Sample 1

Domain : Oral communication : Listening & speaking

Competencies : - Comprehend explicit information and interpret spoken discourse

- Convey information and ideas and exchanges opinions and interpretations
- Show appreciation of literary spoken discourse & participates in group activities
- Express attitudes

Situation

- Individual work
- Limited time (Suggested time : 30 min.)

The teacher will read the following story twice:

Mole was working hard. It was spring, and he was spring-cleaning his underground house. His back ached, and his arms were tired. He could feel the sunshine and the fresh air calling to him. Suddenly he stopped cleaning. He climbed up, up, and popped out of the ground into the sunlight.

He crossed the fields and came out on the bank of a river. He had never seen a river before. He sat down on the grassy bank and listened to the water. Then he saw something on the opposite bank. It was Water Rat. "Hello, Mole," said Water Rat in a friendly voice. "Would you like to come over?"

The Mole didn't know the ways of the river. "How can I get to you?" he said. The rat rowed across in a little blue and white boat. The Mole stepped timidly in. The two animals became friends at once.

"Look here," said Water Rat. "Why don't we go down the river together and make a long day of it?"

"Let's start at once," the Mole agreed.

Name: _____

Date: _____

A. Listen carefully to the first part of a famous story and take notes. Then answer the questions.

1. Who was working hard?

2. What time of year was it?

3. What did he do when he got tired?

4. Who did he see?

5. Where did the two animals agree to go?

B. Listen to the story again and list the different steps of Mole's journey.

1. _____

2. _____

3. _____

4. _____

C. Draw a map of the route Mole took after leaving his hollow and describe it to your friends. Use first, then, afterwards, etc. while locating the different places Mole went to.

D. Work with a partner and change the story into a script. Then act the story out to your friends.

E. Complete the following checklist and use it to comment verbally on your partner's presentation. Circle yes if you agree, otherwise, circle No.

My partner

(a) presented in an organized way.	Yes	No
(b) varied pitch/speed appropriately.	Yes	No
(c) Spoke slowly, loudly, and clearly.	Yes	No
(d) used gestures and facial expressions effectively.	Yes	No
(e) spoke in turn.	Yes	No

Sample 2

Domain : Written communication : Reading**Competencies : - Comprehend a written discourse****- Interpret a written discourse****- Expand linguistic analysis skills****Situation**

- Individual work
- Limited time (Suggested time : 40 min.)

Name _____**Date** _____

A. After you read each of the following paragraphs, decide which sentence in each tells the main idea and write it on the lines below.

1. Many different kinds of crops are grown on farms. One of the most useful farm crops is corn. Some of the corn grown each year is used to feed animals. People use the rest. They do not only eat corn, but they also eat many products made from it. For example, they make cornmeal, which is used in baking, and corn oil, which is used for cooking.
-
-

2. On a farm, dogs are used to drive cattle to and from pasture. They keep the animals out of the areas where they might do harm. Dogs also protect barns and hen houses from wild animals. They are especially quick to notice smoke and other signs of danger and to give alarm. Well-trained dogs are big help on a farm.
-
-

B. Read the text below and answer the questions that follow.

“Don’t forget the hats today!” Sami called to Lina and Rana who were packing things into their bags.

“I won’t. And don’t you forget the salt and pepper this time,” Lina answered.

“It’s such a beautiful day. I can hardly wait to get there!” Rana said.

“Well, we should have a good long day up there!” Lina responded. “Since it’s less than an hour’s walk, we’ll be there early enough to have plenty of time to go hiking before lunch.”

“Did you know that I’ve never been hiking in that area before?” Sami asked Lina.

“No, but it doesn’t surprise me,” Lina answered. “You only moved here from Beirut about two weeks ago. How do you like it here in this area now?”

“I like it a lot. I will be happy when school starts again, though. I miss my friends, so I think it’ll be good for me to meet some more people here,” answered Sami.

1. Where are the children probably going?

2. What is Sami packing?

3. How does Rana seem to feel about the day's plans.

4. What time of the year is it?

C. Refer to the text to complete the following sentences

1. The children needed to take hats because

2. Sami had never been hiking in that area before because

3. Sami needed to meet more people there because

D. You have just read three different texts. Identify whether each one of them is fiction or non-fiction and give reasons for your answers.

1. Paragraph one is _____

2. Paragraph two is _____

3. The text is _____

E. Match the word with its definition. Write the correct letter next to each word.

- | | |
|------------|---|
| 1. crop | (a) enough or more than enough |
| 2. pasture | (b) a warning for approaching danger |
| 3. alarm | (c) product grown or gathered for use |
| 4. plenty | (d) grassland on which cattle, sheep or horses can feed |
| 5. hiking | (e) traveling about or through on foot |

F. Now find a synonym for the following words from the texts above.

Replied : _____

Barely : _____

Sample 3

Domain : Written communication : Writing

Competencies : - Participate in guided or semi-guided writing activities
- Write strategically by applying the process writing techniques

Situation

- Individual work
- Limited time (Suggested time : 40 min.)

Name _____

Date _____

A. Every year, we go to visit my grandparents. The passage below tells you what we do there. Fill in each gap by choosing one word from the Word Bank.

Word Bank

am but in there they we too near my by

I love the summer holidays. We always go to visit my grandparents _____ the summer. _____ live on a farm in Bekaa. We live in Beirut, and we go to visit them _____ car. My grandparents are old _____ they work hard on the farm. My brother and I like helping them when _____ are _____. The farm is _____ a lake. I go swimming most days but the water is _____ cold for _____ brother. We love visiting our grandparents, and I _____ always sad when it's time to go back home.

B. Complete the following dialogue.

Shops

Assistant: Good morning, can I help you?

Child: _____ any crisps?

Assistant: Yes, _____ packets _____ want?

Child: Two please.

Assistant: Large or _____ ?

Child: Small _____ .

Assistant: Here _____ .

Child: _____ is that?

Assistant: _____ LL 4000 please.

Child: Thank _____ .

C. Proofread the following paragraph. There is one missing capital letter, five spelling mistakes and one punctuation mistake. Underline the mistakes and write them correctly on the lines below.

Visiting the haddads is an experience. The father, muther, and children take care of a huge farm themselves. Tey're very busy from sunup to sundown. They milk the cows and do all the uter things that must be done on a farm. And they do it all wiht their two hands - no machines! Thats a busy life.

D. Choose a topic for a story you intend to write from the following: a day on a farm, two bears open a business, mystery of the lost notebook. Now complete the following chart.

My audience: _____		My purpose: _____	
Title			
Beginning	Who: _____ When: _____ Where: _____		
Middle	Main events: 1. _____ 2. _____ 3. _____ 4. _____ Problem: _____		

Sample 4

Domain : Oral Communication : Listening & speaking

Competencies : - Comprehend explicit information in a spoken discourse.

- Interpret information in a spoken discourse.

- Exchange opinions and interpretations.

Situation

- Individual work
- Limited time (suggested time : 40 min.)

The following text will be read aloud by the teacher while students are listening.

Puppy and I

I met a Man as I went walking;

We got talking,

Man and I.

"Where are you going to, Man?" I said

(I said to the Man as he went by).

"Down to the village to get some bread.

Will you come with me?" "No, not I. "

I met a Horse as I went walking;

We got talking

Horse and I.

"Where are you going to, Horse, today?"

(I said to the Horse as he went by).

"Down to the village to get some hay.

Will you come with me?" "No, not I. "

I met a Woman as I went walking;

We got talking,

Woman and I.

"Where are you going to, Woman, so early?"

(I said to the Woman as she went by).

"Down to the village to get some barley.

Will you come with me?" "No, not I. "

I met some Rabbits as I went walking;

We got talking,

Rabbits and I.

"Where are you going in your brown fur coats?"

(I said to the Rabbits as they went by).

"Down to the village to get some oats.

Will you come with us?" "No, not I. "

I met a Puppy as I went walking;

We got talking;

Puppy and I.

"Where are you going this nice fine day?"

(I said to the Puppy as he went by).

"Up in the hills to roll and play. "

"I'll come with you, Puppy," said I.

Name _____

Date _____

Listen to the poem, then answer the questions.

1. Why was the woman going to the village?

2. Why was the man going to the village?

3. How many times did the writer talk to others?

4. Why do you think the writer chose to go with the Puppy?

5. If you were the writer, would you do the same thing? Give a reason for your answer.

6. Choose something you would like to do. On the lines below write what it is and why you like to do it. Then exchange your ideas with the class. (Remember. You will be asked four questions about your topic and you have to find answers to these questions.)

Sample 5

Domain : Written Communication : Reading

Competencies : - Comprehend explicit information in a written discourse
 - Interpret information in a written discourse

Situation

- Individual work
- Limited time (Suggested time : 30 min.)

Name: _____

Date: _____

Read the following text.

Long ago, in a make-believe town called Hamelin, the people were very unhappy. Rats were everywhere in the town. They were even biting the dogs and the cats! The Mayor of Hamelin did not know what to do. He needed a person to help. Someone had to get rid of the rats.

A friendly stranger came to Hamelin to see the Mayor. "I have a secret charm," he said. "It will rid your town of rats."

"The people of Hamelin will pay you well! Please stay here and get rid of the rats – every last one of them!" said the Mayor.

The stranger went out into the street. He took out a pipe and began to play it. Every rat who heard the music came running and scurrying. The rats followed the Piper through the streets to the river, and there they were drowned. In all of Hamelin town, not one rat was left.

But the Mayor would not pay the Piper for his services. "Anyone could have done what you did," he said.

So the Piper went into the street again. This time, he played a different tune. All the children of Hamelin followed him, and not one of them was ever seen again.

Now answer the following questions.

1. What is the main idea of the above story?

2. Who are the main characters? Write two sentences that describe each one of them.

3. What was the problem of the Hamelin town?

4. How was the problem solved?

5. What do you think the reaction of the Mayor was when he knew that the town was free of rats? Why do you think so?

6. What do you think the Mayor did when he knew about the disappearance of the children of Hamelin?

7. On the lines below write an ending to the story.

Sample 6

Domain : Written Communication : Writing

Competencies : -Write strategically : drafting, revising proofreading, editing, and publishing

- Write in a variety of genres

Situation:

- Individual work
- Limited time (Suggested time : 50 min.)

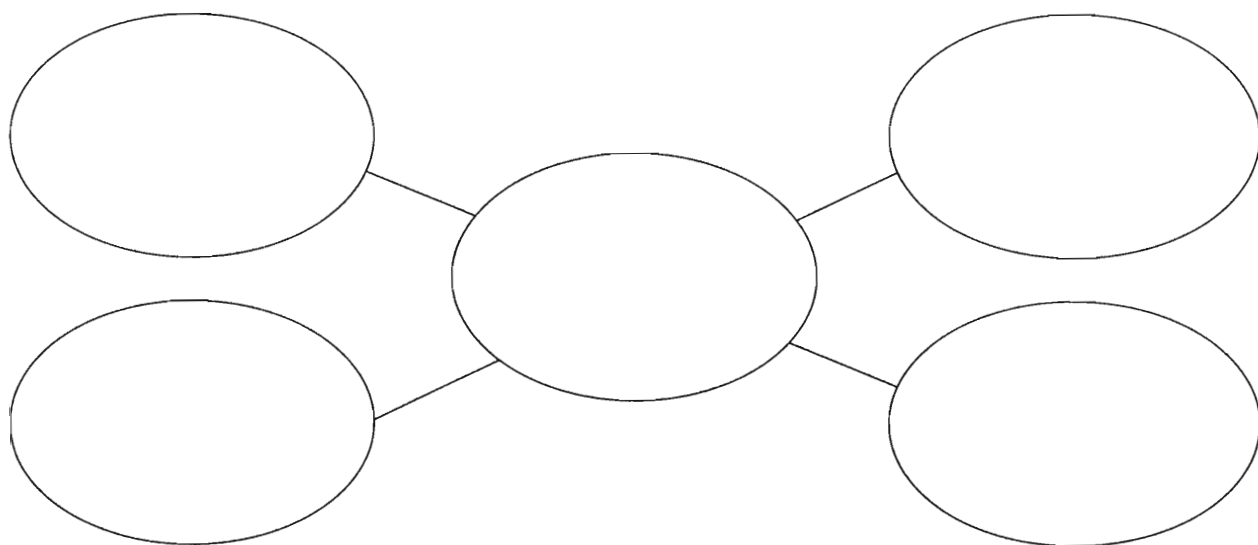
Name _____

Date _____

1. Choose a story idea from the box and write it on the line below.

- a lost pet
 - a day that everything was backwards
 - a strange creature in the neighborhood

2. Supply the cluster with the ideas that your topic suggests to you .



3. Write your first draft on the lines below.

4. Now use the following checklist to revise your draft. Rewrite the revised story.

- Have I written an interesting beginning?
- Are my setting and characters clear?
- Does the middle have enough events and details?
- Does my ending make sense?

DOMAINS	COMPETENCIES
Oral communication: Listening & speaking	<ul style="list-style-type: none"> - Comprehend explicit information in a spoken discourse. (Arrange ideas; answer wh-questions; etc.) - Interpret information in a spoken discourse. (Identify problems and solutions, facts and opinions; draw conclusions; infer similarities and differences; etc.) - Develop listening strategies, such as asking relevant questions and taking notes to understand what is heard. - Show appreciation of literary spoken discourse. (Provide rhyming words; participate in drama activities; recite poems; etc.) - Express feelings, interest, and attitudes. (State attitudes, abilities and preferences; express feelings and interests; convey strategies for coping with personal problems; etc.) - Convey information and ideas. (Recount events; state similarities and differences; give instructions; etc.) - Exchange opinions and interpretations. (Contribute appropriate suggestions; propose alternatives; express agreement or disagreement; etc.) - Participate appropriately in group discussions. (Observe turn-taking rules; present with the use of examples; vary the pitch and tone and use gestures and eye-contact; etc.)
Written Communication : Reading & writing	<ul style="list-style-type: none"> - Read with comprehension - literally, inferentially, and critically. (Recall actions, messages, or events; identify cause-effect relationships; recognize author's purpose and attitude; compare cultural expressions; etc.) - Demonstrate the ability to gain information from varied written discourse. (Recognize literary genre; use varied types of sources such as encyclopedias to gain information; etc.) - Expand and use varied decoding and vocabulary strategies. (Classify words; explain and expand analogies; identify common connectives; identify and use context clues; etc.) - Use pre-reading/reading strategies and techniques appropriately. (Preview; predict; vary reading techniques such as skimming and scanning; etc.) - Read independently a variety of literatures written by authors of different cultures. (Comment on a text; report on a book; react to literature physically or through art; etc.)

DOMAINS	COMPETENCIES
	<ul style="list-style-type: none"> - Accomplish guided and semi guided writing activities. (Combine and expand sentences; complete a cloze; etc.) - Use prewriting strategies: planning, brainstorming, narrowing topics, gathering ideas and information. - Write strategically: draft, revise, proofread, edit, and publish. - Write in a variety of genres: narrative, exposition and poetry.

Evaluation Sheet

Sample 1

Domain : Oral Communication : Listening/Speaking

Competencies : - Comprehend explicit information in a spoken discourse

- Interpret information in a spoken discourse
- Convey information and ideas
- Express attitudes
- Participate appropriately in group discussion

Situation

- Individual work
- Limited time (Suggested time : 30 min.)

Teacher plays a tape recording of the following:

Mrs. Hamid: Hello, Mrs. Farah. This is Lama Hamid.

Mrs. Farah: Hello, Mrs. Hamid.

Mrs. Hamid: I bought four tickets to see the science exhibition. But my husband can't go because he has to work. Rana asked me to invite Randa to go with us instead.

Mrs. Farah: I'm sorry that your husband can't go, but I'm sure that Randa would like to use the ticket. She's very interested in science. When is the exhibition?

Mrs. Hamid: It's Thursday afternoon.

Mrs. Farah: I don't know if Randa is busy on Thursday. I'll tell her to call Lama when she gets back from school.

Mrs. Hamid: Thank you. Tell her it will take about one hour to get there, so she should come to our house after school on Thursday. We'll leave from here.

Mrs. Farah: I'm sure you're going to enjoy it. I wish I had bought tickets so all of us would go. It really sounds interesting.

Mrs. Hamid: I wish you had, too. But Randa can tell you all about it.

Mrs. Farah: I'm sure she will. Good-by.

Name _____

Date _____

Listen twice to the telephone conversation. Then, answer the following questions.

1. Who is calling Mrs. Farah?

2. Why is she calling her?

3. Why can't Mr. Hamid go to the exhibition?

4. How long will it take them to get to the exhibition?

5. What did Mrs. Farah think of the exhibition?

6. How can Mrs. Farah know about the exhibition?

7. How do you think Randa is going to react when she hears about the invitation? Why do you think so?

8. How would you have felt if you were the one who had received the invitation? Why?

9. Recount verbally what the telephone conversation was about. You may write what you want to say first. State what you want to say in chronological order.

10. Work with a partner. Write a short telephone conversation between the two of you. Role-play what you wrote to your classmate.

You: _____

Your partner: _____

You: _____

Your partner: _____

You: _____

Sample 2

Domain : Written Communication : Reading

Competencies : - Read with comprehension – literally, inferentially, and critically

- Expand and use varied decoding and vocabulary strategies
- Use reading strategies and techniques appropriately

Situation

- Individual work
- Limited time (Suggested time : 30 min.)

Name _____

Date _____

Read the text. Then answer the questions.

Linda and her classmates were at Blue Field Corners to release their message balloons. Everyone had written a message on a piece of paper and attached it to the string of a balloon. Linda's message said, "If you find this balloon, I hope it makes your day brighter. Linda, Beirut Primary School."

Blue Field Corners was a wide, treeless park on the edge of town where there were no buildings. On this day at mid-morning, a strong wind was blowing from the north.

"All right, class. When I count to three, let your balloons go," said Mr. Keath, Linda's teacher.

Linda was jumping up and down and waving her bright blue balloon. On Mr. Keath's "Three," she let the string go and her balloon rose. Balloons sailed off like a fleet of brightly colored ships, in a southerly direction.

Linda wondered who would find her balloon. She hoped that it wouldn't land in an area where no one lived.

A few days later, Mrs. Nahas, who lived near Blue Field Corner, was outside weeding her vegetable garden. She looked up when she noticed something blue drift down and nestle in a bush. She went over to the bush and removed the object, which turned out to be a balloon. Then, she read the friendly message and the words "Linda, Beirut Primary School."

What a nice idea," Mrs. Nahas thought. "I'd like to thank Linda."

1. What do you predict Mrs. Nahas will do next?

2. How do you know that Mrs. Nahas will probably try to find Linda?

3. Why did Mr. Keath take the class to Blue Field Corners to release their balloons?

4. How can you tell that Linda was excited?

5. What do you think the purpose of the author is?

6. What type of a text is it? Give reasons for your answer.

7. Reread the passage and skim for the following ; write the paragraph number next to each expression.

(a) A park without trees _____

(b) Let the string go _____

(c) Like a fleet of _____

(d) Southerly direction _____

(e) Weeding _____

8. If you were Mrs. Nahas and you found the balloon with the message in your garden, what would you do?

Sample 3

Domain : Written communication : Writing

Competencies : - Participate in guided and semi-guided writing activities

- Write strategically and apply the different techniques of the writing process
- Write in a variety of genres

Situation

- Individual work
- Limited time (Suggested time : 50 min.)

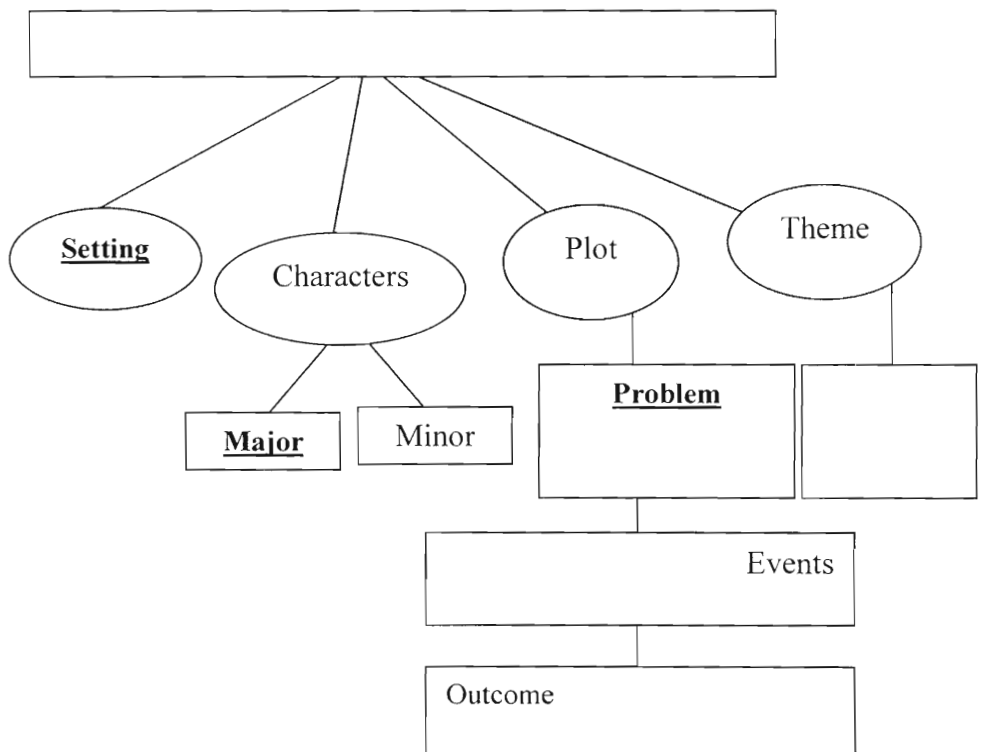
Name _____

Date _____

- Write a story about yourself. Choose one of the following topics:
- One stormy night
- A visit to the hospital
- Lost in the forest
- Having the flu
- Learning a skill
- Welcoming a relative after a long travel

- After you choose your topic, use the following story map master to plan your story.

