

**Ministry of Education
and Higher Education**

**Educational Center for
Research and Development (ECRD)**



EVALUATION GUIDE

ENGLISH LANGUAGE

**SAMPLES OF SCHOOL
EXAMINATIONS**

**SAMPLES OF OFFICIAL
EXAMINATIONS**

BASIC EDUCATION

October 2000

Republic of Lebanon
Ministry of Education and Higher Education
Educational Center for Research and
Development (ECRD)

EVALUATION GUIDE

ENGLISH LANGUAGE ***BASIC EDUCATION***

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الشهادة المتوسطة

Preface

The Educational Center for Research and Development is rightfully proud to have scored a significant breakthrough in the field of school work evaluation.

The new curricula, as issued and implemented, had lacked a comprehensive evaluation system in line with the curricular goals, objectives and content. In May 1999, a committee was formed to work out the principles and bases for evaluation as well as prepare lists of competencies to be realized for each subject matter and grade. Teachers were duly trained on the new system during the summer of 1999. As soon as evaluation guidelines for the first two years of each cycle were developed, they were distributed to the schools and teachers. Training sessions continued throughout the school year and summer of 2000. Meanwhile work by the central committee and the various subject-matter teams was kept up to fill out the details for the third year of each cycle, prepare model questions for the official examinations of Grade 9 of Basic Education, and the third year of the secondary cycle, and issue complete evaluation gridlines for each subject from Grade 1 of Basic Education through the end of the secondary cycle. This is definitely a pioneering job in the history of education in Lebanon and indeed in most of the Arab countries.

Scientifically, the value of this achievement lies in the fact that, unlike past efforts, it went beyond mere assessment, which would have marginalized a significant part of the curriculum. It, instead, opted for an integrated evaluation process capable of making a more equitable and accurate judgement of the student's daily work and performance in the official examinations. Here the teacher's attention should be drawn to the difference between assessment and evaluation: the former relies on the mark scored by the student as the sole indicator of his/her results, whereas the latter includes, besides the mark, appreciating how far the student has acquired the competencies and skills envisaged in the discipline as exhibited in class, as well as certain attitudes in various situations.

Therefore, it is of utmost importance to consider education 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 competencies—and inform the student of them—in order to select relevant work techniques for use in the teaching plan.

We can thus say that evaluation is a comprehensive operation, which requires the use of various types of gauging and estimation procedures. This operation is not limited to the mark, but involves numerous activities, which help appraise the student's work. Evaluation does not necessarily depend on pen-and-paper tests, but includes the execution of definite tasks and activities as well as the observation of performance. After collecting information through the evaluation of the student's work, the teacher will make use of it to realize two goals: on the one hand, to reassess continuously the teaching process with a view to improving it; and on the other, to make the student aware of his/her achievements and weaknesses.

Finally, we would like to express our thanks and appreciation to all those who participated in this process from beginning to end. We would also like to emphasize that the Educational Center always welcomes the opinions and comments of all concerned for use in making any necessary modifications to the evaluation system's techniques.

Nemer FRAYHA

2 October 2000

President

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SAMPLES OF SCHOOL EXAMINATIONS
CYCLES 1 & 2

Introduction

The second edition of the Teachers Evaluation Guide of Basic Education presents a revised set of competencies and sample assessments. The revision reflects more accurately the constituent elements within the competencies as well as ensures the proper gradation and scope. The guide includes lists of competencies, sample evaluation sheets for grades 1 through 9, and sample official examinations for grade 9 English as a first foreign language. It also includes a revised list of competencies, sample evaluation sheets for grades 7 through 9, and sample official examinations for grade 9 English as a second foreign language.

The guide is intended to facilitate assessment of the Basic Education objectives set for teaching English as a first and second foreign language. These competencies and sample assessments help bridge the gap between instruction and evaluation based on the assumption that evaluation is a continuous process and an integral part of the teaching / learning endeavor.

The competencies presented in the guide are organized into the two domains of a) written communication and b) oral communication. The written communication domain covers the objectives and performance tasks set in the curriculum for the two skills of reading and writing, whereas, the oral communication domain covers the objectives and performance tasks set for the skills of speaking and listening. However, it should be emphasized that the objectives and performance tasks of critical thinking, study skills, and cultural awareness are incorporated into the two domains of written and oral communication as deemed appropriate.

A competency is perceived in this guide as a set of objectives and/or performance tasks that are clearly related together to form one entity. As such, the objectives and performance tasks originally set in the curriculum and used for instructional planning form the constituent elements of the competencies, provided that these elements have a unifying thread, cluster around one competency and align logically. Furthermore, it should be noted that certain competencies recur through the guide. This is because such competencies are intended to reflect different constituent elements provided that these elements are observable, performance-based, and measurable. However the constituent elements under the various competencies presented in this guide may not be comprehensive of all the possible elements of a particular competency.

The sample evaluation sheets are included in the guide as model assessments. They reflect good instruction in the sense that they utilize a variety of tools and formats such as completion of appropriate graphic organizers, cloze-type exercises, responding to various types of questions, and producing expressive transactional, and creative written and oral language.

Teachers are encouraged to use the sample assessments presented in the guide as well as develop their own assessments in order to ensure that the goals and objectives of their instruction are achieved properly and satisfactorily. They need to examine the competencies and their corresponding constituent elements covered in the various instructional units and utilize and/ or develop valid and reliable assessments.

DOMAINS	COMPETENCIES
<p>Oral Communication : Listening & Speaking</p>	<ul style="list-style-type: none"> ◆ Comprehend explicit information in spoken discourse. (Identify a picture being described; respond physically to simple instructions; identify words heard; relay simple messages; arrange a set of three pictures; retell a story; recall specific facts in what is heard; select a title for a story; follow map directions.) ◆ Interpret information in spoken discourse. (Relate story content to personal experience.) ◆ Utilize audio-input to expand linguistic competence. (Match dictated words to written synonyms; identify tense (present or past); classify dictated words into semantic groups; use new words to produce short sentences.) ◆ Listen for appreciation and enjoyment. (Express feelings about what is heard; recite songs, nursery rhymes, or poems; sing along; dance or draw in response to what is heard.) ◆ Convey and seek information. (Personal information; name and describe objects; describe daily habits; ask yes/no questions; ask wh-questions; play a role in simulated situations; tell a part of a story; dramatize a part of a story; tell a collaborative story; describe physical appearance of a person/animal or thing.) ◆ Carry out transactions and express feelings and emotions using oral language. (Accept an offer; extend an invitation; request others to do something; apologize; express approval/disapproval; give instructions; request assistance). ◆ Use appropriate socio-linguistic rules. (Greet people and take leave appropriately; observe turn-taking when talking; use gestures.)
<p>Written Communication: Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Decode printed discourse. (Recognize upper and lower case letters, digraphs, and letter blends; read basic sight words; discriminate between short and long vowel sounds; produce consonant and vowel sounds.) ◆ Comprehend and interpret what is read. (Respond to yes/no and Wh. questions; state the main idea and details; state and sequence a series of events; identify character traits; explain characters' feelings; infer reasons for actions; give reasons for like/dislike of characters.)

DOMAINS	COMPETENCIES
<p>Written Communication: Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Use textual and experience-based clues to get meaning. (Identify common nouns and proper nouns in a text; match pronouns to their noun referents; identify common homophones and homographs; identify words that belong to a specific lexical set; cross out words that do not belong to a given lexical category.) ◆ Develop oral reading skills. (Join in choral reading; practice echo reading; identify rhyming words in a sentence, read aloud with appropriate stress, intonation and phrasing.) ◆ Demonstrate reading strategies and techniques appropriately. (Use title and pictures to preview discourse, predict.) ◆ Appreciate and enjoy literary discourse. (Select a story to read; recommend a story; exchange books with classmates.) ◆ Use basic conventions of printed discourse. (Copy letters; write names; label items and illustrations; write the numerals 0-9; write capitals for names; use period/question mark; write title in correct place; follow left to right orientation; leave space within and between words.) ◆ Develop process-writing skills. (List topics; suggest ideas; dictate first draft of story to reader; rewrite sentences in own words; revise first draft; add missing details; share story with class.) ◆ Demonstrate and expand writing skills through guided and semi-guided activities. (Identify beginning, middle and end of story; arrange scrambled words in a sentence; arrange scrambled sentences; put story events in order; select appropriate words to complete sentences.) ◆ Communicate using expressive, transactional and creative writing. (Dictate a story to a teacher; write a list; write personal and biographical data; prepare cards for different occasions.)

Evaluation Sheet

Domains : Oral Communication : Listening & Speaking

Competencies : - Comprehend explicit information in spoken discourse.

- Convey and seek information.

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

Grade One - First Foreign Language

2. Listen carefully and draw the fruits Mary has eaten.



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

Evaluation Sheet

Domains : Written Communication : Reading**Competencies : - Comprehend and interpret what is read.**

- Decode printed discourse.
- Respond to yes/no questions.
- State the main idea and details.
- Discriminate between short and long vowel sounds.
- Recognize digraphs and letter blends.

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.

Yes, she is.
No, she isn't.
Yes, she does.
No, she doesn't.

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.

plays

eats

says

reads

takes

goes

S at the end sounds like Z as in ZOO

S at the end sounds like S as in SUN

Evaluation Sheet

Domains : Written Communication : Writing

Competencies : - Demonstrate awareness of basic print conventions.

- Demonstrate and expand writing skills through guided and semi-guided activities.

- Communicate using expressive, transactional and creative writing.

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

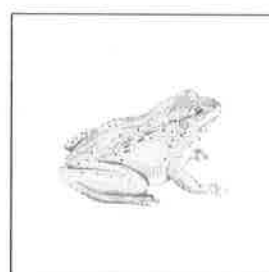
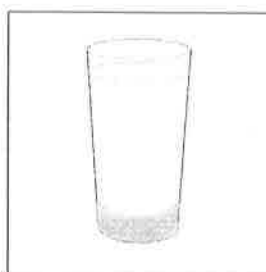
fly ____ ag

____ ower

grow ____ ains

____ een

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



Grade One - First Foreign Language

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

Domains : Oral Communication : Listening & Speaking

Competencies : - Comprehend explicit information in spoken discourse.
- Convey and seek information.

Situation:

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

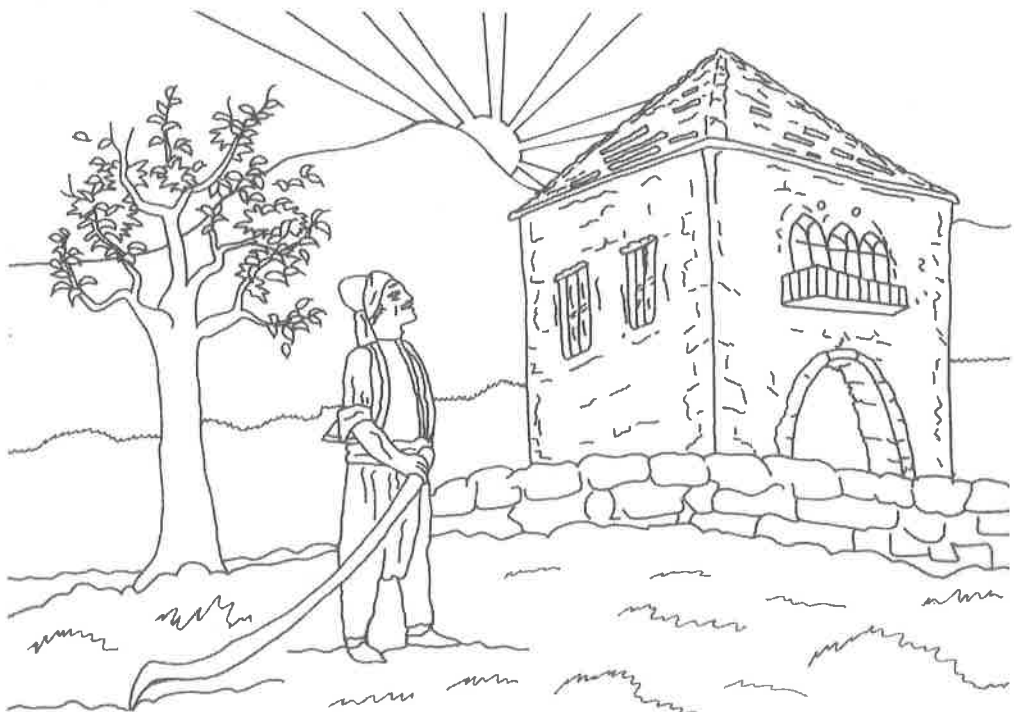
Teacher Gives the sheet to the students and reads aloud the following:

- 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?

Evaluation Sheet

Domain : Written Communication : Reading**Competency: - Comprehend and 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?

Evaluation Sheet

Domain : Written Communication : Writing

Competency: - Demonstrate and expand writing skills through guided and semi-guided activities.

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
she 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
<p>Oral Communication : Listening & Speaking</p>	<ul style="list-style-type: none"> ◆ Comprehend explicit information in spoken discourse. (Respond physically to a series of instructions; indicate short sentences heard; answer wh-questions; locate items on maps, charts, or graphs; arrange a set of 4 pictures; list actions; chart information; rephrase audio input; select appropriate ending.) ◆ Interpret information in spoken discourse. (Infer speaker, topic, characters, or settings; relate events to personal experience.) ◆ Utilize audio-input to expand linguistic competence. (Match dictated words to antonyms and definitions; fill out missing words; distinguish between simple and compound sentences dictated; unscramble dictated words.) ◆ Listen for enjoyment and appreciation. (Identify onomatopoeia; memorize and recite a song, a rhyme or a lyric; supply the ending line(s) of a rhyming poem.) ◆ Convey and seek information: (Ask for and give personal information; describe self, classmates, and family members; describe actions; ask and answer wh-questions; recall facts from story; compare and contrast characters; describe an event). ◆ Carry out transactions and express feelings and emotions using oral language. (Describe an offer or invitation; give permission to do something; justify a choice or position; grant forgiveness; participate in role-play activities; dramatize a scene; interact with others; describe an imagined scenario.) ◆ Use appropriate socio-linguistic rules. (Use polite forms for request; use appropriate non-verbal communication; follow rules in a game.)
<p>Written Communication : Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Decode printed discourse. (Recognize digraphs and letter blends in words; discriminate between soft “g” and “c” sounds; identify and produce contractions.) ◆ Comprehend and interpret what is read. (Respond to and formulate wh-questions; choose the best main idea; arrange scrambled sentences; identify key story elements; describe action and character; choose the correct inference; suggest title; speculate on purpose; distinguish fact from opinion; infer reasons for actions; identify “positive” “negative”, interesting aspects; produce different story endings.)

DOMAINS	COMPETENCIES
<p>Written Communication : Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Use textual and experience-based clues to get meaning. (Provide synonyms, antonyms, and definitions for words in a passage; replace proper nouns with pronouns; give meaning of words from textual clues; list words with suffixes; add prefixes to familiar words.) ◆ Develop oral reading skills. (Practice echo reading; join in echo reading; complete a sentence with a rhyming word; read aloud to class and independently.) ◆ Demonstrate reading strategies and techniques appropriately. (Predict, preview and speculate the author's purpose.) ◆ Appreciate and enjoy literary discourse. (State kinds of books you like to read and why; recommend books; read literature of own choice.) ◆ Use basic conventions of printed discourse.. (Write on a straight line; practice capital and lower case letters; label items and illustrations; use numerals to write different numbers; use capital letters correctly; indent first lines; use period and question mark.) ◆ Develop process writing skills. (Suggest topics; brainstorm ideas; use webs to arrange ideas; write the first draft of story; use checklist to edit writing; use dictionary to check spelling; share writing through oral reading; submit writing to school magazine.) ◆ Expand writing skills through guided and semi-guided activities. (Write simple sentences; expand sentences; join sentences; complete sentences; underline irrelevant sentences in a paragraph; match title to paragraph.) ◆ Communicate using expressive, transactional and creative writing. (Write a shopping list; keep a journal; write a short notice; write a thank-you note; write a greeting card; provide captions; write a story; write an invitation, write a story, a poem, a song, and a sketch.)

Evaluation Sheet

Domain : Oral Communication : Listening & Speaking**Competencies:** - Comprehend explicit information in spoken discourse.

- Interpret information in spoken discourse.

- Carry out transactions and express feelings and emotions using oral language.

- 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. Ms. 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:

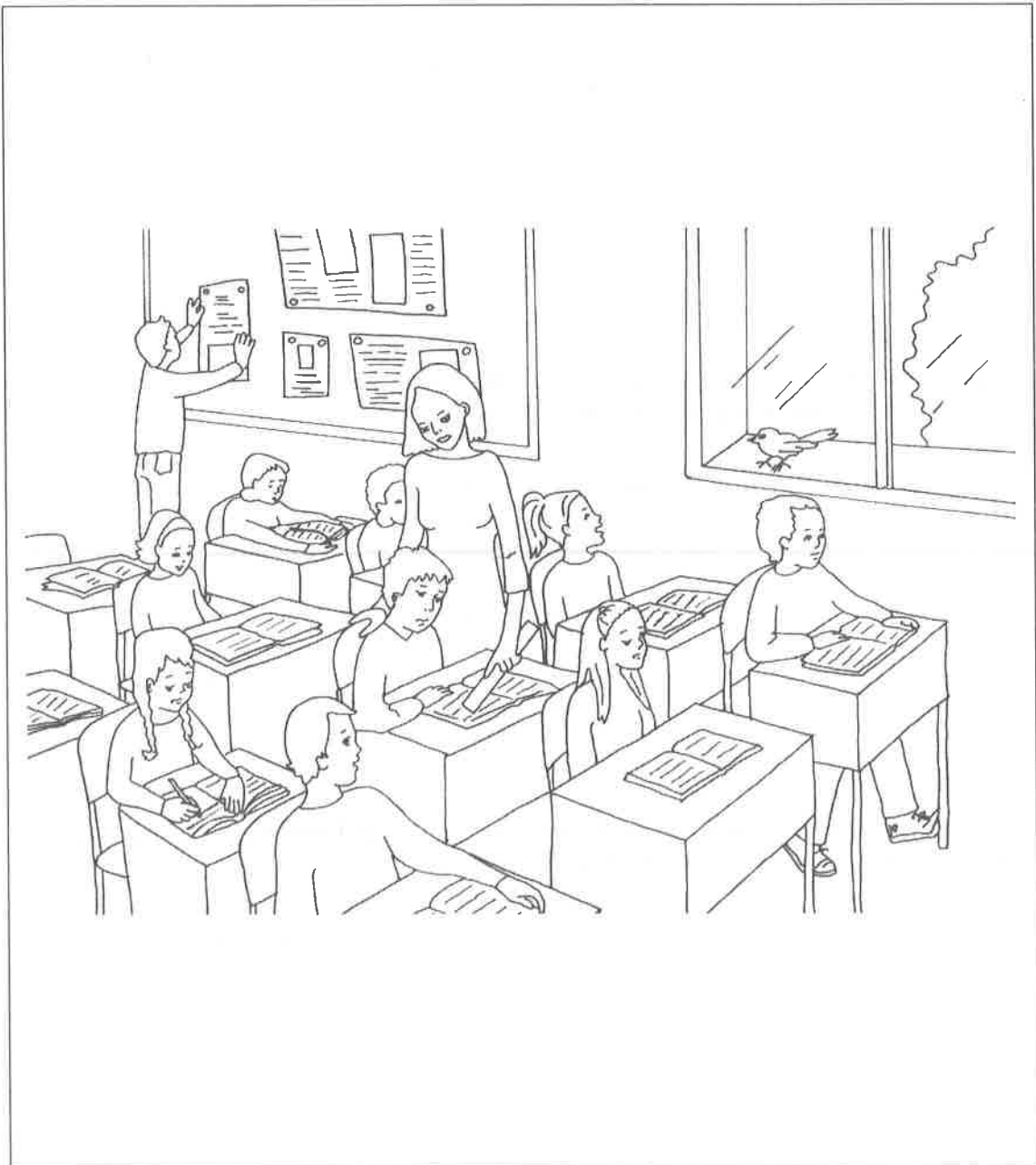
1. Where is Hani sitting?
2. Where is Ms. Haddad standing?
3. Where is the bird?
4. Where is the ruler?
5. Where is Nada?
6. Where is Ms. Haddad's pen?

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	Ms. Haddad	Amin
				Sami



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

Evaluation Sheet

Domain : Written Communication : Reading

Competencies: - Decode printed discourse.

- Comprehend and interpret what is read.

• 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.

Grade Two - First Foreign Language

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 was 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/>

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. _____

Evaluation Sheet

Domain : Written Communication : Writing

Competencies : - Expand writing skills through guided and semi-guided activities.
- Develop process writing skills.
- Communicate using creative writing.

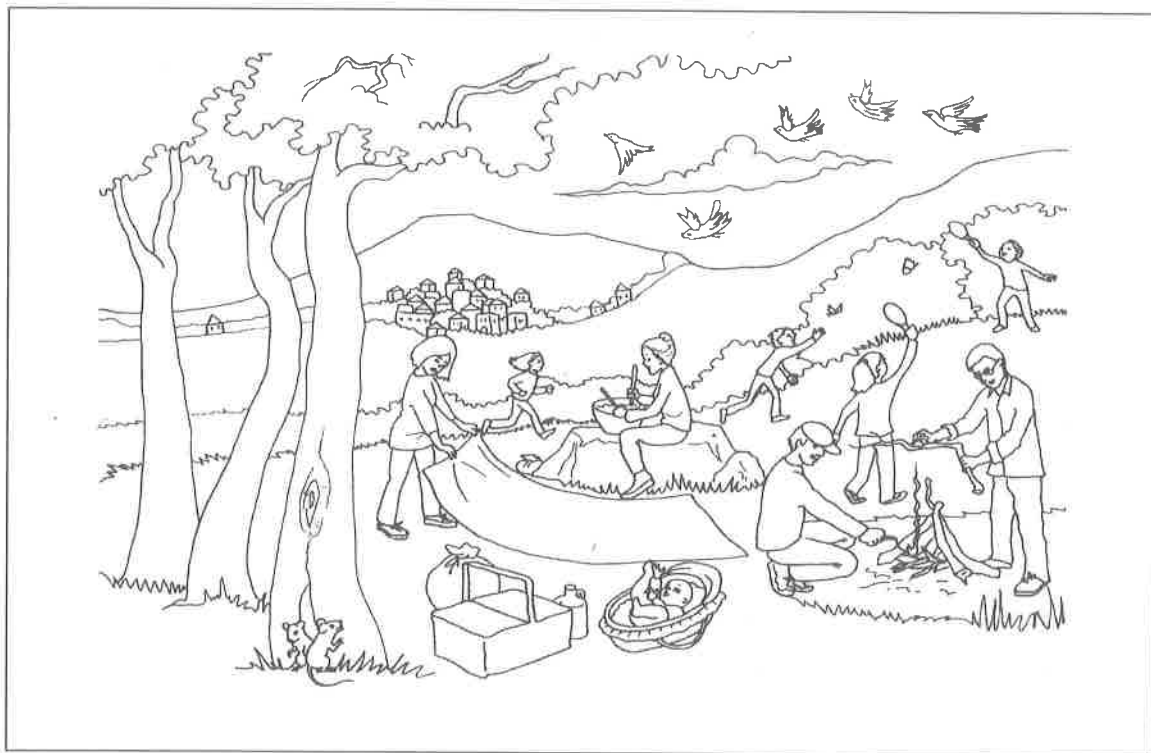
Situation:

- 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.



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

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

Grade Two - First Foreign Language

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?

Evaluation Sheet

Domain : Oral Communication : Listening & Speaking

Competencies : - Comprehend explicit information in a spoken discourse.

- Interpret information in a spoken discourse.

- Carry out transactions and express feelings and emotions using oral language.

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 passage. Then answer the following questions.

1. Give a title to the passage 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

Domain : Written Communication : Reading**Competency: - Comprehend and interpret what is read.****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 ?

Grade Two - First Foreign Language

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.

Evaluation Sheet

Domain : Written Communication : Writing

Competency :- Develop process-writing skills.

Situation:

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

Name _____

Date _____

Read the following report.

The Bee

The bee is an insect.

It has three parts to its body and two feelers on its head.

It lives in the meadows.

It flies from one flower to another to collect the nectar.

← This part tells what the animal is.

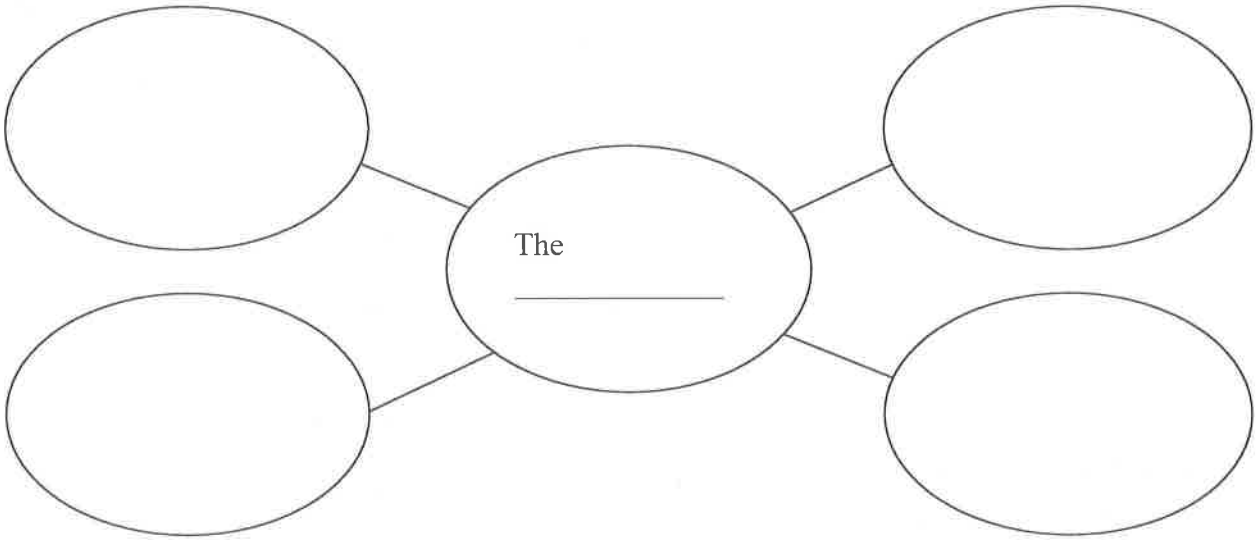
← This part tells what the animal looks like.