STORY MAP MASTERR



After completing your plan, write your first draft. Then, use the following guidelines to revise and edit your story. Finally, rewrite your story neatly.

Revising Guideline

- Does the beginning catch my reader's attention?
- Where can I add dialogue to make my story interesting?
- Where can I add details to make my story clearer?
- Does my title give a hint about the story without telling too much?

Editing Guideline

- Begin each sentence with a capital letter.
- Use correct end marks.
- Use commas correctly in compound sentences.
- Use commas and quotation marks correctly when you let your characters speak.
- Spell all words correctly.

Evaluation Sheet

Sample 4

Domain : Oral Communication : Listening Speaking

**Competencies : - Develop listening strategies, such as asking relevant questions and taking notes to understand what is heard
Exchange opinions and interpretations**

Situation

- Individual work
- Limited time (Suggested time : 50 min.)

Teacher reads the following texts aloud. (S)he should stop for a while at the end of each text.

Teacher: Listen to the short texts and try to take notes.

1. In 1991, the body of a man was found buried in the ice. His body was preserved in the ice for 5,000 years. His clothing and tools were also preserved. We call him the Iceman.
2. Dinosaurs are extinct, but there were different kinds of them millions of years ago. Some dinosaurs ate meat and others ate plants.
3. All birds have wings, but not all of them can fly. Ostriches and penguins are among those birds that are flightless. An ostrich walks or runs instead of flying. A penguin swims and uses its wings as flippers.

Name _____

Date _____

A. Listen to the short texts and take notes on the lines below. Remember!

- Don't try to write every word.
- Only write the key words : the important words that help you understand the meaning of the text.
- Use symbols such as (& +) to save time.

1. _____

2. _____

3. _____

B. Write a question that you would like to ask in order to clarify a point about any of the texts you listened to.

C. In your own words, comment on one of the creatures mentioned in the texts. Before you do so, write what you want to say on the lines below.

Sample 5

Domain :Written Communication : Reading

Competencies : - Read with comprehension – literally, inferentially, and critically
- Expand and use varied decoding and vocabulary strategies

Situation

- Individual work
- Limited time (Suggested time : 20 min.)

Name _____

Date _____

Read the following text.

Animals in Advertising

Animals in TV commercials often do some pretty amazing_tricks. How are animals trained for commercials?

A dog likes affection and will work for praise alone from his master. Cats and most other animals work for food. They learn to do a trick when a buzzer, clicker, or bell signals them to do it. They are rewarded with a piece of food for doing the trick correctly. Since they will work when they are not hungry, they are fed only half of their daily food portion at mealtime. The rest is given to them as rewards during training or working sessions.

Doubles are used for animals that have to gobble up a bowl of pet food for a commercial. Once a dog has eaten one bowl he will not do it again until hungry. This is when the double steps in and takes his place for reshooting.

Although animal advertisers may never use the product they are advertising, they are very good at making people become aware of it.

Adapted from an article by Virginia Phelps Clemens

Answer the following questions.

1. How are dogs and cats trained for television commercials?

2. *Animals in Advertising* is **nonfiction**. Write down two facts that you find most interesting to you. Explain them.

3. Give the meaning of the words underlined in the passage. Write the clues that helped you guess the meaning.

Words	Meanings	Clues

Sample 6

Domain : Written Communication : Writing

Competencies : - Accomplish guided and semi guided writing activities

- Write strategically: draft, revise, proofread, edit, and publish**
- Write in a variety of genres**

Situation

- Individual work
- Limited time (Suggested time : 50 min.)

Name _____

Date _____

Animal advertisers may never use the product they are advertising, but they are very good at persuading people to buy the product

A piece of persuasive writing usually consists of

- **An opening statement**
- **The argument**
- **A summary and re-statement of the opening position**

And a persuasive text is usually written:

- **In the simple present tense**
- **Focusing mainly on generic human participants.**

A. Think of a case that you would like to argue. State your case and the type of audience you wish to persuade.

Case _____

Audience _____

B. Use the frame below to write about your case.

Although not everybody would agree, I want to argue that

I have several reasons for arguing this point of view. My first reason is

Another reason is

Furthermore,

Therefore, although some people argue that

I think I have shown that

Based on the explanations given above, revise and edit your text. Rewrite it neatly on the lines below.

EVALUATION: **TEACHER'S GUIDE**
MATERIAL: **ENGLISH LANGUAGE**
Cycle 3 of basic Education

DOMAINS	COMPETENCIES
Oral communication : Listening & speaking	<ul style="list-style-type: none"> - Recognize and discriminate aspects of spoken discourse. (Identify idea(s) expressed as true or false, real or imaginary; identify main ideas and supporting details; etc.) - Demonstrate critical understanding of spoken discourse. (Distinguish facts from opinions; draw inferences; assess the validity of the speaker's points; relate ideas to one's experience; etc.) - Show ability to listen effectively for a variety of purposes. (Identify own purposes for listening: to gather information, to follow directions, to analyze information; etc.) - Convey information and ideas. (Report a personal incident; give directions/instructions with fluency and accuracy; describe clearly the steps of a simple process; report orally on a book, movie, etc.) - Communicate for social and academic purposes. (Conduct an interview; propose a process; initiate or conclude a conversation; explain scientific facts clearly and accurately; etc.) - Communicate ideas, information, opinions and feelings appropriately. (Use appropriate intonations, gesture, and other nonverbal body language to facilitate communication; ask and respond to questions; explain or amplify statement; etc.).
Written communication : Reading & writing	<ul style="list-style-type: none"> - Comprehend written discourse using text-related clues. (Identify and use transparent context clues to infer the particular meaning of words; determine word meanings through the analysis of suffixes and prefixes in a text; identify figures of speech: simile, metaphor, alliteration, personification, onomatopoeia; etc.) - Construct meaning from literary, informational, and practical texts. (Recognize the author's use of language devices such as sound, diction and symbolism; form generalizations about a range of genres, including short story, poetry, and informational texts; recognize meter as characteristic of poetry; select appropriate outcomes; distinguish facts from opinions; draw conclusions; etc.) - Use pre-reading and reading strategies and techniques appropriately. (Interpret and organize data read by using charts, graphs and tables; paraphrase, summarize and outline a text; identify and use reading techniques such as skimming, scanning, and questioning, to accomplish a task; recognize and use each part of a textbook or reference book such as table of contents, glossary and index; etc.)

DOMAINS	COMPETENCIES
	<ul style="list-style-type: none"> - Enhance writing skills through semi-guided activities. (Select an appropriate topic sentence for given details; distinguish between relevant or irrelevant details; combine sentences with suitable joining words; indicate places where short sentences can be joined with a transition word; indicate places where more supporting detail is required; etc.) - Write literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking. (Write notes, messages, and informal letters; write narratives, expository texts, poetry by using meter appropriately and a simple research paper.) - Write readable texts by applying the process writing techniques. (Use the pre-writing techniques such as brainstorming, note-taking, clustering, listing, outlining, etc.; appropriately draft and redraft; construct revising and editing guidelines; conference with peers, self or teacher to elicit feedback on language and content; etc.)

EVALUATION SHEET

Sample 1

Domain : Oral communication :Listening & speaking

Competencies : - Recognize and discriminate aspects of spoken discourse

- Demonstrate critical understanding of spoken discourse

- Convey information and ideas

- Communicate ideas, information, opinions and feelings appropriately

Situation

- Individual work
- Limited time (Suggested time : 40 min.)

The teacher reads the following:

Good evening. In The News in Focus this evening, we're again going to look at the stories behind these headlines.

MOTHER OF TWO WINS \$500,000

GORILLAS LEARN TO DRIVE

BIG GOLD ROBBERY IN CENTER OF NEWYORK

Life has not been easy for Mrs. Mitri. Her husband died three years ago and left her with two children and no money. She found it difficult to get a job. She was very poor. But Mrs. Mitri is rich today. The attractive young widow won \$500,000 in the Lottery yesterday evening. She doesn't know exactly what she is going to do with all the money. But one thing is clear. Life is going to be easier and better for her from now on! Listen to Mrs. Mitri talk about her dream that became true at the end of this program.

This is something you don't see very often – a gorilla driving a car. But perhaps you're going to see this more often from now on. In a school in Boston, gorillas and chimpanzees are learning to do this and other things. Their trainers say that some of the gorillas are better drivers than most people. 'Gorillas are really very intelligent. Chimpanzees are even more intelligent. But they're too small to drive a car,' one trainer said today.

This afternoon a man and a woman walked into an expensive shop in New York and asked to see some gold watches. The owner opened his safe to get some. They took out guns and told him to get every thing out. They filled their bags with what was in the safe and ran away. The police have started their search.

Name _____

Date _____

A. Listen to *The News in Focus*. Then complete the following cloze exercise.

1. Mrs. Mitri is a mother of _____. Her husband died and left her _____ any money. It was difficult for her _____ find a job. Yesterday, Mrs. Mitri _____ \$ 500,000 in the lottery.
2. It is very strange to see a _____ driving a car. But this was _____ the case in Boston. In a _____ there, gorillas and chimpanzees are _____ to do this and other things.
3. Two people walked into an expensive _____ shop. They threatened the owner and _____ all what he had in the safe.

B. Answer the following questions.

1. Why is life easier and better for Mrs. Mitri after her husband's death?

2. What do the trainers say about gorillas and chimpanzees?

3. What do you think the man and woman said when they walked into the shop?

C. Distinguish facts from opinions. Write F next to the fact and O next to the opinion.

1. Mrs. Mitri won \$500,000 in the lottery. _____
2. Mrs. Mitri is really lucky. _____
3. Gorillas and Chimpanzees drive better than some people. _____
4. I think that the owner of the shop was shocked when gold was stolen. _____
5. An expensive shop was robbed in New York. _____

D. Listen to the news items a second time; then, write a headline different from the one mentioned to each of the news stories you heard.

1. Imagine you are another news announcer : paraphrase in four sentences one of the news stories you have listened to, and read it appropriately to the class.

2. Work with a partner : one of you is a news reporter and the other is Mrs. Mitri, the gorilla trainer, or the expensive shop owner. Write four questions you would like to ask anyone of the people mentioned above. Write the answers to these questions. Role-play what you write to the class.

Sample 2

Domain : (Written Communication) : Reading

Competencies : - Comprehend written discourse using text-related clues

- Construct meaning from literary, informational, and practical texts
- Use pre-reading and reading strategies and techniques appropriately

Situation

- Individual work
- Limited time (Suggested time : 30 min.)

Name _____

Date _____

Read the following passage.

Many changes are taking place in 'food styles' in different parts of the world. For

- (1) instance, the United States is traditionally famous for its very solid and unchanging diet of meat and potatoes. Now one finds many different alternatives to choose from: various ethnic food, health food, and fast food, in addition to the traditional home-cooked meal.

Ethnic restaurants and supermarkets are commonplace in many big cities all over the

- (2) world. Many of these cities are filled with restaurants serving international cooking and have a vast ethnic choice from which one can enjoy food from countries such as China, Lebanon, Japan, India, Mexico, Spain or Egypt. This is a pleasant thought for those who travel a lot to different countries; they can usually find their native specialties: tabouli, kibbeh, falafel, payella or miso soup.

Health food gained popularity when people began to think more seriously about their

- (3) physical well-being. The very term health food is ironic because it implies that there is also 'unhealthy' food. Health food includes natural food with minimal processing; i.e., there are no preservatives to help it last longer or other chemicals to make it taste or look better. Most health food enthusiasts are vegetarians; they eat no meat; they prefer to get their essential proteins from other sources, such as beans, cheese, and eggs.

Fast-food restaurants are now expanding rapidly all over the world. Nowadays,

- (4) speed is a very important factor. People usually have a short lunch break or they just do not want to waste their time eating. Fast-food restaurants are places which take care of hundreds of people in a short time. There is usually very little waiting, and the food is always cheap. Some examples are "burger and pizza places".

Many people have already changed their attitude towards food. The traditional big

- (5) breakfast, lunch or dinner has started to lose popularity. However, people still believe in the social importance of feed. For many, dinner with family or friends is a very special way of enjoying and sharing. Like so many people in other cultures, many Lebanese people now take time to relax and enjoy the finer tastes at dinner, even if they still rush through lunch at a hamburger stand.

Write answers to the following:

1. Give the meaning of the following words or phrases as they are used in the passage.
 - a. Minimal processing (paragraph3) _____
 - b. Preservatives (paragraph3) _____
 - c. Vegetarian (paragraph3) _____
 - d. Very little waiting (paragraph4) _____
 - e. Popularity (paragraph5) _____

2. Why are fast-food restaurants expanding rapidly in the big cities of many countries?

3. What makes many people change attitude towards food?

4. Write a suitable title to the passage. _____

5. What type of text is the above passage? What are its features? What are its structures?

6. Write an outline of the passage.

I- _____

II- _____

A- _____

B- _____

C- _____

III- _____

Sample 3

Domain : Written Communication : Writing

Competencies : - Enhance writing skills through semi-guiding activities

- Write literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking
- Write readable texts by applying the process writing techniques

Situation

- Individual work
- Limited time (Suggested time : 30 min.)

Name _____

Date _____

Write a descriptive paragraph on one of the following subjects:

1. A city street at noon
2. Two people arguing
3. A birthday party
4. A burning building
5. A busy restaurant

List ten descriptive details about the subject you have chosen. Then arrange these in a descriptive paragraph. Be sure to begin with a topic sentence.

Remember to

- *Select details that show the special qualities of what you are describing.*
- *Relate the details to more than one of the senses (sight, touch, smell, taste, hearing).*
- *Use spatial connectors.*
- *Arrange the details in an order that is easy for the reader to follow.*
- *Use vivid language which creates a clear picture in the reader's mind.*
- *Construct your sentences properly, and capitalize and punctuate your text accurately.*

After revising and editing your paragraph, write it in your best handwriting.

Sample 4

Domain : Oral Communication : Listening/speaking

Competencies : - Recognize and discriminate aspects of spoken discourse.

- Communicate for social and academic purposes.

Situation

- Individual work
- Limited time (Suggested time : 40 min)

Have students listen to the following conversation between Peter, Barbara & Mike.

Holiday Plans

Peter: Well, I'm off tomorrow. Great! I'm leaving tomorrow.

Barbara: Oh, nice, where are you going?

Peter: France.

Barbara: Tell me more.

Peter: Well, I'm leaving at eight o'clock tomorrow morning. I'm arriving at the airport at about 9 o'clock. The plane takes off at taking off 10 o'clock. Er, going on a cultural holiday, this is what I've wanted to do for a long time. What are your plans Barbara?

Barbara: Well, I'm not sure. I may go somewhere, well I don't know, I may go to Cyprus, I just want something, you know, where I can just relax, lie in the sun for two weeks and come back, you know, looking fantastic, but I'm not sure where I'm going to go. I might go to Cyprus, might go to Greece, you know, I haven't really made up my mind. What about you Mike? What are your plans?

Mike: Well, I'm quite happy to stay in England.

Barbara: Really? Oh, what about the weather?

Mike: Weather's no problem. I'll take it as it comes. I shall head off north to the Lake District as I usually do. I'm going at the end of term. I've got a week free.

Peter: Well wish you luck.

Mike: Thanks.

Name _____

Date _____

A. Listen to the discussion, make notes on where the three people are going to go and what they are going to do there.

	WHERE?	HOW THEY'LL SPEND THEIR TIME
Peter		
Mike		
Barbara		

B. Can you remember *exactly* how the three people talked about their future plans and which verb form they used? Try to complete the (a) sentences below.

Peter: (a) _____ at eight o'clock.

(b) _____

Barbara: (a) _____ to Cyprus _____ to Greece.

(b) _____

Mike: (a) _____ as I usually do.

(b) _____

C. Now listen, and write down exactly what they say in the (b) blanks above.

Grade Seven - first foreign language

D. You plan to spend a week in Lancaster County, Pennsylvania. Below is a calendar of events for the month of June. See which week (7 days) includes the largest number of interesting activities. Choose that week for your visit and write the dates in the appropriate blanks below. Then explain to the class why you have chosen these dates.

Date of visit from _____ to _____

JUNE

1-2 TOBACCO PLANT SETTING

Tobacco plants are set into the fields by hand; also vegetable drying is available. 8:30 A.M. -4 P.M. Amish Farm & House. Lincoln Highway East, Lancaster, 394-6185

4-6, 11-13 LIVE PERFORMANCE

An Evening of One-Acts by Simon, Coward & Feydeau. Fulton Opera House, 12 N. Prince St., Lancaster. 397-7425

5 SIXTH ANNUAL RED ROSE RUN

5 mile race. 9 A.M. Penn Squar, Lancaster, 291-4701

5,6 STRASBURG RAIL ROAD'S 150TH

Special events celebration. Trains operating Sat. 11,12,1,2,3,4,5 P.M., Sun. 12,1,2,3,4,5 P.M. Strasburg Railroad, Rt. 741, Stratburg, 687-7522

5,6 ANNUAL CRAFT DAYS

50-60 craftsmen demonstrate traditional crafts. Noon-5P.M. PA Farm Museum of Landis Valley, 2451 Kissel Hill Rd., Lancaster, 569-0451

5,6 DIXIELAND WEEKEND

Honky tonk piano, live jazz music. Country games, contests, food. Sat. 10 A.M. -5P.M., Sun. noon-5P.M. mill Bridge Village, Ronks Rd., Strasburg, 687-8181

6-27 EXHIBIT: BRUCE WEST, KEN GRAVES

Photographers. Mon.-Sat. 10 A.M.-4P.M., Sun. noon-4P.M. Community Gallery of Lancaster Co., 135N. Lime St., Lancaster. 394-3497

12 COURTHOUSE MARKER DEDICATION

Commemorating Pa.'s 300th birthday. Lancaster County Courthouse, N. Duke St., Lancaster, 299-8300

**12 LANCASTER COUNTY
CELEBRATION OF PA. 300TH
BIRTHDAY**

musical presentations, exhibits, historical skit, end of commemorative relay run, fireworks. Noon-dusk.

Lancaster County Central Park, Lancaster, 299-8300

**12,13 3RD ANNUAL SPRING OUTDOOR
ART SHOW**

Over 150 juried artists and craftsmen display and sell original works. 10 A.M. - dusk. Mt. Hope Estate & Winery. Rt. 72, Cornwall . 665-7021

13 "RED ROSE PAYMENT"

An attorney presents a red rose to a Steigel heir as payment for rent of the Zion Lutheran Church. E. High St., Manheim, 665-7021

19-20 BLUEGRASS FESTIVAL

Live mountain bluegrass music. Noon-5P.M. Mt. Hope Estate & Winery. Rt. 72. Cornwall.

20 FATHER'S DAY TOUR

Complimentary gifts for dads. Reserv. 1:30 P.M. historic Lancaster Walking Tour. 15 W. King St., lancaster. 392-1776

**24-26, July 1-3,16,29, August 1,3,6,11,14
LIVE PERFORMANCE**

"The Odd Couple", Neil Simon, Fulton Repertory Co. Thur.-Sat. 8 P.M., Sun. 2 P.M. Fulton Opera House, 12 N. Prince St., Lancaster. 397-7425

**25-27 THE MAGNIFICENT MILL BRIDGE
VILLAGE ALL-AMERICAN RAGTIME
MUSIC FESTIVAL**

Nostalgic sights and sounds, unique automatic musical instruments, live performances of classic rag, country foods. Fri. & Sat 10 A.M.-5 P.M., Sun. noon-5P. M.

Mill Bridge Village, Ronks Rd., Strasburg. 687-8181

Adapted from Swarts F. B. & R. Smith (1986) *This Is a Recording Listening with a Purpose*. Prentice-Hall)

Sample 5

Domain : Written Communication : Reading

Competencies : - Construct meaning from literary, informational, and practical texts
 - Use pre-reading and reading strategies and techniques appropriately

Situation

- Individual work, Limited time (Suggested time : 30 min.)

Name _____ Date _____

Read the following announcements:

<p>IS IT ART? National Theater 8 P.M. A satire on the Jubeil Theater, showing a society where writers and artists are more interested in glamour than art. Cruel and unfair at times, perceptive and true at others, but always original and interesting. Presented by <i>The Al-Jabal Theater Group</i>. Tickets at L.L 25,000 from the National Booking Office, Halim's Department Store. For details call 529791.</p>	<p><i>Jubran the Struggler</i> Drama Center Opening night on Wednesday, May 6, 7:30P.M. Next Thursday to Saturday, May, 30, 8 P.M. Matinees on May 9, 16, and 23 3:30 P.M. A play about a boy who fights against his fate and is successful in the end. Involves the use of puppets, shadow play and Lebanese music. Written by Z. Khoury and directed by M. Shehab. Presented by the Beirut Theater Group. Tickets at L.L. 45,000 (student discounts for matinees), L.L. 65,000 , L.L 80,000 & and L.L. 100,000. Obtainable from the Drama Center.</p>
<p>ANYONE'S COUNTRY Beirut Theater Monday through Friday: 7:300 P.M. Saturday: 5 P.M. and 8 P.M. One of the funniest plays in Beirut. Everyone is talking about it. Starring Ali Ahmad and Maria Malik. Two L.L. 50,000 tickets for the price of one on Monday evenings. Combined dinner and half-price theater ticket only L.L. 100,000 every evening except Saturday. Tel 936921 between 12 noon and 9 P.M. Note that all seats have been booked for this week's performances.</p>	<p>NEW LEBANESE PERFORMING ARTS TROUPE World Trade Theater Next Friday and Saturday, 8 P.M. A variety show by over 100 talented artists. Acrobats, jugglers, dancers, fireworks! Also includes a laser show. Tickets at L.L. 100,000 and L.L. 120,000. L.L. 50,000 for children under 14 and people in wheelchairs for all performances. Obtainable from Halim's Department Stores.</p>
<p>NATIONAL CONCERT Grand Concert Hall Tonight: 8:15 The National Orchestra, conducted By W. Akl. The program includes works by Mozart, Bach and Sibelius. Tickets at L.L 60,000, L.L. 75,000 and L.L. 100,000 from the Cental Booking Office, Grant Concert Hall.</p>	

(Adapted from Heaton B. & D. Dunmore (1994) *Topics in English I*. Longman.)

Grade Seven - first foreign language

A. Scan the announcements for the information about the times and places of the performances listed and the prices of tickets. You should try only for the relevant information and avoid reading all the text. You have only 3 minutes to answer the following questions. (This sheet will be collected directly after the mentioned time is over.)

1. Where is The National Orchestra playing?

2. Where is *Jubran the Struggler* being performed?

3. What time does the play at the Drama Center start?

4. How many performances of *Anyone's Country* are there on Saturdays?

5. How much are the tickets for this play?

6. Are there any special student rates for *Jubran the Struggler*?

7. What time do the matinees start for the performance of *Jubran the Struggler*?

8. Is there a matinee on the last Saturday performance of this play?

9. Are there any discounts for children at any of the performances, apart from those of *Jubran the Struggler*?

10. Where can you book a ticket for the show given by the New Lebanese Performing Arts Troupe?

B. Have another look at the announcements. This time, read them carefully and then write the name of the most suitable play or concert after each number below.

Which play or concert would you recommend to someone who

1. likes to listen to songs and watch people dancing and doing tricks?

2. enjoys plays which are amusing and make the audience laugh?

3. is very fond of serious music by great composers?

4. has only L.L.60,000 to spend on entertainment and doesn't like classical music?

5. is too busy to go anywhere in the evenings and is free only on Saturday afternoons?

C. Which of the following words best describes the announcements which you have just read?

A factual B humorous C critical D sarcastic E imaginative

D. In each space on the right, write the most suitable word from the following list to describe the performance given on the left.

heart-warming classical popular controversial spectacular

<i>Is It Art?</i>	
<i>Anyone's Country</i>	
<i>Jubran the Struggler</i>	
<i>New Lebanese Performing Arts Troupe</i>	
<i>National Concert</i>	

Domain : Written Communication : Writing

Competencies : - Write literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.
- Write readable texts by applying the process writing techniques

Situation

- Individual work
- Limited time (Suggested time : 40 min.)

You have watched two of the performances mentioned in the reading text. You enjoyed one but the second was not really interesting enough to you. Write a letter to a close friend who lives abroad. Describe the two performances in brief and explain why you liked one more than the other. Remember to

- brainstorm for ideas.
- write a first draft.
- revise and edit for any grammatical, spelling, punctuation or vocabulary errors.
- rewrite your letter neatly and include all the parts needed for writing a letter.

DOMAIN	COMPETENCIES
Oral communication: Listening & speaking	<ul style="list-style-type: none"> - Demonstrate understanding of varied audio genres. (Listen to instructions and take notes, distinguish ideas, summarize text , and explain a dialog or speech.) - Demonstrate awareness of linguistic and nonlinguistic aspects of spoken discourse. (Fill in close exercises, use graphic organizers, and identify genres.) - Demonstrate critical understanding of spoken discourse in context. (Identify speaker's tone, distinguish fact from opinion, and give feedback on dialogs or speeches.) - Demonstrate ability to speak informatively. (Explain directions, cause-effect and state steps of a process.) - Demonstrate knowledge of communicational exchanges. (Suggest solutions to a problem, report on a personal incident, and give a short speech.)
Written communication : Reading & writing	<ul style="list-style-type: none"> - Demonstrate ability to read using context clues. (Fill in close passages, give alternate lexical choices, form words by using affixes, and match vocabulary.) - Demonstrate understanding of different genres. (Distinguish parts of discourse, i.e., fact from opinion. Complete missing parts of a text; interpret graphs, charts and tables; make outline; use relevant study skills.) - Develop basic comprehension of literature. (Show understanding of the different elements of a story, poem, or novel; trace the development of the plot, identify features and structure of an informational text; analyze the author's style; and state purpose.) - Show awareness of cultural implications. (Supply titles to a text and provide alternative conclusions.) - Develop writing skills through guided and semi-guided activities. (Supply a topic sentence to complete a paragraph or to suggest a title; unscramble paragraphs to form a comprehensible text; split up sentences with transitions.) - Show awareness of the target language conventions. (Edit texts for correct mechanics such as spelling, punctuation and capitalization; write supporting details for a given topic sentence and complete forms.) - Produce expressive transactional and creative writing showing awareness of audience and purpose. (Write a variety of literary forms, i.e., journal, report, biographies and letters; create verses for a song; provide captions for cartoon strips; write research papers.) - Apply process writing skills. (Identify purpose and audience, apply pre-writing techniques; revise and edit; confer with peers; and share writing by reading aloud or publishing in a school magazine.)

EVALUATION SHEET

Sample 1

Domain: Oral communication: Listening

Competencies : - Demonstrate understanding of various audio genres

- Demonstrate critical understanding of spoken discourse in context

Situation

- Individual work
- Limited time (Suggested time: 30 minutes)

Teacher reads the following selection in a very serious tone.

This is the Transit Authority Travel Information Bureau. Due to a water main break at 23rd and Lexington Avenue, there's no service on lines 4 and 5 between 42nd Street and Brooklyn in both directions. This may be due to a worker's strike that was probably planned last month. There's Double R service between 57th Street and Whitehall Street, but Double R trains will not operate between Whitehall Street and Brooklyn. If you need additional information, please hold on.

Maintenance work is being done on the Manhattan Bridge for about three weeks. Some engineers reported that they supposed the bridge had not been built well. During this time, N as in Nancy trains will operate via the tunnel between Brooklyn and Manhattan. QB trains and RR specials will not operate. Please hold on for additional information.

During the time that the work is being done, B as in boy trains, D as in David trains, and M as in Mary trains will operate over their normal routes between Manhattan and Brooklyn. Please hold on if you require additional information.

Due to the large number of callers, all our representatives are busy at this time. The representatives have wide experience and have proved to be reliable. As soon as a representative is free, your call will be answered in the order in which it was received. Please hold on.

NAME: _____ Date: _____

Directions: Listen to an announcement read to you, then answer the following questions:

1. What is the main idea of the selection you have just listened to?
- _____

2. Indicate which of the following statement (s) is or are facts and which statement (s) is or are opinions by checking the relevant column with an X.

Statements	Fact	Opinion
1. There is no service on lines 4 and 5.		
2. The workers planned a strike on lines 4 and 5.		
3. Manhattan Bridge cannot be used.		
4. The Manhattan Bridge is not a strong bridge.		
5. Most of the representatives are qualified.		

3. What do you think the purpose of the announcer is in the selection you have just listened to?
- _____

4. Describe the tone of the announcer.
- _____
- _____

(Adapted from Swartz, Barbara Fowler and Smith, L. *This is a Recording: Listening with a Purpose*, New Jersey, Prentice Hall, Inc., 1986, p. 88)

EVALUATION SHEET

Sample 2

Domain: Oral communication: Listening

Competencies: - **Demonstrate understanding of various audio genres**
- **Demonstrate critical understanding of spoken discourse in context**

Situation

- Individual work
- Limited time (Suggested time: 30 minutes)

Students listen to the following interview.

Interviewer: Tell us about your job, Tom- Where do you work?

Tom: I work for a radio station. I am a producer in a features department. Sometimes I travel abroad to make programs.

Interviewer: Do you travel a lot?

Tom: No, not really. I go away every three or four months.

Interviewer: And what do you have to do in your job?

Tom: Well, I basically turn ideas into programs. I usually start work at 9:00 and finish at 5:00. I make a lot of phone calls, trying to contact people and organize interviews. Then I record programs in the studio every two to three days. I spend a lot of time editing.

Interviewer: What do you mean by editing?

Tom: Well, after you record hours and hours of tape for a thirty- minute program, you have to cut the material to fit the time.

Interviewer: I see.

Tom: And then there are meetings, of course.

Interviewer: How often do you have meetings?

Tom: Too often! We have a meeting once a week to discuss regular programs, and then the whole department meets every two weeks. And four to six times a year there is a meeting with the controller of the Radio station to discuss new ideas for programs.

Interviewer: Do you like your job?

Tom: Oh, yes I enjoy it enormously.

Interviewer: Is there anything you do not like about your work?

Tom: Well, I get angry if someone forgets to show up for an interview, but fortunately that does not happen very often.

(adapted)

Name: _____

Date: _____

Directions: Listen to the following interview, then answer the questions below:

1- What is the main idea of this selection?

2- What do you think the purpose of the speaker is in this selection?

3- In your own words, what do you think the job of a producer is ?

4- Describe the tone of the interviewee.

Sample 3

Domain: Oral communication: Speaking

Competencies: - Justify stand on issues in communication exchanges and speeches

- Demonstrate ability to communicate in practical, social and professional communication situations

- Show awareness of audience and purpose

Situation

- Individual work
- Limited time (Suggested time: 15 minutes to read the selection and 2 minutes for each student to give the oral report)

NAME: _____ **Date:** _____

Directions: Read the following discussion among the jurors.

Traitor or Hero: Top Spy Arrested: Spy Trial Begins Today:
Rakin Trial: Last Day

This is the situation: David Rakin is on trial as a traitor. He had a responsible position in his own country and sold secrets to the "other side." The members of the jury have heard the prosecution and the defense, and are trying to arrive at a decision.

- 1st Juror: It's no accident that the highest punishment in the land is reserved for traitors. Rakin is a traitor. He is guilty and must be punished.
- 2nd Juror: Yes, but he's a hero to the other side!
- 3rd Juror: Who cares about the other side?
- 4th Juror: Well, I do. It's people like Rakin who save the world from destruction. They exchange secrets, so the balance of power doesn't change too quickly.
- 5th Juror: It's a cheap way of maintaining peace in the world.
- 6th Juror: I've never heard such nonsense! This man has betrayed *our* country! He has betrayed *our* government, and you and me!
- 7th Juror: Nonsense. Governments are hypocritical about spying. Everyone disapproves of it, but everyone does it.
- 8th Juror: Well, if the other side does it-
- 9th Juror: Exactly!
- 10th Juror: We're not here to discuss morality. We're here to decide whether Rakin is guilty or not guilty, and I say he's guilty!
- 11th Juror: We all agree that he's guilty of spying.
- 12th Juror: But we don't all agree that spying itself is wrong!

(adapted from Alexander, L.G. *Take a Stand*. New York, Longman, 1978, pp. 25-26)

Directions: After you have read the selection on the Rakin Trial prepare a short oral report to the class including the following:

1. Suggest a solution to the problem.
2. Give a short conclusion to your oral report by:
 - reviewing the ideas given
 - closing statement

Note: In your oral report show awareness of court situation and background of your classmates.

Sample 4

Domain: Oral communication: Speaking

- Competencies:**
- Justify stand on issues in communication exchanges and speeches
 - Demonstrate ability to communicate in practical, social and professional communication situations
 - Show awareness of audience and purpose

Situation

- Individual work
- Limited time (Suggested time: 15 minutes to read the selection and 2 minutes for each student to give the oral report)

Name: _____ **Date:** _____

Read the following paragraph.

A burglar broke into an apartment while the owners were away for the weekend. While he was looking for things to steal, he found some of his favorite cake in the kitchen. He was feeling rather hungry so he ate a piece. He was looking around the rest of the house, stealing clothes and paintings, when he began to feel thirsty. He went back to the kitchen where he found some beer. He opened it and drank the whole can. He was still feeling thirsty, so he drank a second can. A little later, while he was taking things from the living room, he began to feel tired. So he sat on the sofa just for a few minutes. Next evening, when the owners got home, he was still on the sofa fast asleep. He woke up just before the police arrived and arrested him.

Directions: After you have read the selection on the burglar, prepare a short oral recall of the story to the class including the following:

- 1- Describe the problem.
- 2- Give a short conclusion to your description by
 - Reviewing the actions of the burglar
 - Suggesting use of anti- theft devices

Note: In your oral report show awareness of similar incidents and background to your classmates.

Sample 5

Domain: Written communication: Reading

- Competencies: - Demonstrate ability to read utilizing context clues
- Demonstrate critical understanding of different genres.
 - show awareness of cultural implications
 - Demonstrate basic comprehension of the literature

Situation

- Individual work
- Limited time (Suggested time: 45 minutes)

NAME: _____

Date: _____

Directions: Read the short story below and answer the questions that follow:

Once there was a young shepherd who liked to play tricks on people. **He tended** his sheep some distance away from the village, and he often felt lonely. One day he thought of a plan that would bring him some company and some fun. He ran toward the village and called “Wolf! Wolf!” The villagers thought that a wolf was eating his sheep, so they ran to help him chase the wolf away. When the people saw that there was no wolf, that the sheep were perfectly safe and that the boy was laughing at them, they went away **grumbling**.

Some days later, the boy decided to play the same trick and he ran toward the village crying “Wolf! Wolf!” Again the villagers ran to help him and again there was no wolf. The boy thought his trick was funny, but this time the villagers were very angry.

One day, not long after, a wolf really did come out of the forest, and it attacked the boy’s sheep. The boy ran toward the village and cried “Wolf! Wolf!” Now, when he *did* need help, the villagers thought he was playing another trick. No one went to help him, and the wolf had a good meal of the sheep

“The Boy Who Cried Wolf”, by Aesop

Questions:

1. Describe the character of the boy in 2-3 short sentences.

2. Rewrite the ending (the last paragraph) of the story differently to be a happier one.

3. Describe in a few sentences an experience you have had or have heard about that would be similar in your country.

4. Give a synonym (a word with the same meaning) for the dark typed words in the story.

a. tended

b- grumbling

Sample 6

Domain: Written communication: Reading

Competencies: - Demonstrate ability to read utilizing context clues

- Demonstrate critical understanding of different genres

- Show awareness of cultural implications

- Demonstrate basic comprehension of the literature

Situation

- Individual work
- Limited time (Suggested time: 45 minutes)

Directions: Read the short story and answer the questions that follow.

ALIBI

When controller Dennis O'Neill of Dover Township, N.J., was pulled over by police for erratic driving, a Breathalyzer test showed he was legally drunk. But at O'Neill's trial a doctor offered another explanation: Gum disease.

The gum disease created "dental pockets" in which food and alcohol became trapped, so that the test could have falsely recorded the alcohol in his mouth, not in his system, according to Dr. Lance Goberman, an addiction medicine specialist. What's more, the doctor said that O'Neill didn't pass the roadside sobriety test because of a history of Lyme disease and other physical ailments. An acne problem, particularly on his nose, accounted for O'Neill's flushed complexion.

O'Neill had paid the doctor \$1375 to examine him and testify on his behalf. But the doctor could not offer an opinion about the presence of two liquor bottles—one broken, the other partly consumed—that were found in O'Neill's car at the time of his arrest.

Despite Goberman's testimony, O'Neill was found guilty of drunken driving.

(Adapted from Asbury park press)

Name: _____

Date: _____

Questions:

1- Describe the character of Dennis O'Neill in a few short sentences.

2- Rewrite the ending of the story differently to be a happier one.

3- Describe a similar incident you had heard of.

4- Give a synonym to the following words from the text.

Sobriety: _____

Ailment : _____

Sample 7

Domain: Written Communication: Writing

Competencies: - Produce expressive, transactional and creative writing.
- Show awareness of audience and purpose and alternatives depending upon the context and culture
- Apply the process writing skills

Situation

- Individual work
- Limited time (Suggested time: 45 minutes)

NAME: _____

Date: _____

Directions: Read the article below and write a letter to the President of Lebanon requesting a Children's Day giving your reasons for this.

Follow these steps: Brainstorm for ideas

Write a first draft of the letter

Revise for any grammatical, spelling or vocabulary errors

Rewrite a second draft

Make a brief outline of the main ideas of the letter

Should There Be a Children's Day?

There's a Mother's Day, Father's Day, Grandparents Day, Presidents' Day, and Groundhog Day. There's even an Answer Your Cat's Question Day (January 22). So why not a National Children's Day?

One eighth-grade class at Creston School in Creston, Illinois, thinks there should be. And the class has been working hard to spread the word. "We want a day to recognize children that will show how important we are to the world," says student Kimberly Loyd.

The class has written to President Clinton and several greeting card companies asking that they officially recognize a day for children. They also met with their U.S. Representative and asked him to sponsor a National Children's Day bill in Congress.

YES In today's busy world, children need to be reminded more than ever that they are loved and appreciated. Often parents don't have the time to tell children how much they are cherished. With a National Children's Day, parents, relatives, and other loved ones will have an opportunity to tell children how much they care.

Other nations already recognize a children's day. Japan has set aside a day to honor children. The United Nations named November 20th as Universal Children's Day. Today, it is observed by more than 120 countries around the world.

Setting aside a National Children's Day is one way that Americans can help children reach their fullest potential.

Some objections that you must keep in mind : Every day is a children's day. Children get to celebrate their birthdays and many other holidays that most adults have outgrown. Plus, many kids in America already have more privileges and opportunities than children in other countries have.

Celebrating Mother's Day, Father's Day and Grandparents Day are ways of saying thank you to the people who raised us. Veterans are honored on Veteran's Day for the sacrifices they made in war. Kids can have special days when they grow up and make sacrifices of their own.

Besides, if there are days set aside to honor everyone, they all will become meaningless and unimportant.

(Adapted from <http://apps.scholastic.com>)

Sample 8

Domain: Written communication: Writing

Competencies : - Produce expressive, transactional and creative writing
- Show awareness of audience and purpose and alternatives upon the context and culture
- Apply the process writing skills

Situation

- Individual work
- Limited time (Suggested time: 45 minutes)

Name: _____

Date: _____

Directions: Write a letter to a law official requesting stricter laws on drinking and driving in your country.

Follow these steps: Brainstorm for ideas
Revise for grammatical, spelling, and vocabulary errors
Rewrite a second draft
Make a brief outline of the main ideas of the letter

EVALUATION: **TEACHER'S GUIDE**
MATERIAL: **ENGLISH LANGUAGE**
SECONDARY EDUCATION

DOMAIN	COMPETENCIES
Oral communication: Listening & speaking	<ul style="list-style-type: none"> – Demonstrate understanding of spoken discourse. (Summarize ideas, paraphrase parts of discourse, outline points, and take notes.) – Demonstrate understanding of verbal and nonverbal discourse. (Interpret nonverbal communications: gestures, body movement, use of visuals.) – Demonstrate awareness of the linguistic and organizational features of a text. (Identify syntactic and nonstandard structures; identify transitions and key terms.) – Show awareness of contextual and cultural aspects. (Identify main and supporting ideas, speaker's motive, tone, mood and intonation.) – Produce oral presentations in a variety of situations. (Give various types of oral presentation: persuade; participate in group discussions; comment and report; initiate and develop conversations easily.) – Demonstrate ability to use different speech strategies for specific situations. (Use a variety of tones and patterns of intonations; vary speech according to text audience and purpose.) – Demonstrate awareness of rules of spoken discourse and verbal and nonverbal communications. (Observe turn – taking; keep interruptions brief; speak clearly; use appropriate gestures.) – Show awareness of contextual and cultural aspects. (Discuss others' opinions critically; use appropriate language to suit occasion, context and audience.)