← This part tells where the animal lives.

← 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
<p>Oral Communication : Listening & Speaking</p>	<ul style="list-style-type: none"> ◆ Comprehend explicit information in spoken discourse. (Follow detailed instructions; indicate facts mentioned; answer wh-questions; chart events; identify main idea; fill-out missing words; retell a story.) ◆ Interpret information in spoken discourse. (Infer reasons for actions; infer the speaker's tone; predict content; evaluate characters' actions and feelings; predict plausible outcomes.) ◆ Utilize audio-input to expand linguistic competence. (Complete parts of sentences with missing words; construct meaningful sentences based on what is heard; generate antonyms, synonyms, and/or definitions of words heard; write a short unprepared dictation.) ◆ Listen for enjoyment and appreciation. (Dramatize what is heard; express feelings about what is heard; generate onomatopoeic sentences; enact a poem; memorize and sing a song.) ◆ Convey and seek information: (Ask and answer questions; report a real-life incident; compare and contrast people, animals, objects etc...; retell a story giving a different ending.) ◆ Carry out transactions, express feelings and emotions using oral language. (Inquire about an offer or invitation; explain why a permission is needed; propose solutions, deny accusation; explain and demonstrate how to do something; warn others of danger; Give group reports; participate in gap filling and problem solving activities; act out dialogues; play a certain role.) ◆ Use appropriate socio-linguistic rules. (Attract attention appropriately; interrupt politely; give cues to end a conversation.)
<p>Written Communication: Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Decode printed discourse. (Recognize compound words containing short and long vowel sounds; recognize the number of syllables in a word; add suffixes to words ending in silent "e"; identify digraphs and vowel blends; identify words that have the soft "g" and "c" sounds.)

DOMAINS	COMPETENCIES
<p style="text-align: center;">Written Communication: Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Comprehend and interpret what is read. (State main idea and supporting details; recall a story, chart events in a story, list action, and physical appearance of characters; describe story elements; answer and generate inference questions; differentiate facts from opinion; make plausible predictions; determine author's purpose; explain why they like/dislike characters, explain how they would change characters; support and/or criticize characters actions and attitudes.) ◆ Use textual and experience based clues to get meaning. (Relate object and possessive pronouns to corresponding reference; form new compound words; apply knowledge of pre-fixes to determine meaning of unfamiliar words; add suffixes to words, use homophones and homographs in sentences to show difference in meaning; classify vocabulary into semantic groups.) ◆ Develop oral reading skills. (Read aloud independently; read rhymed verse and blank verse poems aloud.) ◆ Demonstrate reading strategies and techniques appropriately. (Use textual clues to guess meaning from context, predict, preview and speculate author's purpose.) ◆ Appreciate and enjoy literary discourse. (Share information based on independent reading; write a report on a book of their choice; design a poster/cover/advertisement for a book of their choice). ◆ Use basic conventions of printed discourse. (Write cursive letters; record data on a graph; leave right space between words in cursive writing; Write date; use capital letters with proper nouns and at the beginning of sentences; use punctuation marks such as, period, comma, questions and quotations; write letters/names in cursive style.) ◆ Develop process-writing skills. (Select and narrow topics; verbalize content; arrange ideas in graphic organizers; gather data; identify purpose; clarify confusing words; give suggestions to improve writing; share writing with class; use revising/editing guidelines to revise/edit own writing, conference with self and peers.) ◆ Expand writing skills through guided and semi-guided activities. (Fill in missing words or phrases to complete sentences; spell and write correctly multi-syllabic words and words related to varied themes; join sentences by using conjunctions; fill in missing cohesive devices in a given text; complete a given paragraph by adding a concluding sentence.) ◆ Communicate using expressive, transactional and creative writing. (Write a list of homework assignments; write a short note; write a postcard; write directions; write an informal letter; write a story poem, lyric; describe an object or process.)

Evaluation Sheet

Domain: Oral Communication: Listening / Speaking

Competencies: - Utilize audio input to expand linguistic competence.

- Carry out transactions and express feelings and emotions using oral language.

Situation:

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

The following poem will be read by the teacher twice while students are listening.

THE RAINFOREST

Rainforest, rainforest,
Covered with trees,
Home to the monkeys,
And parrots and bees,
Rainforest, rainforest,
Who else is there?
Butterflies, toucans,
And bats in the air.

Rainforest, rainforest,
Covered with green,
Flowers and ferns
Like the world's never seen.
Rainforest, rainforest,
What's on the ground?
Lizards and snakes
Are creeping around.

Rainforest, rainforest,
Covered with rain,
Growing the plants
That we hope will remain.
Rainforest, rainforest,
Why do we care?
To make sure the rainforest
Always is there.

Name: _____

Date : _____

A- Listen to the poem, then work out the following:

1- Look at the list below. Circle the names of the animals you hear in the poem.

Monkeys	Pythons	Butterflies
Donkeys	Bats	Alligators
Parrots	Bees	Toucans
Snakes	Flies	Lizards

2- Match each of the words in column A to its meaning in column B.

<u>A</u>	<u>B</u>
never	crawling
creeping	attend to
care	not at all

3- Based on what you heard use each of the following words to write a sentence.

- a. rainforest
- b. plants
- c. animal

4- Complete the lines with words that rhyme .

Rainforest, rainforest,
Covered with trees,
You're the home for monkeys,
Parrots and _____ .

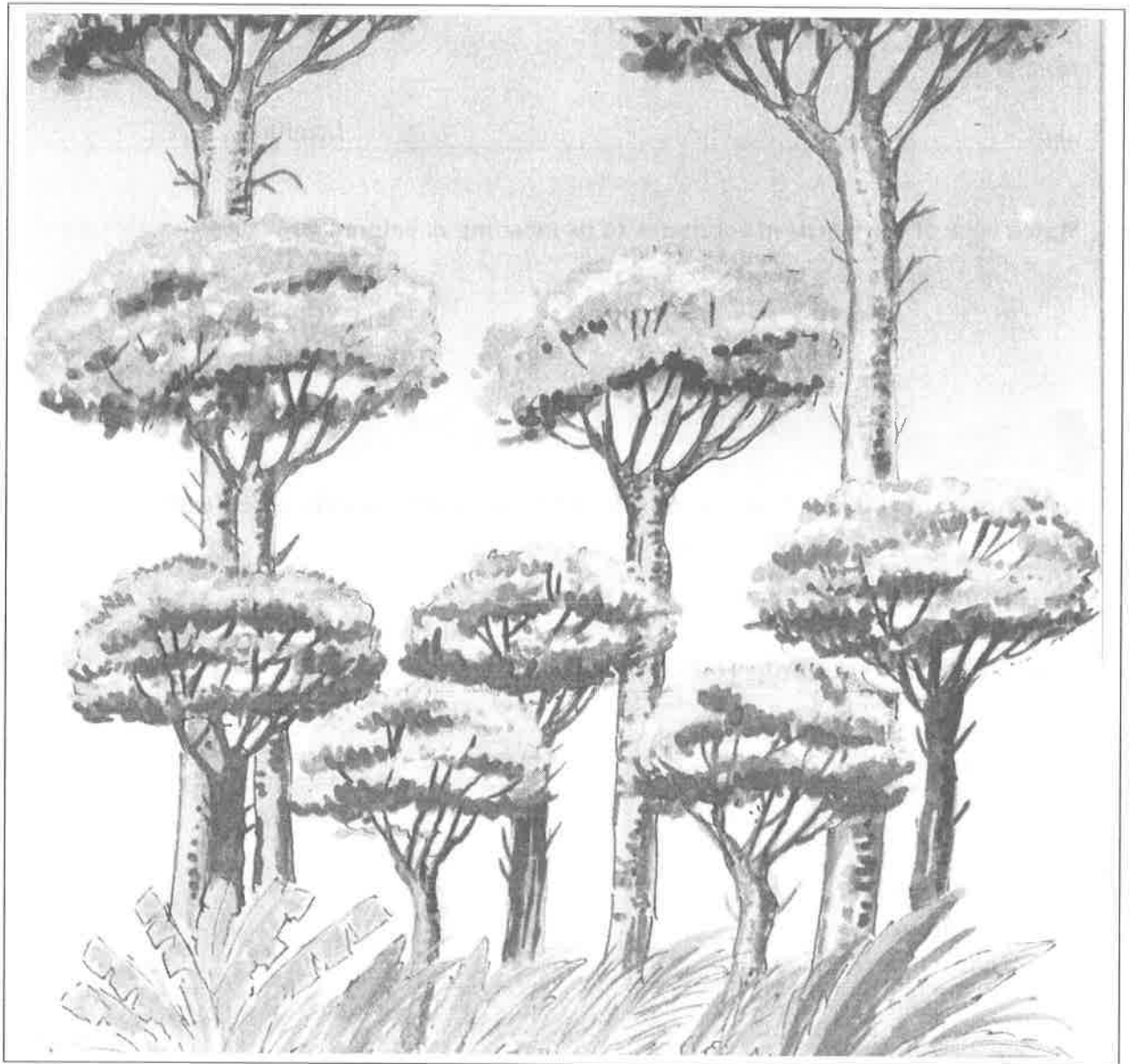
Rainforest, rainforest,
Covered with green
Plants and flowers
You have never _____ .

Rainforest, rainforest,
Why do we care?
To make sure everything in you
Is always _____ .

B-The picture below shows a rainforest with different trees. Add plants or animals to the picture. Describe it, then tell your class why it is important to us.

When you describe this thing to your friends, remember to:

- tell them what it looks like. Try to use words related to the senses.
- give enough examples to say why it is important.
- speak clearly and in correct sentences.



Evaluation Sheet

Domain: Written Communication: Reading

Competency: - Use textual and experience-based clues to get meaning.

Situation:

- Individual work
- Limited time : (Suggested time : 60 mins)

Name: _____

Date: _____

Read the following text. Then answer the questions that follow.

Keeping Safe

The animal world is full of danger, but many animals find clever ways to protect themselves from animal hunters. For instance, some animals try to surprise their enemy.

The **Australian frilled lizard** hisses and snaps open a bright frill of skin around its neck to look larger when an enemy comes too close.

The **grass snake** and the **killdeer** play tricks to keep the enemy away. When the grass snake senses danger, it curls up and pretends to be dead. Then the enemy loses interest in it. The killdeer pretends to have a broken wing and drives the enemy to a safe distance away. After that it flies off and returns to its young.

Other animals have special weapons that scare their enemies. A **porcupine**, for example, raises its sharp quills and moves backward to frighten off the fisher. The **porcupine fish** swells up into a huge spiky balloon to scare whatever comes near it.

No animal dare come near the **skunk** and the **African grasshopper**. Both give off a terrible smell that drives the enemy away.

When a bird comes near a **puss-moth caterpillar**, it pretends to be a monster. The caterpillar turns its face red and flashes a pink tail to frighten the bird.

Other animals use their bodies to protect them when they are in danger. **Snails** and **turtles**, for example, cannot move quickly to escape an enemy. A snail curls up inside its hard shell to stay safe. The turtle pulls its head and legs inside its shell. The shell then hooks together and the turtle cannot be harmed.

Adapted from “*SECRETS OF NATURE*” by Sarah Waters

I- Match the word to its definition.

- | | |
|-------------|--|
| 1- hiss | (a) sharp, needle-like thing. |
| 2- swell up | (b) a creature of strange or terrifying shape. |
| 3- weapon | (c) expand; increase in size. |
| 4- spiky | (d) make a sharp sound. |
| 5- monster | (e) something to fight with. |

II- Find synonyms to the following words in the text above:

- 1- feels : _____
- 2- roll ; coil : _____
- 3- scare : _____
- 4- connect : _____

**III-Relate each of the underlined pronouns to its referents in the following sentence.
Write the referent on the line that follows each sentence.**

- 1- Other animals have special weapons that scare their enemies. _____
- 2- When a bird comes near a puss-moth caterpillar it pretends to be a monster. _____
- 3- A snail curls up inside its hard shell to stay safe. _____
- 4- Other animals use their bodies to protect them from danger. _____

Evaluation Sheet

Domain: Written Communication: Writing

Competencies: - Demonstrate and expand writing skills through guided and semi-guided activities.
- Develop process writing skills.

Situation:

- Individual work
- Limited time : (Suggested time : 60 mins)

Name : _____

Date : _____

A- Use the **Word Bank** to complete the paragraph below:

Land snails hibernate during the _____. They come out of their hiding places with the first warm rains of _____. Snails do not eat while they are in hibernation. They become very _____. The first thing the snails do when they come out on a wet day is to _____ food. They feed on _____ and buds of trees or on dead plant material. Snails move _____ over the ground or along the plant stems to reach their food. They move at a slow "snail's pace" _____, their shells are large and heavy.

Word Bank

spring
look for
leaves
winter
because
slowly
hungry

(Adapted from 'Snails' by Sylvia A. Johnson)

B- The teacher is talking to you about snails . Reread the text above to help you complete the dialogue.

Teacher: What do snails use their shells for?

You: _____

Teacher: That's right. _____ ?

You: They hide during the winter season.

Teacher: Good. Why do they look for food when they come out?

You: _____

Teacher: That's good. _____ ?

You: They feed on different kinds of plants.

Teacher: What does the snail's shell look like?

You: _____.

Teacher: Good work. Thank you.

C- 1) A lot of animals hibernate during the winter. Among these are the ants , the snakes and the bears.

Choose one of the animals that hibernate in winter.

Complete the questions below about it.

Name of animal :
Words that describe it:
What does it do?
When does it wake up?
What does it do when it wakes up?

2) Now write the information you gave in one paragraph on the lines below:

3) Edit your paragraph . Remember to.

- indent the first line.
- use capital letters correctly .
- put periods (.) at the end of your sentences.
- spell words correctly.
- write clearly and in cursive style.

Evaluation Sheet

Domain: Oral Communication: Listening / Speaking**Competencies:** - Comprehend explicit information in spoken discourse.

- Interpret information in spoken discourse.

- Carry out transactions and express feelings and emotions using oral language.

Situation:

• Individual work

• Limited time : (Suggested time : 30 mins)

The teacher reads the following recipe twice while students listen.

Pancakes are delicious for breakfast. They are healthy and easy to prepare.

In a medium sized bowl, beat 2 eggs with 1 tablespoon of butter. Add two tablespoons of sugar and beat well. Sift 1½ cups of flour and add them to the bowl with 1½ cups of milk. Add 1 tablespoon of baking powder and mix well. Leave the mixture to rest for half an hour. Then heat a pan over the cooker and pour the batter. When the cake is ready spread butter, jam or chocolate on it and enjoy the meal.

Name: _____**Date :** _____**A- Listen carefully to the recipe and work out the following:**

1- When do people have pancakes?

2- Why do you think people like pancakes?

3- What do we eat pancakes with?

4- Circle the six ingredients needed to make pancakes.

eggs

sugar

flour

tablespoons

bowl

milk

butter

cup

cooker

mixer

pan

baking powder

Grade Three - First Foreign Language

5- Circle the correct number between parentheses to show how we make this kind of cake.

- Beat :**
- (1 - 2 - 3) eggs
- (1 - 1½ - 2) tablespoon of butter
- (1 - 1½ - 2) tablespoons of sugar
- Add :**
- (1 - 1½ - 2) cups of flour
- (1 - 1½ - 2) cups of milk'
- (1 - 1½ - 2) tablespoons of baking powder

Leave the batter for (½ - 1 - 1½) hour before you pour it into the pan

B- You and your friends plan to have a party. Each one of you is going to prepare one thing for the party .

Decide on what you want to prepare.

Write the steps. Present them to your class.

Remember to list the ingredients and present the steps in order.

Evaluation Sheet

Domain: Written Communication: Reading**Competency: - Comprehend and interpret what is read.****Situation:**

- individual work
- Limited time : (Suggested time : 30 mins)

Name: _____**Date:** _____**Read the fable.****The Crow Who Wanted Water**

One hot, dry day, a crow got very thirsty. As the bird was flying in the yard, he saw a water jar from which he usually drank. He flew up on the rim of the jar and looked inside. The water was down on the bottom and it wasn't easy for him to reach.

The crow stood on the rim and tried to rock the jar to tip it over. But the jar was too heavy, and he couldn't move it. Since crows are clever birds, our crow made a plan. He picked up a pebble in his beak and dropped it in the jar. As he dropped more pebbles into the jar, the water rose and rose. In the end, it reached the top, and the crow got his drink.

Answer the following questions:

1- Who is the story about?

2- Where was the bird?

3- Why couldn't the crow reach the water?

4- The crow tried two ways to reach the water. What did he do?

First: _____

Second: _____

5- Choose the correct response **a , b or c** :

The crow could solve his problem because _____

a- he thought and planned in a good way.

b- he was strong.

c- he threw pebbles in the water.

6- Is this text real or fantasy? Give reasons for your answer.

Evaluation Sheet

Domain: Written Communication: Writing

Competencies: - Develop process writing skills.

- Communicate using expressive, transactional and creative writing.

Situation:

- **Individual work.**
- **Limited time : (Suggested time : 50 mins.)**

Name: _____

Date: _____

In a fable , we usually,

- have a story that is short.
- have animal character(s).
- have a setting : time and place.
- have a problem.
- have a clever solution to the problem.
- learn a lesson in the end.

- **After you read the story of ‘The Crow Who Wanted Water’, write a fable you know or you can think of.**

Complete the following organizer to help you plan your writing:

Title : _____
Character(s) : _____
Time : _____
Place : _____
Problem : _____
Event 1 : _____
Event 2 : _____
Event 3 : _____
Event 4 : _____
Ending : _____
The lesson I learn: _____

Grade Three - First Foreign Language

- Now write the first draft of your fable.

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

Evaluation Sheet

Domain: Oral Communication: Listening / Speaking

Competencies: - Comprehend explicit information in spoken discourse.
 - Interpret information in spoken discourse.
 - Use appropriate socio-linguistic rules.

Situation:

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

Teacher plays a tape recording of the following interview, or reads the interview twice as students listen.

Interviewer : I can see you are practicing for the performance. Can you tell us something about the instrument you play?

Sami : I play the flute. It's a wind instrument like the clarinet and the recorder. I blow air inside the flute to make music.

Interviewer : How do you make different notes?

Sami : Well, the flute has holes. I cover the holes with my fingers as I play to change the length of the moving air inside. I also change the pressure of my lips on the instrument.

Interviewer: That's interesting! What about you David?

David : I play the violin. It's a string instrument like the guitar.

Interviewer: And how can you make the different notes?

David : I use a bow to vibrate the strings to make music, and I change the length of the string to make the music higher or lower.

Interviewer : And what about this instrument Carla?

Carla : It's the electric guitar. I connect my guitar to electric wires when I play music.

Interviewer : It's easy, isn't it?

Carla : You need to learn the notes and practice.

Interviewer: And what do you play, Jane?

Jane : I play the drums. I strike this tight piece of skin to make a note.

Interviewer : I guess yours is the simplest.

Jane : Well ...

Name: _____

Date : _____

A- Listen to the interview twice, then work out the following.

1- What is the interview about?

2- How many students are practicing in the school band?

3- How many kinds of instruments do they play?

4- Match the parts to show how each musical instrument works;

A

- * Flute
- * electric guitar
- * drum

B

- * connect to electricity
- * blow air inside
- * strike a tight piece of skin

5- The students interviewed know how to play music. Why do you think they are practicing?

6- Which do you think is the simplest instrument to play? Why?

B - Your teacher asked you to make a certain musical instrument.

Work with a friend. Your friend will be the interviewer who will ask you how you have made your instrument and how you feel about it.

Write a dialogue between you and your partner.

Role-play this dialogue with your friend to the class.

Evaluation Sheet**Domain: Written Communication: Reading****Competencies:** - Comprehend and interpret what is read.
- Appreciate and enjoy literary discourse.**Situation:**

- Individual work
- Limited time : (Suggested time : 90 mins)

Name: _____**Date :** _____**Read the following story:****The Queen and the Mouse**

Once upon a time, a bad King took over a Queen's land and shut the Queen and her baby daughter into a tiny high room in a tall tower. He brought a fairy to the room to see the baby and tell him if the girl would grow up to be a good wife for his son. The fairy knew that the King's son was a spoiled boy. She felt sorry for the two prisoners and whispered to the Queen that she would try to help her.

The King was very cruel. He made the Queen work on a spinning wheel day and night and he didn't give the prisoners enough food. The Queen and the daughter grew thinner and thinner everyday because each one of them only had three boiled peas and a piece of black bread to eat all day long.

One evening, a mouse crept out of a hole in the room. The Queen didn't have anything to feed it, but the mouse danced and twirled so prettily that the Queen clapped and laughed and gave it the pea she had kept for her supper. At that moment, a juicy roasted chicken and two dishes of fruit appeared on the table in front of the Queen. The Queen happily spoon fed her baby daughter and ate her supper. The mouse danced and ate the leftovers.

Since then, the empty dishes were covered with delicious food everyday. The Queen and the baby shared the yummy food, but the Queen was always worried. She didn't want her daughter to grow up and marry the king's son. She said to herself. "Oh! If only I could think of some way of saving her!"

Just then, the mouse appeared with some long straw. The Queen said. "If I had but enough straw, I could make a basket with them. Then I'll put my baby in the basket and let her down from the window. Any kind person who is passing by might take care of her and raise her in freedom." The mouse brought more and more straw every day and the Queen gave it the peas and the black bread.

When the basket was finished, the Queen looked out of the window to see how she could lower her baby down to the ground. She saw an old lady looking up at her. The lady said, "I

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Know your problem, madam, and I can help you. I only want one thing in return. I want you to give me a tender little mouse to eat."

The Queen cried, "There is only one little mouse in this place. It is so sweet that I can't think of having it killed."

The woman angrily said, "You care more for a mouse than for your very own baby? Good-bye madam! Enjoy your time with the mouse!"

That night the Queen packed the baby into the basket and wrote on a slip of paper, "Here is my poor beloved baby. Please take care of her and raise her with love!" She pinned the paper to the baby's clothes and shut the basket sadly. Just then, the little mouse sprang.

"Ah, little one! It cost me dear today to save your life," said the Queen as she cried.

"Believe me, madam, you will never regret your kindness," answered the Mouse.

The Queen was surprised as the Mouse spoke and turned into the fairy who had come with the King to visit her.

The fairy smiled and said, "Real friends are hard to find. You proved to be a good friend to the mouse, so I am going to save you and your daughter."

In no time, the fairy, the Queen and her baby disappeared from the tall tower, never to return.

Adapted from Friendship Stories: "A Fairytale From France" presented by Whootie Owl

I- Work out the following activities.

1- Complete the story map:

Title: _____		
Characters _____ _____ _____ _____	Time: _____ Place: _____ _____	Plot Problem: _____ Events: _____ _____ _____ _____ Ending: _____ _____ _____

Grade Three - First Foreign Language

2- Why do you think the queen protected the mouse?

3- Do you think such a story can really happen ? Why or why not?

4- Imagine a different ending to the story. Write it below.

II- You want to have this story in a book.

1. Design a title page for your book.



2. Write three to four sentences encouraging a classmate to read this story.

Evaluation Sheet

Domain: Written Communication: Writing

Competencies: - Use basic conventions of printed discourse.
- Communicate using expressive, transactional and creative writing.

Situation:

- Individual work
- Limited time : (Suggested time : 60 mins)

Name: _____

Date: _____

A- Lama, a girl in Grade 3, read the story of '*The Mouse and The Queen*'. She wrote a letter to say how she felt about it. But Lama did not revise her letter. She has four spelling mistakes. She missed three capital letters and one question mark somewhere in her work. Underline the mistakes, correct them and rewrite the letter in cursive style on the lines below.

dear Everyone,

May 10, 2000

I read the story 'The Mouse and The Queen' and i liked it very much. can you think of a fairy that is so helppful I was worried about the baby girl. I didn't want her to get thin and sick. I felt sad because the Queen cryd and workd hard.

in the end I learned that a good friend is a real friend. I want to be the friend of everyone.

Truly ,

Lama

Grade Three - First Foreign Language

B- You are Mr. Everyone. You read the story of 'The Mouse and the Queen' and you want to write an answer to Lama's letter.

Tell her what you liked about the story and how you felt.

Remember to include:

- greeting.
- date and address.
- body paragraph.
- closing.
- signature.

C- Remember to :

- indent the first line of every paragraph.
- capitalize names and beginning of sentences.
- add punctuation marks properly.
- check spelling.