<p>Written communication: Reading & writing</p>	<ul style="list-style-type: none"> – Demonstrate understanding of a variety of textual discourse using study skills. (Identify main and supporting ideas in academic, social and transactional text genres; answer comprehension questions; show ability to use different references: dictionaries, thesauruses etc...) – Demonstrate critical understanding of a variety of textual discourse modes using reading strategies. (Identify author's intentions, tone and mood; infer meaning; deduce outcome; recognize biased writing; pre-read, preview and skim.) – Demonstrate awareness of linguistic and organizational features of text. (Identify coherence and cohesion; identify elements of unity, interpret figurative language and idiomatic expressions; analyze grammatical components in textual discourse.) – Show awareness of contextual and cultural aspects. (Identify appropriate lexical items to suit tone, style, mood, purpose and theme.) – Produce a variety of writings in different genres using study skills. (Write academic essays of different modes: narration, description, exposition, illustration, definition etc.; write research reports and adaptations.) – Demonstrate ability to produce appropriate linguistic and stylistic components related to various writing genres. (Use grammatical and lexical components specific to subject areas; use appropriate lexical items; establish and maintain cohesion: use transitions and key terms.) – Use appropriate composing strategies using process writing techniques. (Select main ideas for summaries; write drafts; revise with pens / individually; edit and proofread.) – Show awareness of audience, purpose and cultural aspects in writing. (Write pieces for specific purposes and audiences.)
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EVALUATION SHEET

Sample 1

Domain: Oral communication: Listening

- Competencies:**
- Demonstrate critical understanding of a variety of spoken discourse
 - Demonstrate awareness of the linguistic and organizational features of a text
 - Show awareness of contextual and cultural aspects

Situation: Individual work

Limited time: Suggested time: 30 minutes at the end of the first term after three months of instruction.

The teacher reads the following tape-script, or has two students role play, or plays a tape. The tone of the speakers must reflect certain required character types that the teacher wants the students to identify.

Conversation Tape-script

- Martin: I don't know why we listen to that guy.
Pat: Ah, come on, Martin. Anybody can make a mistake.
Martin: Yeah, but George never gets anything straight.
Pat: Here he comes now.
George: Hi, Martin. Hi, Pat.
Pat: How ya doin', George?
George: Hey, we don't have to stand in line! That's great!
Martin: Of course we don't have to stand in line the movie started 45 minutes ago.
George: That's impossible! The last show always starts at nine o'clock at this place!
Pat: Not if the movie is three hours long, it doesn't.
George: Oh, I didn't think of that!
Martin: Why didn't you call the theater and find out what time it started?
George: Why didn't *I* call? Why didn't *you* call? You're the one who said you wanted to see it. I said, "Fine, why don't we meet at a quarter of nine." Never said I knew what time it started.
Pat: Hey, cool it, you two. So we don't see it tonight. So what. It'll be around for weeks. We can see it next week.
Martin: Yeah, OK.
Pat: So, what do you want to do? You want to get a pizza or something?
Martin: Naw, I already ate.
George: Hey, why don't we see that new French film? It's supposed to be really funny.
Pat: Fine with me.
Martin: Sure. Maybe it will help me on the French test.
George: It's playing at the Cinema 6. We can get there in 20 minutes. Let's go!
Martin: Uh, hold on, George.
George: What's wrong? What's this?

Pat: It's a quarter, George.
 George: Yeah, but what for?
 Martin: A phone call.
 George: Phone call? Who am I gonna call?
 Martin: The Cinema 6, pal. Find out what time the movie starts.
 George: Oh, yeah. Good idea.

Adapted from Swartz, Barbara Fowler and Smith, L. *This is a Recording: Listening with a Purpose*, New Jersey, Prentice Hall, Inc., 1986, p.76

NAME: _____

Date: _____

Directions: Answer the questions below concerning the conversation.

1. As you listen to the conversation, take notes concerning the characteristics of each of the speakers as implied through the tone of their voice. Give two characteristic traits of each of the three speakers.

2. Listen to the conversation once again and then fill in the chart below concerning the characters.

Give two non-standard words or phrases that best illustrates each of the two characters under one of the headings. You may add additional headings if necessary.

	Calm	Concerned	Easily angered	Organized
George				
Martin				

3. Circle T if a statement is true; F if it is false.

a. Martin is angry with George T F

b. Pat doesn't care to see the film T F

Sample 2

Domain: Oral communication: Listening

- Competencies:**
- **Demonstrate critical understanding of a variety of spoken discourse**
 - **Demonstrate awareness of the linguistic and organizational features of a text**
 - **Show awareness of contextual and cultural aspects**

Situation: Individual work

Limited time: Suggested time: 30 minutes at the end of the first term after three months of instruction.

The students listen to the following tape-script. The tone of the speaker must reflect certain required character types that the teacher wants the students to identify.

If you drive eleven Kilometers west from Inverness, you come to Loch Ness, the most famous loch in Scotland. Loch Ness is famous because it's an extremely big lake. In fact it's the longest, deepest loch in Scotland. It's also supposed to be the home of the Loch Ness Monster. There have been reports of a monster in the loch for centuries. People say they have seen an animal with a heavy body, a long neck, and a small head.

A photograph was taken in 1977 and it's supposed to be a picture of the Loch Ness Monster. If that is so, the monster must be very small. In fact it's more likely that it is a photo of a bird swimming in the loch, with just its neck and head showing above the water. We still don't know if there is a monster in Loch Ness.

The loch is certainly big enough for a large animal to hide in. It's only about fifteen hundred meters wide, but it's forty kilometers long, and it's two hundred and seventy meters deep in some places. The water of the loch is dark brown, so it's almost impossible to see anything underwater. Perhaps there is something there, but we have no idea what it is –for the moment.

(Adapted from the BBC English , Stage two book)

Name _____

Date _____

Directions: Answer the following questions below concerning the tapescript.

- 1- As you listen to the tapescript, take notes concerning the monster as implied through the tone of the speaker. Give three description traits of it.

- 2- Circle T (true) or F (false) next to each statement.

- | | | |
|--------------------------------------|---|---|
| - The loch is located in Ireland. | T | F |
| - The lake is very deep | T | F |
| - People believe in the monster | T | F |
| - The author believes in the monster | T | F |
| - The water of the lake is clear. | T | F |

- 3- What is the tone of the author in this tape?

Sample 3

Domain: Written communication: Speaking

Competencies: - Produce oral presentations in a variety of situations.

- Show awareness of audience, purpose, situational and cultural aspects
- Demonstrate ability to use different speech strategies for specific situations

Situation: Individual

Limited time: Suggested time: 15 minutes for the student to choose and read the cartoon script and prepare a two minute persuasive report giving advice in the particular situation chosen. Students in the class could be evaluating the reports on a checklist. If this is the case, then the evaluation would be an listening/speaking integrated one. This is to be given at the end of the first term after three months of instruction.

NAME: _____ **Date:** _____

Directions: Study one of the cartoon stories below and prepare a two minute report for your classmates including the following information:

1. Tell what you think happened before this scene, what is happening now and what will happen later.
2. For each cartoon, tell what you would advise him to do, or not to do. Give your reasons.
3. For each cartoon, tell what you would advise *her* to do, or not to do. Give your reasons.

(Adapted from Alexander, L.G. *Take a Stand*. New York, Longman Publishers Inc., 1978, pp. 27-28)

Sample 4

Domain: Written communication: Reading

Competencies: - Demonstrate factual understanding of a variety of textual discourse using study skills.

- Show awareness of contextual and cultural aspects

- Demonstrate awareness of linguistic and organizational features of text

Situation: Individual

Limited time: Suggested time: 45 minutes at the end of the first term after three months of instructions

NAME: _____

Date: _____

Directions: Read the article below carefully and answer the questions that follow:

Working Women

Two million American women enter the work force every year. The new workers include all ages and background: teenagers, college graduates launching their careers, young housewives anxious to increase the family income, society women in search of prestige or occupation, and older women who have lost their husbands or who cannot stand their empty house after the last child has left. Altogether, more than half the eighty-four million women of working age in the United States are now employed or seeking employment. Although most of them are still clinging to the traditionally "feminine" jobs (nursing, teaching, and office work), growing numbers of pioneers are venturing into other fields. They run businesses; they manage farms; they become astronauts, carpenters, lawyers, truck or taxi drivers, coal miners, jockeys, or politicians. They join the army or the navy. So far no woman has become president of the country; but that might happen, as indeed it has happened in their nations.

The tide of working women is sweeping the country, with various consequences, some more obvious or predictable than others. One hardly needs to mention the economic effect of their activities, since more than fifty percent of families are now living on two incomes. But few people would have guessed ten years ago that the entry of women in the working world would affect the development of the suburbs. Yet working women, having little time to waste on commuting from their office to their kitchen, are taking middle-class families back to the cities that they had deserted in the last twenty years. For the city is the place where most jobs are.

But the most striking effect of women's new role is of a social nature. It touches family life, the number and upbringing of children, the relations between parents and children, and the relations between men and women.

It would be pleasant to believe that all young girls in the past got married for romantic reasons, but the fact is that many of them regarded marriage as their only change to gain independence from their parents, to have a provider, or to be assured of a good place in society. A couple of generations ago, an old maid of twenty-five didn't have much to look forward to; she was more or less fated to remain with her parents or to live in some relative's home where she would help with the chores and the children. Not so any more. In the first place, women remain young much longer than they used to, and an unmarried woman of twenty-eight or thirty doesn't feel that her life is over. Besides, since she is probably working and supporting herself, she is free to marry only when and if she chooses. As a consequence, today's women tend to marry later in life. They have fewer children – or none at all – if they prefer to devote themselves to their profession. The result is a decline in the birth rate.

(adapted)

NAME: _____

Date: _____

Comprehension Questions

Directions: Based on the text you have just read, answer the following questions in brief complete sentences.

1. What is the main idea of the text?

2. In your opinion who would be interested in reading this text? Why?

3. Skim the text and mention two effects of working women?

4. a. In your opinion, are these effects the same as those in Lebanon? Why or why not?

b. Mention one way how working women may change the family in Lebanon.

5. Scan the text and fill in the missing words in the paragraph below from the list given. Use the correct form of the word to fit into the sentences.

clinging commuting upbringing chores old maid

Many societies try _____ to their customs and traditions. Change is very slow. Working women often find it difficult to do their _____ well and on time and find _____ in modern cities very frustrating. In fact, many young women these days remain _____ due to the conflict in customs and the values people hold. Perhaps parents should think more deeply about the _____ of their children in today's modern world.

Sample 5

Domain: Written communication: Reading

Competencies: - Demonstrate factual understanding of a variety of textual discourse using study skills.

- Show awareness of contextual and cultural aspects
- Demonstrate awareness of linguistic and organizational features of text

Situation: Individual

Limited time: Suggested time: 45 minutes at the end of the first term after three months of instructions

Read the following article and answer the questions that follow.

Winning Waves

As I passed through a major intersection in Burbank, California, a bright smile suddenly flashed through my windshield. A crossing guard was waving excitedly, as though she had spotted a long-lost friend. She's obviously mistaken me for someone else, I thought.

A day or two later it happened again. I stopped at the light, and she was smiling and waving at me again. Then she turned and smiled and waved at others bicyclists, drivers, pedestrians who waved and smiled back. Another time I watched as she helped an elderly woman cross the street. The woman, apparently deaf, sighed, "I love you." The crossing guard hugged her and signed the message back.

Eventually, I decided to park my car and meet her. "If I can get people to smile, it makes my day", explained Bonnie Stefonovich, 42. "To make people happy is worth more than all the money the banks hold to me. If you know anyone going through a rough time, send them here to my crossing road."

(Adapted from the Los Angeles times)

Name: _____ Date: _____

Comprehension Questions

Based on the text you have just read, answer the following questions.

1- What is the main idea of the text?

2- Is the topic stated or implied?

3- In your opinion what is the motive of this crossing guard?

4- Mention one way how would crossing guards help traffic in Lebanon.

5- Scan the text and fill in this cloze exercise.

A day or ----- later it happened again. I stopped at the light, and ----- was smiling and waving at me----- . Then she turned and smiled and -----at others-bicyclists, drivers, pedestrians-who waved and -----back. Another time I watched as she -----an elderly woman cross the street. The woman apparently deaf, signed, "I love you." The crossing guard hugged her and -----the message back.

Sample 6

Domain: Written communication: Writing

Competencies: - Produce a variety of written discourse modes in various genres using study skills .

- Show awareness of audience, purpose, and cultural aspects

- Demonstrate ability to produce appropriate linguistic, stylistic and organizational components related to the various writing genres

Situation: Individual

Limited time: Suggested time: 50 minutes at the end of the first term after three months of instruction

NAME: _____

Date: _____

Directions: Imagine you are a reporter for the LBCI in Lebanon. Your job is to read the daily English newspapers and give brief reports to your boss. Show your ability in writing reports by summarizing the news item below which appeared in one of the newspapers.

BAN DRIVERS FROM USING CELL PHONES?

When cellular phones were introduced 13 years ago, they were an expensive toy. Today, they are an everyday sight. About 35 million Americans own cell phones, and that number is expected to more than double by the year 2000.

People buy cell phones for convenience. The phones make it possible to call and be called from just about anywhere. Since almost every family in the U.S. owns a car, many Americans use their phones while they drive. This is also the fashion in Lebanon.

But a Canadian study recently reported something that many people had long suspected. It showed that using a cell phone while driving greatly increased the risk of being in an accident. In fact, drivers who used cell phones had the same accident risk as drunk drivers.

Safety experts have urged the U.S. to follow the example of countries such as Australia and Switzerland. Those countries have banned the use of cell phones while driving.

Some people oppose a ban. They argue that drivers need the phones, especially in emergencies. Instead of banning the phones, they say that people should be better educated about how to use cellular phones in cars.

What do you think? Should people be banned from using cellular phones when they drive?

Well, we strongly believe that the Canadian study is correct. Driving and talking on the phone are a dangerous combination. Anybody who does both should get a traffic ticket, the same as any other reckless driver.

Of course, cellular phones are a great safety device. But there is a time and a place for all conversations. True, cell phones are not the only distractions facing drivers. But having a fight with our boyfriend on the phone is a lot more distracting than tuning in the radio. Also, talking on a cell phone is not the same as talking with a passenger. Passengers can see when a driver faces a tricky turn and stop talking for a moment.

Researchers estimate that accidents caused by drivers using cell phones may cost the U.S. between \$2 billion and \$4 billion a year. It's hard to believe that a bunch of phone conversations are worth that steep price tag. It is still harder to believe that any conversation is worth a person's life.

(adapted from Junior Scholastic Online: <http://www.scholastic.com/juniorsc>.)

Sample 7

Domain: Written communication: Writing

- Competencies:**
- Produce a variety of written discourse modes in various genres using study skills .
 - Show awareness of audience, purpose, and cultural aspects
 - Demonstrate ability to produce appropriate linguistic, stylistic and organizational components related to the various writing genres

Situation: Individual

Limited time: Suggested time: 50 minutes at the end of the first term after three months of instruction

Directions: Imagine you are a crossing guard at one of the busiest intersections of down town Beirut. Your Job is to help pedestrians cross this busy street safely. Write a well organized informative essay explaining to the drivers how important it is to abide by driving rles and to acknowledge the crossing guard signals. Organize your thoughts according to this outline.

TOPIC OUTLINE

Topic Sentence _____

- I. First Main Idea _____
1. Minor Idea _____
 2. Minor Idea _____

- II. Second Main Idea _____
1. Minor Idea _____
 2. Minor Idea _____

Concluding Sentence _____

Domain	Competencies
Oral communication: Listening & speaking	<ul style="list-style-type: none"> – Demonstrate awareness of spoken discourse and identify the different methods of organizational mode. (Classify mode and method of development: process, exposition, persuasion, etc.; distinguish mode of presentation, i.e., lectures, discussion, graphics, etc.; organize spoken discourse, i.e., list main ideas, outlines, sequence of ideas, etc.; identify key terms.) – Show understanding of spoken discourse and respond constructively to presentations. (Distinguish fact from opinion; identify main and supporting ideas; predict conclusions; relate to prior knowledge; provide feedback.) – Demonstrate knowledge of verbal and non-verbal communication skills in relation to context and culture. (Identify connotative and denotative meanings; identify tone, style and register.) – Demonstrate ability to give different types of oral presentations for different purposes and audiences. (Improvise on a topic; present a researched project; participate in debates; defend opinion; prepare and deliver speeches.) – Use linguistic and stylistic strategies tailored to specific situations. (Vary language to audience expectations; employ appropriate diction; adopt appropriate tone, intonation and body language.) – Demonstrate ability to use common debate tactics. (Contribute to the flow of argument; identify strength and weaknesses of argument; comment on the language used by the speaker, i.e., choice of words and intonation.)

Domain	Competencies
<p>Written communication: Reading & writing</p>	<ul style="list-style-type: none"> – Demonstrate understanding of text genre and apply reading and study skill strategies. (Explain main idea and literary elements: plot, character, setting, theme, etc.; infer hidden messages and demonstrate research skills.) – Show awareness of contextual and cultural aspects. (Identify contextual clues that explain meaning: synonyms, antonyms and offer alternative rationale for choices.) – Demonstrate awareness of rhetorical devices used in a variety of text genres. (Identify schemata, i.e., organizational structures, expository, narrative, descriptive analytic, argumentative etc., identify cohesion, key terms, transitionals, contextual clues, etc.) – Demonstrate awareness of linguistic features and colloquialism in various text genres. (Explain technical terms and literary terminology: figures speech, word choice, etc.; identify literary terminology: pun, euphemism, idiomatic expressions, etc.) – Demonstrate command of academic writing. (Develop essays on subject matter; use various discourse modes, i.e., description, narration, exposition, argumentation etc.; write reports and research papers.) – Demonstrate ability to write various social, public and personal text genres. (Write inquiries, complaints, petitions, personal responses and letters; prepare memos, directions, fill out applications; compose literary genres, i.e., poems, songs, rhymes, write personal genres, i.e., journals, diaries, curriculum vitae, autobiographies, etc.) – Use advanced writing technique in applying the process approach. (Apply pre-writing, drafting, revising, proofreading and editing techniques; maintain coherence; use correct grammatical constructions.) – Show awareness of cultural and contextual aspects of written discourse. (Vary writing style according to audience and purpose; show ability to distinguish between the elements of spoken English and written texts.)

EVALUATION SHEET

Sample 1

Domain : Oral communication: Listening

**Competencies : - Demonstrate awareness of the mode of spoken discourse
- Respond constructively to presentations**

Situation

- Individual work
- Limited time (Suggested time: 45 minutes)

Teacher reads of the following selection. (As the teacher speaks, he/ she shows the class visuals: passport, previous written requests for a visa by the applicant, etc. The teacher, however, delivers the selection in a below average manner so that the students may provide their constructive feedback on delivery in question 3.)

Thank you Mr. Consul for giving me this opportunity to explain to you my case and plead for a visa to my home country. The following are the details which you requested of me.

I have been trying to obtain a visa to Lebanon for the past ten years but always my application has been rejected. I realize that the political situation has not permitted this, but I strongly believe that since my health is failing, this may be the last opportunity for me to visit my dear home place before I say goodbye to the world forever. Also, and perhaps more importantly, I must go to Lebanon this year to attend the art and literary exhibition held in honor of the great Lebanese American artist and writer, Gibran Khalil Gibran, that is being held in September. As I am closely related to the late Gibran Khalil Gibran, my presence is of much significance. I am his only living relative, first cousin Hanna (John in English) Khalil Gibran. In the States, I live at 100 Black Street, apartment number 50. The city I have recently moved to is New York of the state of New York.

Although I have lived most of my life in the U.S., I was born in the town of Bcherri, North Lebanon, on September 1, 1920. I still have strong roots for my homeland. I fell in love when I was 20 and was to be married to a cousin of mine, but she died one week before our wedding. I never loved again nor married. I came to the States a shattered man and decided to build my fortune by myself. I worked hard nights to pay my way through school and university, and now I am happy to say that I have been quite a successful lawyer for the past thirty years. Although I am retired, I am a consultant to the judicial court of New York.

I have planned to leave for Lebanon this year, 1999, on September 1, although the exhibition is on September 10, as I believe traveling on my birthday will give me luck.

Again, I thank you for this chance to explain my case and hope that your embassy will issue me a visa soon.

Second Secondary - Humanities - First foreign language

Name: _____

Date: _____

Directions: Listen to the selection, and then answer the questions below:

1. What type of presentation is the listening selection? _____
2. Fill in the main ideas required for a visa application in the chart below.

APPLICATION for VISITOR'S VISA

Name _____
(1) Last (2) First (3) Middle

Address _____
(4) Number and street (5) Apt. number

(6) City or town (7) County, province, district, state

Country

Date of birth _____ Present Age _____
(9) month (10) day (11) year (12)

Place of birth _____ Male ____ Female ____ Married ____ Not Married ____
(13) (14) (15)

Occupation _____
(16)

Reason for visit (17) _____

Date of intended visit _____
(18) month (19) day (20) year

(Adapted from Swartz, Barbara Fowler and Smith, L.
This is a Recording: Listening with a Purpose,
New Jersey, Prentice Hall, Inc., 1986, p. 43)

Name: _____

Date: _____

1. a. Provide constructive feedback on delivery to the presenter of the listening selection by filling out the form below:

Delivery

Indicate a global rating for each of the three aspects of delivery given below. First indicate the numerical rating and then your reasons for this rating. Use the scale below:

5 = excellent 4 = good 3 = average 2 = fair 1 = poor

	Rating	Reason/s for Rating
Non-verbal Communication 1. Presentation - Gestures - Facial expressions - Body actions/posture - Eye contact - Appearance 2. Visuals - Type - Relevance - Appropriate - Presentation - Method of use		
3. Verbal Communication - Method of Presentation - Suitable for occasion - Avoided distractions - Rate and pauses - Voice: volume and pitch/ pronunciation and articulation		

- b- Suggest one way the presenter could have improved one of the three aspects of the delivery given in the table.

Sample 2

Domain : Oral communication : Listening

Competencies : - Demonstrate awareness of the mode of spoken discourse

- Respond constructively to presentations

Situation

- Individual work
- Limited time (Suggested time: 45 minutes)

Students listen to a tape of the following selection.

Dear sir,

This is a summary of the activities in which I have been engaged since I graduated from San Luis University.

I became a Geological Engineer in June, 1980 at San Luis University, in San Luis, Mexico.

Afterward I worked for Compania Minera Las Torres and engaged in the following activity:

From June 1980 to September 1985, I was in charge of the geological works at the Cabeda, Bolantios, and Peregrina mines, in the Guanjato District, Mexico. Also my Bachelor's thesis work was developed on the basis of the Economic Geology evaluation of the Peregrina Mine. Most of my work was related to the mining operation of the former mines, and also the exploration of new areas nearby.

From October, 1985 to January, 1986 I worked for Consejo de Recursos Minerales, searching for silver vein deposits in the El Maguey Project in Mexico. My work consisted of a systematic sampling of the entire mine, and diamond drill exploration.

In January, 1986, the Bank of Mexico, sponsored me to study English at Colorado State University and afterward to take graduate courses in economic geology.

I plan to finish my intensive English courses in August, and I would like to continue my studies in Economic Geology pursuing a degree of Master of Science. I would also appreciate advice as to what preparatory courses I may need before beginning work on that degree.

Thank you very much,
Raul Tapia (Mexico)

(Adapted from Reid's *The process of Composition* 1988)

Name: _____ Date: _____

Directions: Listen to the selection, and then answer the following questions.

1- What type of presentation is this listening selection?

2- Write a chart of the applicant's main work experiences.

3- Comment on this selection by providing a constructive feedback on the delivery to the presenter by filling out this form below:

Use the following scale to rate his presentation:

5= excellent 4= good 3= average 2= fair 1= poor

a- Personality:

b- Method of presentation:

c- Verbal communication:

4: Suggest one way the presenter could have improved on any of these aspects of delivery.

Sample 3

Domain : Oral communication : Speaking

Competencies : - Demonstrate ability to give different types of live oral presentations for different purposes and audiences
- Demonstrate ability to discuss and critically analyze others' opinions

Situation

- Individual work
- Limited time (Suggested time: 10 minutes for the whole class to read the selection, 15 minutes to prepare the oral presentation, and 2 minutes for each student to deliver the oral presentation. Note: Students listening to the oral presentation could be filling out a checklist similar to the one given in the listening exercise on each of the student presenters. In this way, they would be involved in active listening. If this is the case, the listening/speaking evaluation would be an integrated one.)

Name: _____

Date: _____

Directions: Read the following news item and prepare a 2 minute reaction to the topic. In your oral presentation include the following:

- two reasons why you believe national tests in Lebanon are undesirable for all secondary class subjects.
 - two reasons why you believe national tests in Lebanon are desirable for all secondary class subjects.
- Give one example for each reason.

NATIONAL TESTS FOR STUDENTS?

Should students all across the U.S. take national tests?

President Bill Clinton wants the U.S. government to create a national test for fourth-graders in reading and for eighth-graders in math. In his second inaugural address, he said that he hoped to launch "a new crusade for...national standards representing what all our students must know to succeed in...the 21st century."

The President and his supporters say that such tests are necessary because U.S. students lag behind other industrialized nations in basic skills, such as reading and math. So far, seven states and 15 urban school districts have agreed to use the tests, which could begin as early as the year 2000.

But many people are opposed to these national tests. "New federal tests are a bad idea and a waste of money," says Representative Bill Goodling (Republican, Pennsylvania). Opponents say that local schools know what is best for their students. National tests would be the first step in ending local control of schools. Opponents also say that the cost of writing the tests could be \$90 million or more. Last month, the White House and Congress reached a compromise that calls for a year of study to see if national tests are needed.

Do we need national tests?

(Selected from [http://www.scholastic.com/juniorsc... archive/articles/97](http://www.scholastic.com/juniorsc...archive/articles/97))

Sample 4

Domain : Oral communication : speaking

Competencies : - Demonstrate ability to give different types of live oral presentations for different purposes and audiences
- Demonstrate ability to discuss and critically analyze others' opinions

Situation

- Individual work
- Limited time (Suggested time: 10 minutes for the whole class to read the selection, 15 minutes to prepare the oral presentation, and 2 minutes for each student to deliver the oral presentation. Note: Students listening to the oral presentation could be filling out a checklist on each of the student presenters. In this way, they would be involved in active listening. If this is the case, the listening/speaking evaluation would be an integrated one.)

Name: _____

Date: _____

Directions: Based on the listening comprehension activity, the students will be instructed to present themselves orally, and to detail their educational background and/or their work experience, and/or their scholastic activities to prospect college recruiters.

Sample 5

Domain : Written communication : Reading

Competencies :- Demonstrate factual and critical understanding of a variety of text genres
applying reading and study skill strategies
- Show awareness of contextual and cultural aspects
- Demonstrate awareness of rhetorical devices and linguistic features used in
a variety of text genres

Situation

- Individual
- Limited time (Suggested time: 45 minutes)

Name: _____ Date: _____

Directions: Read the internet article carefully, and answer the questions that follow:

AFRICAN CONFERENCE CALLS FOR END TO THE USE OF CHILDREN AS SOLDIERS

(22 April 1999, Maputo, Mozambique)—*The African Conference on the Use of Children as Soldiers closed today in Maputo, Mozambique, with a declaration demanding an end to the use as soldiers of children under 18 years of age and the rapid adoption of new international legislation to ensure respect for this standard. Olara Otunnu, the Special Representative of the UN Secretary-General for Children and Armed Conflict and Graca Machel, who prepared a report on the issue for the UN in 1996, both called for the swift adoption of an Optional Protocol to the Convention on the Rights of the Child to raise the international minimum age for recruitment and participation in armed conflict from 15 to 18.*

“This conference will mark a turning point in efforts to protect children from participation in armed conflict. I believe that African governments and civil society are united in their determination to put an end to this abuse of children.”

*Jo Becker
The Chair of the Coalition to Stop the Use of Child Soldiers*

According to Jo Becker, the Chair of the Coalition to Stop the Use of Child Soldiers, “This conference will mark a turning point in efforts to protect children from participation in armed conflict. I believe that African governments and civil society are united in their determination to put an end to this abuse of children.” She called upon the international community to increase significantly support for programs to prevent recruitment and demobilize and reintegrate child soldiers.

The African Charter on the Rights and Welfare of the Child already sets 18 as the minimum age for recruitment and participation in armed conflict but is not yet binding because not enough governments

have become parties. Ms. Janat Mukwaya, the Ugandan Minister of Gender and Development working to promote the Charter, announced at the closing session that the two ratifications needed for its entry into force would be secured within a month, and that ten governments had indicated their intention to join over the coming months.

Mr. Forquilha Albino, himself a former child soldier and Coordinator of the National Ex-Child Soldier Project of Rebuilding Hope in Mozambique, called for long-term support for efforts to provide former child soldiers with education and help to overcome their suffering. "Before this conference, it was difficult to speak about the problems being faced by former child soldiers. We can now work together civil society and government – to ensure that all children, especially those who have already participated in armed conflict, never again have to endure these terrible experiences." Rebuilding Hope is trying to identify all the former child soldiers in Mozambique as many were not formally demobilized following the peace accords in 1992.

More than 250 representatives of governments and civil society from 50 countries around the world participated in the conference, which adopted a powerful declaration that will be formally presented to the Organization of African Unity by the government of Mozambique. The conference, which was jointly organized by the International Save the Children Alliance and the Coalition to Stop the Use of Child Soldiers, as the first in a series of four regional conferences to be held in 1999. The remaining conferences will address the situation of child soldiers in Latin America (July), Europe (November) and Asia (October).

(Selected from <http://www.hrw.org/campaigns/crp/maputo-pr.htm>)

Name: _____

Date: _____

Questions: Answer the questions below based on the internet article.

1. Skim the article and identify the author's purpose.

2. How does the situation in the article compare with the situation in Lebanon concerning children soldiers? Give one reason for your answer.

3. Identify two words that have a positive connotation and two words that have a negative connotation in the context of the article. Explain the meanings near each word.

Sample 6

Domain : Written communication : Reading

**Competencies : - Demonstrate factual and critical understanding of a variety of text genres
applying reading and study skill strategies
- Show awareness of contextual and cultural aspects
- Demonstrate awareness of rhetorical devices and linguistic features used
in a variety of text genres**

Situation

- Individual
- Limited time (Suggested time: 30 minutes)

Name: _____

Date: _____

Directions: Read the following article carefully, and answer the questions that follow:

The forgotten Letter

We Americans have forgotten how to write letters as a means of keeping in touch over long distances with people we care about. This is sad but not at all surprising. The principle cause for our shift away from letter writing can be summed up in two words: the telephone. The telephone has caused us to put away our pens and paper because it is generally more convenient and immediately gratifying for both the sender and the receiver. The end result has been that we are now reaching each other more quickly but not necessarily more effectively.

Most people prefer calling to writing because it takes less time. The American culture places a great emphasis on accomplishing things as quickly and efficiently as possible. So, it is not startling that we could place a ten-minute phone call to let a loved one know what is going on in our lives rather than spend an hour explaining details in a letter. In addition, telephoning is more convenient because there is less work involved. Left to choose between the more expensive one-step telephone call and the cheaper multi-step letter, the majority of us are willing to pay more for the convenience of talking on the phone.

Because a phone call is quicker and immediately gratifying, I'm afraid that we are beginning to forget the benefits of letter writing as a means of communication. A letter offers some advantages that a phone call does not. The writer can, for example, think carefully about what he wants to say. It gives him the chance to remember things he may forget in a spontaneous conversation. It also provides him with the time to organize his thoughts. Moreover, a letter can be kept and enjoyed several times.

In closing, our desire to give up letter writing for telephoning can be explained but should not be excused. Both means of communication are effective. However, if we lose the art of letter writing, we will lose part of our effectiveness to communicate with each other over long distances.

(Adapted from Coffey's *Communication through writing*, 1987)

Questions: Answer the following questions based on the article “The Forgotten Letter”.

1. Identify the author’s purpose in this article.

2. How are the ideas developed in this selection? Support your answer by providing examples.

3. Identify words that have positive connotations, and words that have negative connotations in this article.

Sample 7

Domain : Written communication : Writing

Competencies : - Demonstrate command of academic writing

- Show awareness of audience, purpose, cultural and contextual aspects applying study and logical strategies
- Use advanced writing techniques in applying the process approach

Situation: Individual

Limited time (Suggested time: 60min.)

Name: _____

Date: _____

Directions: Based on the reading selection “African Conference Calls for End to the Use of Children as Soldiers”, write a well-developed essay of four paragraphs (introduction, two body paragraphs and a concluding paragraph) for a local newspaper in Lebanon on one of the topics below following the suggested step procedure.

- Brainstorm for ideas and make a preliminary outline for yourself.
- Write the essay supporting your ideas from your readings and/or experiences.
- If you quote, summarize or paraphrase any information from the reading selection, acknowledge the source.
- Re-read your essay and edit for any language errors.
- After you have finished your essay, fill out the following final topic outline for main and minor ideas.

Topic 1 Give the effects on children who participate as soldiers in war time.

Topic 2 Give the reasons why you think governments would want to use children during times of war.

Final Topic Outline

Thesis statement: _____

I. First Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

II. Second Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

Sample 8

Domain : Written communication : Writing

Competencies : - Demonstrate command of academic writing

- Show awareness of audience, purpose, cultural and contextual aspects applying study and logical strategies
- Use advanced writing techniques in applying the process approach

Situation: Individual

Limited time (Suggested time: 60 min.)

Name: _____

Date: _____

Directions: Based on the reading selection “The forgotten letter”, write a well - developed essay of four paragraphs emphasizing *the importance of letter writing as a means of communication* as well as a means of *developing writing skills*. Follow the following suggested steps:

- Brainstorm for ideas.
- Write the essay supporting your ideas from your readings and /or experiences.
- Paraphrase related information.
- re-read your essay for language errors.
- Fill out the following topic outline.

Final Topic Outline

Thesis statement _____

I. First Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

II. Second Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

Concluding Sentence _____

DOMAIN	COMPETENCIES
<p>Oral communication: Listening & speaking</p>	<ul style="list-style-type: none"> – Demonstrate basic comprehension of scientific discourse applying study and research skills. (Summarize, paraphrase and outline information: lectures, presentations, scientific news etc.; extract main points and decode information using scientific graphic conventions.) – Demonstrate understanding of the scientific linguistic jargon. (Identify and explain scientific words, give linguistic alternatives, and respond constructively to what is heard.) – Interpret, evaluate, transfer and apply problem-solving strategies. (Synthesize details into one idea; criticize evidence; draw conclusions and predict consequences; identify problems; formulate hypotheses and analyze findings.) – Show awareness of contextual and cultural aspects. (Relate textual references to real experiences.) – Demonstrate ability to give oral presentations in a variety of scientific situations. (Explain lab experiments; review written scientific material; formulate scientific hypotheses and present speech from visuals.) – Show awareness of purpose, audience, contextual and cultural aspects applying study and logical skills. (Report on field observations; conduct interviews for research purposes; participate in social and professional conversations.) – Demonstrate ability to produce discourse using scientific linguistic jargon. (Deliver cause / effect presentations; clarify and explain through measurement and consequence; contrast and correlate by analogy and proportion.) – Demonstrate ability to use verbal and nonverbal speech strategies. (Make short commentary presentations, polite interruptions; introduce speakers and moderate debates; use appropriate mode of presentation, volume, pronunciation, rate, etc., and gestures, eye contact and body language.)

Second Secondary - Sciences - First foreign language

DOMAIN	COMPETENCIES
<p>Written communication: Reading & writing</p>	<ul style="list-style-type: none"> – Demonstrate understanding of scientific text genre in research methods and scientific investigation. (Interpret scientific tables and charts and presentation material, abstracts, outlines, lab reports, etc.) – Show awareness of contextual and cultural aspects. (Derive information from texts; distinguish between culturally oriented attitudes, and explain cultural implications.) – Demonstrate ability to use different study skills. (Skim texts for main ideas; scan for specific information; skip over unrelated material.) – Demonstrate understanding of the use of scientific linguistic jargon. (Use prefixes, suffixes and roots to recognize and formulate new words; guess meaning from context; understand semantics.) – Produce scientific written discourse. (Report lab work; define scientific items; describe a process; classify information; write up research, etc.) – Show awareness of purpose, audience, contextual and cultural aspects applying study strategies. (Develop cause / effect discourse; explain through consequence; contrast and classify by analogy and inclusion.) – Demonstrate ability to tabulate scientific information. (Draw graphs, charts, diagrams; and construct tables.) – Demonstrate ability to use advanced structure, vocabulary and writing techniques in applying process approach. (Apply pre-writing, drafting, revising and peer editing activities; use appropriate organization, language, technical phrases, and grammatical functions.)

EVALUATION SHEET

Sample 1

Domain: Oral communication: Listening

Competencies : - Demonstrate basic comprehension of scientific discourse applying study and research skills

- Show awareness of contextual and cultural aspects

- Interprets what is heard

Situation: Individual

Limited time: (Suggested time: 30 minutes)

Teacher reads (or plays a tape) the following selection.

Good evening and here's the news at six o'clock.

The Department of Health has released today the results of two nation-wide studies which indicate that 10 percent of the surgical procedures performed every year in the United States are unnecessary. The report claims that unnecessary surgery causes 11,000 deaths per year and adds \$3 billion to the annual cost of health care in America. According to the Department's study, an oversupply of surgeons and hospital beds, as well as the present system of hospital reimbursement, encourages excessive surgery. Proportionately, about twice as much surgery is performed in the United States as in England.

In response to the problem, the Department of Health has begun a program of asking all patients to get a second opinion before undergoing elective or non emergency surgery.

A spokesperson for the American Medical Association called the government figures about unnecessary surgery "terribly exaggerated" and opposed any call for mandatory second opinions.

(selection from Karant, Priscilla, *Headlines*. New Jersey, Prentice-Hall, Inc., 1982, p.135)

Name: _____

Date: _____

Directions: Listen to a news item on an American television station, then answer the following questions.

1. Summarize the main ideas in the news item in a few sentences of your own.

2. Write a few sentences on how you would like to see the medical system in Lebanon improved?

Sample 2

Domain : Oral communication : Listening

Competencies : - Demonstrate basic comprehension of scientific discourse applying study and research skills
- Show awareness of contextual and cultural aspects.
- Interpret what is heard

Situation: Individual

Limited time: (Suggested time: 30 minutes)

Students listen to the following conversation:

Interviewer: Do you think you'll enjoy life more after you leave school?
Angela: Oh, yes, I'm sure I will. But I know it won't be easy.
Interviewer: Why is that?
Angela: Well, I'll have to start thinking about a career.
Michael: Yes, I am sure life will become more complicated.
Interviewer: Will you have to leave home as soon as you leave school.
Michael: No, but I'd like to leave home as soon as I can.
Interviewer: What about you Angela?
Angela: Well, it depends. I won't have to leave home. But if I go to university, I won't live at home anymore. I will live on campus.
Michael: Yes, most people leave home when they go to university.
Interviewer: Do you think you'll get a better job if you go to university?
Michael: No, I don't think so. Of course, it depends on what you want to do. But I know a lot of university graduates who can't find jobs because they have had no training professionally.
Angela: Yes, that's right. It's no good having a university degree in something like Philosophy, and then expecting to find a job in industry.
Michael: But you need some qualifications. I mean, if you leave school at sixteen, it'll be very difficult to get a good job.
Interviewer: So, you do have to pass some exams.
Angela: Yes, and of course you won't get a place in a university unless you pass your exams.
Michael: That's true.

(adapted)

Second Secondary - Sciences - First foreign language

Name: _____

Date: _____

Directions: Listen to the following conversation about education and job opportunities, then answer the following Questions.

1. Summarize the main ideas in the selection in a few sentences of your own.

2. How important do you think a university education is in Lebanon?

3. Write a few sentences explaining your future career choices.

Sample 3

Domain : Oral communication : Speaking

Competencies : - Demonstrate ability to give oral presentations in a variety of scientific situations

- **Show awareness of purpose, audience, context and cultural aspects applying study and logical skills**
- **Demonstrate ability to produce discourse using basic notions of science and linguistic jargon**

Situation: Individual

Limited time: (Suggested time: 15 minutes to read article, 15 minutes for each student to prepare a three minute oral presentation).

Name: _____

Date: _____

Directions: Carefully read the following article on “Should Human Cloning Be Allowed?” and do the two assignments below.

1. Prepare a review of the following internet article which you will present orally for two minutes to your classmates. (1 minute)
2. After you have reviewed the article, give the causes why some people would favor cloning of humans and explain the consequences if human cloning were practised in Lebanon. (2 minutes)

SHOULD HUMAN CLONING BE ALLOWED?

In January, a Chicago scientist named Dr. Richard Seed made a startling announcement. He wanted to be the first to clone human beings. Cloning, which means creating an exact genetic replica of another living being, has been done only with animals. A sheep named Dolly was created by cloning last year. But cloning has never been used to create a human being. Seed’s announcement set off a storm of debate. Until now, every human being has been created by combining the genetic material of one man and one woman. This makes each person an original creation.

A human clone, however, would not be an original. Instead, it would be an exact copy of just one person’s genes. Would the clone be uniquely human the same way that other people are? Furthermore, do we have the right to play God by creating clones?

After Seed’s announcement, 19 European countries signed a ban on human cloning. In the U.S., President Bill Clinton urged Congress to act quickly in passing a law to postpone the cloning of human beings.

An ABC News poll reported that 87 percent of people in the U.S. oppose the cloning of human beings. So does Ian Wilmut, one of the scientists who cloned Dolly. “I personally could not see any reason we would want to copy a person,” said Wilmut.

Other people say that cloning should be allowed, but only in certain circumstances. Harold E. Varmus, director of the National Institutes of Health, says: “Maybe there are some situations in which we would find it ethical.”

What do you think? Should human cloning be allowed?

Sample 4

Domain : Oral communication : Speaking

Competencies : - Demonstrate ability to give oral presentations in a variety of scientific situations

- Show awareness of purpose, audience, context and cultural aspects applying study and logical skills
- Demonstrate ability to produce discourse using basic notions of science and linguistic jargon.

Situation: Individual

Limited time: (Suggested time: 15 minutes to read article, 15 minutes for each student to prepare a three minute oral presentation).

Name: _____

Date: _____

Directions: Read the following selection carefully and do the assignments below.

1. Prepare a summary of this essay and present it orally to your classmates.
2. Review the article closely and give the causes why people suffer from such symptoms.

The First Twenty- Four Hours.