DOMAINS	COMPETENCIES
Oral Communication : Listening & Speaking	<ul style="list-style-type: none"> ◆ Comprehend explicit information in spoken discourse. (Form and respond to literal questions; label, locate, or list items; order a set of pictures; recall events.) ◆ Interpret information in spoken discourse. (Distinguish between main ideas and details; predict content or outcome; organize ideas in sequence; relate content to personal experience.) ◆ Demonstrate and expand linguistic competence. (Identify transitions and connectors; locate specific verbs; identify a recurrent grammatical structure.) ◆ Listen for appreciation and enjoyment. (Recite poems, rhymes and chants; role-play a scripted dialogue; repeat rhyming words; suggest rhyming words for a verse.) ◆ Convey and seek information. (Describe a person, a place, an event etc; relay messages, instructions, or commands; ask and answer questions.) ◆ Carry out transactions using oral language. (Justify preferences; give comments; give response for accepting or rejecting; make suggestions.) ◆ Express feelings and emotions. (Make statements of gratitude, anger, complaints, apology etc., exchange personal feelings; express needs, desires, preferences.) ◆ Participate in-group activities. (Make positive statements about peers' oral presentations, contribute to conversations and role-play; retell group story; attract attention, interrupt and greet others appropriately.)
Written Communication: Reading & Writing	<ul style="list-style-type: none"> ◆ Develop literal and interpretive comprehension of printed discourse. (Ask and respond to questions; label items on maps, pictures and charts; recall stated main ideas and details; match cause and effect statements; predict content; distinguish facts and opinions; fantasy and reality; problem and solution, infer logical consequences, state reason; identify similarities and differences.) ◆ Appreciate and enjoy literary discourse. (Comment on setting and characters; role-play a scripted scene from story; respond to literature through art; express personal feeling about elements of literature.)

DOMAINS	COMPETENCIES
<p>Written Communication: Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Develop reading strategies and techniques. (Preview text; scan text to locate specific information; skim text for the gist and main idea; vary reading rate; identify contextual clues that help explain message/decode unfamiliar lexis.) ◆ Expand linguistic analysis skills. (Identify and use contextual clues to determine meaning of words; classify words into graphic organizers, identify and explain common and simple analogies; name the part of speech of new words; identify recurrent grammatical structures.) ◆ Communicate using expressive, transactional and creative writing. (Write letters, notes, and invitation cards; complete I.D's and family trees; write comments; write menus, recipes and shopping lists, write poems, and rhymes; fill in bubbles in a cartoon strip; write obituaries for pets; rewrite story ending; complete a book report form; generate questions on a story; report on major events; write simple narrative paragraphs, contribute ideas for collaborative writing; read one's writing to peers; display writing on bulletin boards.) ◆ Develop process-writing skills. (Use a checklist to refine content; restate, reduce a sentence; cross out irrelevant ideas; use correction signs and symbols; brainstorm with self and others.) ◆ Expand writing skills through guided and semi-guided activities. (Provide descriptions based on memorized expressions; select/provide appropriate title for paragraph; arrange scrambled words and/or sentences.)

Evaluation Sheet

Domain: Oral Communication : Listening & Speaking**Competencies :** - **Comprehend explicit information in spoken discourse.**

- **Interpret information in spoken discourse.**
- **Convey and seek information.**
- **Participate in group activities.**

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.

Grade Four - First Foreign Language

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 |

Evaluation Sheet

Domain : Written Communication : Reading.

Competencies: - Develop literal and interpretive comprehension of printed 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.

Grade Four - First Foreign Language

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 : _____

Evaluation Sheet

Domain : Written Communication : Writing

Competencies : - Expand writing through guided and semi-guided activities.

-Develop process writing skills.

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 _____.

Grade Four - First Foreign Language

- 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: _____

Domain : Oral Communication : Listening & Speaking

Competencies : - Comprehend explicit information in spoken discourse.

- Interpret information in spoken discourse.

- Express feelings and emotions.

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.

Grade Four - First Foreign Language

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.)

Evaluation Sheet

Domain : Written Communication : Reading**Competency : - Develop literal and interpretive comprehension of printed discourse.****Situation:**

- Individual work
- Limited time (Suggested time: 40 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?

Grade Four - First Foreign Language

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.

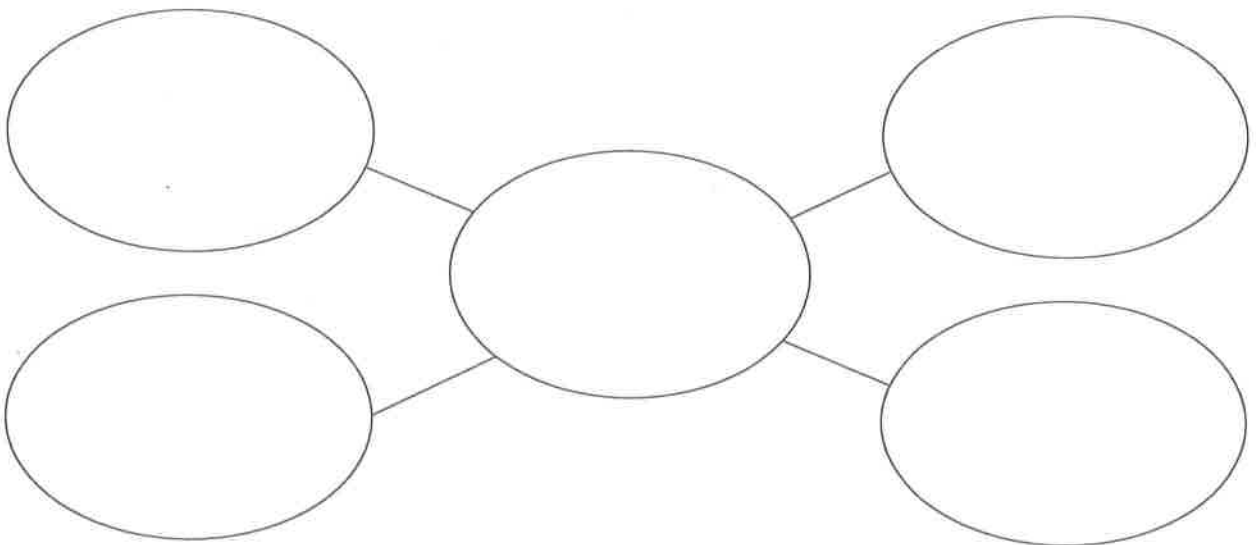
Evaluation Sheet

Domain : Written Communication : Writing**Competency : -Develop process writing skills.****Situation:**

- Individual work
- Limited time (Suggested time: 40 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
<p>Oral Communication: Listening & Speaking</p>	<ul style="list-style-type: none"> ◆ Comprehend explicit information in spoken discourse. (Trace, route, a path or a map; respond physically to verbal message; take down specific information and structures; draw a picture to match oral description; arrange ideas into graphic organizers.) ◆ Interpret information in spoken discourse. (Identify problem and solution; distinguish fact from opinion; draw plausible conclusions; determine tone of speakers; arrange ideas into story frames and webs; relate content to personal experience; infer similarities and differences.) ◆ Demonstrate and expand linguistic competence. (Identify key terms, transitional and discourse markers; classify words into semantic families; infer a grammar rule from examples.) ◆ Listen for enjoyment and appreciation (Recite poems and songs, provide rhyming words to the end of lines of verse; comment on peers' oral presentation.) ◆ Convey and seek information. (Give reports; discuss issues; describe attributes; talk about content-matter areas; describe past events; tell real-life incidents.) ◆ Carry out transactions using oral language. (Express and/or inquire about agreements/disagreements; explain similarities and differences; propose alternative course of action; conduct an interview.) ◆ Express feelings, interest and attitudes. (Talk about aptitudes, abilities, and preferences; express personal mood, feelings, interests, etc.; propose strategies to cope with problems.) ◆ Participate in-group activities. (Suggest improvements on peers' work; observe turn-taking rules; initiate conversations; explain an experiment.)
<p>Written Communication : Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Develop literal and interpretive comprehension of printed discourse. (Respond to various types of questions; summarize the content of short text; complete a cloze passage on a familiar text; recall actions, objects or events; identify cause-effect relationships; distinguish facts and opinion; make and revise predictions; recognize poetry and prose form of discourse; recognize author's purpose and attitudes.) ◆ Appreciate and enjoy literary discourse. (Compare and contrast forms and elements of literature; evaluate author's solution; locate examples of metaphor, simile and onomatopoeia; respond to literature through art; explain personal identification with characters.)

DOMAINS	COMPETENCIES
<p style="text-align: center;">Written Communication : Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Develop reading strategies and techniques. (Preview text; scan text to locate specific information; skim text for the gist and main idea; vary reading rate; identify contextual clues that help explain message/decode unfamiliar lexis.) ◆ Expand linguistic analysis skills. (Use context clues to infer meaning of words; classify words, explain analysis; identify connectors; infer a grammar rule; combine parts of words; analyze suffixes and prefixes to determine meaning.) ◆ Communicate using expressive, transactional and creative writing. (Devise announcements, instructional ads; complete forms; write letters; keep a journal; write poems, songs, and riddles; write a short play or story; write recommendation for a book; formulate questions; organize notes in summary forms; write reports; write paragraphs in narrative and how-to rhetorical modes; provide appropriate title, topic, or concluding sentence; arrange scrambled words/sentences; devise compound sentences; complete an unfinished text.) ◆ Develop process-writing skills. (Use checklists to revise content and form; add/delete ideas; edit a piece of writing; elicit feedback.) ◆ Communicate in writing. (Write a part in collaborative writing activity; post writing on bulletin boards; elicit feedback; submit writing to school magazine.)

Evaluation Sheet

Domain : Oral Communication : Listening/Speaking

Competencies : - Comprehend explicit information in spoken discourse.

- Interpret information in spoken discourse.
- Carry out transactions using oral language.
- Participate in group activities.

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?

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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: _____

Evaluation Sheet

Domain : Written Communication : Reading**Competencies : - Develop literal and interpretive comprehension of printed discourse.****- 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?

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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?

Evaluation Sheet

Domain : Written communication : Writing

Competencies : - Develop process writing skills.

- Expand writing skills through guided and semi-guided activities.

Situation:

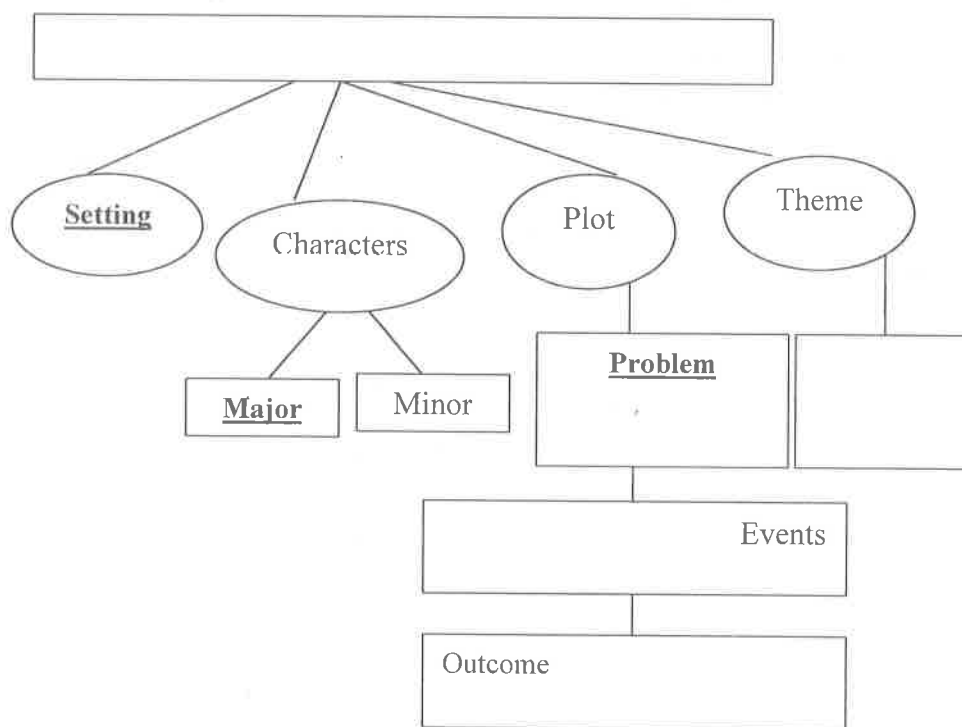
- **Individual work**
- **Limited time (Suggested time : 50 min.)**

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.



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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

Domain : Oral Communication : Listening, Speaking

Competencies : - Comprehend explicit information in spoken discourse.

- Convey and seek information.
- Carry out transactions using oral language.

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 word: 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.

Evaluation Sheet

Domain : Written Communication : Reading

**Competencies : - Develop literal and interpretive comprehension of printed discourse.
- Expand linguistic analysis skills.**

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. *A animal 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

Evaluation Sheet

Domain : Written Communication : Writing

Competencies : - Expand writing skills through guided and semi-guided activities.
- Develop process writing skills.

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.**

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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.

DOMAINS	COMPETENCIES
<p>Oral Communication : Listening & Speaking</p>	<ul style="list-style-type: none"> ◆ Comprehend explicit information in spoken discourse. (Generate questions; retell a story; follow instructions; restate steps in a process; identify main ideas and details.) ◆ Interpret information in spoken discourse. (Comment on the tone of speakers; provide alternative solutions; discuss hidden message; compare and contrast information, comment on oral descriptions.) ◆ Demonstrate and expand linguistic competence. (Classify key terms and transitionals; relate intonational patterns to purpose; give definitions of new vocabulary; write down non-function words.) ◆ Listen for enjoyment and appreciation. (Recite poems; reconstruct lines of verse to actions and settings; identify and explain similes and metaphors.) ◆ Convey and seek information. (Narrate events; suggest plans for projects; ask and answer questions; interpret visuals, graphics and logos; explain the process of making things; discuss topics from different content areas.) ◆ Carry out transactions using oral language. (Explain the process of making things; convince others of personal point of view; explain actions, behavior, and mood; suggest plans for projects.) ◆ Express feelings, interests and attitudes. (Describe mood, feelings, and reactions to events; express empathy; express needs.) ◆ Participate in-group activities. (Suggest improvements on peers' work; observe turn-taking rules; initiate conversations; explain an experiment.)
<p>Written Communication: Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Develop literal and interpretive comprehension of printed discourse. (Paraphrase context; chart specific information; write labels for missing elements in non-prose texts; Explain cause-effect relationships; justify and confirm inferences; order information into various logical sequences; discuss main ideas and events; categorize similarities and differentiate between character, actions, and feelings; predict context.)

DOMAINS	COMPETENCIES
<p>Written Communication:</p> <p>Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Appreciate and enjoy literary discourse. (Justify feelings about characters and events; negotiate new solutions to conflicts and problems; evaluate literature.) ◆ Expand linguistic analysis skills. (Identify discourse markers; interpret connotations of words; recognize synonyms, antonyms, homographs and homophones; analyze word parts to deduce meaning; infer meaning from examples, definitions and context.) ◆ Develop reading strategies and techniques. (Preview text; scan text to locate specific information; skim text for the gist and main idea; vary reading rate; identify contextual clues that help explain message/decode unfamiliar lexis.) ◆ Communicate using expressive, transactional and creative writing. (Write editorials and brochures; write interviews, questionnaires, and itineraries; complete forms; write poems, songs, riddles, sketches and stories; write reports; write compare and contrast, descriptive, and how to paragraphs; summarize a narrative text.) ◆ Develop process-writing skills (Add/delete ideas or words; make changes to suit audience and purpose; edit a piece of writing; elicit feedback on content and form.) ◆ Communicate in writing. (Read writing to peers; display writing on bulletin boards; submit writing to school magazine; contribute ideas for shared writing; discuss drafts with team members; display writing on bulletin boards; submit writing to school magazine; contribute ideas for shared writing; discuss drafts with team members). ◆ Expand writing skills through guided and semi-guided activities. (Produce narrative texts based on models; provide topic sentences for given details and vice versa; arrange scrambled sentences and paragraphs; complete unfinished texts; reconstruct a paragraph; combine sentences.)

Evaluation Sheet

Domain : Oral communication : Listening / Speaking

Competencies: - Comprehend explicit information in spoken discourse.
- Interpret information in spoken discourse.
- Convey and seek information.

Situation:

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

Students listen to the following poem read by the teacher twice:

Our Mother

The atmosphere is dark today.
The clouds threaten with rain.
I can feel the moisture in the air,
And taste our earth's crippling pain.
Why do we pollute her the way we do?
Why must she be littered by what we do not want?
How long can our mother withstand the neglect
Before she is taken to fire by the havoc we've brought?

(Selected from the Internet From Poem Online – Poetry about Nature and Science)

Name: _____

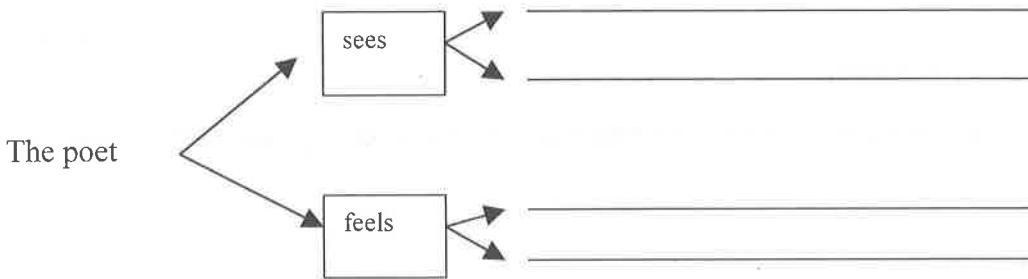
Date: _____

A- Listen to the poem twice. During your second listening, take notes and then work out the following :

1- Who is 'Our Mother' according to the poet?

2- Give three details that explain the poet's main idea.

- 3- The poet makes use of his senses as he describes.
Complete the organizer to show how he does that.



- 4- According to the poet, what causes the pain of Earth?

- 5- Who is causing the destruction of Nature?

- B- You are asked to work on a project to reduce pollution in your neighborhood. Suggest one activity that you think will help in reducing pollution.**

Explain how you expect it to be done.

Write a plan.

Present the plan to your classmates.

Remember to:

- organize your ideas logically.
- present your ideas clearly.
- use the right vocabulary words and correct structures.

Evaluation Sheet

Domain : Written Communication : Reading**Competency: - Develop literal and interpretive comprehension of printed discourse.****Situation:**

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

Name: _____**Date:** _____**Read the following text:**

How do people in the deep Amazon region live?

How do we get to know about them?

Are they like other people all over the world?

Fiona Watson of the London Office of Survival is studying this topic. She says that the only way to know about those 'isolated' or 'uncontacted' people is through the reports from people who trade with them.

Watson states that the latest tribe to be contacted in Brazil is the 'Korubo', who lives in the Javari Valley, western Brazil. Researchers knew about that tribe in 1973, but no one could get in touch with them before October 1996.

The Korubos seemed to be frightened when they saw strangers. Usually those strangers were the loggers who went into the rainforest to cut down trees for timber. The Korubos would fight whoever came near to their dwellings, and the clashes resulted in the killing of a number from both sides.

Watson adds that after many of the Korubos have been killed, it seems that they felt they needed allies, people who could help them. So Watson made a plan to reach them with a group of interested people.

The team cut a trail into a forest area where they found huts and gardens. They put aluminum cooking pots and machetes, large heavy knives used as weapons, on the ground and left. They went back to the same place and left similar things several times till the Korubos decided they could trust them. After that, some men wearing headbands and shields appeared from the cornfields to take the gifts and give ears of corn in return. Later, their women and children came to welcome the group.

The Korubos know that their case is not easy. They know they are endangered like their rainforest, but it seems they either have to 'adapt or die'!

Adapted from 'Better Lost Than Found' an article in Time, Winter 1997-1998, by Maryann Bird, with reporting by Jack Epstein / Rio de Janeiro

Answer the following questions:

1- What does Fiona Watson do?

2- The writer raises three questions at the beginning of the article. Supply the answer to each of the questions as you understand from the text.

a-

b-

c-

3- State two reasons to support the idea that the Korubo and their rainforest are endangered?

4- Was the idea of leaving machettes a clever one or not? Justify your answer.

5- How did the Korubos prove they trusted the strangers?

6- Write a suitable title for the text.

Evaluation Sheet

Domain : Written Communication : Writing

Competencies: - Develop process writing skills.

- Communicate using expressive, transactional and creative/writing.

Situation:

- Individual work
- Limited time : (Suggested time : 60 mins)

Name : _____

Date : _____

Imagine you were on the team who went with Fiona Watson to Javari Valley, western Brazil.

Write a personal narrative to tell about your experience.

A- Complete the following organizer to help you plan your narrative.

Title : _____	
Characters: _____ _____	
Setting : _____ _____	
Plot	
Problem : _____	
Events: _____	

Solution : _____	
Feelings : _____	

B- Write your first draft, then revise your narrative.

Check the following points as your revise:

- 1- Is my story clear and interesting?
- 2- Does my story have a beginning a middle and an end?
- 3- Are the events put in order?
- 4- Do I include details that help my reader see people, places and events clearly in my story?
- 5- Do I use first person (I) point of view throughout?
- 6- Do I show how I feel about the experience?

C- Now rewrite your narrative in your best handwriting.

Evaluation Sheet

Domain : Oral Communication : Listening / Speaking

Competencies: - **Demonstrate and expand linguistic competence.**

- **Comprehend explicit information in spoken discourse.**
- **Carry out transactions using oral language.**

Situation:

- **Individual work**
- **Limited time : (Suggested time : 40 mins)**

The following text will be read by the teacher twice as the students are listening.

Bike Paths

If you're in Boston and you want to see some of the beautiful scenery, get some exercise and have fun all at the same time, you can go on a bike ride. Boston is full of spectacular bike paths that vary from easy riding to some pretty difficult ground. It's a chance to go through some busy urban settings and into peaceful woods as well.

The two bike paths in Boston are the Pierre Lallement Bike Path and the Jamaicaway Bike Path.

The first is an easy ride urban path, about 4.7 miles long. It takes you from Boston proper in front of a shopping mall, all the way to Arnold Arboretum, to the zoo and on to the Forest Hills subway stops. There are many small sandwich shops along this route, so you can always stop and grab a bite to eat.

Along the paths there are many tennis and basketball courts, play areas and a walking path. Over 200 volunteers maintain this bike path to keep it in a wonderful condition.

The Jamaicaway Bike Path is a 3.5 mile round trip that runs next to Jamaica road. This path takes you around a small pond, back along the parkway and through the 1891 park land designed by Fredrick Law Olmsted. This is a string of parks that runs through Boston. They are still preserved as they have been designed with the stone buildings, the trees which make nice shady spots, the benches and the grassy lawns.

The bike path takes you from one park to the next until you reach a pond which is filled with very small islands, ducks and geese. From there the path takes you back through the parks.

It's a lovely ride, but you have to remember that you are in an urban setting and there are some possibly dangerous road crossings. Be sure to take safety measure. Always wear a helmet when you ride your bike and it'll be a good idea to take along someone older than you.

But above all, get on your bicycle and have fun!

Adapted from 'Bike Paths' by Emily Criset.

Name: _____

Date: _____

Listen to the text twice. Take notes during the second listening, and then work out the following:

A- Choose the best answer a, b or c that can replace the underlined words or expressions in the sentences below:

- 1- Bike riders will enjoy the beautiful scenery as they are exercising.
a- pictures.
b- beauty of the land .
c- fresh air.
- 2- Bike riders can stop along the Lallement Bike Path to grab a bite .
a- take a sandwich quickly.
b- rest and eat.
c- find a snack shop.
- 3- The 1891 park land designed by Fredrick Law Olmsted is still preserved .
a- protected and maintained.
b- kept safe and in good condition.
c- both **a** and **b** are correct.
- 4- There are some possibly dangerous road crossings in an urban setting.
a- a country .
b- along the bike path.
c- a city.

B- Write down four things the reporter sees along the Lallement Bike Path.

C. You were next to the mall and you wanted to go to the tennis court. Write four questions you would like to ask someone about how to get there.

D. You are at the tennis court. Write down the directions you would follow in order to get back to the mall.

E. Imagine you were riding a bike with a friend in the city you live in. Each one of you wanted to go to school through a different path.

Draw a map of the path you prefer to take.

Explain the map in a way that convinces your partner that the route you want to take is better.

As you present your work, remember to:

- include words and expressions that help your listeners to visualize the scene.
- give reasons to support your point of view.
- speak clearly using correct structures.

Evaluation Sheet

Domain : Written Communication : Reading**Competency: - Demonstrate and expand linguistic competence.****Situation:**

- **Individual work**
- **Limited time : (Suggested time : 40 mins)**

Name: _____**Date:** _____**Read the following text:**

Earthquakes are natural disasters that cannot be prevented. Scientists can anticipate when and where an earthquake might occur, so they can warn people in the threatened areas. In this way, they can help to save lives and to prevent some kinds of damage from occurring. But how do scientists know that an earthquake is coming?

When an earthquake strikes, it sends out a pattern of shock waves called **seismic** waves. These waves move outward like ripples in a pond, and scientists use special instruments to measure their power.

However, it was impossible to measure the exact power of an earthquake before Charles Richter developed the Richter scale in 1935. This scale is very accurate and gives the exact and true measures.

Richter scale is based on the movement of the earth. Special instruments measure the ground motion and determine a number from 1 to 10 on the scale. The number represents how severe the quake is. A Richter number more than 5 means a serious quake. Earthquakes measuring a 7 or above on the scale are deadly.

Scientists have learned that when the seismic waves sent out by large numbers of very small earthquakes start to slow down, a large earthquake is about to take place. With this information earthquake scientists can warn people to leave the threatened areas. That is how Charles Richter's contribution to the field of earthquake science has given people some defense against earthquakes.

Answer the following:

1- Explain what is meant by Richter scale.

- 2- Give the meaning of the following words as they are used in the text. Identify the clue that helped you figure out the meaning.