I hate the first twenty- four hours of a bad cold. Anyone who has said, "Oh, you just have a little cold !" must never have suffered from its aches and pains. To sum it up, when I have a bad cold, I hurt. Even though I am buried under four or five blankets, my feet feel like ice. Rippling up and down my legs, stomach, and arms are hundreds of little goose bumps. They cause me to shake and feel chilly even though inside I feel as if I am burning up. Every muscle in my body, from my feet to my head, aches. It is that terrible dull pain that is constantly there even if I don't move a finger. If I try to ignore my body aches, I am then reminded of my cold by the jabbing pain I feel in my throat when I swallow. The most aggravating part of the cold, however, occurs from my neck up. My head not only hurts, it is messy. I am always sneezing, coughing, blowing my nose, and wiping my watery eyes. It seems as if the plan is to keep a person so busy blowing and wiping that she will forget being sick. It doesn't work. So there I lie too sick to move. My doctor doesn't want to see me because what I have "isn't serious". My co-workers and friends don't want to see me because I "might be catching." Who can blame them? I'd give anything not to be around my self during those first twenty-four hours.

Sample 5

Domain : Written communication : Reading

Competencies : - Demonstrate ability in reading strategies using study skills

- Demonstrate an understanding of the linguistic jargon in the scientific field and the need for consistency and specificity in their use

Situation: Individual

Limited time: (Suggested time: 45 minutes)

Name: _____

Date: _____

Directions: Carefully read the following text and answer the questions that follow:

CONTROL YOUR HUNGER PANGS AND LOSE WEIGHT

Dieting can be like holding your breath: eventually you have to say uncle. Then, like catching your breath, you're doomed to inhale nearly every scrap of food in sight.

Curiously, we have trained ourselves to wait for hunger, to endure hunger, even to enjoy hunger. But hunger is the No. 1 saboteur of the best-laid weight-control plans I know. Recently, I deliberately gained almost 20 pounds to test weight-control strategies. Putting the weight on was easy. But when I got serious about losing it, I was alarmed that my weight continued to soar – even though I was eating low-fat foods.

Eventually I lost the weight. And the key to keeping the pounds off was learning to control my hunger. The following are proven hunger-cutting techniques that just may help you.

1. *Get off the sugar roller coaster.* When I was trying to reduce my weight, a local baker came out with a low-fat coffee cake. I took one bit and said, "Wow! This tastes awesome! I bet I could eat the whole thing." And then I did.

But I was soon overcome with uncontrollable cravings. That's because the sugar in the coffee cake caused my blood glucose level to spike, then fall. This sent a signal to my brain that my body needed more energy, more food. It was a vicious cycle.

You might say, "Hey, I don't eat that much sugar." And that's the trap. Even savvy, weight-conscious consumers eat hundreds of foods that rapidly convert into glucose. Surprisingly many of them are the highly over-promoted complex carbohydrates.

Whole grains are terrific, but bagels and other refined starches – cream of wheat, instant rice and potatoes, and white-flour past – should be struck off the grocery list of anyone trying to lose weight. These foods are quickly converted by the body into simple sugars, ultimately triggering hunger.

In one revealing study, a group of participants was given whole-wheat bread on one occasion and white bread on another. Both times the participants were told to eat until they were full. The

group consumed far fewer calories when they ate the whole-wheat bread, and yet were as satisfied as when they ate the greater amount of white bread. Why? One likely reason is that the white bread broke down into sugar more quickly and caused more hunger. The other reason brings us to the next point.

2. *Fill up with fiber.* Fiber, derived from plants, is classified as soluble or insoluble. Both types are beneficial. Soluble fibers dissolve in water, and so they soak up liquids. Insoluble fibers do not dissolve in water, though they assist in moving waste through the body. Soluble-fiber foods are among your most important weapons against hunger. When water and soluble fiber mix in the gut, the stomach and small intestine expand, sending satiety signals that shut off further eating. That's why the experimental subjects were satisfied with fewer calories when they ate whole-wheat bread than when they consumed white bread, which has the fiber refined out of it. The more fiber you load up on early in the day, the more effectively you make kill hunger – and impulse eating – into the evening hours, where it counts the most. Especially useful are the high-soluble-fiber foods, such as beans of all kinds, some high-fiber cereals, pumpernickel bread, oat bran, cabbage and Brussels sprouts.

From "Dr. Bob Arnot's Revolutionary Weight Control Program
Reader's Digest, June 1997

Name: _____ **Date:** _____

Questions: Answer the following questions based on the reading text you have just read.

1. In your own words, what is the main idea of the selection?

2. In your own words, what are the two main ways to lose weight

3. List five foods that are bad for dieting and five that are good for dieting according to the selection.

Good for Dieting

Bad for Dieting

Sample 6

Domain: Written communication: Reading

Competencies : - Demonstrate ability in reading strategies using study skills

- Demonstrate an understanding of the linguistic jargon in the scientific field and the need for consistency and specificity in their use

Situation: Individual

Limited time: (Suggested time: 30 minutes)

Name: _____

Date: _____

Directions: Read carefully the following passage and answer the questions that follow:

Transferring Western Technology to Developing Nations

During the 1980's, unemployment and underemployment in some countries have been as high as 90%. Some countries do not produce enough food; basic needs in housing and clothing are unmet. Many of these countries look to the industrial processes of the developed nations for solutions to these problems.

But the problems are not always solved this way. The industry of the developed nations is highly automated and very expensive. It provides fewer jobs than un-automated industrial processes, and highly skilled workers are needed to maintain and repair the equipment. These workers must be trained, but many nations do not have the necessary training institutions. Thus, the cost of importing industry becomes higher. Students must be sent abroad to receive vocational and professional training. Often, just to begin training, the students must first learn English, French, German, or Japanese. The students then spend many years abroad, and some do not return home.

All nations agree that science and technology should be shared. However, countries adopting the industrial processes of the developing nations need to look carefully at the costs. Many of these costs are hidden. Students from these nations should study the problems of the industrialized countries closely. With care, they will take home not the problems of science and technology, but the benefits.

(adapted)

Questions: Answer the following questions based on the passage you have just read.

1. What is the main idea of this selection?

2. What are the two main points in which developing countries differ from developed nations?

3. In your own words, what solution is offered to bring developing nations up to speed ?

Sample 7

Domain : Written communication : Writing

Competencies: - Produce different scientific written discourse applying study and logical strategies

- Show awareness of purpose, audience, context and cultural aspects

- Demonstrate ability to use advanced structure, vocabulary and writing techniques in applying the process approach

Situation: Individual

Limited time: (Suggested time: 60 min.)

Name: _____

Date: _____

Directions: Write a well-developed essay of four paragraphs (introduction, two body paragraphs and a concluding paragraph) for your classmates on one of the topic below following the suggested step procedure.

- Brainstorm for ideas and make a preliminary outline for yourself.

- Support your ideas from your readings and/or experiences

- If you quote, summarize or paraphrase information from the reading text

“Control your Hunger Pangs and Lose Weight” acknowledge the source.

- Fill out the following final topic outline after you have finished the essay for main and minor ideas

- Re-read your essay and edit for any language errors.

Topic 1 Dr. Bob Arnot in the article actually mentioned six ways one can use to control weight. Give two more ways you think he might have discussed.

Topic 2 Give advice to a friend who is very fat on how best to lose weight. Keep in mind that your friend has exams in a few weeks.

Final Topic Outline

Thesis statement _____

I. First Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

II. Second Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

Concluding Sentence _____

Sample 8

Domain : Written communication : Writing

Competencies : - Produce different scientific written discourse applying study and logical strategies

- Show awareness of purpose, audience, context and cultural aspects
- Demonstrate ability to use advanced structure, vocabulary and writing techniques in applying the process approach

Situation: Individual

Limited time: (Suggested time: 60 min.)

Name: _____

Date: _____

Directions: Write a well-developed essay of four paragraphs (introduction, two body paragraphs and a concluding paragraph) for your classmates on one of the topic below following the suggested step procedure.

- Brainstorm for ideas and make a preliminary outline for yourself.
- Support your ideas from your readings and/or experiences
- If you quote, summarize or paraphrase information from the reading text
- “Transferring Western Technology to Developing Nations”.
- Fill out the following final topic outline after you have finished the essay for main and minor ideas
- Re-read your essay and edit for any language errors.

Topic : Advise a friend of yours who is leaving Lebanon to a developed nation to study or train, on the best ways to use his/her science and technology, and on the benefits that it will have for the future in Lebanon.

Final Topic Outline

Thesis statement _____

I. First Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

II. Second Main Idea _____

A. First Minor Idea _____

B. Second Minor Idea _____

Concluding Sentence _____

EVALUATION: **TEACHER'S GUIDE**

MATERIAL: **ENGLISH LANGUAGE**

Basic Education Third Cycle
(Second Foreign Language)

DOMAIN	COMPETENCIES
<p>Oral communication : Listening & speaking</p>	<ul style="list-style-type: none">- Demonstrate understanding of basic spoken discourse. (Respond to simple instructions, commands and directions; recognize and describe attitudes and emotions; etc.)- Demonstrate critical understanding of spoken discourse. (Distinguish between facts and opinions; classify and categorize elements in discourse; relate information heard to personal experience and/or prior knowledge; etc.)- Demonstrate awareness of the linguistic and organizational features of spoken discourse. (Identify simple dialectal features such as syntax, vocabulary choice and accent; identify key terms emphasized, transitionals used and turning points; identify methods of development such as narration, description, definition and argumentation; etc.)- Demonstrate enjoyment and interest in spoken discourse. (Memorize and recite poems, riddles, jokes, and songs; ask for repetitions, clarifications and explanations; participate in role-playing and dramatizing activities)- Communicate basic needs and courtesies. (Greet and use polite forms of address and requests; ask for and give directions; etc.)- Communicate in a variety of social and academic situations. (Describe and comment on events, actions; give a simple speech on a special occasion or a researched topic; etc.)- Present ideas, opinions and feelings appropriately. (Speak in meaningful utterances; speak with proper enunciation, stress and intonation; express and justify point of view about a certain topic; etc.)

Domain	Competencies
<p>Written communication : Reading & writing</p>	<ul style="list-style-type: none"> - Demonstrate the mastery of word recognition skills. (Recognize frequently used words; infer meaning of words and special expressions from context; use phonic, morphological, and syntactic clues to get word meaning; etc.) - Demonstrate basic comprehension of what is read. (Identify events in a story, steps in a lab experiment, ideas in a text, etc.) - Interpret what is read. (Relate information to real life, experiences, and prior knowledge; suggest a different conclusion to a story; identify bias, attitudes, intentions, faulty evidence and false conclusions; etc.) - Apply pre-reading as well as reading strategies and techniques. (Preview and make plausible predictions; skim and scan texts such as references, textbooks, magazines and databases for information; etc.) - Read for pleasure and enjoyment. (Report on extensive reading highlighting points of interest; learn by heart and read aloud favorite poems, quotations, proverbs, etc.) - Enhance writing skills through guided and semi-guided activities. (Identify and use accurately different parts of speech; identify and use varied types of present, future and past tenses; complete paragraphs with single, central idea and concluding sentences; use technical vocabulary and discourse features to complete a text.) - Write simple literary, informational and practical texts to convey meaning, to learn, and to clarify thinking. (Supply biographical information on forms; write short messages, notes, and letters, set of directions with illustrations, a report on a topic in a subject matter area journals; etc.) - Write readable texts by applying the writing process techniques. (Use pre-writing strategies such as brainstorming, gathering information and taking notes; organize ideas and use them to write a draft; revise and edit work by using guidelines; etc.)

EVALUATION SHEET

Sample 1

Domain : Oral Communication : Listening & Speaking

Competencies : - Demonstrate understanding of basic spoken discourse.

-Demonstrate awareness of linguistic and organizational features.

- Communicate in a variety of social and academic situations.

Situation

- Individual work
- Limited time (Suggested time :20 min.)

The following should be read at normal speed:

Now you are going to listen to a dialogue between Sami, who has just offered help to an old lady in the street.

Old lady: You are a very helpful young man. How old are you?

Sami: Thirteen.

Old lady: Do you live in this village?

Sami: No. I live in Beirut. My grandparents, Hani and Leila, live here. I am visiting them.

Old lady: Is your family here?

Sami: Yes. That's my mother, Amal, picking some flowers. My father is over there standing by my sisters.

Old lady.: What's your father's name?

Sami: Tarek.

Old lady: How many brothers and sisters do you have?

Sami: I don't have any brothers, but I have two sisters. Their names are Mary and Sarah.

Old lady: Enjoy your time in our village.

Sami: Thanks.

Name: _____

Date: _____

A. Listen to the dialogue and complete the following:

1. Sami is _____ years old.
2. He is a _____ person. He cares for old people.
3. He has two _____, but no _____.
4. He lives in _____.
5. He goes up to the village to visit his _____.
6. He goes up there with his _____.

B. Listen to the dialogue a second time. Then circle the word that matches a person of Sami's family.

- | | | | | |
|------------------|----------|-------------|-------------|-------------|
| 1. Hani: | father | grandfather | son | brother |
| 2. Leila: | sister | daughter | grandmother | mother |
| 3. Amal: | daughter | sister | mother | grandmother |
| 4. Tarek: | son | brother | father | grandfather |
| 5. Mary: | daughter | sister | mother | grandmother |

C. Ask a classmate the following questions about a person in his or her family. Write his or her answers on the lines provided.

1. Who is the person in your family that you would like to talk about?

2. How old is he or she?

3. Where does he or she live?

4. What does he or she do for a living?

5. How do you feel about him or her and why?

D. Now tell your classmates about that person

_____ is _____ (mother/sister/father/etc.)

Sample 2

Domain : Oral Communication : Listening/Speaking

**Competencies : - Show ability to listen effectively for a variety of purposes
- Convey information and ideas**

Situation

- Individual work
- Limited time (Suggested time : 20 min.)

(Students should have a sheet of paper, a ruler, a pair of scissors, and glue.)

Teacher will read the following:

To draw a number grid

1. First, draw a square that is 9 centimeters on each side.
2. Second, divide your square into **nine** smaller squares by drawing two vertical and two horizontal dotted lines.
3. Now, go vertically from top to bottom to number the small squares from 1 to 9.

Name _____

Date _____

A. Listen and follow directions.

B. Suppose you have to give a classmate directions to get to a place in your school. Think of a roundabout way to get there. Write your directions on the lines below before you give them to your partner. Remember to

- tell the purpose of your instructions.
- give one step at a time, in the right order. Use words such as first, then, next.
- include enough details to make each step clear.

Sample 3

Domain : Written Communication : Reading

Competencies : - Demonstrate mastery of word recognition skills

- Demonstrate comprehension of what is read
- Interpret what is read

Situation

- Individual work
- Limited time (Suggested time : 25 min.)

Name _____

Date _____

Read the following text.

A Nearly Perfect Food

Milk is considered the most nearly perfect of all foods. Because it contains most of the elements the body needs, a person could live on milk alone for some time.

In addition to containing things the body needs, milk contains them in a form that is easy for the body to use. There is fat in milk. We often get this fat in the form of butter or from drinking whole milk or cream. Milk also contains sugar and protein, both of which are necessary to the body.

In desert countries, people get milk from camels and some of the nomads drink reindeer milk. In some countries such as Lebanon, much milk comes from goats. In the United States, milk is ordinarily gotten from cows. Since there is approximately one cow for every nine people in the United States, many gallons of milk are available to each man, woman, or child. If each one of us would drink his or her share of milk each year, we might all be healthier.

A. Choose the word that best fits the meaning.

1. **Usually** means (a) approximately (b) ordinarily (c) perfect.
2. If it **can be gotten**, it is (a) available (b) healthier (c) perfect.
3. Your **part** is your (a) element (b) protein (c) share.
4. **More healthy** means (a) perfect (b) healthier (c) protein
5. **Is considered** means (a) is neglected as (b) is thought to be (c) is studied as

B. Choose the right answers.

1. Though it is not stated in the text, you can tell that
 - (a) no food is perfect.
 - (b) milk is only important for babies.
 - (c) milk mainly comes from cows.
2. The text as a whole is about
 - (a) cows and goats.
 - (b) where people get milk.
 - (c) the value of milk.
 - (d) becoming healthier.
3. The word **it** in the second sentence refers to :
 - (a) food
 - (b) person
 - (c) milk
4. Which two of these sentences are not true?
 - (a) Milk contains no sugar.
 - (b) Milk itself is a solid food.
 - (c) Milk is a healthy food.
 - (d) Camels give milk.
 - (e) Milk can help to keep us healthy.

C. Answer the following questions.

1. What nutrients are usually found in milk?

2. Why is milk considered an important type of food?

3. Write down two food products that can be made from milk.

4. Do you like to drink milk or eat milk products? Why or why not?

Sample 4

Domain : Written Communication : Reading

Competencies : - Demonstrate the mastery of word recognition skills

- Interpret what is read

Situation

- Individual work
- Limited time (Suggested time :30 min.)

Name _____

Date _____

Read the following text about a gas called ozone, and answer the first group of questions by circling the letter of the choice that best completes each of the five sentences which follow.

In the upper part of Earth's atmosphere there is a gas which is essential to all forms of life. It is called ozone. It is necessary because it protects plants and animals from the harmful ultraviolet rays of the sun. In the stratosphere, ozone reflects the ultraviolet rays from the sun. In this way, ozone prevents a large amount of ultraviolet radiation from reaching Earth. This is important for plants because crops such as rice and wheat yield smaller harvests if too much ultraviolet radiation reaches them. It is also vital for human beings, since excessive ultraviolet radiation can cause skin cancer.

However, ozone at ground level is a problem. It can damage plants and cause headaches and breathing difficulties in humans. Large amounts can cause more serious problems. At ground level, ozone is produced by chemical reaction between oxygen and the gases and smoke from cars and factories. The reaction is speeded up by strong sunlight. The result is "photochemical smog," which is becoming more and more common in the large, polluted cities of the world. This kind of smog can only be controlled by reducing pollution from cars and factories.

1. A suitable title for the text is .
 - a. The Cause of Photochemical Smog
 - b. How Ozone Affects Us
 - c. The Benefits of Ozone
2. Ozone is _____ for life on Earth.
 - a. unnecessary
 - b. both good and bad
 - c. harmful

Ozone in the upper atmosphere protects plants and animals .

- a. by allowing the ultraviolet rays of the sun to reach Earth
- b. because it reflects the ultraviolet rays of the sun
- c. by breaking down the ultraviolet rays of the sun

4. Excessive ultraviolet radiation causes _____ in crop production.

- a. an increase
- b. no change
- c. a decrease

5. Ozone at ground level .

- a. forms part of photochemical smog
- b. is destroyed by strong sunlight
- c. is produced by cars and factories

Answer the following questions.

1. Is air pollution a problem in Lebanon's big cities? What evidence is there for your answer?

2. Suggest three actions that the government can take to stop or control air pollution.

Sample 5

Domain : Written Communication : Writing

Competencies : - Enhance writing skills through guided and semi-guided activities

- Write simple literary, informational and practical texts to convey meaning, to learn, and to clarify thinking

Situation

- Individual work
- Limited time (Suggested time : 30 min.)

Name _____

Date _____

- Look at the two lists below. In one you find similarities between gray squirrels and chipmunks. In the other you find their differences. Study the two lists, then write two paragraphs to compare and contrast the two animals. Write a good topic sentence for each paragraph. Give your text a title.

Likeness

1. Rodents of same family
2. Nervous animals
3. Live on nuts, berries, and insects
4. Excellent climbers

Differences

<i>Gray Squirrel</i>	<i>Chipmunk</i>
1. About 20 inches long	1. About 11 inches long
2. Gray coat, light colored underneath	2. Reddish-brown coat with black stripes
3. Lives in tree holes or in nests on branches	3. Lives in underground burrows or tunnels
4. Remains active all year.	4. Sleeps during cold months

Sample 6

Domain : Written Communication : Writing

Competencies : - Enhance writing skills through guided and semi-guided activities

Situation

- Individual work
- Limited time (Suggested time : 20 min.)

Name _____

Date _____

Think of a natural or social process that you would like to explain.

Remember that explanations usually consist of:

- A general statement to introduce the topic.
- A series of logical steps explaining how or why something occurs.

Explanations are often written:

- *In the simple present tense*
- *Using temporal connectives such as **then, next, etc.***
- *And/or using causal connectives such as **because, therefore, etc.***
- *Using mainly action clauses such as **ozone forms, ozone damages, etc.***

First complete the frame below. Then edit your text and rewrite it neatly on the lines below.

I want to explain why

There are several reasons for this. The chief reason is

Another reason is

A further reason is

So you can now see why

DOMAIN	COMPETENCIES
<p>Oral Communication: Listening and Speaking</p>	<ul style="list-style-type: none"> – Develop basic understanding of different types of spoken discourse. (Identify events, main idea and details; list names, dates etc.; carry out instructions; etc.) – Demonstrate ability to interpret spoken discourse. (Classify semantics; provide explanations for actions or feelings; predict steps in process; predict turns of events in a story etc.) – Demonstrate awareness of the linguistic features of spoken discourse. (Recognize intonations, identify meaning in different genres; etc...) – Demonstrate awareness of audience, purpose contextual, situational and cultural aspects. (Classify information according to categories such as male/female, fact/opinion; etc.) – Demonstrate ability to convey basic information related to familiar topics. (Give instructions; express interest, desire, worry and feeling; describe items such as rooms of a house, pieces of furniture;, contents of a suitcase, etc.) – Demonstrate ability to communicate meaningfully in academic and social situations. (Express opinion; discuss past, present and future events; also respond to questions) – Demonstrate awareness of spoken discourse and verbal and nonverbal communication. (Use proper pronunciation and intonation; take turns; use correct expressions; participate in oral discourse.) – Demonstrate awareness of cultural and contextual aspects, and audience and purpose. (Observe social ethics in cultural events, i.e., Thanksgiving, songs; discuss movies; etc.)

DOMAIN	COMPETENCIES
<p>Written communication: Reading & writing</p>	<ul style="list-style-type: none"> – Demonstrate basic understanding of what is read. (List events; answer questions about text; summarize and paraphrase text.) – Demonstrate ability to use appropriate study skills. (Identify main idea and details; identify main characters, setting, plot and theme.) – Demonstrate awareness of the linguistic and organizational features of various text genres. (Identify organizational patterns and key terms in a text; etc.) – Demonstrate awareness of contextual and cultural aspects. (Infer meanings of idiomatic expressions from context and use contextual clues to obtain meaning.) – Demonstrate ability to perform basic academic writing tasks. (Write essays and paragraphs to describe people, actions and pictures; use a variety of writing strategies: i.e., complete a paragraph, outline, take notes, summarize and use process writing skills.) – Demonstrate awareness of audience, purpose and cultural aspects. – Demonstrate ability to write short sentences about familiar topics. (Write instructions or statements; describe actions; draw cards for special occasions and prepare lists.) – Demonstrate ability to write accurately. (Use proper grammar, proper punctuation and spelling.)

Sample 1

Domain: Oral Communication: Listening

Competencies: - Develop basic understanding of different types of spoken discourse
- Show awareness of audience, purpose, contextual, situational and cultural aspects

Situation: Individual

Limited Time: (Suggested time: 30 minutes)

Teacher reads the following tapescript to the students.

Thank you for calling the Philadelphia Zoo. We are open every day except for Thanksgiving, Christmas Eve, Christmas Day, and New Year's. Our business number is 243-1100. The zoo is at 34th Street on Girard Avenue. Hours are 9:30 a.m. to 5:00 p.m.

Our general admission is three-fifty for adults, and two-fifty for children ages 2 through 11. Children under 2 are free.

We have group and family rates. Group rates are for 15 or more people. No reservations are needed unless there are over 500 people. The group rates are two-fifty for adults, two dollars for students who are 12 and older, and a dollar and a half for children ages 2 through 11. One person should purchase the tickets at the gate. Organizational checks are acceptable, but no credit cards.

Special discounts are offered on Saturdays and Sundays before 10:00 a.m. Admission to the Children's Zoo is fifty cents for families and individuals.

Plan to visit the hummingbird exhibit and John Penn's mansion. Baby carriages and wheelchairs may be rented at the entrance. Refreshments and souvenirs are also available. Save money on zoo visits. Become a member.

NAME: _____

Date: _____

Directions: Listen to the information on a zoo in the States, then check the correct column: YES, NO or NOT MENTIONED in order to help someone who is planning a trip to the zoo for a group of senior citizens (people who are 65 years old or older). Read the notes to see what information the planner needs for a group of 17 people.

Put a check in the column to answer the planner's questions

Philadelphia Center for Senior Citizens

MEMO Zoo trip - Information needed for Group of 17

	YES	NO	NOT MENTIONED
Thanksgiving OK?	_____	_____	_____
Day after Thanksgiving OK?	_____	_____	_____
Arrive 9:00 Zoo open?	_____	_____	_____
Group rates for 17?	_____	_____	_____
Need reservation?	_____	_____	_____
Each person should purchase tickets?	_____	_____	_____
Under \$3 for each person?	_____	_____	_____
Senior Citizen discount?	_____	_____	_____
Our check OK?	_____	_____	_____
Other exhibits?	_____	_____	_____
Wheelchairs?	_____	_____	_____
Refreshments?	_____	_____	_____
Medical insurance available?	_____	_____	_____
Grandchildren allowed?	_____	_____	_____
Free membership?	_____	_____	_____

(Adapted from Swartz, Barbara Fowler and Smith, L. *This is a Recording: Listening with a Purpose*, New Jersey, Prentice Hall, Inc., 1986, p.76)

Sample 2

Domain: Oral Communication: Listening

Competencies: - Develop basic understanding of different types of spoken discourse
- Show awareness of audience, purpose, contextual, situational and cultural aspects

Situation: Individual

Limited Time: (Suggested time: 30 minutes)

Students listen to the following tapescript.

Mary: Mr. And Mrs.Jones?
Woman: That's right .
Man: Yes?
Mary: How do you do? My name is Mary O'Haleran.
Woman: Oh, hello.
Mary: I am your travel representative, I am here to look after you during your stay in Rome.
Woman: Oh, that's nice.
Man: How do you do, Miss, ah, sorry what's your name again?
Mary: O'Haleran. Mary O'Haleran- but please call me Mary.
Man: O.K.
Woman: O'Haleran. You must be Irish.
Mary : That's right!
Woman: And where are you from in Ireland
Mary: I am from Dublin. And you are from the USA.
Man: That's right- we live in Miami, Florida.
Mary: Have you been to Rome before?
Man: No, this is our first visit to Italy.
Woman: Oh yes, Rome sure looks like a beautiful city.
Mary: I am staying here at the hotel, so if you want any information, or if you have any problems, you know where to find me.
Man: Well, Mary, that's very kind- thank you very much.
Mary: Not at all- that's my job. That's what I'm here for!

Name: _____

Date: _____

Directions: Listen to the conversation played on tape, then answer the following questions.

1- What is the name of the hostess?

2- What is her occupation?

3- What is her nationality?

4- Where are her accomodations?

5- Where is her place of work?

Sample 3

Domain: Oral communication: Speaking

Competencies: - **Demonstrate ability to communicate meaningfully in social situations**
- **Show awareness of purpose, audience and cultural aspects**
- **Demonstrate awareness of the rules of spoken discourse**

Situation: Individual

Limited time: Suggested time: 15 minutes to write out part of the dialog and 2 minutes for each pair of students to role play. Other students could be filling out an evaluation checklist while listening to the presentations. If this is the case, the evaluation would be an integrated one of listening and speaking.

NAME: _____ **Date:** _____

Directions: Read the conversation below and fill in the missing parts that will be your part of role playing in which you are trying to persuade Jim of your choice. Be sure to keep in mind that although you are talking to a friend, social ethics are important.

Jim: Hi, Hani, how's it going?
Hani:
Jim: Sure, I know both Vicki and Anne.
Hani:
Jim: Which one are you going to ask?
Hani:
Jim: Vicki? I'd say Anne was more your type.
Hani:
Jim: Sure she's cute, but so is Anne.
Hani:
Jim: No, she's not too tall for you. She's only a little taller than Vicki.
Hani:
Jim: What makes you think Vicki likes you? Has she said so?
Hani:
Jim: That doesn't mean anything. Vicki always says "hi" to everybody.
Hani:
Jim: That's just because Anne's quiet. Say, if you want me to, I could ask Vicki if Anne's already got a date for the dance.
Hani:
Jim: Yeah, we're good friends. I sit by her in math class.
Hani:
Jim: I'm afraid I don't need to ask Vicki that, Tom. You see, she's going to the dance with me.

(adapted from Boyd, John R. and Boyd, Mary Ann., *Connections: Communicative Listening and Speaking Activities*. New York, Regents Publishing Co. Inc., 1982, pp.19-20)

Sample 4

Domain: Oral communication: Speaking

Competencies: - **Demonstrate ability to communicate meaningfully in social situations .**

- **Show awareness of purpose, audience and cultural aspects**
- **Demonstrate awareness of the rules of spoken discourse**

Situation: Individual

Limited time: Suggested time: 15 minutes to write out part of the information and 2 minutes for each student to role play. Other students could be filling out an evaluation checklist while listening to the presentations. If this is the case, the evaluation would be an integrated one of listening and speaking.

Name: _____

Date: _____

Read the following paragraph and then role play, telling your classmates about a person you know, using similar adjectives as in the paragraph.

John is incredibly hard-working – sometimes she works seven days a week. He's very serious about his work. He always wants perfection when he's working. But he never panics if things go wrong. He's always calm in a crisis, and he doesn't get bad tempered if people make mistakes. Everyone likes working with him. He's charming.

Sample 5

Domain: Written communication: Reading

Competencies: - **Demonstrate understanding of what is read using appropriate study skills and strategies**
- **Show awareness of contextual and cultural aspects**
- **Demonstrates awareness of the linguistic and organizational features of a narrative**

Situation: Individual

Limited time: (Suggested time: 45 minutes)

NAME: _____

Date: _____

Directions: Read the text written by an American student who returned to Lebanon. Answer the questions that follow.

There are many languages in the world. In the United States and Australia, there are many people who came from other countries, so many people speak different languages. Those are different from each other very much, but there are similarities, too. My first language is Arabic. It is really different from English. Of course, there are some similarities between them, but they are mostly very different.

When I came to Lebanon from the United States, I was afraid of talking to people because I didn't know how to speak Arabic. I couldn't read the signs around me in Arabic. It was hard to learn Arabic in the beginning because it's very different from English. For example, the subject comes first in English, but in Arabic it sometimes comes after the verb.

In English, the sounds are different. For example, in English we do not have the sound that comes from the throat like "kh" "gh" and so when I want to speak in Arabic and say "Khalid," I say "Halid". Also, I cannot say the "ayn" words, so when I want to say "alam", meaning a flag, I get a pen instead from the shopkeeper. Although many people speak English in Lebanon, I would like to be able to converse in my mother tongue with my relatives, friends and shopkeepers.

Writing is also a problem. I keep forgetting to start writing from the right side instead of the left side on the paper. Also, in Arabic, unlike English, the vowels are indicated with signs above and below the consonants which is very hard for me because I keep getting them mixed up (*waladon, waladan, waladin*).

Reading is my worst problem. It seems that in our texts, the vowels are removed and so I often misread the words and then misunderstand the text. It is important for me to do my best because I need to pass the exams in Arabic at the end of the year. However, I am trying to convince my parents to speak to my teachers to exempt me from the exams. I like to learn Arabic, but at the moment I need a lot of help.

Questions

1. What is the main idea of the selection?

2. Scan the text and identify two problems that the student has with the language?

3. What is the main organizational pattern of the text?

4. Predict another language problem the writer might be also facing.

Sample 6

Domain: Written communication: Reading

Competencies: - **Demonstrate understanding of what is read using appropriate study skills and strategies.**

- **Show awareness of contextual and cultural aspects**

- **Demonstrate awareness of the linguistic and organizational features of a narrative**

Situation: Individual

Limited time: (Suggested time: 45 minutes)

Name: _____

Date: _____

Directions: Read the text written in a famous actor's autobiography. Answer the questions that follow.

Larger Than Life

In his Autobiography, Actor George Burns recalled:

Of all the movies I've made, the only one that had me worried was the one that turned out to be my biggest hit, "*Oh, God!*" The minute I accepted the role, I started to panick. Should I be the one to play God? We're both about the same age, but we grew up in different neighborhoods. What kind of voice should I use? I was very confused, so I looked up and shouted, "How do you play God?" There was no answer.

The closer we got to the starting date, the more nervous I got. Then one night I realized that no matter what, I couldn't be criticized. Nobody has ever seen Him, so who would know if I played Him right or wrong. That changed my whole attitude. I couldn't wait to get going. The week before shooting began, I rehearsed day and night. I got so into the role that one night when I said my prayer, I realized that I was talking to myself.

(Adapted from Putman's *100 years, 100 Stories: An Autobiography of George Burns*)

Questions:

1- What is the topic of this selection?

2- Identify two problems that the actor has with his role.

3- Predict another problem the actor might also be facing.

Sample 7

Domain: Written communication: Writing

Competencies: - **Demonstrate ability to perform basic academic writing tasks showing awareness of audience**
- **Demonstrate ability to write accurately**

Directions: Write a paragraph describing a movie that you have seen using the following guidelines:

- Brainstorm for ideas
- Make a rough outline
- Draft your paragraph
- Revise for language errors
- Write a final version.

DOMAIN	COMPETENCIES
Oral communication : Listening & speaking	<ul style="list-style-type: none">- Demonstrate basic understanding of relatively long passages of spoken discourse. (Answer and ask factual and inferential questions; complete a cloze; present main ideas in an oral report; etc.)- Show awareness of audience, purpose, and contextual aspects. (Infer intended meanings; infer speaker’s attitude, emotions, and biases;; etc.)- Demonstrate critical understanding of spoken discourse. (Relate information to own experience; identify and explain differences in behavior and attitude; etc)- Demonstrate awareness of linguistic and organizational features of spoken discourse. (Dominate grammatical structures in specialized discourse; identify key terms, transitions, and other discourse markers used; etc.)- Demonstrate ability to perform advanced oral communication tasks in academic contexts. (Participate in role plays; make short presentations; justify an opinion or a point of view; etc.)- Speak in a manner appropriate to audience, purpose, and time. (Contribute to and lead a discussion; etc.)- Utilize appropriate verbal and nonverbal elements of delivery. (Vary stress and intonation to reflect emotion and attitude; use facial expressions, gestures, body movements; etc.).- Speak clearly, concisely, and with grammatically correct English. (Use the proper stress and intonation patterns; use appropriate organization and discourse markers and sentence openers; etc.)- Select appropriate materials and methods for organized presentations. (Use visuals; illustrate by giving examples; etc.)

DOMAIN	COMPETENCIES
<p align="center">Written communication : Reading & writing</p>	<ul style="list-style-type: none"> - Demonstrate basic understanding of authentic texts in various content areas. (Answer and ask questions that deal with different actual and literary aspects; identify main ideas and supporting details of various text genres; etc.) - Respond at various depths of comprehension. (Use acquired information in new situations; draw analogies among concepts and situations; etc.) - Use reading and vocabulary acquisition strategies. (Skim; scan; identify the denotative and connotative meanings of words through context clues; etc.) - Show awareness of varied cultural aspects. (Identify attitudes toward minorities, women, strangers, etc.) - Demonstrate awareness of linguistic and stylistic features of text. (Identify the level of formality [style], specialized features [register], deviations from standard forms such as archaic usage, word order, meaning, etc.) - Demonstrate ability to produce different forms of writing at the paragraph level. (Write narratives, summaries, news reports, rules for a game, etc.) - Use a variety of writing modes and appropriate voices for specific purposes and audiences. (Use language that brings the topic to life for the reader; give the reader a sense of the person behind the words; etc.) - Write clearly, concisely and with grammatically correct English. - Show ability to apply the process technique. (Brainstorm ideas; take notes; organize ideas by webbing mapping or outlining; draft and redraft; revise, edit and proofread, publish, etc.)

EVALUATION SHEET

Sample 1

Domain : Oral communication : Listening & speaking

Competencies : - Demonstrate basic understanding of relatively long passages of spoken discourse

- **Demonstrate critical understanding of spoken discourse**
- **Demonstrate ability to perform advanced oral communication tasks in academic contexts**
- **Speak clearly, concisely, and with grammatically correct English**

Situation: Individual

Limited time: (Suggested time: 25 minutes)

The teacher reads the following tape-script in the chosen tone.

Tape-script:

Weather Report:

Good evening. Here is the National Weather Service forecast for the Chicago area. The ten p.m. temperature: Lakefront 76 degrees, Midway 76 degrees, O'Hare 74 degrees. Relative humidity 66 per cent. The winds are calm. The barometric pressure 30.08 and rising.

Tonight partly cloudy, some widely scattered showers. Lows in the lower 70s and light and variable winds.

Tomorrow partly sunny and very warm. Highs in the upper 80s, south winds five to ten miles per hour.

Tomorrow night fair, with lows in the middle 60s.

Tuesday hot and humid and mostly sunny, highs around 90.

The extended forecast through Friday: hot, with daily highs 90-95 and daily lows in the upper 60s.

Fair Wednesday and Thursday.

Partly cloudy, chance of thunderstorms on Friday.

Repeating the ten p.m. temperature: Lakefront 76, Midway 76, O'Hare 74.

Thank you for calling

Date: _____

Directions: Listen to the following weather report and then fill in the chart below.
You may fill the chart out while listening to the selection.

Location : Chicago
Temperature : Lakefront _____
Midway _____
O'Hare _____

Humidity _____
Wind _____
Barometric pressure _____
Tonight _____
Tomorrow _____
Tomorrow night _____
Tuesday _____
Wednesday, Thursday _____
Friday _____
Time of report _____

1. In one sentence, describe the attitude of the reporter.

2. a. Chicago is often called “*The Windy City*.” Was it a windy city during the time of this report?

- b- Recall and write three words from the text that you remember that shows that Chicago was or was not windy at the time of the report.

3. Is this a live weather report? Write down two words that justify your answer.

Sample 2

Domain : Written Communication : Reading

Competencies : - Demonstrate basic understanding of authentic texts in various content areas

- Respond at various depths of comprehension

Situation: Individual

Limited time: (Suggested time: 30 minutes)

NAME: _____

Date: _____

Directions: Read the following parts of a newspaper article which are not in correct order and answer the questions below.

ALIVE! THE SPACE TRIP SKIER

BACK to SLOPES

RESCUE

“It was a horrible feeling”, he said. “If I had landed a foot or two to the left or to the right, I would have been dead.”

A helicopter crew lifted him to safety.

Bergstroem, the luckiest man alive, skied straight over a cliff and plunged 1,800ft into a snowdrift.

Amazingly, he suffered only a broken rib, a twisted ankle, and a few scratches. Now his main thought is to get back on the slopes. « I want to collect my skis – they cost me \$500 », he said from his hospital bed. Bergstroem was skiing on 5,000 ft. Queens Crown Mountain, near Trondheim, Norway, when the snow vanished under his skis and he was falling free.

FLYING Swede Lennar Bergstroem yesterday did the impossible – a ski jump of 1,800 feet.

Bergstroem’s three companions were unable to reach him – but his cries for help told them he was still alive.

Bergstroem, the luckiest man alive, skied straight over a cliff and plunged 1,800 ft into a snowdrift.

Questions:

1. What is the main idea of the newspaper article?

2. Summarize the article in your words in order to inform a friend about the event.

Sample 3

Domain : Written Communication : Writing

Competencies : - Use a variety of writing modes and appropriate voices for specific purposes and audiences
- Write clearly, concisely and with grammatically correct English

Situation: Individual

Limited time: (Suggested time: 30 minutes)

NAME: _____ **Date:** _____

Directions: Read the following letter to the Editor below and write a letter to John Leone giving two reasons why you (dis) agree with him. Try to include in the letter personal experiences and any facts you have read or heard about.

VIEWPOINT

LIVE and LET LIVE!

Dear Editor:

I am ~~writing to protest~~ the way scientists use animals for cruel experiments. Scientists say that these experiments are conducted for the ~~benefit~~ of mankind. But there is no argument which can justify the unnecessary suffering inflicted on ~~animals~~. Furthermore, scientists know very ~~well~~ that most of their experiments on animals can benefit no one. In fact, some experiments (~~like~~ grafting a second head onto a living creature) are so grotesque that they diminish the dignity of man.

Animals are ~~abused~~ and exploited, and who can they depend on for protection? If we don't protect them, who will? If you saw a man publicly beating a dog, you would be shocked and angry. But a scientist can perform all kinds of unspeakable horrors in the privacy of his or her laboratory in the name of "research."

It's time that animals were allowed to enjoy the gift of life, just like ~~human beings~~. This won't happen until scientific experiments are banned forever.

Yours truly,
John Leone

(selection taken from Alexander, et. al., *Take a Stand*, London, Longman)

Sample 4

Domain : Oral Communication : Listening/ Speaking

Competencies : - **Demonstrate basic understanding of relatively long passages of spoken discourse**
- **Demonstrate ability to perform advanced oral communication tasks in academic contexts**

Situation: Individual

Limited time: (Suggested time: 30 minutes)

Teacher reads the following:

Disaster

On August 17, a powerful earthquake hit Western Turkey, bringing down buildings and leaving thousands of people dead and injured.

The other headlines:

Talks are still going on in Washington in a bid to try and avert a crisis in the Middle East.

Angry teachers have voted to continue their lightning one-day strike action as pay negotiations once more break down.

Bulldozers are moving in to clear thousands of tons of rubble, and recover the bodies of those killed in the earthquake, which measured 7.4 on the Richter scale. It happened during the night, while people were sleeping in their beds, and as a result over 12,000 people are now known to have been killed. But as over 30,000 people may still be buried under the rubble, officials fear the death toll could rise to over 40,000.

The United Nations relief agency - UNICEF - is one organization flying emergency health and water requirements to the disaster victims, and hundreds of emergency medical packs for use by hospitals and community medical centers. Each pack - containing a variety of basic medicines and equipment - is designed to meet the emergency needs of 10,000 people for a period of three months.

These are just some of what the survivors are in immediate need of:

- *Rolls of plastic sheeting to shelter the thousands of families who have been left homeless;*
- *Water tanks for holding clean water;*
- *Food supplies and cooking utensils;*
- *Bedding and basic first aid & medical supplies.*

Our own correspondent has been to the disaster area and sends us this report...

Name _____

Date _____

A. Listen to a news report on the radio, then answer the following questions.

1. What is the main news?

2. Where and when did these events take place?

3. Write down another headline you have listened to.

4. List three things the survivors were in immediate need of.

5. How did the UNICEF help?

B. Imagine you were the correspondent at the disaster area. Report an imaginary dialogue between you and one of the survivors. Write the dialogue before reporting it.