Word	Meaning	Clue
- Anticipate		
- Ripples		
- Threatened		
- Contribution		

- 3- The writer tries not to use the same words twice in the text. As you reread the text, find synonyms to the following words.

save : _____

exact : _____

severe : _____

motion : _____

- 4- Find four words related to 'disasters' in the text. Write them on the lines below and explain their meanings as they are used.

- 5- Write the base form of the following words:

defense _____

motion _____

scientist _____

information _____

- 6- Write the underlined sentence in the text in your own words to explain its meaning.

Evaluation Sheet

Domain: Written Communication : Writing

**Competencies: - Expand writing skills through guided and semi-guided activities.
- Develop process writing skills.**

Situation:

- Individual work.
- Limited time : (Suggested time : 60 mins)

Name: _____

Date: _____

A. When an event takes place, reporters write news stories to tell about it. All reporters follow the following guidelines to write their stories.

- They tell about a recent event of interest or of importance to the audience.
- They provide facts, not their own opinions.
- They answer at least five of the following six questions:
 - What happened?
 - Who was involved?
 - When did it happen?
 - Where did it happen?
 - Why did it happen?
 - How did it happen?
- They may include people's opinion about the event.

B. 1- Choose one of the following topics to write a news story:

- a destructive storm
- an environmental project
- a forest fire
- an environmental problem
- an earthquake

Use the guidelines to help you plan your story.

- 2- After completing your plan , write your first draft. Then use the following guidelines to revise and edit your story.

Revising guidelines:

- 1- Does my headline catch the reader's attention?
- 2- Does my lead sentence contain the most important information?
- 3- Did I order the events in the body according to importance , starting with the most important?
- 4- Did I answer at least 5 of the wh-questions written in section A of this paper?
- 5- Did I include some opinions about the event?

Editing guidelines:

- 1- Did I begin every sentence with a capital letter?
- 2- Did I use punctuation marks properly?
- 3- Did I use different kinds of sentences?
- 4- Are all my words correctly spelled?

- 3- Now write your story neatly on the lines below.

Evaluation Sheet

Domain: Oral Communication : Listening / Speaking

Competencies: - Interpret information in spoken discourse.

- Convey and seek information.

Situation:

- **Individual work.**
- **Limited time : (Suggested time : 50 mins)**

Teacher reads the interview or plays a recorded version of it twice as students are listening.

Adapted from: Endangered Species: 'A Threat of the Circle of Life' by Joanna Chin.

Interviewer : Let's explain to our audience what is meant by the term 'endangered species.'

Expert : An endangered species is any kind of plant or animal in immediate danger of becoming extinct. A species becomes extinct when the last member of the species dies out. The great dinosaurs became extinct many years ago.

Interviewer : Scientists say the loss of one species affects all small and big living things . Why ? How does that happen?

Expert : Well, all living things depend on each other for food. We say they're linked in a food web. If one part of the food web is lost, some plants or animals may not survive unless they can adapt. '

Interviewer : Let's explain by giving an example of an endangered species.

Expert : Yes , the sea otters, for example, live along the Pacific Coast among the giant seaweed beds. The sea otters faced two major problems: the decrease in the amount of food available for them , and at the same time they were overhunted.

Interviewer: What do sea otters eat?

Expert : Sea otters depend on abalone, shell fish that are often referred to as "mother of pearl". The abalone live in the same habitat. In the early 1900s, abalone divers gathered too many abalone. As a result, sea otters didn't have enough food.

Interviewer: And why were sea otters overhunted?

Expert: They were overhunted for their beautiful furs. Luckily , the government passed laws to protect this species.

Interviewer : Can we give a second example of an endangered species?

Expert: China's Giant Panda is now threatened with extinction because people are destroying its habitat. The main source of food for the pandas is bamboo. Since people are cutting down the forest at a rapid rate, the panda is losing both its food and its habitat.

Interviewer : I thank you for the information you have provided.

Name: _____

Date: _____

A- Listen to the interview twice and work out the activities that follow:

1- In your own words , explain the term “endangered species”.

2- The expert gives one example of an extinct species and two examples of endangered species.
List them below.

Extinct: _____

Endangered: _____

3- The expert says that China’s Giant Panda is threatened.

a- State the details he gives to explain his idea.

b- Who do you think can help save the Giant Panda , the people , the government or both ?

Explain what each can do.

B- Think of something that is endangered in your country. Prepare an oral report in which you explain to your classmates your concern about that particular thing and how you think everyone can help to preserve it. You have 10 minutes to prepare your report and 2-3 minutes to present it.

Remember to:

- name that thing.
- specify why it is endangered and why it should be cared for.
- include details and examples that convince your audience.
- use appropriate vocabulary and structures.

Evaluation Sheet**Domain: Written Communication: Reading****Competency: - Develop literal and interpretive comprehension of printed discourse.****Situation:**

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

Name: _____**Date:** _____**Read the following text:****The Desert Tortoise****By Kwadwo Kwaa**

The desert tortoise is amazing for its ability to survive in a harsh environment. It is a wonderful example of the variety of the animal kingdom.

You can find the desert tortoise on rocky areas and slopes of the hot, dry Mojave (pronounced Mo-ha-vee) region which is in Southern California.

This tortoise can survive if its basic habitat requirements are met. It needs a place to burrow and nest and enough plants to eat. The tortoise comes out from its burrow during late winter and early spring. It eats a wide variety of plants, especially grasses and flowers of annual plants – plants that just live for one growing cycle.

An adult desert tortoise loses water from its body at such a slow rate that it can survive for more than a year without access to any water supply. In fact, during a recent drought in California, researchers found that desert tortoises survived with very little food or water. In fact, mature females even produced an average of three eggs per year. This was amazing!

As an egg or hatchling, a young tortoise is easily hurt. The percentage of tortoises that die before they are old enough to reproduce is very high – about 98%! But then again, the desert tortoise does not mature until fairly late in life. If the tortoise survives to adulthood, it usually lives a long life, well protected against most predators and environmental dangers.

During years of average or better-than-average rainfall when there is plenty of leafy food available, the desert tortoise actually creates a positive energy balance. Food and water boost its growth and strengthen its ability to reproduce. They also enable the tortoise to survive lean years into the future.

How the desert tortoise maintains its energy and water balance in the face of shortages is still not clear. But perhaps if we figure this out, the desert tortoise will provide clues about how humans might adapt to water scarcity.

A- Complete the following sentences:

A tortoise is able to survive when _____

1- A tortoise may live a long life if _____

2- When there is plenty of food and water, a tortoise _____

B- Answer the following questions :

1- List three dangers a desert tortoise faces in its habitat.

2- Write three facts about the desert tortoise mentioned in the text.

3- A mature female tortoise laid three eggs. How many of the three eggs do you think hatched?

How many baby tortoises could survive?

Give logical reasons for your answers?

Evaluation Sheet

Domain : Written Communication : Writing**Competency: -Expand writing skills through guided and semi-guided written activities.****Situation:**

- Individual work.
- Limited time : (Suggested time : 100 mins)

Name: _____**Date:** _____**Read the following fables:****The Tree and The Reed**

“Well, little one,” said a Tree to a Reed that was growing at its foot, “why do you not plant your feet deeply in the ground, and raise your head boldly in the air as I do?”

“I am contented with my lot,” said the Reed. “I may not be so grand, but I think I am safer.”

“Safe!” sneered the Tree. “Who shall pluck me up by the roots or bow my head to the ground?” But it soon had to repent of its boasting, for a hurricane arose which tore it up from its roots, and cast it a useless log on the ground, while the little Reed, bending to the force of the wind, soon stood upright again when the storm had passed over.

(Obscurity often brings safety.)

The Fox and the Cat

Fox was boasting to Cat of its clever devices for escaping its enemies. “I have a whole bag of tricks,” he said, “which contains a hundred ways of escaping my enemies.”

“I have only one,” said Cat; “but I can generally manage with that.” Just at that moment they heard the cry of a pack of hounds coming towards them and Cat immediately scampered up a tree and hid herself in the boughs. “This is my plan,” said Cat. “What are you going to do?” Fox thought first of one way, then of another, and while he was debating the hounds came nearer and nearer, and at last Fox in his confusion was caught up by the hounds and soon killed by the huntsmen. Miss Puss, who had been looking on, said:

“Better one safe way than a hundred on which you cannot reckon.”

A- Reconstruct the conversation between the Tree and the Reed. Use the following phrases or parts in your sentences.

- wonder why
- with what I am
- pull me out

Tree: _____

Reed: _____

Tree: _____

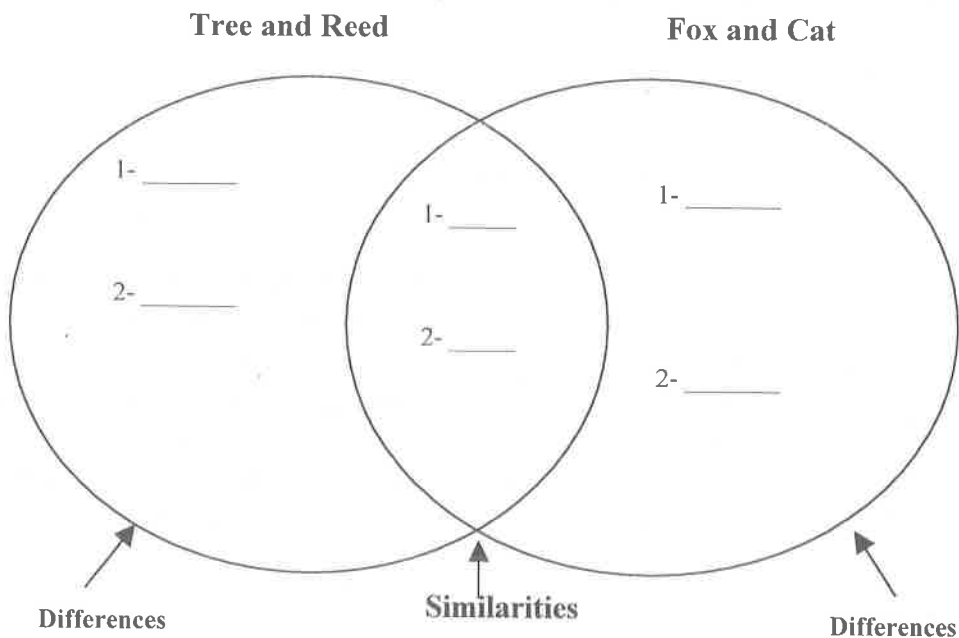
B-Join each pair of sentences to have one compound or complex sentence.

- 1- The fox has a lot of clever ways to trick his enemies.
He speaks to the cat about them.

- 2- The two animals heard the noise of some hunters.
The cat climbed to the tree top.

- 3- The proud fox was very confused.
The hunters' dogs attacked him.

C- Use the diagram to show how these two fables are similar and how they are different.



D- Finish the paragraph. Add at least three details to explain this topic sentence.

Provide a concluding sentence to the paragraph.

The two fables share some similarities between them. _____

E- A fable :

- tells a short story.
- has animal character(s).
- has a setting.
- discusses a problem and proposes a clever solution to the problem.
- teaches a lesson.

Use the guidelines above to write a fable you have read or you think about.

After you write your first draft, revise it to make sure you have included all the guidelines above.

Edit your work to check for any punctuation, capitalization or spelling mistakes.

DOMAINS	COMPETENCIES
Oral Communication : Listening & Speaking	<ul style="list-style-type: none"> ◆ Comprehend explicit information in spoken discourse. (Follow directions and instructions; order sequence and series of events; dramatize a situation described; paraphrase events/actions; chart information.) ◆ Interpret information in spoken discourse. (Distinguish facts from opinion; identify differences in two versions of an incident; relate ideas to personal experience; identify the speaker's purpose, tone and attitude; provide plausible conclusions.) ◆ Utilize audio-input to expand linguistic competence. (Use cloze procedure to focus on specific linguistic components; identify linguistic markers and clues.) ◆ Convey and seek information. (Describe the steps of a process; report a personal incident; explain scientific facts; give directions/instructions; give reports.) ◆ Carry out transactions, express feelings and emotions using oral language. (Deny an accusation; propose solutions; give reasons why they refuse to do something; propose a process; explain behavior; conduct an interview; give feedback; explain statements; accept/refuse to do something and give reasons.)
Written Communication : Reading & Writing	<ul style="list-style-type: none"> ◆ Utilize text-related clues to comprehend printed discourse. (Identify context clues which help decode lexis; match vocabulary items to synonyms, antonyms, definitions; provide meaning of prefixes and suffixes.) ◆ Develop interpretive understanding of printed discourse. (Distinguish fact from opinion; select appropriate outcome/conclusions; list similarities and differences; identify author's purpose; choose best title; determine author's attitude; identify cause-effect chains; interpret charts, graphs, tables.) ◆ Comprehend appropriate literature. (Identify characters, setting, theme; summarize plot; state problems; identify figures of speech; design art for literary work.) ◆ Communicate using expressive, transactional and creative writing. (Write a journal; write a diary; make lists of instructions, reminders, assignments, books read; fill out forms; write notes and letters; describe a process, write short research papers; write verse for a song; write story endings.)

DOMAINS	COMPETENCIES
<p style="text-align: center;">Written Communication : Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Apply process writing skills. (Select and narrow a topic; organize ideas; take notes; identify purpose; write multiple drafts; delete words, phrases and sentences; indicate where more details are needed; submit writing to school magazine, share writing through oral reading.) ◆ Expand writing through guided and semi-guided activities. (Write suitable title; select appropriate topic and concluding sentences; combine sentences; fill in missing cohesive devices; reconstruct scrambled text; write a sentence outline.)

Evaluation Sheet

Domain : Oral Communication :Listening & Speaking

Competencies : - Comprehend explicit information in spoken discourse.

- Interpret information in spoken discourse.**
- Carry out transactions using oral language.**

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 everything 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.**

Evaluation Sheet

Domain : (Written Communication) : Reading**Competencies : - Utilize text-related clues to comprehend printed discourse.
- Develop interpretive understanding of printed discourse.****Situation:**

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

Name _____**Date** _____**Read the following passage.**

- (1) Many changes are taking place in 'food styles' in different parts of the world. For 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.
- (2) Ethnic restaurants and supermarkets are commonplace in many big cities all over the 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.
- (3) Health food gained popularity when people began to think more seriously about their 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.
- (4) Fast-food restaurants are now expanding rapidly all over the world. Nowadays, 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".
- (5) Many people have already changed their attitude towards food. The traditional big 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 (paragraph 3) _____
 - b. Preservatives (paragraph 3) _____
 - c. Vegetarian (paragraph 3) _____
 - d. Very little waiting (paragraph 4) _____
 - e. Popularity (paragraph 5) _____

- 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 language features? What are its text structures?

- 6. Write an outline of the passage.
 - I- _____
 - II- _____
 - A- _____
 - B- _____
 - C- _____
 - III- _____

Evaluation Sheet

Domain : Written Communication : Writing

Competencies : - Expand writing skills through guided and semi-guiding activities.

-Communicate using expressive, transactional and creative skills.

- Apply process writing skills.

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.

Evaluation Sheet

Domain : Oral Communication : Listening/Speaking

Competencies: - Comprehend explicit information in spoken discourse.

- Utilize audio-input to expand linguistic competence.

- Carry out transactions, express feelings and emotions using oral language.

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.

Grade Seven - First Foreign Language

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)

Evaluation Sheet

Domain : Written Communication : Reading

Competency : - Develop interpretive understanding of printed discourse.

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 1*. 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?

Grade Seven - First Foreign Language

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>	

Evaluation Sheet

Domain : Written Communication : Writing

Competencies : - Communicate using transactional writing.
- Apply process writing skills.

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"> ◆ Comprehend explicit information in spoken discourse. (Summarize main points; paraphrase events and problems; chart information; state the source of what is heard, take notes based on what is heard.) ◆ Interpret information in spoken discourse. (Identify the purpose, tone and attitude; determine the speaker's motives; distinguish facts from opinion; provide an alternative conclusion; state correct inference.) ◆ Utilize audio-input to expand linguistic competence. (Explain unfamiliar lexis; identify genres; identify formal/informal register; provide definitions, synonyms to vocabulary heard.) ◆ Convey and seek information. (Explain the steps of a complex process; explain cause/effect relationships; compare two methods of doing something; give a speech.) ◆ Carry out transactions and express feelings and emotions using oral language. (Give two possible solutions; summarize and conclude discussions; give feedback; take a stand or issue; debate the advisability of certain practice.)
Written Communication : Reading & Writing	<ul style="list-style-type: none"> ◆ Utilize text-related clues to comprehend printed discourse. (Complete cloze-type passage with connectors, synonyms, phrasal verbs; use context clues to decode unfamiliar lexis; form new words with prefixes and suffixes; provide synonyms/antonyms/definitions/phrasal verbs/idiomatic expressions.) ◆ Develop interpretive understanding of printed discourse. (Identify cause effect events; distinguish fact from opinion; provide alternative outcomes; make a sentence outline; discuss purpose; analyze attitude; draw suitable inference; interpret charts, graphs, tables.) ◆ Comprehend appropriate literature. (Discuss characters, settings, theme, plot; paraphrase problems; trace development of characters; analyze use of figures of speech; design art for literature work.) ◆ Communicate using expressive, transactional and creative writing. (Write a journal; write a diary; Write notice for bulletin boards; write a biography; write reports; write a travel brochure; write research papers; produce descriptive and narrative texts; write a scenario based on a story.)

DOMAIN	COMPETENCIES
Written Communication : Reading & Writing	<ul style="list-style-type: none"> ◆ Apply process writing skills. (Interview a source and take notes; take notes from audio-visual input; identify purpose; identify audience; use notes to revise papers; delete and/or add words, phrases, sentences; elicit and incorporate feedback; submit writing to school magazine; share writing through oral reading; post writing on bulletin boards.) ◆ Expand writing skills through guided and semi-guided activities. (Provide suitable connectives where needed; reconstruct scrambled texts; rewrite a paragraph at different level of formality.)

Evaluation Sheet**Domain: Oral Communication: Listening**

Competencies : - Comprehend explicit information in spoken discourse.
- Interpret information in spoken discourse.

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.

Grade Eight - First Foreign Language

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

Domain: Oral Communication: Listening

Competency: - Interpret information in spoken discourse.

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)

Grade Eight - First Foreign Language

Name: _____

Date: _____

Directions: Listen to the interview again, 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.

Evaluation Sheet

Domain: Oral Communication: Speaking**Competency: - Carry out transactions and express feelings and emotions using oral language.****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 to the students.**

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 to your classmates.

Evaluation Sheet

Domain: Oral Communication: Speaking**Competency: -Carry out transactions and express feelings and emotions using oral language.****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 cans. He opened one and drank it all. 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.

Evaluation Sheet

Domain: Written Communication: Reading**Competency: - Comprehend appropriate 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.

Grade Eight - First Foreign Language

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

Evaluation Sheet

Domain: Written Communication: Reading

Competency: - Comprehend appropriate 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. Gooberman, 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 Gooberman's testimony, O'Neill was found guilty of drunken driving.

(Adapted from Asbury Park Press)

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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.

Evaluation Sheet

Domain: Written Communication: Writing

Competencies: - Communicate using expressive, transactional and creative writing.
- Apply 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.

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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>.)

Evaluation Sheet

Domain: Written Communication: Writing

Competencies: - Communicate using expressive, transactional and creative writing.
- Apply 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.

DOMAINS	COMPETENCIES
Oral Communication : Listening & Speaking	<ul style="list-style-type: none"> ◆ Comprehend explicit information in spoken discourse. (Paraphrase the main idea; arrange jumbled events; summarize the main points; chart information; dramatize a situation/event described.) ◆ Interpret information in spoken discourse. (Make inferences based on prior knowledge; design a plan to solve a problem; compare and contrast information given; infer speaker's purpose, tone; infer theme.) ◆ Utilize audio-input to expand linguistic competence. (Explain idiomatic connotations; provide definitions, synonyms to vocabulary heard; identify non-standard structures and vocabulary.) ◆ Convey and seek information. (Explain cause/effect relationships; propose and justify plans and course of action; describe in detail the set-up of school, hospital etc.; give presentations, ask and answer questions.) ◆ Carry out transactions and express feelings and emotions using oral language. (Express attitude/opinion; summarize debates and conclude them; give feedback on presentations; comment on print and non-print information; justify a point of view, provide a different point of view; analyze and evaluate opinions and attitudes.)
Written Communication: Reading & Writing	<ul style="list-style-type: none"> ◆ Utilize text-related clues to comprehend printed discourse. (Complete cloze-type passage with appropriate transitional and idiomatic expressions; give examples of words formed from prefixes and suffixes; review use of synonyms/antonyms/definitions/phrasal verbs and idiomatic expressions for vocabulary; identify connotations of words and expressions.)

DOMAINS	COMPETENCIES
<p>Written Communication: Reading & Writing</p>	<ul style="list-style-type: none"> ♦ Develop interpretive understanding of printed discourse. (Make appropriate inferences about characters, themes, and events; provide alternative outcomes; interpret propaganda techniques; interpret graphs, charts, tables; analyze attitude; justify choice of title; distinguish between stated and implied information; identify slanted language; complete missing part.) ♦ Comprehend appropriate literature. (Analyze the main characters, setting, theme and plot; discuss development of themes, characters, plot and setting; read a poem or passage aloud with appropriate intonation, phrasing and rhythm; determine the author's use of figures of speech and explain their function; write own verse.) ♦ Communicate using expressive, transactional and creative writing. (Write a journal; write a diary; design a simple questionnaire; write letters; write reports; provide captions; write a response to an article; write research papers; write a story; write a mini-saga.) ♦ Apply process-writing skills. (Select relevant material from a source; identify purpose and audience; add/delete words and phrases; correct non-parallel structures; substitute words; share writing through oral reading; post writing on bulletin boards; submit writing to school magazine.) ♦ Expand writing skills through guided and semi-guided activities. (Generate concluding paragraphs for incomplete essays; reconstruct a scrambled text; develop a 4-paragraph essay from an outline or notes.)

Evaluation Sheet

Domain: Oral Communication: Listening

Competency: - Comprehend explicit information in spoken discourse.

Situation:

- **Individual**
- **Limited time: (Suggested time 40 minutes)**

Directions:

Listen to the text twice. During the second listening jot down key words and main points to help you answer the questions and reproduce the text.

UNICEF : Working for a Better World

The United Nations International Children's Emergency Fund (UNICEF) was created by the United Nations in 1946 to provide food, clothing, blankets, and medicine to children who needed help after World War II. While providing this immediate assistance, UNICEF officials realized that there was a need for long-range programs to benefit children all over the world. To this end, the organization changed its focus as well as its name. Today it is known as the United Nations Children's Fund.

In order to aid children the world over, UNICEF today combines humanitarian and developmental goals by helping over 100 countries plan and expand services in the areas of health and education. For example, in the field of health care, UNICEF provides supplies and equipment for disease-control programs, health centers, and school food plans. It also supports projects that help reduce infant mortality rates, such as immunization programs and food supplement projects. In addition, UNICEF still provides emergency relief following disasters, wars, or epidemics. In the field of education, UNICEF provides funds for training nurses, teachers, and child welfare specialists. It also sponsors classes in nutrition, child care, and parenting, as well as in basic education.

UNICEF, with a multimillion dollar budget, provides its many services thanks to voluntary contributions, most of which come from governments. Other funds are acquired through the sale of greeting cards, television benefits hosted by famous personalities, and other types of fund-raising activities supported by private citizens. UNICEF succeeds because concerned people around the world, rather than just wish that the world were a better place, contribute their effort, money, and time to make it better for our children and our future.

Questions: Now provide answers to the following questions:

1. What was the purpose behind founding the UNICEF?
2. What did the UNICEF officials do to provide help to children all over the world?
3. What are the major goals of the UNICEF?
4. Where do the contributions to the UNICEF come from?
5. Now use the notes you have taken and the information you have gathered from the questions to reconstruct the text.
 - a. Organize the information in the outline form provided.

Outline

Topic 1. _____

Subtopic A. _____

Supporting details 1. _____
 2. _____
 3. _____

Subtopic B. _____

Supporting details 1. _____
 2. _____
 3. _____

Subtopic C. _____

Supporting details 1. _____
 2. _____
 3. _____

- b. Use the main ideas and the necessary details to reproduce the text in your own words.

Evaluation Sheet

Domain: Oral Communication: Speaking

Competency: - Convey and seek information.

Situation:

- **Individual**
- **Limited time: (Suggested time 40 minutes)**

Read the text carefully, then work out the activities that follow:

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

This much we pledge — and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do, for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom, and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required not because the Communists may be doing it, not because we seek votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

By John F. Kennedy

Former president of U.S.A.

A. Find answers to the following questions. Write your answers in note form.

1. Who do you think the writer is addressing in this speech?
2. What in his opinion is the key for a nation to succeed?
3. What is the writer against in his speech? How does he justify that?

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- B.** a. Use the notes you wrote in exercise A with other main ideas in the text to prepare a summary of the president's speech.
- b. Add your comment on the speech in another paragraph stating your opinion and supporting it with one example at least.
- c. Present your summary and comment to your classmates in 2-3 minutes.
- d. Ask for your classmates' comments and feedback and respond to their questions (about 5 to 8 minutes).

Make sure you use the terms and expressions that you think are effective in that speech.

You will be assessed on: - Clarity and coherence of ideas.
- Correct use of language structures.

Evaluation Sheet

Domain: Oral Communication: Listening

Competency: - Interpret information in spoken discourse.

Situation:

- Individual
- Limited time: (Suggested time 40 minutes)

Directions : a. Listen to the poem "Shoulders" by Naomi Shihab Nye twice.
b. Take notes during the second listening to be able to answer the questions that follow.

Shoulders
by
Naomi Shihab Nye

A man crosses the street in rain,
Stepping gently, looking two times north and south,
Because his son is asleep on his shoulder.

No car must splash him
No car drive too near to his shadow

This man carries the world's most sensitive cargo
But he's not marked.
Nowhere does his jacket say FRAGILE
HANDLE WITH CARE.

His ear fills up with breathing.
He hears the hum of the boy's dream
Deep inside him.

We're not going to be able
To live in the world
If we're not willing to do what he's doing
With one another

The road will only be wide.
The rain will never stop falling.

Answer the following questions as directed:

1. What is the purpose of the speaker? (Answer in 2 sentences).
2. What is the tone of the speaker ? (Answer in 1 sentence)
3. In your own words, explain the meaning of "the world's most sensitive cargo".
(Answer in 2 to 3 sentences)
4. What is the theme of the poem?
(Answer in 2 sentences)
5. "Shoulders" to the poet has more than one meaning as inferred from the poem.
Explain what the poet means by "Shoulders"!
(Answer in 2 sentences)

Evaluation Sheet

Domain: Oral Communication: Speaking

Competency: - Carry out transactions using oral language

Situation:

- **Individual**
- **Limited time: (Suggested time 40 minutes)**

1. Study the following verses from "Shoulders" by Naomi Shihab Nye..

We're not going to be able
To live in the world
If we're not willing to do what he's doing
With one another

The road will only be wide.
The rain will never stop falling.

- 2. Take a stance whereby you agree or disagree with the poet.**
- 3. Prepare a speech in which you clarify your point of view concerning the poet's opinion.**
- 4. Support your point of view by giving details and examples.**
- 5. Present your speech in 2 to 3 minutes to your classmates.**

N.B: You will be assessed for the following:

- The way you explain the poet's lines.
- The ideas you present with the examples and details that support them.
- The clarity and fluency of your speech.

Evaluation Sheet

Domain: Written Communication: Reading

Competencies: - Utilize text-related clues to comprehend printed discourse

- Develop interpretive understanding of printed discourse

Situation:

- Individual
- Limited time: (Suggested time 40 minutes)

Vitamin Sources and Functions

Vitamin	Source	Function	Deficiency Disease
A	green and yellow vegetable	Promotes bone growth and vision	night blindness
B ₁	grains, liver, legumes	Metabolizes carbohydrates	beriberi
C	citrus fruits, potatoes, tomatoes	Aids immunity, helps connective tissue growth	scurvy
D	milk, yeast	Regulates bone formation	rickets, bow-legs.

Questions :

Answer the following questions in complete sentences. Follow the instructions provided for each question.

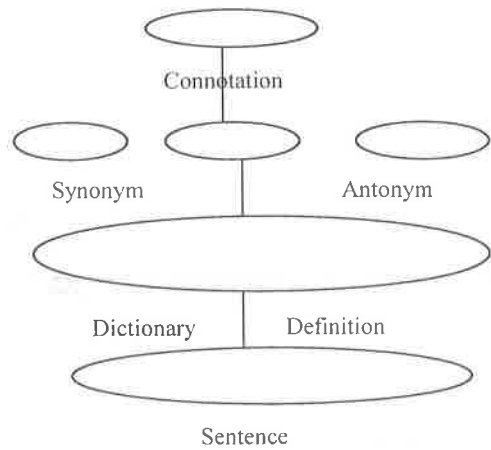
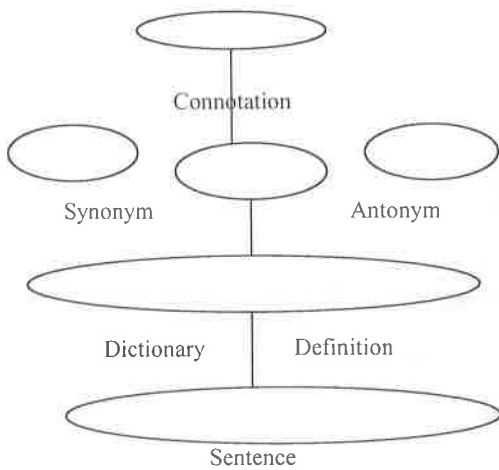
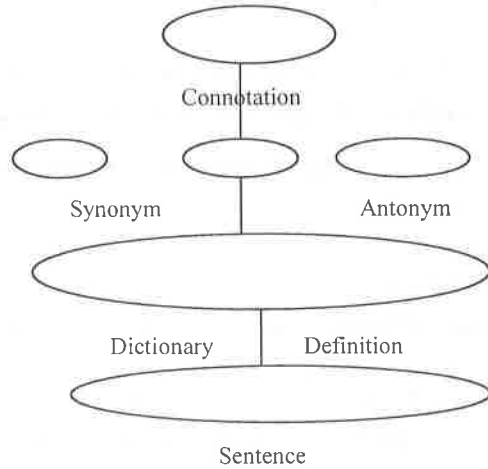
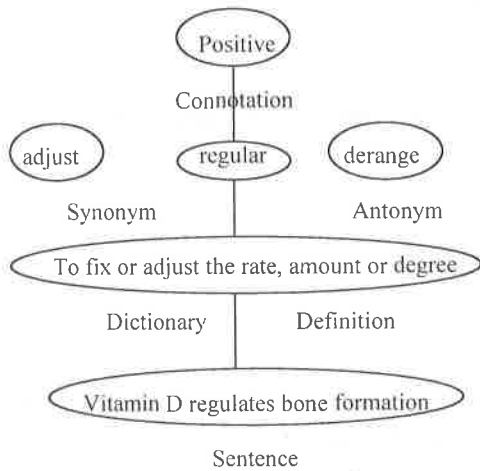
1. Where would you find this chart? (one sentence)
2. What can you use the chart for? (one sentence)
3. Your friend is obese (fat). What are the foods you would advise him/her to cut down on?
4. Fill in the ovals in the word map with a synonym, an antonym, and the connotation of each of these words: "metabolize", "immunity" and "deficiency".

For the connotation, write whether you think the word's connotation is positive, negative or neutral and be sure that the sentence you write reflects this connotation.

The first word map has been completed as an example.

Use a dictionary or thesaurus, if necessary.

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5. Why do you think doctors insist that babies as well as middle-aged people need to provide their bodies with sufficient vitamin D? (2 sentences)
6. Use the information in the chart to plan a meal that would contain all the ingredients needed by your body. (A paragraph of 4 to 5 sentences).

Evaluation Sheet

Domain: Written Communication: Writing

Competencies: - Expand writing skills through guided and semi-guided activities.

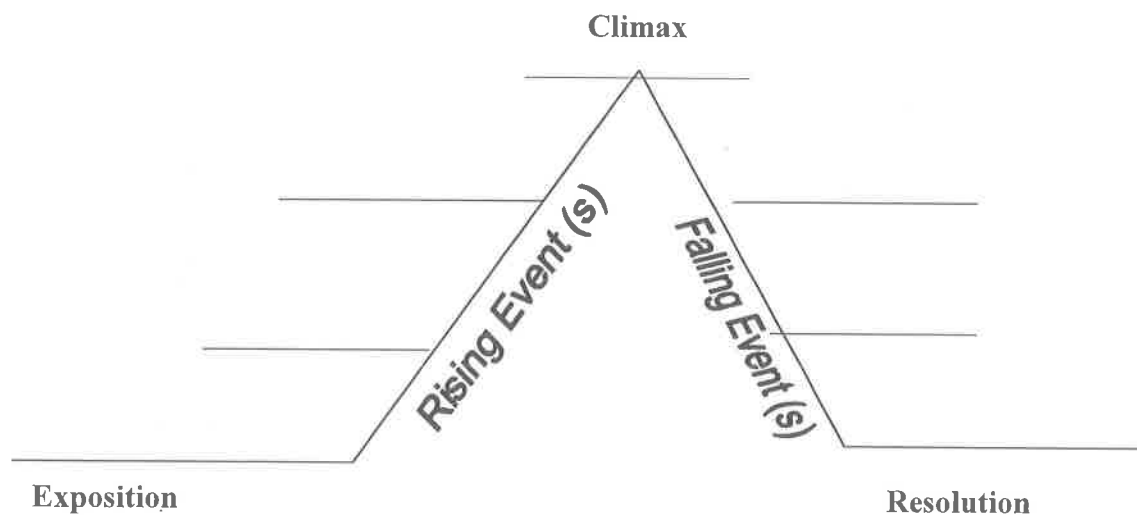
- Apply process writing skills.

Situation:

- Individual
- Limited time: (Suggested time 40 minutes)

Directions: You will be provided with a climax for a ghost story. Your task is to expand the story by providing the rising event and the resolution.

To better prepare your ghost story, fill out the following graphic organizer.



N.B: Steps you should follow:

- Write your first draft _____.
- Revise for ideas development _____.
- Edit proofread for any language errors _____.
- Write a second draft _____.
- Supply your story with a title _____.

Climax for a Ghost Story

"How EERIE! " said the girl, advancing cautiously. "And what a heavy door!" She touched it as she spoke and it suddenly swung to with a click.

"Good Lord!" said the man, " I don't believe there's a handle inside. Why you've locked us both in".

" Not both of us. Only one of us, " said the girl, and before his eyes she passed straight through the door, and vanished. (I.A. Ireland).

Task

1. Write two paragraphs which could come immediately before this climax paragraph and which tell how this girl and the man came to be where they were.
2. Write a paragraph or two which tell what happens to the man.
3. Add the following words and expressions at appropriate points in the reconstructed text.

stealthily

lightly

menacingly

metallic

on tiptoe

into thin air

in panic

this is

Evaluation Sheet

Domain : Written Communication: Reading

Competencies: - Develop interpretive understanding of printed discourse.

- Comprehend appropriate literature.

Situation:

- **Individual**
- **Limited time: (Suggested time 40 minutes)**

Remember**'by Joy Harjo**

Remember the sky that you were born under, know each of the stars' stories.

Remember the moon, know who she is.

Remember the sun's birth at dawn, that is the strongest point of time.

Remember sundown and the giving away to night.

Remember your birth, how your mother struggled to give you form and breath.

You are evidence of her life, and her mother's, and hers.

Remember your father. He is your life, also.

Remember the earth whose skin you are:

Red earth, black earth, yellow earth, white earth, brown earth, we are earth.

Remember the plants, trees animal life who all have their tribes, their families, their histories too.

Talk to them, listen to them. They are alive poems.

Remember the wind. Remember her voice, she knows the origin of this universe.

Remember that you are all people and that all people are you.

Remember that you are this universe and that this universe is you.

Remember that all is in motion, is growing, is you.

Remember that language comes from this.

Remember the dance that language is, that life is remember.

Answer the following questions in complete sentences. Restrict your answers to the instructions provided for each question.

1. Who do you think the speaker of "Remember" is? (Answer in one sentence) Justify you answer (one sentence)
2. State the main theme of the poem in your own words. (Answer in one sentence).
3. In the poem, there are several instances of personification (a figure of speech in which an object or an animal is given human attributes). Identify two examples of personification, and explain what they add to the poem. (Answer in three to four sentences).
4. Poetry usually appeals to our senses. What does this poem appeal to? Use the graphic organizer provided to chart your answer.

Sensory Details Chart

Sight	
Sound	
Smell	
Taste	
Touch	

5. Refer to the chart you have filled out, and write down the refrain of the poem. What does it contribute to the poem's message? (Answer in 2 sentences).
6. The speaker asks the reader to listen to and talk to plants, trees and animal life. Does this request make sense to you? Explain your answer and support what you say. (Answer in 4 to 5 sentences).

Domain : Written Communication: Writing

Competencies: - Communicate using expressive, transactional and creative writing.

- Apply process writing skills.

Situation:

- **Individual**
- **Limited time: (Suggested time 40 minutes)**

Read the following text.

1. Shalina is a Bangladeshi girl who is about to finish school. But for Shalina, there will be no pre-exam jitters, no university applications, no diplomas, no career plans. There will not even be a graduation. Shalina is 13 and she is about to join 73 million school-age girls around the world who are not in school.
2. For Shalina's parents, and millions of other parents like them, educating a daughter is a waste of time and money. They married off her older sister at the age of 15, having decided to use their scarce resources for their son's education at the expense of their daughters. Shalina used to worry about lessons and tests, but she worries much more about having to get married and bear children while still a child herself. Shalina used to dream about being a doctor, but now she faces a life of cleaning houses during the day and tutoring younger children at night. Shalina used to be a happy girl, but now she writes of wishing she were a boy.
3. Shalina and her 73 million peers are denied not only something many of us take for granted; they are denied a fundamental human right spelt out in international instruments their governments have signed, such as the Universal Declaration of Human Rights and the Convention on the Rights of the Child: the right to an education.
4. It is often said that education empowers girls by building their confidence and enabling them to make informed decisions about their lives. For readers of this article, that statement may seem to be about university degrees, income, or career fulfillment. But for most of the world's girls, it is about something much more fundamental.
5. It is about not being forced into a marriage while still in your teens because you have no other choice; about managing pregnancies so that they do not threaten your health, your life or your livelihood; about seeking and obtaining medical care for your children and yourself when you need it; about child care and nutrition; about ensuring that your children attend at least primary school.
6. Education is, quite simply, an investment that yields a higher profit than any other. It is what makes possible the development of entire communities, countries and continents. It is the most effective form of defense spending there is.
7. In the 12th century AD, the Arab philosopher Ibn Rushd declared that "a society which enslaves its women is a society doomed to decay." Nine hundred years later, let us prove that a society which empowers its women is a society sure to succeed.

**Excerpts from a speech by
Kofi Annan, Secretary-General of
The United Nations**

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Having read the text, write a well-developed essay of four paragraphs (introduction, two body paragraphs and a concluding paragraph) on the topic that follows. Provide an outline and a suitable title for your developed subject. Take good care of your language, neatness and handwriting. Revise and proofread your paper before you submit it.

For the first question, the following strategies for persuasive writing are to be considered:

- Include a position (thesis) statement that clearly and specifically defines your attitude.
- Maintain a single attitude throughout your argument.
- Provide consistent reasons, examples, facts, etc.
- Have a forceful conclusion.

For the second question, be sure to follow the layout of formal letter-writing.

Your composition will be assessed according to the following criteria:

- (a) content and organization.
- (b) language conventions and mechanics.

Topic

In the 12th century AD, the Arab Philosopher Averros (Ibn Rush) declared that "a society which enslaves its women is a society doomed to decay". Illustrate and defend this statement in the light of what you have just read and your daily experiences.

Evaluation Sheet

Domain: Written Communication: Reading

Competencies: -Utilize text-related clues to comprehend printed discourse.
- Develop interpretive understanding of printed discourse.

Situation:

- Individual
- Limited time: (Suggested time 40 minutes)

Inventors Appeal for Help to End the "Brain Drain"

Philip Khoury claims that his water-filtering machine can provide the country with a daily supply of 100,000 cubic meters of fresh water and large quantities of salt.

Ali Nabboh's "Fine Air Always" is a miniature device which, when attached to one's nose, purifies the polluted air inhaled while breathing, such as car exhaust fumes, cigarette smoke and other odors.

Ghattas Qousaifi has invented a machine which manufactures wire fences in all shapes and sizes.

These inventions are just a few of the many registered at the patent office of the Ministry of Economy and Trade. None of them are sold or marketed in Lebanon.

"I'm leaving for the US and Europe in a couple of months to market my invention," said Qousaifi. "I couldn't find anyone in Lebanon who cared to sell it."

But this will soon change, promised organizers of a news conference held at the Commodore Hotel on Monday. Some 100 inventors and scientists attended the conference to witness the creation of the Temporary Committee for Lebanese Inventors. It will work toward creating the much-awaited Association for Lebanese Inventors, Abdullah Daou, committee president said. There are 315 inventors registered at the Ministry of Economy and Trade patent office. Almost 80 local patents are registered annually.

"It's impossible for trade, industry and agriculture to remain profitable sectors if their products are not unique and innovative" said Daou. "This can't be achieved without the efforts of inventors. Lebanon's most important resource is its wealth of brains and creativity and that's exactly where investment should be channelled". Daou is the inventor of a "floating island", a mobile platform used as an extension for a beach resort or a location for sports and leisure activities.

He lashed out at "the indifference in Arab countries toward local creative talent, which often benefits the host countries where inventors studied and worked."

"The past century was brimming with Lebanese and Arab inventors who contributed to the development of human life, but none of them was given the chance to use his/her genius to benefit his or her own country," said Daou.

Arab investors were also to blame for the brain drain in the region, said Abdullah Ahmad, president of the International Association of Arab Inventors. "The 20th century ended without a single Arab investor entrusting Arab inventors to create new and original products", said Ahmad. "This drove them to emigrate and seek a living where their inventions are better appreciated."

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But an exhibition of Arab inventions, planned for next fall, could be the much-awaited opportunity for inventors to meet with investors and promote their designs, announced Ahmad, who recently met President Emile Lahoud.

"Hopefully, that's when cooperation between the two will kick off," Ahmad said about the event which will be sponsored by Lahoud. Officials, it seemed, have already heard the message. Economy and Trade Minister Nasser Saidi was explicit about how creativity and talent could boost the economy.

"The effort of our inventors is the source of what may be a permanent and valuable wealth. Undoubtedly, we have a major resource which we need to protect," Saidi said. He went further by saying: "Attracting investments depend on how well we protect creativity and innovation."

(Quoted from the Lebanese newspaper
"The Daily Star")

READING COMPREHENSION

I. Read the text carefully, then fill in the chart below:

Inventor	Invention	Utility (usage of invention)	Difficulties faced

2. What is the purpose of the writer in the above text?
3. The chart above should illustrate some difficulties the Lebanese and Arab inventors face in marketing their inventions.
Make a list of solutions that will enable these scientists to market their products in their homeland. Then explain your solutions in 3-4 sentences.
4. **The attitude of the writer towards inventors is most likely _____**
 - a. discouraging
 - b. indifferent
 - c. sympathetic
 - d. unfriendly
5. **As depicted in the text, the state of Lebanese inventors seems**
 - a. frustrating
 - b. promising
 - c. compromising
 - d. hopeful
6. **Daou States that "The indifference in Arab countries toward local creative talent... benefits the host countries where inventors studied and worked."**
 - (a) Explain these lines in your own words.
 - (b) Give the reasons that you think led the speaker to announce that.
(Do not let your explanation exceed 3-4 sentences).

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7. Indicate whether each statement below is true or false. If false, give the correct version with proper justification.

- a. Qousaifi would probably stay in Lebanon if he found encouragement in his homeland.
- b. It can be inferred that the economy can never progress without innovation. _____
- c. One single Arab investor entrusted and encouraged Arab innovation. _____
- d. There seems to be no hope for Lebanese inventors in their country in the near future.

II. Analogies

Circle the best relationship you can infer from the text.

- 1- Filtering machine is to fresh water as:
 - a. Fine Air Always: nose
 - b. Fine Air Always: pure air
 - c. Fine Air Always: breathing
 - d. Fine Air Always: Pollution
2. Creativity is to talent as
 - a. invention :: appreciation
 - b. investment: : economy
 - c. inventor :: wealth
 - d. investment :: creativity.
3. According to Daou:

Proper investment is due to wealth in brain as

 - a. inventor's effort :: achievement
 - b. trade :: creativity
 - c. resource :: wealth
 - d. profitable industry:: innovative product.

III. Vocabulary in context

1. Pick from the passage words that most likely mean the following:
 - a. Plan, scheme, or design
 - b. To direct or guide along a desired route.
 - c. To aid in bringing about.
 - d. Providing funds or capitals for
 - e. Creativity; something newly introduced.

IV. Complete the following word-family table:

Noun	Adjective	Adverb	Verb
Invention			
		x x x x	Filter
		Patently	
	Profitable		
			Internationalize
Contribution			
	Extensive		
		Excessively	

DOMAIN	COMPETENCIES
Oral Communication : Listening & Speaking	<ul style="list-style-type: none"> ◆ Comprehend explicit information in spoken discourse. (Locate an item on a map/chart/diagram; respond physically or verbally to simple instruction; follow directions; list names of people/objects mentioned in a text; identify main events in a narrative; complete cloze exercise.) ◆ Interpret information in spoken discourse. (Classify and categorize information in discourse; relate information heard to personal experience; predict the next step in a process.) ◆ Utilize audio-input to expand linguistic competence. (Match spoken words, phrases, and sentences to their printed forms or to pictures; identify sentence type on the basis of intonation.) ◆ Listen for appreciation and enjoyment. (Memorize a song/poem; sing a song; recite a poem; retell a story; participate in role-play activities.) ◆ Carry out transactions and express feelings and emotions using oral language. (Request assistance; express agreement or disagreement; express approval or disapproval.) ◆ Use appropriate socio-linguistic rules. (Greet or respond to greetings; introduce oneself to others; make meaningful comments; initiate and participate in simple conversation.) ◆ Convey and seek information. (Describe people, places and objects; ask and answer questions; talk about self and others; comment on events/actions.)
Written Communication : Reading & Writing	<ul style="list-style-type: none"> ◆ Utilize text-related clues to comprehend printed discourse. (Infer meaning of words/expressions from context; use phonetic, morphological and syntactic clues to word meaning.) ◆ Demonstrate literal comprehension of written discourse. (Identify events in a story, steps in a lab experiment, ideas in a text; match a statement to a situation; fill in information on a form.)

Domain	Competencies
<p>Written Communication : Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Interpret what is read. (Relate information to real life experiences, and prior knowledge; suggest a different conclusion; determine bias, attitudes, intentions, faulty evidence; relate information to personal experience; predict outcome of a sequence of events.) ◆ Apply reading strategies and techniques. (Preview and make plausible predictions; skim and scan texts such as references, textbooks, magazines and databases for information.) ◆ Read for pleasure and enjoyment. (Report on extensive reading, highlighting points of interest; learn by heart and read aloud favorite poems, quotations, proverbs.) ◆ Expand writing through guided and semi-guided activities. (Complete a cloze type exercise to use accurately different parts of speech; identify and use varied types of tenses; complete paragraphs with single, central idea and concluding sentences; use technical vocabulary and discourse features to complete a text; complete forms.) ◆ Write literary, informational and practical texts. (Write short messages; write notes, letters, and set of instructions with illustrations; write a personal report; write a story.) ◆ Apply process-writing skills. (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; share work.)

Evaluation Sheet

Domain : Oral Communication : Listening & Speaking**Competencies : - Comprehend explicit information in spoken discourse.****- Convey and seek information.****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.)

Evaluation Sheet

Domain : Oral Communication : Listening/Speaking

Competencies : - Comprehend explicit information in spoken discourse.
- Convey and seek information.

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.

Evaluation Sheet

Domain : Written Communication : Reading

Competencies : - Utilize text-related clues to comprehend printed discourse.

- Demonstrate literal comprehension of written discourse.

- 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?

Evaluation Sheet

Domain : Written Communication : Reading

Competencies : - Demonstrate literal comprehension of written discourse.

- 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

Grade Seven - Second Foreign Language

3. 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.

Evaluation Sheet

Domain : Written Communication : Writing

Competency : - Expand writing through guided and semi-guided activities.

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.

Similarities

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

Evaluation Sheet

Domain : Written Communication : Writing

Competency: - Expand writing 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
Oral Communication: Listening and Speaking	<ul style="list-style-type: none"> ◆ Comprehend explicit information in spoken discourse. (Retell events in sequence; complete charts; identify main idea and supporting details; list names, dates, etc.; carry out instructions.) ◆ Interpret information in spoken discourse. (Predict the next step in a process; provide possible explanations for actions or feelings; classify semantics; classify information according to categories e.g. male/female, fact/ opinion.) ◆ Utilize audio-input to expand linguistic competence. (Identify meaning using contextual, syntactic and morphological clues; recognize and reproduce proper intonation patterns for statements, questions, exclamations, and instructions.) ◆ Listen for appreciation and enjoyment. (Memorize a song/poem; sing a song; recite a poem; retell a story; participate in role-play activities.) ◆ Carry out transactions and express feelings and emotions using oral language. (Express interests, agreement, disagreement, approval, disapproval; express opinions; state desires and worries; express feelings.) ◆ Use appropriate socio-linguistic rules. (Use proper intonation and pronunciation; take turns; use correct expressions; make meaningful comments.) ◆ Convey and seek information. (Ask and respond to questions to clarify information; give instructions; describe varied types of objects/people; describe a series of events portrayed in pictures; compare between two objects/people.)
Written Communication: Reading & Writing	<ul style="list-style-type: none"> ◆ Utilize text-related clues to comprehend printed discourse. (Identify link words and pronoun referents; identify key terms; infer meanings of frequently used idiomatic expressions from context; use contextual clues to get meaning.) ◆ Demonstrate literal comprehension of written discourse. (List events in proper sequence; identify main idea and supporting details; summarize main points of a text; identify key elements of a story.)

DOMAIN	COMPETENCIES
<p>Written Communication: Reading & Writing</p>	<ul style="list-style-type: none"> ◆ Interpret what is read. (Distinguish fact from opinion; distinguish main ideas from supporting details; classify information according to a given factor; make generalizations based on text; suggest endings to a narrative; distinguish fact from fiction; relate textual information to previous experience.) ◆ Apply reading strategies and techniques. (Organize information in notes and outlines; make plausible predictions by examining illustrations; skim and scan for information; use varied parts of a book to get information.) ◆ Read for pleasure and enjoyment. (Report on extensive reading, highlighting points of interest; learn by heart and read aloud favorite poems, quotations, proverbs.) ◆ Expand writing through guided and semi-guided activities. (Use different types of tenses/ parts of speech to complete a sentence/text; complete a paragraph by supplying missing sentences; arrange scrambled sentences in the correct order; complete cloze passages.) ◆ Write literary, informational and practical texts. (Describe actions, objects, and people; write instructions; write cards for special occasions; write a story/poem.) ◆ Apply process-writing skills. (Use pre-writing strategies; draft and revise ideas; edit by correcting structure, spelling mistakes and punctuation errors; share work with peers and others.)