Sample 5

Domain : Written Communication : Reading

Competencies : - Demonstrate basic understanding of authentic texts in various content areas
- Respond at various depths of comprehension

Situation: Individual

Limited time: (Suggested time: 30 minutes)

Name _____

Date _____

Read the following text and answer the questions.

Psychologists are interested in the reasons why some people like taking part in risky sports. When they studied people who were learning to jump from a plane with a parachute, they found that the parachutists' bodies produced large amounts of two hormones, adrenaline and noradrenaline, just before they made their jump. These hormones help to prepare us for any sudden activity. Adrenaline increases the heart rate and provides more sugar for the muscles, while noradrenaline makes us react more quickly. However, noradrenaline also stimulates a part of the brain which controls feelings of pleasure. Some psychologists have concluded that it is a feeling of pleasure caused by this hormone which makes certain people want to participate in dangerous sports.

Another possible reason is the level of arousal in part of the brain. According to some psychologists, the brain tries to maintain a certain level of arousal. They believe that people who normally have a low level of arousal look for excitement and new experiences in order to stimulate themselves, whereas people who usually have a high level of arousal try to avoid risks and unfamiliar situations in order not to become overexcited. If the psychologists are right, people with a low arousal level are the ones who enjoy participating in dangerous sports and activities.

It is thought that people with low levels of arousal have a slower-reacting nervous system than people with higher arousal levels. It may therefore be possible to find out your level of arousal by testing your nervous system. A quick way of doing this is to put some lemon juice on your tongue. If you produce a lot of saliva, your nervous system has been affected by the lemon and so you probably have a high level of arousal; if you produce little saliva, you probably have a low arousal level. If you have a low level, you might enjoy taking part in risky sports. However, this does not mean that you have to try parachuting!

(Selected from Heaton B. & D Dunmore. (1994) *Topics in English. 1.* Longman)

Now answer the following questions

1. Why did the parachutists' bodies produce a lot of adrenaline and noradrenaline before they jumped from a plane?

2. What two possible reasons are given for some people's desire to participate in dangerous sports?

3. What does the brain try to maintain, according to some psychologists?

4. Why do psychologists believe that people with a high level of arousal try to avoid danger?

5. What is shown by putting lemon juice on your tongue?

6. Select one statement from the text that is presented as a fact and another one as an opinion.

Sample 6

Domain : Written Communication : Writing

Competencies : Demonstrate ability to produce different forms of writing at the paragraph level

Situation: Individual

Limited time: (Suggested time: 40 minutes)

Name _____

Date _____

All over the world, people play games in their free time. These games can range from simple children's games of jumping rope or playing hide and seek, to complex adult games of chess and tennis. Think of a fairly simple game that you know well and write an essay describing how to play that game. Consider the following points:

- a. The equipment you need
- b. The main rules of the game
- c. How you play the game to win

DOMAIN	COMPETENCIES
Oral communication: Listening & speaking	<ul style="list-style-type: none"> – Demonstrate understanding of spoken discourse. (Identify topic, supporting evidence and conclusion; summarize point of view.) – Show awareness of contextual and cultural aspects. (Identify conflicts among characters; describe feeling of speaker.) – Demonstrate ability to assimilate new information presented in spoken discourse. (Draw analogies; explain information from documentation: reports and summaries; relate information to existing knowledge; use checklist to critique oral presentations of others.) – Demonstrate ability to relate language structures to communication. (Identify schemata: lab reports, news reports, documentaries, editorials etc.; identify correct word usage and grammatical structures.) – Demonstrate ability to communicate effectively in oral conversations. (React to what is said: dialog, role play, discussion etc.; translate from Arabic or French; present objectives and suggest alternative solutions.) – Show awareness of cultural and contextual aspects. (Give evaluation of classmates' presentations: use checklist to evaluate oral presentations of others; relate textual information to experience.) – Demonstrate ability to give oral presentations using information gained from other sources. (Give different types of presentations: informative, persuasive, etc.; apply information and skills in new situations.) – Demonstrate ability to use verbal and nonverbal communication techniques. (Choose appropriate words and specialized language; use appropriate structures and gestures.)

Second Year Secondary - Second foreign language

DOMAIN	COMPETENCIES
<p style="text-align: center;">Written communication: Reading & writing</p>	<ul style="list-style-type: none"> – Demonstrate ability to read various texts. (Understand message: articles, brochures, etc.; skim text for information; fill in words in cloze activity; write essay and summarize text.) – Show awareness of cultural and contextual aspects. (Relate information to previous knowledge or experience; discuss motives behind actions and attitudes in a story.) – Demonstrate ability to interact with various text genre. (Choose title for a text; write plausible conclusion for a story; rewrite a story changing events; apply study skills; fill in missing words in a cloze activity.) – Demonstrate awareness and appreciation of the language used in literary text genres. (Identify figures of speech: metaphors and presentations, etc.; identify linguistic and rhetorical features of scientific text; identify key terms.) – Demonstrate ability to produce various writing forms. (Write out information presented in diagrams, charts, tables, etc.; write steps in an experiment; write paraphrase, summaries, etc.) – Demonstrate knowledge of study skills showing awareness of cultural and contextual aspects. (Express reactions and points of view; write stories based on experience, readings and prior knowledge.) – Demonstrate ability to produce public and social written genres showing awareness of audience and purpose. (Produce public genres: ads, letters to the editor, business / technical reports; and social genres: interviews, dialogs and discussions.) – Demonstrate ability to manipulate language effectively. (Vary style according to audience; maintain clarity and consistency; use appropriate vocabulary and varied sentence structures; employ process skills.)

EVALUATION SHEET

Sample 1

Domain: Oral Communication: Listening

Competencies: - Demonstrate understanding of authentic spoken discourse.

- Demonstrate ability to relate language structures to communicative purposes.

- Demonstrate ability to assimilate new information presented in spoken discourse.

Situation:

- Individual work
- Limited time: (Suggested time: 45 minutes at the end of the first term after three months of instruction.)

The teacher reads the following news item to the class and tells the students to listen carefully as they will have to fill out a form, summarize the information and relate it to their experiences.

Transcript: Good evening and here is the news at six o'clock.

A government task force has issued a report on the hazards of drunk driving. According to the report, half of the 50,000 highway deaths last year involved intoxicated drivers. Annually, drunk drivers cause 80,000 accidents, 750,000 serious injuries, and 5 billion dollars in economic losses. Federal studies show that on weekend nights one out of ten motorists is intoxicated but just one in 2,000 is arrested. The government has proposed to strengthen laws against drunk driving.

In a related story, a Manhattan man has been charged with manslaughter and drunken driving as a result of a collision on the Queensboro Bridge. The two women in his sports car were killed. He was seriously injured and the two men in the second vehicle, a tractor-trailer truck, suffered minor injuries. The three survivors were taken to Saint Vincent's Hospital for treatment. The two female victims were not immediately identified. The accident temporarily closed all but one eastbound lane on the bridge.

And here at 6:05 is the latest traffic report. There is heavy congestion on the Long Island Expressway in both directions. There are tie-ups on all the westbound crossings to New Jersey. Due to an overturned vehicle in the right lane, traffic is bumper to bumper through the Holland Tunnel. And on the George Washington Bridge, traffic is at a standstill because of a stalled commuter bus. To avoid getting stuck in this traffic, take the Lincoln Tunnel where traffic is moving.

(adapted from Karant, Priscilla, *Headlines*. New Jersey, Prentice-Hall, Inc., 1982, p.19)

Name: _____

Date: _____

Directions: After you have listened to the selection, answer the following questions:

1. Fill in the form below with the missing words.
2. Make a chart summarizing the results.
3. Write two sentences giving a related personal experience.

A government task force (1)_____ a report on the hazards of drunk driving. (2)_____ report, half of the 50,000 highway (3)_____ last year involved intoxicated drivers. Annually, drunk drivers cause 80,000 (4) _____, 750,000 serious injuries, and 5 (5)_____ dollars in economic (6) _____. Federal studies show that on weekend nights (7) _____ ten motorists is intoxicated but just (8) _____ 2,000 is arrested. The (9)_____ proposed to (10) _____ laws against drunk driving.

2. Chart: Summarize the results above in a chart form.

3. Personal Experience: Listen to the last paragraph again and write two sentences giving a related personal experience in your country

Sample 2

Domain: Oral Communication: Listening

- Competencies:**
- Demonstrate understanding of authentic spoken discourse
 - Demonstrate ability to relate language structures to communicative purposes
 - Demonstrate ability to assimilate new information presented in spoken discourse

Situation

- Individual work
- Limited time: (Suggested time: 45 minutes at the end of the first term after three months of instruction.)

Students are asked to listen carefully to the following conversation as they will have to fill out a form, summarize the information and relate it to their own knowledge.

Tape-Script:

Robert: **Oh!**
Annie: Oh, that looks heavy! Was it crowded?
Robert: Well, it wasn't too bad. I think I got everything, anyway. Right, here we go. Ah, bread...potatoes...I thought you were on a diet!
Annie: And so I am, it's a high-fibre diet.
Robert: High-fibre?
Annie: Fibre is very good for you, and bread and potato contain a lot of fibre.
Robert: Really? Oh, and here are the vegetables.
Annie: Did you get the fruit?
Robert: Yes I did. And the nuts.
Annie: Fibre is only found in foods that grow from the ground. That's why things like nuts and fruit and vegetables are good for you.
Robert: And there's some cheese somewhere...ah, there it is!
Annie: Well, I'm trying not to eat so much cheese.
Robert: Why? What's wrong with cheese?
Annie: Well, apparently it's dangerous to eat too much saturated fat, like there is in cheese, butter and milk.
Robert: Yogurt is OK, though, isn't it?
Annie: Yes, that's alright because there isn't much fat in it.
Robert: What about this piece of beef, then?
Annie: Well, that's not supposed to be too good for you either, but it does look rather nice!
Robert: And the fish?
Annie: There's less fat in fish, and the chicken you've got there, so they're much better than red meat.

Second Year Secondary - Second foreign language

Robert: Then I guess I shouldn't have bought those potato chips and the cookies, ha?
Annie: No, nor the biscuits...or the sugar...or the chocolate! Rob, you've really gone over the top!
Robert: Well, I like a spoonful of sugar in my coffee, and a little piece of chocolate now and then won't do much harm.
Annie: It's just that sugar has no food value at all.
Robert: It's always the same, isn't it? The things you like most are the things that are bad for you!

(adapted)

Name: _____ **Date:** _____

Directions: After you have listened to the selection, answer the following questions:

1. Fill in the sentences below with the missing words.

Fibre is (1) _____ for you, and bread and (2) _____ contain a lot of fibre.
It is dangerous to (3) _____ too much (4) _____ fat.
There's less (5) _____ in fish, and the (6) _____ you've got there.
I guess I shouldn't have (7) _____ these potato(8) _____ .
The (9) _____ you like the (10) _____ are bad for you.

2. Make a chart categorizing the food items mentioned in this passage.

3. Write two sentences about the benefits of food items that are native to your country.

Sample 3

Domain: Oral Communication: Speaking

Competencies: - Demonstrate ability to give oral presentations assimilating and synthesizing information gained from different sources.
- Show awareness of audience, purpose, contextual and cultural aspects.
- Demonstrate ability to use appropriate linguistic, stylistic and non-verbal communication techniques.

Situation:

- Individual work
- Limited time (Suggested time: 15 minutes to prepare the oral presentation, and 2 minutes for each student to deliver the oral presentation. Note: Students listening to the oral presentation could be filling out a checklist evaluating the presentations. If so, then the teacher could opt to make it an integrated listening/speaking evaluation session. To be given at the end of the first term after three months of instruction.

Name: _____

Date: _____

Directions: Based on the listening comprehension text you have just listened to concerning the traffic problems in the US., prepare a two minute informative report describing the traffic situation in your country during a rush hour. Pretend that your classmates are foreigners in Lebanon and your purpose is to inform them of the problems but at the same time you want them to visit your country. You may use the following picture as a guide if it agrees with your opinion.



Second Year Secondary - Second foreign language

Sample 4

Domain: Oral Communication: Speaking

Competencies: - Demonstrate ability to give oral presentations assimilating and synthesizing information gained from different sources.

- Show awareness of audience, purpose, contextual and cultural aspects.

- Demonstrate ability to use appropriate linguistic, stylistic and non-verbal communication techniques.

Situation:

- Individual work
- Limited time (Suggested time: 15 minutes to prepare the oral presentation, and 2 minutes for each student to deliver the oral presentation. Note: Students listening to the oral presentation could be filling out a checklist evaluating the presentations. If so, then the teacher could opt to make it an integrated listening/speaking evaluation session. To be given at the end of the first term after three months of instruction.

Name: _____ **Date:** _____

Directions: Based on the listening comprehension tape-script you have just listened to concerning fibre and fat in your diet, prepare a two minute informative report describing the nutritional facts of food items in your country.

INGREDIENTS

CEREAL FLOURS (WHOLEOATS, WHOLE WHEAT, WHOLEBARLEY, WHOLERYE), SUGAR, HONEY, SALT, FLAVOURING, NIACIN, IRON, COLOUR (MIXED CAROTENOIDS), VITAMIN B6, RIBOFLAVIN (B2), THIAMIN (B1), ANTIOXIDANT (ASCORBYL PALMITATE, ALPHA-TOCOPHEROL), FOLIC ACID, VITAMIN D, VITAMIN B12

NUTRITION INFORMATION

		Typical value per 100g	The 30g Serving size (100% of Daily Nutrient Intake)
ENERGY	KJ	1550	700
	kcal	370	170
PROTEIN	g	8	7
CARBOHYDRATE	g	76	29
(of which sugars)	g	(37)	(18)
(starch)	g	(39)	(11)
FAT	g	3.5	3
(of which saturates)	g	(0.7)	(1.5)
FIBRE	g	7	2
SODIUM	g	0.6	0.3
VITAMINS:		(%RDA)	(%RDA)
VITAMIN D	µg	4.2 (85)	1.3 (25)
THIAMIN (B1)	mg	1.2 (85)	0.4 (30)
RIBOFLAVIN (B2)	mg	1.3 (85)	0.8 (40)
NIACIN	mg	15 (85)	4.5 (25)
VITAMIN B6	mg	1.7 (85)	0.6 (30)
FOLIC ACID	µg	167 (85)	60 (30)
VITAMIN B12	µg	0.85 (85)	0.75 (75)
IRON	mg	7.9 (85)	2.4 (17)

* The whole meal product energy is 1700kJ (380kcal) and fat 5.0g. For standardised whole meal product energy is 1500kJ (360kcal) and fat 4.0g. Carbohydrate provided by 100g of whole meal meal is 75g (150kcal) of energy, 4g of protein, 1g of carbohydrate (sugar), 1g of fat.

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Sample 5

Domain: Written Communication: Reading

Competencies: - Demonstrate ability to read varied texts efficiently.

- Show awareness of purpose, audience, contextual, situational and cultural aspects.

Situation

- Individual work
- Limited time: (Suggested time: 50 minutes at the end of the first term after three months of instruction.)

Name: _____

Date: _____

Directions: Read the brochure below and answer the questions that follow:

The EDUCATIONAL DIVISION at LAU is committed to promoting excellence through teaching and research. In a caring and interactive materials.

environment, the EDUCATION DIVISION offers programs that prepare students for teaching careers in elementary and secondary cycles.

The EDUCATION DIVISION aims to empower the teaching force to prepare proactive generations programs

grounded in necessary life skills so that they may and

function in today's world and sustain a quality life for themselves and for others to come.

BACHELOR OF ARTS (BA) DEGREES ARE OFFERED IN:

1. Elementary Education-
Emphasis: English/Arabic/Social
Studies/Math/Science/Art/Music
2. The Teaching of English as a Foreign Language (TEFL)
3. The Teaching Arabic as a Foreign Language (TAFL)

DIPLOMAS ARE OFFERED IN:

1. The Teaching of English as a Foreign Language
Lebanese
(TEFL)

2. The Teaching Diploma – Elementary

3. The Teaching Diploma – Secondary

The EDUCATION DIVISION also runs an INTENSIVE ENGLISH PROGRAM for students admitted to the university with scores below 500 in the English Entrance Exam (EEE) or 525 in the Test of English as a Foreign Language (TOEFL).

The EDUCATION RESOURCE CENTER (ERC) provides resources and facilities for study, research and development of instructional

The computer multi-media setup aims to keep the Education students abreast of the ever-changing world of technology and the power it brings to student learning.

Prior to their graduation, students in the BA

undergo internships in schools to observe, assist teach.

The special training of Education students in communication skills, general knowledge, professional knowledge and subject specialization provides wide opportunities for employment in Lebanon and the Middle East.

REQUIREMENTS: Students applying to the the BA programs must have completed the

Baccalaureate Part II or its equivalent. Those applying to the Diploma programs must have completed a BA/BS or its equivalent.

(Brochure from LAU, 1999)

Name: _____

Date: _____

1. What is the purpose of the brochure?

2. Write a summary of the main ideas in the text.

3. Write a sentence showing how the information in the text might be relevant to you.

Sample 6

Domain: Written Communication: Reading

Competencies: - Demonstrate ability to read varied texts efficiently.
- Show awareness of purpose, audience, contextual, situational and cultural aspects.

Situation

- Individual work
- Limited time: (Suggested time: 50 minutes at the end of the first term after three months of instruction.)

Directions:

Read the following passage and answer the questions that follow.

Who gave the name “football” to a sport in which the ball rarely touches a foot?

When William the Conqueror invaded England in the 11th century, a game involving kicking a ball around also came along from Normandy. The players began using inflated animal bladders as balls because they were easy on the toes, and could be guided accurately over long distances.. By the time the English monarchs banned the game, starting as early as the 12th century (it kept soldiers from archery practice), it was called *futballe*.

Around 1823 one form of the game became known as rugby, when a Rugby School pupil caught the ball and ran with it instead of just kicking it. Another version—played under rules of the Football Association England evolved around 1863 when “Association Football” was shortened to “assoc” and then into “Soccer.”

In their present forms, both versions still involve foot-to-ball contact, soccer much more than rugby. In 1869, American college teams melded rugby and soccer into a third game officially called football (American football).

(Adapted from *Reader’s Digest*, November 1996 issue)

Second Year Secondary - Second foreign language

Name: _____

Date: _____

1: What is the purpose of this article?

2: Write a summary of the main ideas in the text.

3. Write a sentence showing your knowledge about the game described in this text.

Sample 7

Domain: Written Communication: Writing

Competencies: - **Demonstrate ability to produce various writing forms of varying lengths using relevant study skills.**
- **Show awareness of audience, purpose, contextual, situational and cultural aspects.**
- **Demonstrate ability to manipulate the language employing appropriate writing techniques.**

Situation: Individual work

Limited time: Suggested time: 50 minutes at the end of the first term after three months of instruction

Name: _____ **Date:** _____

Directions: Using the facts in the time-line below, write an essay of three paragraphs (introduction, body and concluding paragraph) narrating the history of Mexico in terms of who or what groups of people conquered, occupied, or dominated the country at various periods of time.
Your audience are students like yourself who want to learn objectively what happened.

Make a final topic outline of the main and minor ideas after you have finished writing by filling in the sample outline format below. Re-read your essay and correct any language errors.

- 1440-1469 Montezuma, fifth Aztec king, conquered the area surrounding Tenochtitlan (the capital of Mexico) ; expanded empire to the Gulf of Mexico
- 1519-1521 Spanish expeditions led by Hernando Cortes and Juan de Grijalva; Cortes conquered Aztec capital in 1521; expansion of Spanish rule to Guatemala and Honduras
- 1521-1530 Other areas occupied by Spanish explorers
- 1716 Occupation by Spanish government began
- 1808 Napoleon Bonaparte occupied Spain
- 1821 Mexicans won independence from Spain
- 1863 French troops under Napoleon III occupied Mexico City
- 1864 Maximilian made emperor of Mexico by Napoleon
- 1867 Mexican troops regained power; Maximilian executed; end of foreign domination

(Text taken from Burgmeier, Arline et.al. *Lexis: Academic Vocabulary Study*, New Jersey, Prentice Hall Regents, 1991, p.23)

SAMPLE TOPIC OUTLINE

Thesis Statement: _____

Main Idea

I. Minor Idea

II. Minor Idea

Concluding Sentence _____

Sample 8

Domain: Written Communication: Writing

Competencies: - Demonstrate ability to produce various writing forms of varying lengths using relevant study skills.

- Show awareness of audience, purpose, contextual, situational and cultural aspects.

- Demonstrate ability to manipulate the language employing appropriate writing techniques.

Situation: Individual work

Limited time: Suggested time: 50 minutes at the end of the first term after three months of instruction

Second Year Secondary - Second foreign language

Name: _____ **Date:** _____

Directions: Using the facts in the time-line below, write an essay of three paragraphs (introduction, body and concluding paragraph) narrating the history of Mexico in terms of who or what groups of people conquered, occupied, or dominated the country at various periods of time. Your audience are students like yourself who want to learn objectively what happened.

Make a final topic outline of the main and minor ideas after you have finished writing by filling in the sample outline format below. Re-read your essay and correct any language **errors**.

SAMPLE TOPIC OUTLINE

Thesis Statement: _____

Main Idea

III. Minor Idea

IV. Minor Idea

Concluding Sentence _____