Evaluation Sheet

Domain: Oral Communication: Listening

Competency: - Comprehend explicit information in spoken discourse.

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.

Grade Eight - Second Foreign Language

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)

Evaluation Sheet

Domain: Oral Communication: Listening**Competencies: - Comprehend explicit information in spoken discourse.****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!

Grade Eight -Second Foreign Language

Name: _____

Date: _____

A: 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 accommodations?

5- Where is her place of work?

6- a- Write the main idea of the dialog.

b- Write a sentence that supports the main idea.

Evaluation Sheet

Domain: Oral Communication: Speaking**Competency: - Use appropriate socio-linguistic rules.****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.**

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)

Evaluation Sheet

Domain: Oral Communication: Speaking
Competency: Convey and seek information.

Situation:

- **Individual**
- **Limited time: Suggested time: 15 minutes to write out part of the information and 2 minutes for each students to role play.**

Name: _____**Date:** _____

Use the following paragraph as a model to tell your classmates about a person you know, using similar adjectives as in the paragraph.

John is incredibly hard-working – sometimes he 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.

Evaluation Sheet

Domain: Written Communication: Reading

Competencies: - Demonstrate literal comprehension of written discourse.
- Apply reading strategies and techniques.

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.

Evaluation Sheet

Domain: Written Communication: Reading**Competencies: - Demonstrate literal comprehension of written discourse.****Situation:**

- **Individual**
- **Limited time: (Suggested time: 30 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 panic. 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 Putnam'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- In your own words, write a summary of the text.

Evaluation Sheet

Domain: Written communication: Writing

Competencies: - Write literary, informational and practical texts.
- Apply process writing skills.

Situation:

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

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"> ◆ Comprehend explicit information in spoken discourse. (Recall details in a narrative; identify main idea and supporting details; summarize a text; take meaningful notes.) ◆ Interpret information in spoken discourse. (Suggest solutions to identified problems; relate old information to new; infer intended meaning; compare and contrast actions/attitudes; organize ideas in graphic form; make predictions.) ◆ Utilize audio-input to expand linguistic competence. (Fill in missing words in a cloze; give meaning of words/expressions using contextual, morphological and syntactic clues.) ◆ Listen for appreciation and enjoyment. (Memorize a song/poem; sing a song; recite a poem; retell a story; participate in role-play activities.) ◆ Carry out transactions and express feelings and emotions using oral language. (Express attitude; explain one's behavior; offer and respond to invitations; talk about personal experiences and points of view.) ◆ Use appropriate socio-linguistic rules. (Initiate and participate in conversational exchanges appropriately; use correct utterances and expressions; use correct intonation patterns; make meaningful comments.) ◆ Convey and seek information. (Compare between two ideas; present information in chronological order; give useful, objective feedback; ask and respond to questions.)
Written Communication: Reading & Writing	<ul style="list-style-type: none"> ◆ Utilize text-related clues to comprehend printed discourse. (Infer meaning of compound words; identify and explain idiomatic expressions; guess meaning from context.) ◆ Demonstrate literal comprehension of written discourse. (Identify intent, bias and attitude; identify elements of humor in cartoons, jokes, etc.; answer questions; get information from maps, charts, and graphs; use charts, maps and graphs to record information; summarize main points of a text; complete cloze exercises.)

DOMAIN	COMPETENCIES
Written Communication: Reading & Writing	<ul style="list-style-type: none">◆ Interpret what is read. (Distinguish relevant from irrelevant information; examine evidence presented; relate information to previous knowledge; consider various solutions; present appropriate solutions; distinguish fact from opinion; determine author's purpose.)◆ Apply reading strategies and techniques. (Skim for the gist of the texts; scan for specific information; make plausible predictions by examining illustrations and title.)◆ Read for pleasure and enjoyment. (Report on extensive reading, highlighting points of interest; learn by heart and read, aloud, favorite poems, quotations, proverbs.)◆ Expand writing through guided and semi-guided activities. (Complete paragraphs by adding appropriate terminology and/or transitional; complete a paragraph by adding a topic sentence or supporting detail.)◆ Write literary, informational and practical texts. (Write formal letters; write reports; write friendly letters; write narrative texts.)◆ Apply process-writing skills. (Use pre-writing strategies; draft; revise ideas; edit by correcting structure, spelling mistakes and punctuation errors; share work with peers and others.)

Evaluation Sheet

Domain: Written Communication: Reading**Competency: - Demonstrate literal comprehension of written discourse.****Situation:**

- Individual work
- Limited time (suggested time 30 minutes)

Name: -----**Date:-----**

A- Read the following passage and answer the questions that follow.

There are five people at our table, including myself. I've already learnt a great deal about them in the short time we have been at sea, although we rarely meet except at meal-times.

First of all, there is Dr. Stone — my favorite, I must confess. He is a man of about sixty-five, with grey hair and a humorous face. He gave up his practice a short while ago and is now traveling round the world before he retires to some quiet country village. As a young man, he served abroad for many years as a doctor in the Army. He speaks several languages and has told us a great deal about the ports we are going to call at. He seems to have been everywhere. During the day, when he is not talking to his fellow passengers (one gets the impression that he already knows everybody on board!), he sits on deck reading or else gazes out to sea through an old-fashioned telescope.

Then there is "grandmother". I call her that because her name escapes me. In spite of being a grandmother, she looks remarkably young, not more than forty-five. She is on her way to visit a daughter who emigrated to Australia some years ago. Naturally she is very excited at the thought of seeing her again, and her three grandchildren, whom she has never seen. She can talk of little else. This voyage is a great adventure for her: she has never been abroad before.

Then there is a man I do not care for very much, an engineer by the name of Barlow. He is about fifty and has been on leave in England and is now returning to his work in Singapore. He seems full of energy: he swims or plays tennis the best part of the day. I have never in my life met a man with such a loud laugh. He has the cabin next to mine and I can hear his laugh even through the wall!

The other person who sits at our table is Mrs. Hunt. I have found out hardly anything about her. She is fifty-five, extremely quiet and rarely talks, except to consult the doctor about her children's various ailments. She is on her way to join her husband in India.

A - What is the setting of the passage?

B- Circle the right answer based on what you have read.

1. Dr. Stone is the narrator's favorite because:
 - a) he has a humorous face
 - b) he gave up his practice
 - c) he wants to retire
 - d) he has an old-fashioned telescope

2. The narrator does not care much about Barlow because:
 - a) Barlow has the next cabin
 - b) Barlow is an engineer
 - c) Barlow has a loud laugh
 - d) Barlow is full of energy

3. The grandmother is very excited because:
 - a) she will see her daughter and young children
 - b) she has never been abroad
 - c) she likes Australia

4. Mrs. Hunt is quiet because:
 - a) she is going to visit her husband in India
 - b) she rarely talks
 - c) she consults the doctor
 - d) she is fifty-five

5. The narrator's viewpoint about Dr. Stone is that he is:
 - a) humorous
 - b) talkative.
 - c) old fashioned
 - d) none of the above

Grade Nine - Second Foreign Language

6. Fill in the form below with the correct information based on what you have read.

Name	Age	Occupation or Job	Hobbies	Destination	Others

Evaluation Sheet

Domain: Written Communication: Reading**Competencies: - Interpret what is read.****- Utilize text-related clues to comprehend printed discourse.****Situation**

- Individual work
- Limited time (suggested time 30 minutes)

Name: -----**Date:** -----**Directions:****A- Read the following passage carefully and answer the questions that follow:*****ME***

I guess I was always called different. Like me or not, that's how it is. Oh, I look like any other thirteen-year-old. I have roughly cut brown hair, the correct number of fingers and toes, green eyes that can open or shut with sun or sleep, and a sort of overall foxy face, narrow at the chin. But I have a secret that nobody, not my dead grandmother or Mrs. Heister at the orphanage or my various unfortunate teachers, ever guessed. I am very intelligent for my age and at ten I hid this. It is a weapon for defense as comforting as a sharp knife worn between the skin and the shirt. When a person has no money in the pocket, good leather to walk around in, clothes that are his own, and a home address to back him up, I figure he has to have something else—anything. And I'm lucky. I'm not just bright, I'm brilliant, the way the sun is at noon. This is not a boast. It is the truth. It is my gold, my shelter, and my pride. It is completely my profession and I save it like an old miser to spend later. I purposely never learn to spell, which for the simple indicates stupidity. I fall all over my tongue when I am asked to read in school, and when we have a test in arithmetic, I make wrong answers very hard with a soft pencil and then smudge them over with my thumb to make it look as though I had tried.

I realize that I sound pretty unpleasant and maybe if my soft little grandmother had lived longer and I hadn't been thrown into the orphanage the day before I got to be ten, I might have chosen to stand the shine.

I- Read the statements below and indicate whether they report facts or express opinions based on what you have read. Write Fact or Opinion in the space after each statement.

1. I was always what is called different. _____
2. I have roughly cut brown hair, the correct number of fingers and toes, and green eyes. _____
3. I am intelligent for my age. _____
4. When a person has no money in his pocket, he has to have something else. _____
5. I am lucky. _____
6. I am not just bright, I am brilliant. _____
7. I purposely never learn to spell. _____
8. I was thrown into the orphanage the day I got to be ten. _____
9. When we have a test in arithmetic, I mark the wrong answers. _____
10. Mrs. Heinsten works at the orphanage. _____

II- List two synonyms of the word “intelligent” mentioned in the passage in the space below:

a- _____

b- _____

III- In one to two sentences, answer the following questions:

a- What does the expression “my pride” refer to?

b- Why does the narrator consider himself lucky?

c- What is the secret of the narrator?

d- Why didn't the author choose to stand and shine?

Evaluation Sheet

Domain: Written Communication: Reading**Competency: - Utilize text-related clues to comprehend printed discourse.****Situation:**

- Individual work
- Limited time (suggested time 30 minutes)

Name: -----**Date: -----****Mystery**

Agatha Christie was the most successful writer of detective stories of all time. People all over the world read her stories of Hercule Poirot and Miss Marple. But when she died in 1976, there was a final mystery: why did she disappear for eleven days in December 1926?

Agatha Christie was born in September 1890. She lived with her family in Devon, England. In 1914, she married colonel Archibald Christie. She wrote her first detective story in 1920 and soon she was very successful.

But Agatha Christie didn't have a happy marriage. On a cold night in December 1926, she left home in her car. The following morning, the police found the empty car, but there was no sign of Agatha Christie. Two days later, they told the newspapers that they didn't know where she was. Everyone thought she was dead.

But 250 miles away in Yorkshire, a waiter in a hotel saw a guest who looked like Agatha Christie and he told the police. Eleven days after her disappearance, her husband found her again in the hotel dining room.

The couple were soon divorced. She married Sir Max Mallowan, an archeologist, in 1930 and she continued to write her mysteries. But she didn't explain what happened in 1926. Did she want to kill herself? Did she want to show her husband that she didn't love him? Did she hope to sell more books?

Over the years, Agatha Christie wrote more than 80 mysteries and sold over 300 million books. But she didn't tell anyone why she disappeared in December 1926.

I. Fill in with correct information from the passage.

Agatha Christie was a successful writer of ----- stories. She came from -----, She disappeared for ----- days. She married -----, Her second husband was an -----, She wrote ----- mysteries and sold ----- books.

II. Read the passage and fill in the time-line below about Agatha Christie.

Mystery

Year	Events
1890	Agatha Christie was born
1914	
1920	
1926	
1930	
1976	

III. Use the time-line to write a summary of the text.

IV. Write a word in the passage which means:

1-No indication-----

2- A person who serves customers in a hotel or restaurant: -----

3- The pronoun “she” in paragraph 1 refers to : -----

Evaluation Sheet

Domain: Written Communication: Writing

Competency: - Write literary, informational and practical texts.

Situation:

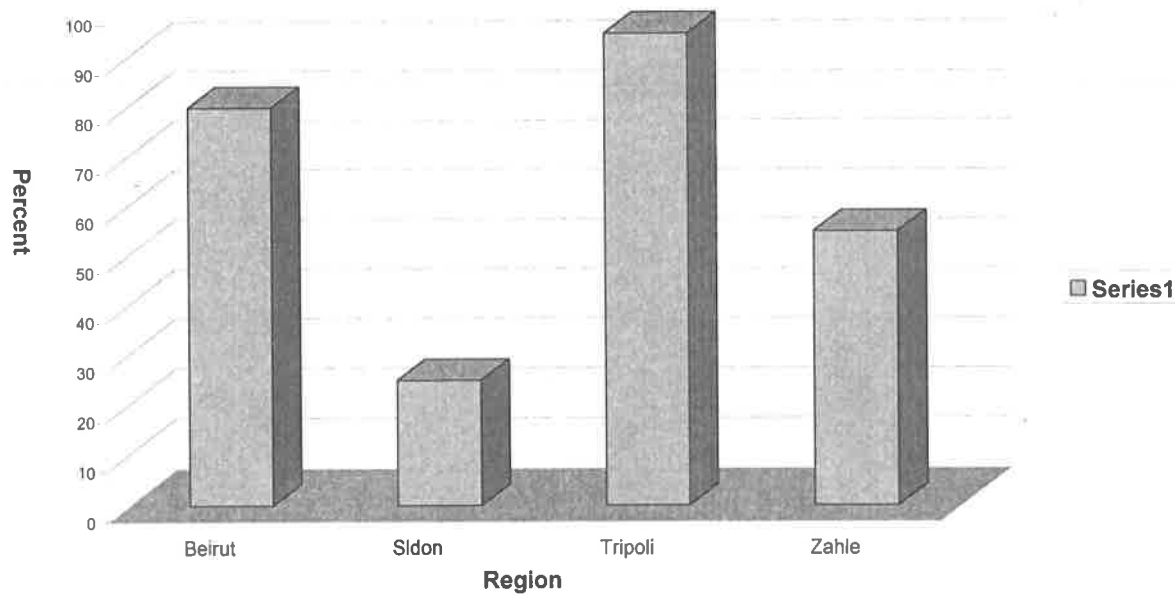
- Individual work
- Limited time (suggested time, 55 minutes)

Name:-----

Date: -----

A. Candidate X ran for elections and obtained the percentages of votes in different cities as shown in the graph below. Read the graph and write a paragraph to report the results of the candidate.

Percent of voters for candidate X



Note: The paragraph will be assessed according to the following:

1. Content:

A= Significant, interesting, appropriate, and well thought out sentences

B= Generally good work, but there is some repetition

C= Careless development of data

D= No effort to make content significant to composition

2. Organization:

A= Well organized, use of clear topic and summary sentences, convincing

B= Good evidence of structuring of paragraphs

C= Some attempts at organization

D= Hard to follow

3. Stylistic technique:

A= Skilled use and varied syntax

B= Clear, appropriate syntax

C= Errors, but attempt at use of appropriate syntax

D= Errors and inappropriate syntax

4. Content:

A= Fluent with moments of elegance, few errors

B= Comprehensible, some errors

C= Substantial and significant errors

D= Unintelligible

Evaluation Sheet

Domain: Written Communication: Writing

Competencies: - Write literary, informational and practical texts.

- Apply process writing skills.

Situation:

- Individual work
- Limited time (suggested time 55 minutes)

Name: _____

Date: _____

Write the biography of a person of your choice.

- Before you start writing, make a time-line of his/her life. Write important dates and events that happened in his/her past. Write what he/she is currently doing. Write a few things he/she intends to do in the future.
- After you write your first draft, revise it to make sure you have considered all the guidelines.
- Edit your work to check for any punctuation, capitalization, or spelling mistakes.
- Rewrite the text in legible handwriting.

Evaluation Sheet

Domain: Written Communication

Competency: - Expand writing through guided and semi-guided activities.

Situation:

- Individual Work
- Limited time: (suggested time 55 minutes)

Name: _____

Date: _____

Directions:

Use the main ideas below to write a descriptive essay about a person of your choice (it can be you).

- Physical appearance of the person
- His/her relationship with others
- His/her hobbies and activities
- His/her favorites such as clothes, pets, jobs, favorite food, television programs, etc.

Evaluation Sheet

Domain: Oral Communication: Listening**Competency: - Comprehend explicit information in spoken discourse.****Situation:**

- **Individual work**
- **Limited time: (suggested time,15 minutes)**

Name: -----**Date:** -----**A. Listen to the selection twice, take notes and then answer the questions.**

An American entering Japan for the first time would not immediately be aware of all of the differences that exist between the United States and Japan. The physical environment of Tokyo is not really all that different from Chicago or New York. Masses of people, traffic moving at a hectic pace, overcrowded streets, skyscrapers, professionals walking on the streets, department store windows displaying the latest fashions—except for the language and oriental features of the people, Tokyo is like any other world-class city.

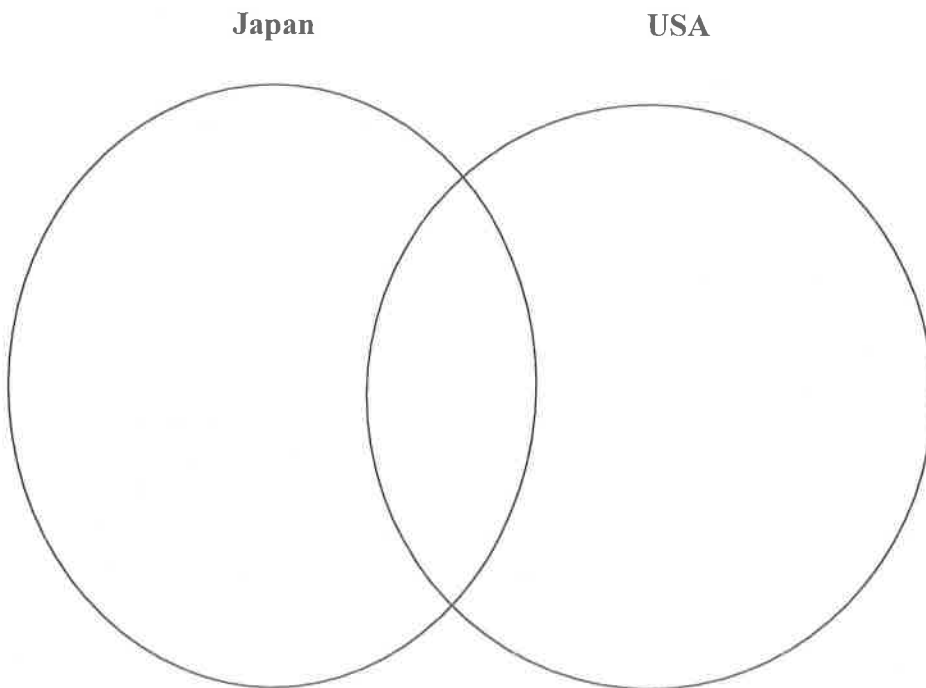
However, one would not have to be in Japan very long for the differences in behavior to become more and more apparent. For Japan, a society built on an ancient culture, has survived through its amazing capacity to adapt itself to new situations and conditions, but at the same time to keep the values that have developed over nearly two thousand years of history. The result is that although there are similarities between Japan and the United States, there are also major differences—differences that relate to the land, differences in the character of the people, and differences in the history of how land and people have produced the values that characterize each culture.

I. Write "T" if the statement is true and "F" if the statement is false in the space provided after each statement.

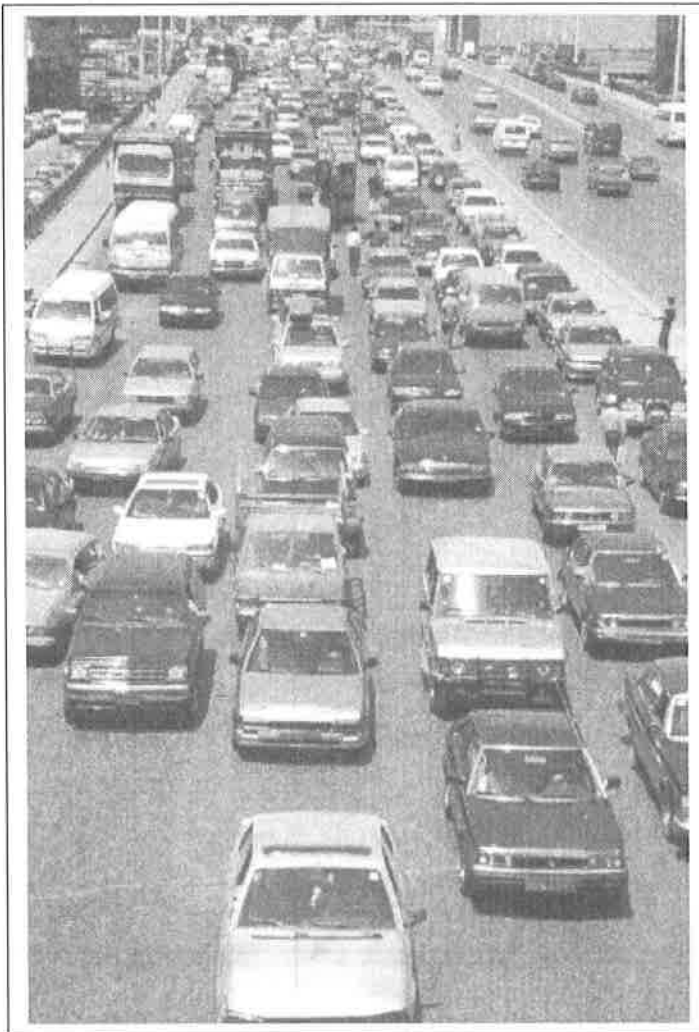
1. An American entering Japan for the first time would be immediately aware of the differences between the two countries -----
2. The physical environment of Tokyo is somewhat similar to that of Chicago or New York.

3. The streets of Tokyo are overcrowded. -----
4. There are similarities and differences between America and Japan. -----
5. Japan is a society built in a modern culture. -----

II. Use the Venn diagram to state the similarities and differences between Japan and USA as stated in the text.



Grade Nine - Second Foreign Language



III. Use the diagram above to write a summary of the text you heard.

IV.

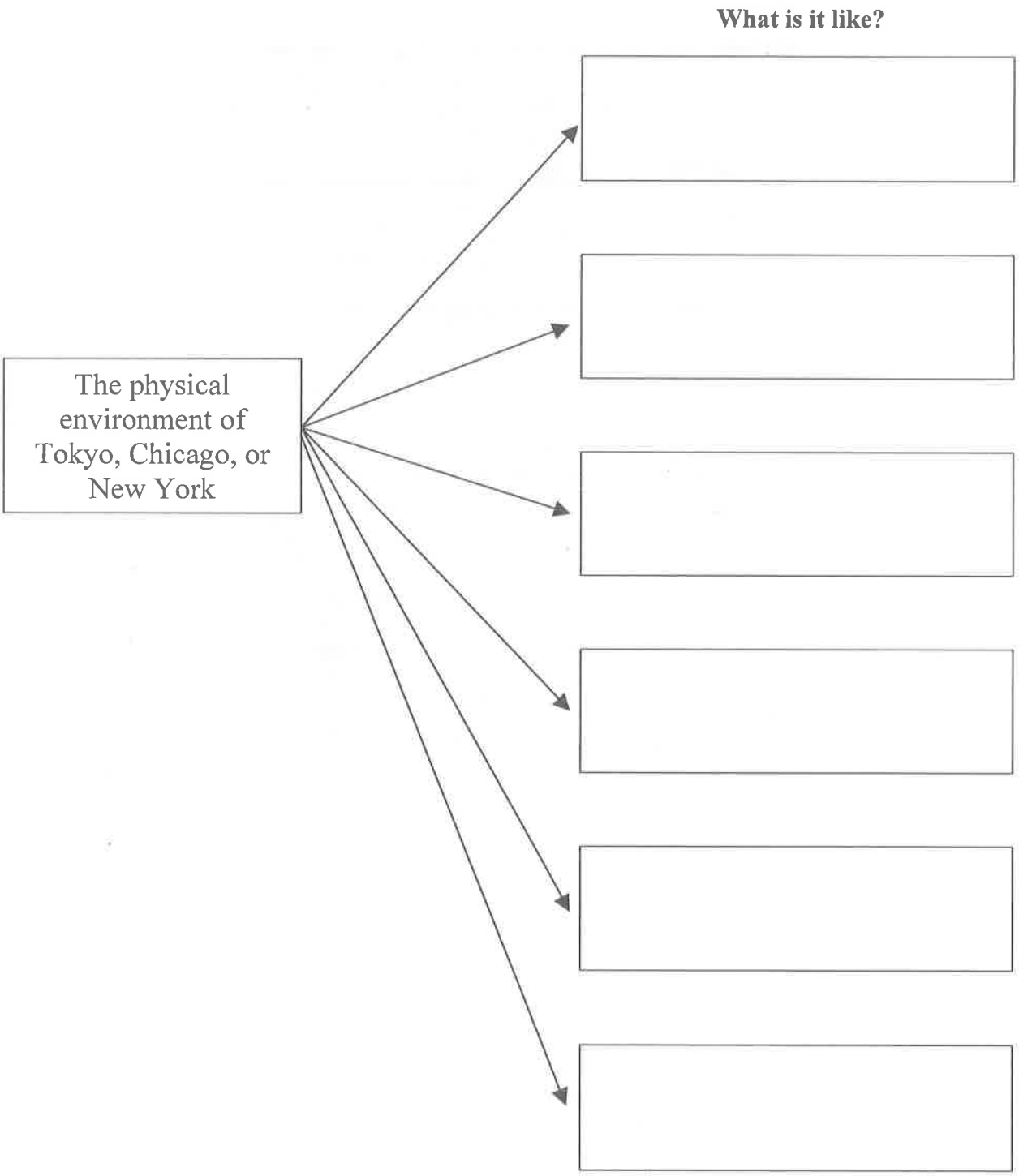
The above picture shows one of the busy streets in a big city. Study the picture. Jot down your opinion/feeling toward living in such a city (5-7 minutes).

In 2 to 3 minutes share your feeling with the class.

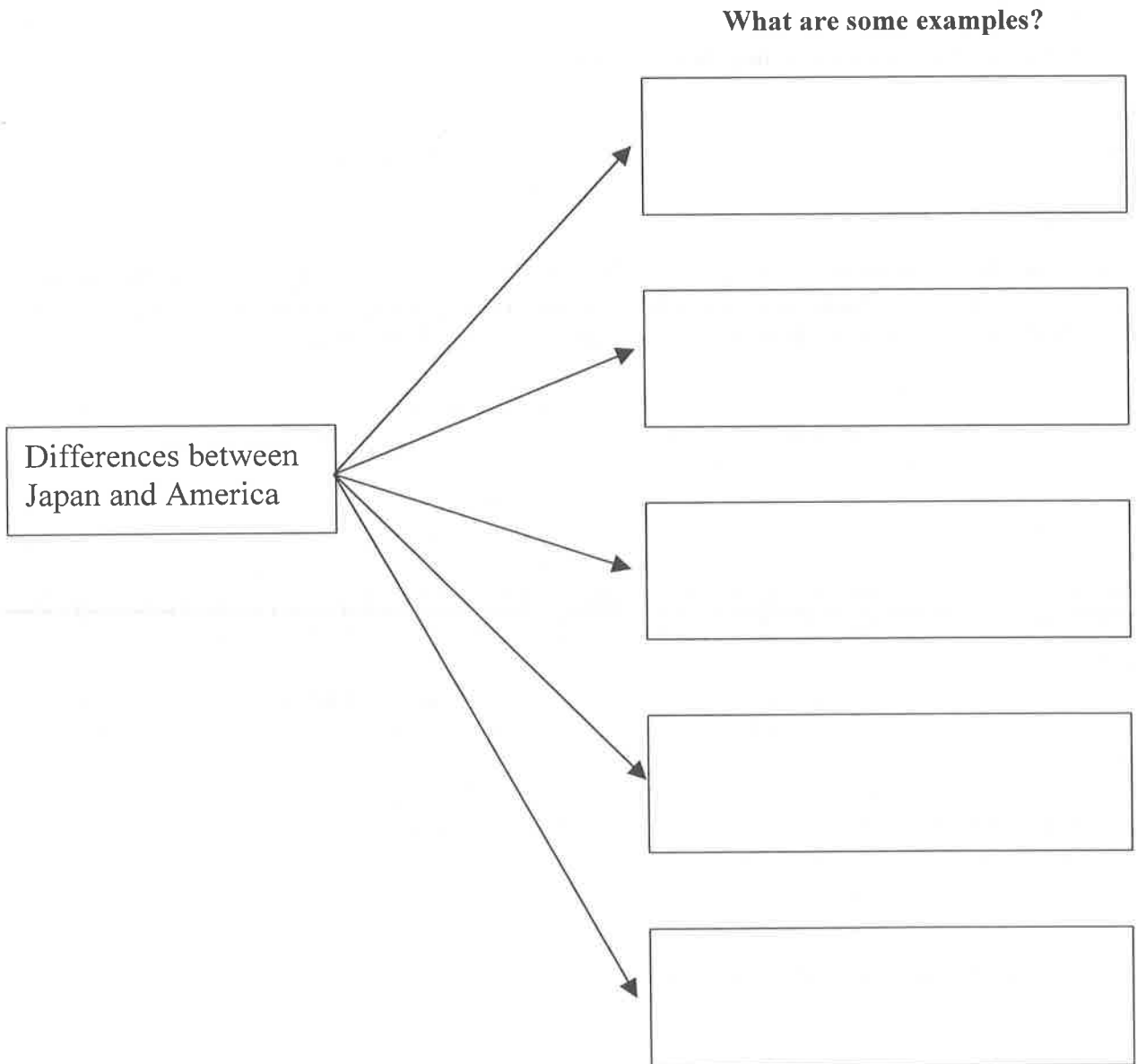
You will be assessed for the following:

- The ideas you present with examples and details that support them.
- The way you present your speech.
- The clarity and fluency of you speech.

B. Listen to the passage once more and complete the diagram below based on what you have heard.



C. Listen to the passage once more and complete the diagram below based on what you have heard.



Evaluation Sheet

Domain: Oral Communication: Listening**Competencies:** - Comprehend explicit information in spoken discourse.
- Convey and seek information.**Situation:**

- Individual work
- Limited time (suggested time 40 minutes)

Name: -----**Date:** -----**Directions:**

You will be listening to a passage that will be read to you twice. Pay close attention to what is said so that you could remember the content of the passage. After the passage is read to you, look at your answer sheet and answer the questions that follow.

Mom and dad, I've decided that I do really appreciate you. When you left for your extended vacation in the Orient last month, you put me in charge of the house. The result: I know the agony you've had to put up with us kids.

For the first three weeks, things ran smoothly. Per your instruction, I watered the grass everyday, before 10a.m. or after 4p.m., and I soaked the indoor plants once a week. Also, Mom, I walked the dog four times a day just because you said it was very important that she be out that many times – I disagreed as you recall, but nonetheless, I walked her. Yes, I was a good boy. But, when Kari, your darling daughter, got home from summer camp, I had to become a part-time parent.

I'm glad you're coming home, because I can't take all this much longer. Raising a family, teaching proper morals, emptying dishwashers and walking dogs, I just don't see how you find any time for yourselves.

So to you, Mom and Dad, and to any other parents who may feel somewhat neglected, unappreciated, and under-credited, I offer these words as full payment for past debts in the hope I can somehow make up for all ungrateful sons: thank you for everything you've done. It took me 20 years to say it, but I appreciate you – really I do.

A- Listen to the passage and answer the following questions:

1- Who is the speaker?

2- For how long have Mom and Dad been on vacation?

3- Who is Kari?

4. How old is the speaker?

5. Why did the speaker become a part- time parent?

B. Circle the correct answer based on what you have heard.

1. The speaker is happy because:

- a. the parents are coming home
- b. the speaker appreciated his parents
- c. the speaker was a good boy
- d. the speaker promised his parents to take his sister to the summer camp

2. The passage is mostly about:

- a. the vacation of Mom and Dad
- b. the duties of the son
- c. summer camp activities
- d. ungrateful sons

3. The attitude of the speaker towards his parents is:

- a. grateful
- b. careless
- c. neutral
- d. ungrateful

4. The attitude of the speaker towards his sister is:

- a. sarcastic
- b. neutral
- c. negative
- d. positive

C. List three things the speaker did during his parents' absence.

1- _____

2- _____

3- _____

D. Imagine you were the writer of the text you've just heard. Your parents came back from holiday. Report an imaginary dialog between you and one of your parents. You have 5-7 minutes to jot down the dialog and 2-3 minutes to present it.

OFFICIAL EXAMINATION SAMPLES

Basic Education Certificate

English as a First Foreign Language

General guidelines

In line with the official syllabus (Decree No. 10227 dated May 8, 1997), the new version of the Basic Education Certificate requires that the official English examination paper include 2 major parts: Reading and Writing.

A- Part One (Reading) consists of a reading text (of about 30 lines) related to the themes specified in the official syllabus of grades 7,8 & 9. This is followed by 4-6 question types that correspond to 2 to 3 of the assessment competencies listed in the Teacher's Evaluation Guide. Each question will correspond to at least one competency and cover as many of its constituent elements as possible.

- 1- This part will be marked out of 12 and each question will have its share of the total score.
- 2- The questions will be so phrased that the candidate will need 50-55 minutes to answer them.
- 3- To help assess the candidate's reading and comprehension skills, a variety of question types may be used, including—but not only—the following ones (depending on the competency/ies to be assessed):
 - a- Questions pertaining to
 - Main idea (s)
 - Organization of supporting details (comparison-contrast, cause-effect, etc.)
 - Genre, figurative language, etc.
 - Personal opinion (concerning text message)
 - b- False text-related statement (s) to be corrected
 - c- Where applicable, put text information in graphic organizers (table, Venn diagram, web, sun-ray, statistical figures, etc.)
 - d- Cloze-type exercise assessing vocabulary and structures, based on reading text
 - e- Comment on a text-related photograph or illustration on the basis of a guided question
 - f- Paraphrase / précis of a text-related selection.
 - g- Editing statements from the text in relation to grammatical structures.
- 4- In terms of level of difficulty, the questions will include ones that require literal, inferential, critical, analytic and creative thinking on the part of the student.

B- Part Two (Writing) raises a point or states a topic, related to the theme of the reading text, for the candidate to think about and discuss or interpret in about 150—200 words (The students need not be worried about the exact number of words needed). In all cases, the question is carefully phrased to assess the candidate's writing skills in terms of the competencies listed in the Teacher's Evaluation Guide.

- 1- This part is scored out of 8 marks which cover ideas, organization, voice, word choice, sentence structure, fluency and mechanics. The examiner stipulates that the graphic organizers and/or the outline are prerequisites for the writing for which he/she would earn up to 02 marks.
- 2- Here, too, the questions will be so phrased that the candidate will need about 60-65 minutes to answer them.
- 3- A student's developed writing is expected to conform to the basics of essay writing: (a) a topic sentence that determines or suggests the points to be elaborated on in the body paragraphs, (b) unified, coherent, and properly sequenced sentences in the paragraph, incorporating a topic sentence or central idea backed up by relevant supporting details, and where possible (c) an appropriate conclusion that brings the student's argument to a satisfactory close. It goes without saying that the student should proofread his essay thoroughly and edit it, making sure that it is neatly and legibly written.

Subject: English Language

Grade Nine
English as a First Foreign Language

Basic Education Certificate
Official Exam: Sample 1

Session:

Time : 2 hours

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

- ◆ Skim through the entire test before you answer any question.
- ◆ Read the text thoroughly and carefully.
- ◆ Do exactly what the directions call for.
- ◆ Start with the question you are most familiar with.
- ◆ Use complete sentences in your answers unless you are instructed not to.
- ◆ Be specific in your answers.
- ◆ Proofread your answers.

Part One: Reading (Score 12/20)

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

TO READ WHEN YOU'RE ALONE

I was 13 years old. My family had moved to southern California from north Florida a year before. I hit adolescence with a vengeance. I was angry and rebellious, with little regard for anything my parents had to say, particularly if it had to do with me. Like so many teenagers, I struggled to escape from anything that didn't agree with my picture of the world. A "brilliant without need of guidance" kid, I rejected any overt offering of love. In fact, I got angry at the mention of the word *love*.

One night, after a particularly difficult day, I stormed into my room, shut the door, and got into bed. As I lay down in the privacy of my bed, my hands slipped under my pillow. There was an envelope. I pulled it out, and on the envelope it said, "To read when you're alone".

Since I was alone, no one would know whether I read it or not, so I opened it. It said "Mike, I know life is hard right now. I know you are frustrated, and I know we don't do everything right. I also know that I love you completely, and nothing you do or say will ever change that. I am here if you ever need to talk, and if you don't, that's okay. Just know that no matter where you go or what you do in your life, I will always love you and be proud that you are my son. I'm here for you, and I love you – that will never change. Love, Mom."

That was the first of several "to read when you're alone" letters. They were never mentioned until I was an adult.

Today, I travel the world helping people. I was in Sarasota, Florida, teaching a seminar when, at the end of the day, a lady came up to me and shared the difficulty she was having with her son. We walked out to the beach, and I told her of my mom's undying love and about the "to read when you're alone" letters. Several weeks later, I got a card that said she had written her first letter and left it for her son.

That night, as I went to bed, I put my hands under my pillow and remembered the relief I felt every time I got a letter. In the midst of my turbulent teen years, the letters were the calm assurance that I could be loved in spite of me, not because of me. Just before I fell asleep, I thanked God that my mom knew what I, an angry teenager, needed. Today when the seas of life get stormy, I know that just under my pillow there is that calm assurance that love – consistent, abiding, unconditional love – changes lives.

A. In not more than 2–4 sentences, use your own words to answer each of the following questions.

1. Identify and briefly describe the main characters in the text. (Score 02/12)
2. Explain the conflict the author had to face. (Score 03/12)
3. Who helped the author change his attitude, and how was that achieved? Justify your answer. (Score 03/12)

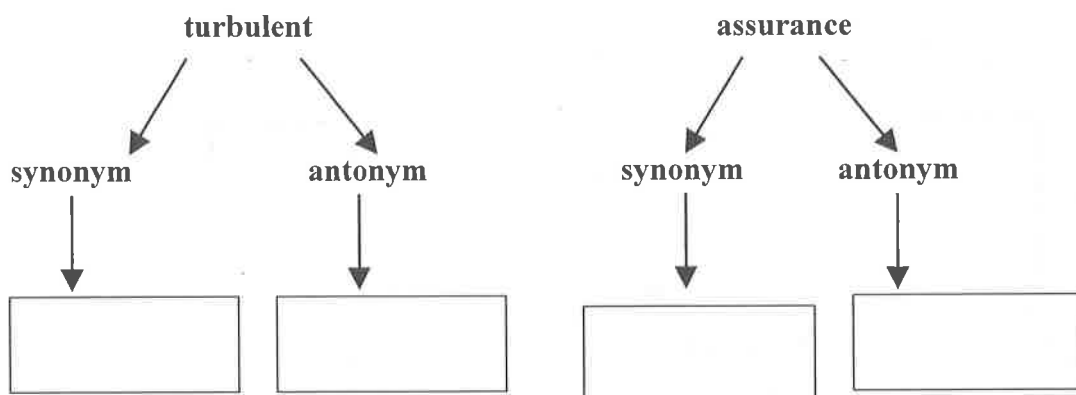
B. In your own words, explain the underlined sentence in the text. (Score 02/12)

C. "Today when the seas of life get stormy"

Identify the figure of speech in the above clause, and explain its meaning. (Score 01/12)

- D. In the midst of my turbulent teen years, the letters were the calm assurance that I could be loved in spite of me, not because of me.

Supply a synonym and an antonym for each of the following words from the above quote: (Score 01/12)



Part Two: Writing: (Score 8/20)

A friend of yours is facing some social and/or academic problems. You have decided to write him/her a supportive letter of advice.

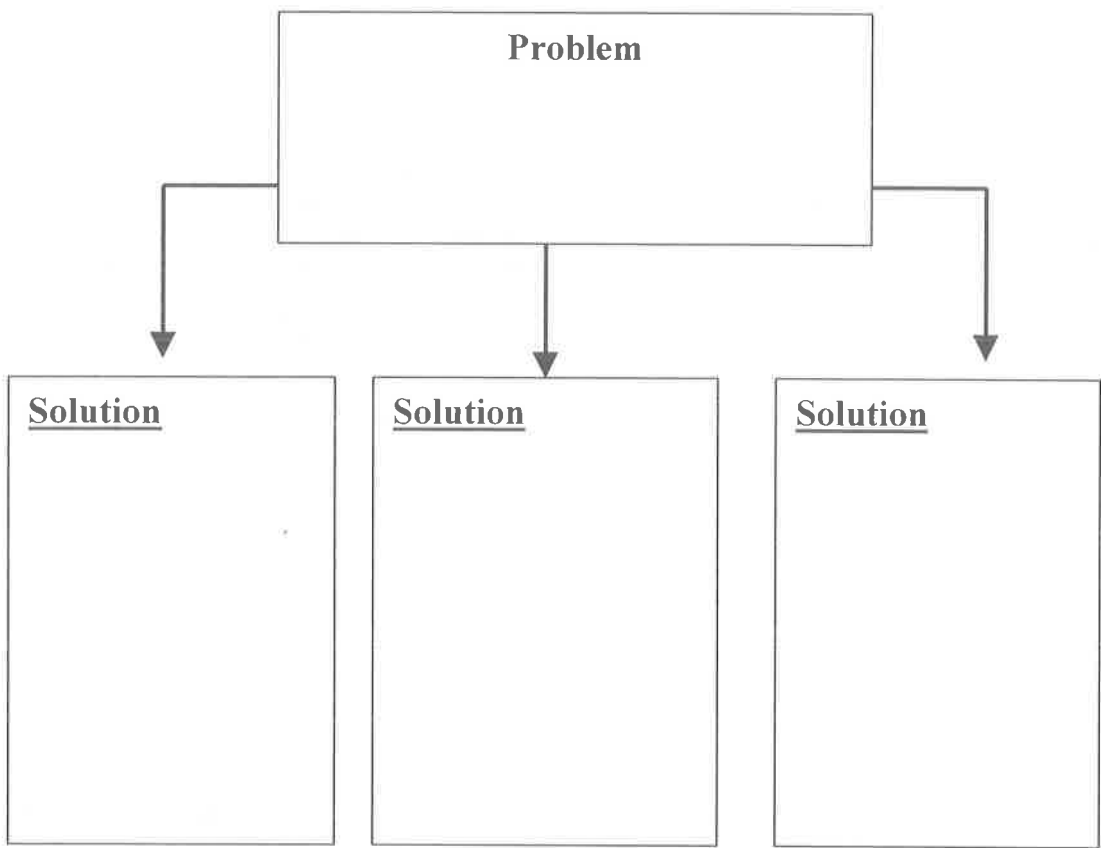
In 150-200 words, write a letter that would address your friend's problems and offer encouragement to him/her and solution (s) to these problems.

Fill out the provided graphic organizer and then write your letter, paying particular attention to ideas, organization, word choice, sentence structure, fluency, and mechanics.

Score: 01/8 for graphic organizer

07/8 for content, development, and mechanics

Problem and Solutions



Answer Key

Grade Nine L1: Sample 1

Domain: Written Communication: Reading and Writing

Competencies:

Reading: - Utilize text-related clues to comprehend printed discourse.

- Develop interpretive understanding of printed discourse.

- Comprehend appropriate literature.

Writing: - Communicate using expressive, transactional and creative writing.

Part One: (Score 12/20)

- A** 1. The two characters are the author and his mother. The author, as a young teenager, was rebellious and highly negative in his attitude towards his society, especially his parents. His mother, with her love, understanding, and wisdom helped him overcome the difficulties he faced as a teenager. (Score 02/12)
2. As a teenager, the author faced an external conflict: a struggle he fought against what he believed was restrictions imposed on him by his society. He even rejected love, for he believed it would restrain his freedom. (Score 03/12)
3. The author was rescued by his mother. With her tolerance, patience, and undying love and support, she supplied him with all the assistance he needed. The notes she used to write and put under his pillow were full of support, encouragement, and above all acceptance of the author as he was, not as she wanted him to be. Those notes changed his attitude towards life; consequently, he began advising mothers to use them with their children. (Score 03/12)
- B.** Nowadays, every time life becomes difficult and the writer faces problems, he is sure that the love provided will help him overcome his difficulties. The writer is confident that this stable, long lasting, infinite love is capable of changing lives. (Score 02/12)
- C.** “the seas of life get stormy”
This is a metaphor.
The problems of life are compared to rough, stormy seas. (Score 01/12)
- D.** Suggested answers:
- 1) turbulent – syn. tempestuous, disorderly, unruly, agitated, disturbed
ant. undisturbed, peaceful, placid, calm
- 2) assurance – syn. affirmation, promise, vow, pledge
ant. mistrust (Score 01/12)

Part Two: (Score 8/20)

1. Graphic Organizer (Score 01/8)

2. Organization (Score 03/8)

- The introduction clearly states the problem.
- The body fully and competently explains why the problem is worth considering.
- The solution (s) to the problem as provided are reasonable and practical.
- Conclusion effectively ends the writing without repetition and contains a concluding statement.
- Effective and varied transitions are used throughout.

3. Elements of problem-solution writing (Score 02/8)

- The overall purpose is clear.
- The problem is defined clearly.
- The solution(s) is/are logical and practical.
- The writing is tailored to the intended audience.
- Word choice is consistently careful and often particularly precise, powerful, or apt.

4. Usage, mechanics, and spelling (Score 02/8)

- There are almost no errors in mechanics, usage, grammar, or spelling.

Subject: English Language

Grade Nine
English as a First Foreign Language

Basic Education Certificate
Official Exam: Sample 2

Session:

Time : 2 hours

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

- ◆ Skim through the entire test before you answer any question.
- ◆ Read the text thoroughly and carefully.
- ◆ Do exactly what the directions call for.
- ◆ Start with the question you are most familiar with.
- ◆ Use complete sentences in your answers unless you are instructed not to.
- ◆ Be specific in your answers.
- ◆ Proofread your answers.

Part One: Reading (Score 12/20)

Read the following text, and answer the questions that follow.

One of the most interesting and engaging characteristics of island species is their extraordinary tameness – a lack of sophistication in dealings with the human race, which even the bitter teachings of experience do not quickly alter. When Robert Cushman Murphy visited the island of South Trinidad in 1913 with a party from the brig¹ *Daisy*, terns alighted on the heads of the men in the whaleboat and peered inquiringly into their faces. Albatrosses on Laysan², whose habits include wonderful ceremonial dances, allowed naturalists to walk among their colonies and responded with a grave bow to similar polite greetings from the visitors. When the British ornithologist David Lack visited the Galapagos Islands a century after Darwin, he found that the hawks allowed themselves to be touched, and the flycatchers tried to remove hair from the heads of the men for nesting material. "It is a curious pleasure," he wrote, "to have the birds of the wilderness settling upon one's shoulders, and the pleasure could be much less rare were man less destructive."

But man, unhappily, has written one of his blackest records as a destroyer on the oceanic islands. He has seldom set foot on an island where he has not brought about disastrous changes. He has destroyed environments by cutting, clearing, and burning; he has brought with him as a chance associate the nefarious rat; and almost invariably he has turned loose upon the islands a whole Noah's Ark of goats, hogs, cattle, dogs, cats, and other non-native animals as well as plants. Upon species after species of island life, the black night of extinction has fallen.

Rachel Carson, *The Sea Around Us*

A. According to the text, the following statements are false. Rewrite them correctly.
(Score 04/12)

1. The author's main purpose in writing this selection seems to be to compare the intelligence of birds with the foolishness of human beings.
2. In the first paragraph, birds are used as an example of animals that make excellent pets.

1. **brig**: a type of ship with two masts and square sails

2. **Laysan**: Laysan Island, located west of Hawaii in the Pacific Ocean

3. The second paragraph supplies information on how birds learn to fear human beings.
4. The author states that island birds are so quick to learn that they cannot trust human beings.

B. Select the choice that best completes each sentence below, and copy the answer in your booklet. (Score 02/12)

1. From the information given, you can tell that David Lack _____
- was a bird lover
 - brought about changes in the Galapagos Islands.
 - was a student of Darwin.
 - was a great scientist.
2. The author's attitude toward human beings is _____
- sympathetic.
 - critical.
 - mocking.
 - humorous.
3. The author thinks that non-native animals should _____
- be brought to islands only if there is enough food for them.
 - be brought to islands only if they are tame.
 - be brought to islands only with an equal number of their natural enemies.
 - not be brought to islands.
4. Both paragraphs develop _____
- the same main idea.
 - two closely related ideas.
 - two unrelated ideas.
 - two ideas in each paragraph.

C. Answer the following questions in complete sentences. (Score 06/12)

1. Reread the first paragraph, and, in your own words, write down four examples of tameness. (Score 02/6)
2. Now read Paragraph Two carefully, and, in your own words, write down three examples of the disastrous changes brought about by man. (Score 02/6)
3. The author ends her text with "Upon species after species of island life, the black night of extinction has fallen." Paraphrase this sentence. (Score 02/6)

Part Two: Writing (Score: 8/20)

Rachel Carson states, "Man, unhappily, has written one of his blackest records as a destroyer on the oceanic islands."

Imagine you are an environmentalist and that you are asked to address an audience of teenagers and to alert them to the dangers that are befalling their Lebanese environment. Write a speech in which you highlight three main dangers and suggest solutions for these problems.

Fill out the graphic organizer provided below in preparation for your speech. In 150-200 words, write your speech, paying particular attention to ideas, organization, word choice, sentence structure, fluency, and mechanics. Provide your speech with a title.

Score: 01/8 for graphic organizer and title
07/8 for content, development, and mechanics

Graphic Organizer

	Cause	Effect	Solution
1.			
2.			
3.			

Answer Key

Grade Nine L1: Sample 2

Domain: Written Communication: Reading and Writing

Competencies:

Reading: - Develop interpretive understanding of printed discourse

- Utilize text-related clues to comprehend printed discourse

Writing: - Communicate using expressive, transactional, and creative writing

- Expand writing skills through guided and semi-guided activities

Part One: (Score 12/20)

A. (Score 04/12)

1. The author's main purpose in writing this selection seems to demonstrate that island species are unusually tame.
2. In the first paragraph, birds are used as an example of island creatures that were once very tame.
3. The second paragraph supplies information on how human beings destroy island life.
4. The author states that island birds are naturally tame and friendly.

B. (Score 02/12)

1. From the information given, you can tell that David Lack was a bird lover.
2. The author's attitude toward human beings is critical.
3. The author thinks that non-native animals should not be brought to islands.
4. Both paragraphs develop two closely related ideas.

C. (Score 06/12)

1. The students should mention the tameness of the following birds: (1) terns, (2) albatrosses, (3) hawks, and (4) flycatchers. They should also mention what each group does. (Score 02/6)
2. The students should mention the disastrous changes brought on the environment, such as cutting, clearing, and burning. They should also mention that the rat and the non-native animals contributed a lot to these changes. (Score 02/6)
3. The metaphor compares the extinction of island life and island species to a pitch-black, hopeless process that would ultimately shroud other species of animals in other parts of the world. (Score 02/6)

Part Two: (Score 8/20)**1. Graphic organizer and title (Score 01/8)**

Suggested answers

	Cause	Effect	Solution
1.	Cutting down of trees deforestation	Erosion – health hazards	Planting of trees and vegetation nationwide
2.	Air pollution	Different forms of allergies, lung cancer, skin cancer and respiratory problems	Safety precautions especially on exhaust pipes of factories and cars
3.	Sound pollution	Tension, anxiety, nervous depression, hearing defects.	Enforcing laws that prohibit use of loud shrill sounds such as drills, car horns etc...

2. Organization (Score 03/8)

- The introduction contains a clearly stated thesis statement.
- The body fully and competently examines the topic by breaking it down into causes and effects.
- The conclusion effectively ends the writing without repetition and contains a clincher statement.
- Unity and coherence are achieved throughout.

3. Elements of cause-effect writing (Score 03/8)

- The overall purpose is clear.
- Causes and effects are logical.
- Cause-effect transition words and phrases are used effectively.
- The writing is tailored to the audience.
- Word choice is consistently careful and particularly precise, powerful, or apt.

4. Grammar, usage, and mechanics (Score 01/8)

- There are almost no errors in mechanics, usage, and grammar.

Subject: English Language

**Grade Nine
English as a First Foreign Language**

**Basic Education Certificate
Official Exam: Sample 3**

Session:

Time : 2 hours

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

- ◆ Skim through the entire test before you answer any question.
- ◆ Read the text thoroughly and carefully.
- ◆ Do exactly what the directions call for.
- ◆ Start with the question you are most familiar with.
- ◆ Use complete sentences in your answers unless you are instructed not to.
- ◆ Be specific in your answers.
- ◆ Proofread your answers.

Part One: Reading (Score 12/20)

Read the poem below and answer the questions that follow.

All That I Am

By Cathy Knight

- Sometimes I just want to go away. Break free just in time.
Be somebody else.
Sometimes I want to start all over.
Far away, where nobody knows me.
5 Change. No form. Just be. Exist, watch, listen.
- Stand back.
Look at the world.
Dissolve into the air to be breathed into
souls of strangers, then exhaled.
10 Only to be breathed in again.
- Float through the sky.
Hold up a cloud.
Rush under the wings of a hawk.
And then a dove.
15 Which is more powerful?
- Carry a raindrop, then a snowflake
to the upturned face of a curious child.
And float on still.
Choked by the pollution of progress.
- 20 I am warmed by the sun.
I am all the world.
I hear all that goes on.
- If I were only a breath of air
Breathed into the lungs of the singer.
25 As I am breathed out, I could tell
The story of all that I am.
- To tell the story of the world as I see it.
If I were that breath of air.
29 But maybe, maybe I am.

A. Pick words from the poem that have nearly the following meaning. (Score 02/12)

1. break into component elements
2. eager to learn more
3. to be unable to breath properly
4. a bird of prey that has a sharp hooked beak, strong claws, and short-rounded wings

B. With reference to the poem, the following statements are incorrect. Correct each statement, and write the correct version in your test booklet. (Score 03/12)

1. The speaker seems to be satisfied of what he/she is
2. The speaker believes a hawk is more powerful than a dove
3. The last stanza (lines 27-29) expresses a tone of hopelessness

C. In complete sentences, use your own words to answer each of the following questions.

1. What does the speaker desire to do? (Score 1 ½/12)
2. What would happen if the speaker were only a breath of air? (Score 1 ½/12)
3. Poetry appeals to the senses. Carefully examine lines 11, 12 and 13. What sense do they appeal to? (score 01/12)
4. Lines 18 and 19 read as follows;
“And float on still.
Chocked by the pollution of progress.”
Progress normally suggests a positive meaning. Why do you think the speaker states that progress contributes to the pollution of the world?
Explain your answer. (Score 1 ½ /12)
5. As a teenager, do you feel that you can share the poet’s wishes and hopes? Why? Or why not? (Score 1 ½ /12)

Part Two: Writing (Score 8/20)

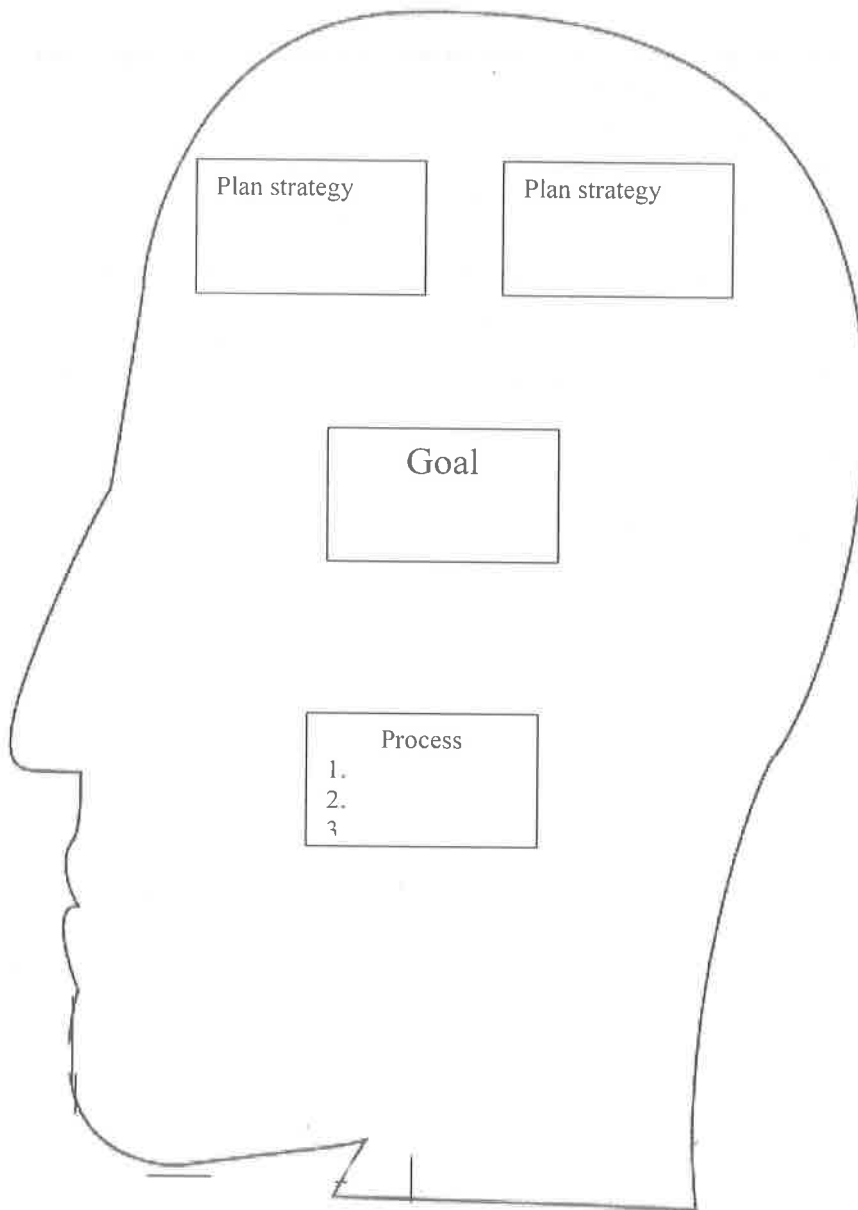
What are your plans for the future?

Complete the following graphic organizer and then in 150 - 200 words, write an essay paying particular attention to ideas, organization, word choice, sentence structure, fluency, and mechanics.

Score: 02/8 for graphic organizer

06/8 for content, organization, and language

Graphic Organizer



Answer Key

Grade Nine L 1: Sample 3

Domain: Written Communication: Reading and Writing

Competencies:

Reading: - Utilize text related clues to comprehend printed discourse

- Develop interpretive understanding of printed discourse

Writing: - Apply process writing skills

- Expand writing skills through guided and semi-guided activities

Part One (Score 12/20)

A. (Score 02/12)

1. dissolve (line 8) 2. curious (line 17) 3. choked (line 19) 4. hawk (line 13)

B. (Score 03/12)

1. The speaker seems to be dissatisfied with what he or she is. He/She wants to change his or her state. (The speaker is not the poet)
2. The question in line 15: "Which is more powerful?" suggests that a dove, the symbol of love and peace, is as strong as a hawk, a symbol of power and liberty.
3. The last stanza expresses a note of hope for reaching a better state of a liberated life.

C. (Score 07/12)

1. The speaker desires to escape the routine of everyday life and experience a new life full of varied activities.
2. If the speaker were only a breath of air, he or she could tell the story of all that he or she was.
3. These lines appeal mostly to the sense of touch.
4. Though the students' answers will vary, however, they will have to rely on their knowledge about the environment in order to answer this question. The answer is based on the idea that progress has proved to be harmful to the environment.
5. Students are supposed to relate to the speaker's longing for freedom. They, as teenagers, might have the same wishes and hopes for a change from their everyday monotonous life.

Part Two (Score 8/20)

1. Graphic organizer (Score 02/8)

A mind map is used when a student shows what a certain character is thinking and feeling (internal monologue). It also helps the student analyze a character, follow its development and chart its goals. Hence, the graphic organizer for sample 3 would help the student in defining his/her future goal: the two boxes on top should be devoted to the plan or strategy he/she wants to use in achieving his/her goal, whereas the lower box is used to describe the steps taken to achieve or execute the plan (process of action)

2. Organization (Score 03/8)

- The description has a stated goal and a clear and appropriate organization such as order of importance.
- Effective transitions are used throughout.

3. Elements of description (Score 02/8)

- The overall description is clear and suitable to the choices of the writer.
- Specific personal preferences are given and are relevant to the stated goal.
- The writer creates a unique description that helps the reader to understand and appreciate him/her.

4. Grammar, usage, mechanics and spelling. (Score 01/8)

- There are almost no errors in mechanics, usage, grammar, or spelling.
- Word choice is consistently careful and precise.

The writing may be assessed according to the following scale:

1. Grammar/vocabulary

- A = Fluent with moments of elegance, few errors
- B = Comprehensible, some errors
- C = Substantial and significant errors
- D = Unintelligible

2. Stylistic technique

- A = Skilled use and varied syntax
- B = Clear, appropriate syntax
- C = Errors, but attempt at use of appropriate syntax
- D = Errors and inappropriate syntax

3. Organization

- A = Well organized, use of clear topic and summary sentences, convincing
- B = Good evidence of structuring of paragraphs
- C = Some attempts at organization
- D = Hard to follow

4. Content:

- A = Significant, interesting, appropriate, and well thought out
- B = Generally good work, but there is some repetition
- C = Careless development of data
- D = No effort to make content significant to composition

Subject: English Language

Grade Nine
English as a First Foreign Language

Basic Education Certificate
Official Exam: Sample 4

Session:

Time : 2 hours

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

- ◆ Skim through the entire test before you answer any question.
- ◆ Read the text thoroughly and carefully.
- ◆ Do exactly what the directions call for.
- ◆ Start with the question you are most familiar with.
- ◆ Use complete sentences in your answers unless you are instructed not to.
- ◆ Be specific in your answers.
- ◆ Proofread your answers.

Part One: Reading (Score 12/20)

Read the following text, and answer the questions that follow.

FAIROUZ

Fairouz, known as Lebanon's "ambadress to the stars," has been the country's most famous lyrical artist for more than 40 years. Her stage performances in Rio de Janeiro, Buenos Aires, London, Amman, Kuwait City, Paris and New York City, among other cities, have drawn audiences numbering in the thousands. Leaders and heads of states of nearly every Arab country have attended her concerts.

Fairouz was born Nohad Haddad in 1934 in Beirut, where she attended St. Joseph School and graduated from the National Conservatory of Music. She began her musical career as a Lebanese Radio Station chorus member. Halim El-Roumi, who composed most of Fairouz's early songs, introduced her to brothers and composers Assi and Mansour Rahbani. This introduction was the beginning of a long, successful collaboration between Fairouz and the Rahbanis, during which the brothers wrote more than 300 songs for her, nearly all of them becoming hits. In 1950, Fairouz first captured public attention with a hit song, "Itab," written by Rahbani Brothers. In 1954, Fairouz married Assi Rahbani.

Fairouz's fame grew, and by the early 1960, she was the acknowledged star of the annual Baalbek Festivals. Her unique voice and original songs, heard in hundreds of recordings, won her tremendous fame throughout the Arab world. Fairouz also worked in cinema and theater, and her performances in musicals and films widened her audience to include Arabs living in Europe and the Americas.

With a full, successful career spanning five decades, Fairouz is today a much beloved performer. Her May 1999 concert at the MGM Grand Hotel in Las Vegas drew an audience of 15000 from as far away as Brazil.

Fairouz has received many awards including the Gold Medal of Lebanon, the Lebanese Order of Merit, and the Gold Medal Al-Kawkab of Jordan. The French magazine *L'express* named her among "the 100 women who moved the world" in 1995. Fairouz was given the key to the city of Jerusalem in 1961, and in 1969, the Lebanese Government issued a postage stamp in her name.

Fairouz has four children, Ziad, Haly, Layal, and Rima. Since the death of her husband in 1986, her son Ziad has composed most of her songs.

A. Select the choice that best completes each sentence below, and copy the answer in your booklet. (Score 2 ½ /12)

1. The purpose of the passage is to _____.
- describe
- persuade
- entertain
- inform

2. The tone of the writer of the passage is _____.
 - formal and impersonal
 - formal but personal
 - informal and personal
 - informal but impersonal
3. When the writer calls Fairouz "our ambassadress to the stars," he/she means Fairouz _____.
 - is inspired by the stars
 - has performed under twinkling stars
 - has made her country famous all over the world
 - has constructed an ideal place in her art
4. We infer from the passage that _____.
 - Fairouz is a normal, lyrical artist
 - Fairouz is deeply rooted in the artistic memory of all the Lebanese and the Arabs
 - Fairouz's fame has started to decline
 - Fairouz has become a part of a forgotten memory
5. Fairouz _____.
 - was a lyrical artist forty years ago
 - was and still is a lyrical artist
 - was a lyrical artist for forty years
 - is no longer a lyrical artist

B. Answer the following questions. (Score 1 ½ /12)

1. What does the great number of audiences attending Fairouz's festivals signify to you?
2. Select from the text three people and two factors that have greatly contributed to the success of Fairouz as an artist.
3. Explain how Fairouz is talented in more than one field of art.

C. Complete the following clauses to make meaningful sentences. Your understanding of the passage as well as your awareness of grammatical structures will help you a lot in this sequence. (Score 02/12)

1. Had it not been for Halim El-Roumi, Fairouz _____.
2. Fairouz has been awarded many medals because of _____.
3. _____, Fairouz can move the world.
4. The more productive Fairouz was, _____.

D. Complete the following timeline to show the major events and achievements in Fairouz's life. For guidance, the first and the last dates are given to you. (Score 03/12)

Date	1999	
	1934	

Major Events and Achievements

E. Match each word in the left-hand column to its correct meaning in the right-hand column, and copy it in your booklet. (Score 01/12)

- | | |
|------------------|--------------------------------------|
| 1. unique | - working together on a project |
| 2. performance | - having no equal or equivalent |
| 3. span | - extend over a period of time |
| 4. collaboration | - a public presentation of something |

F. Fill in the following cloze exercise with the most appropriate words. Write your answers in your booklet. (Score: 02/12)

Through her (1) voice, Fairouz has presented a true, (2) picture of what musical (3) should be.

The (4) of her voice, the (5) of her songs, and the extreme (6) to the past make us—as listeners—forget our (7) reality and live a world of dreams and (8).

Part Two: Writing (Score 08/20)

Choose a person —other than Fairouz— whom you rank as an exceptional figure.

First, use a timeline (like the one given to you in Question D of this test) as a graphic organizer to show the major events and achievements in the person's life. Then develop the timeline in an essay of 150 - 200 words.

Pay attention to ideas, organization, word choice, sentence structure, fluency, and mechanics.

Score: 02/8 for graphic organizer

06/8 for content, development, and language

Answer Key

Grade Nine L1: Sample 4

Domain: Written Communication: Reading and Writing

Competencies:

Reading: -Utilize text-related clues to comprehend printed discourse

- Develop interpretive understanding of printed discourse

Writing: - Apply process writing skills

Part One: (Score 12/20)

A. (Score 2 ½/12)

1. inform
2. formal and impersonal
3. Fairouz has made her country famous all over the world
4. Fairouz is deeply rooted in the artistic memory of all the Lebanese and the Arabs
5. was and still is a lyrical artist

B. (Score 1½/12)

1. It signifies the popularity of Fairouz as well as her gift as a lyrical artist.
2. Halim El-Roumi and Assi and Mansour Rahbani have greatly contributed to the success of Fairouz. Furthermore, Fairouz's artistic gift and the Lebanese Radio Station are two main factors that helped our artist a lot.
3. Fairouz had a unique voice, was a stage and musical performer, and worked in the cinema.

C. Suggested answers. (Score 02/12)

1. Had it not been for Halim El-Roumi, Fairouz would not probably have cooperated with the Rahbanis
2. Fairouz has been awarded many medals because of her exceptional performances.
3. Through her enchanting voice, Fairouz can move the world.
4. The more productive Fairouz was, the more popular she became.

D. (Score 03/12) Timeline: suggested points

Date	1999	May concert at MGM Grand Hotel – Las Vegas
	1986	Death of Assi Rahbani
	1969	The Lebanese Government honored Fairouz (a postage stamp in her name).
	1961	Fairouz was given the key of Jerusalem.
	1960	– Fairouz's acknowledgement as the star of Baalbek Festivals – Her famous recordings throughout the Arab world – Her fame as a multi-gifted artist
	1954	Fairouz married Assi Rahbani
	1950	Fairouz's song "Itab" was a hit that captured public opinion
	1934	Fairouz's birthday

Major Events and Achievements

E. (Score 01/12)

1. having no equal or equivalent
2. a public presentation of something
3. extend over a period of time
4. working together on a project

F. Suggested answers. (Score 02/12)

Through her **enchanting** voice, Fairouz has presented a true, **living** picture of what musical **performance** should be.

The **softness** of her voice, the **originality** of her songs, and the extreme **attachment** to the past make us – as listeners – forget our **bitter/harsh** reality and live a world of dreams and **imagination/fantasy**.

Part Two: (Score 08/20)

1. Timeline (Score 02/8)
2. Content and organization (3 ½/8)
 - The introduction clearly states a general view of the chosen figure.
 - The body fully and competently explains major events and achievements of the figure while retaining the unity of the topic.
 - The conclusion restates the introduction or gives a final touch about the figure without repetition or digression.
 - Proper and varied transitions are used to enhance coherence and smoothness.
3. Language conventions and mechanics (Score 2 ½/8)
 - Sentence variety and conciseness
 - Lack of fragments and run-on sentences
 - Almost no errors in mechanics, usage, and grammar

Subject: English Language

Grade Nine
English as a First Foreign Language

Basic Education Certificate
Official Exam: Sample 5

Session:

Time : 2 hours

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

- ◆ Skim through the entire test before you answer any question.
- ◆ Read the text thoroughly and carefully.
- ◆ Do exactly what the directions call for.
- ◆ Start with the question you are most familiar with.
- ◆ Use complete sentences in your answers unless you are instructed not to.
- ◆ Be specific in your answers.
- ◆ Proofread your answers.

Part One: Reading (Score 12/20)

Read the following text, and answer the questions that follow.

Arctic Warming May " Turn Off " Gulf Stream

- 1 Warming in the Arctic could be about to turn off the warm Gulf Stream with catastrophic consequences for the climate of northern Europe in the long term, scientists warn.
- 2 Peter Wadhams, a British scientist, said that for the fifth winter in the last seven years, a huge tongue of shelf ice had failed to form in the Greenland Sea. Arctic ice is both thinning and dwindling.
- 3 One US climate scientist has warned that if the Gulf Stream were turned off, Britain and Ireland would experience temperatures familiar on the Arctic island of Spitsbergen.
- 4 "That was too dramatic," said Wadhams. Temperature in Britain would drop about 5° C and Norway would suffer a 10° C fall. " It wouldn't make us like Spitsbergen, but it would be a very dramatic, serious change in the climate". The Gulf Stream flows north from the Caribbean, keeping Britain at least 5° C warmer than expected at its latitude.
- 5 However, the Arctic ice cover is in retreat, shrinking by an area the size of the Netherlands every year. It is also thinning from more than three meters thick to less than two meters in 30 years.
- 6 What worried Wadhams and his Arctic colleagues was the failure, once again, of the huge Greenland ice tongue. It was a powerful agent in the ocean mixing system, and there were signs that the ocean circulation had begun to flag.
- 7 "Climate models predict that this process will continue, that there will be a continued loss of convection from the Greenland Sea and also the Labrador Sea," said Wadhams. " When these both turn off, which will happen within the next 30 years, then the result will be a much slower transport of heat by the ocean from the tropics to our latitudes. And that will mean a cooling for Europe and especially northwest Europe."
- 8 Last week, climate scientists announced dramatic losses in the ozone layer over the Arctic and blamed global warming in the lower atmosphere. Paradoxically, although the Arctic is warming, driven by the "greenhouse effect" of carbon dioxide from worldwide use of coal, natural gas, and petrol, Britain could be condemned to a much colder future.
- 9 Because the world is warming, glaciers everywhere are in retreat. Springs are arriving earlier and autumns later, and six of the 10 warmest years ever recorded occurred in the 1990s. However, the effect would be slow. "Europe won't see a dramatic cooling until the beginning of the next century," said Wadhams. " It's just that we won't warm as fast as everybody else."

A. Decide whether the following statements are facts or opinions in the passage above. (Score 1 1/2 /12)

1. As a result of global warming, the dramatic change of temperature will make life impossible on earth.
2. Six of the 10 warmest years ever recorded occurred in the 1990s.
3. Britain could be condemned to a much colder future.
4. If the Gulf Stream were turned off, there would be a decrease of temperature in Britain.
5. Because the world is warming, glaciers everywhere are in retreat.
6. Last week, climate scientists announced dramatic losses in the ozone layer over the Arctic.

B. Skim the text for five examples of cause/effect relationship. Use the chart below to note these down. The first example is done for you. Copy the chart in your answer booklet. (Score 02/12)

Cause (Why)	Effect (What)
1. Warming in the Arctic	1. Catastrophic climatic changes in northern Europe
2.	2.
3.	3.
4.	4.
5.	5.

C. On the basis of the text and the chart above, answer the following questions. (Score 03/12)

1. Why were Wadhams and his colleagues worried?
2. There is a paradox overshadowing global warming. Locate this paradox, and explain it in 1 or 2 sentences of your own.
3. Suggest one solution that helps stop the thinning of the ozone layer.

D. Select the choice that best completes each sentence below, and copy the answer in your booklet. (Score 02/12)

1. The writer uses _____ as an approach to develop his essay.
 - process analysis
 - classification
 - comparison and contrast
 - cause/effect, illustration, and facts
2. When in Paragraph 3 the American climate scientist predicts that Britain and Ireland might experience temperatures familiar on the Arctic Island of Spitsbergen, he means _____.
 - the weather in these two countries will be extremely hot
 - the temperature will increase as a result of Arctic warming
 - the temperature in the two countries will remain stable
 - the temperature in the two countries will be unbearably cold
3. The Arctic ice cover will be losing about _____ of its thickness in 30 years.
 - 150 cms
 - 200 cms
 - 100 cms
 - 300 cms
4. We infer that carbon dioxide helps in _____.
 - stabilizing temperature
 - decreasing temperature
 - increasing temperature only
 - increasing temperature and leads to the thinning of the ozone layer

E. Complete the following clauses to make meaningful sentences. Your understanding of the passage as well as your awareness of grammatical structure will help you a lot in this sequence. (Score 1 ½/12)

1. Because the formation of ice in the Arctic is important,.....
2. The less we take care of our environment, the more

F. Select from the text two words with negative connotation, and then find their synonyms and antonyms. Use the graphic organizer below. For guidance, the first one is done for you. (Score 02/12)

1.

negative

Connotation

misfortunate

Synonym

catastrophic

fortunate

Antonym

2.

Connotation

Synonym

Antonym

3.

Connotation

Synonym

Antonym

Part Two: Writing (Score 08/20)

You and your friends are asked to launch a campaign to preserve the environment in your region.

You are provided with a graphic organizer that shows the steps to be followed. Fill out the graphic organizer. Then in 150 - 200 words, expand the steps in the body of your composition. Supply introductory and suitable concluding paragraphs.

Pay attention to ideas, organization, word choice, sentence structure, fluency, and mechanics.

Step Chart

Step chart _____

How to

1. _____

2. _____

3. _____

4. _____

5. _____

N.B.: You need not abide by the number of steps in the above chart. Add or delete as necessary.

Answer Key

Grade Nine L1: Sample 5

Domain: Written Communication: Reading and Writing

Competencies:

Reading: -Utilize text-related clues to comprehend printed discourse

- Develop interpretive understanding of printed discourse

Writing: - Apply process writing skills

Part One: (Score 12/20)

A. (Score 1½/12)

1. opinion
2. fact
3. opinion
4. opinion
5. fact
6. fact

B. (Score 02/12)

Cause (Why)	Effect (What)
1. Warming in the Arctic	1. Catastrophic climatic changes in northern Europe
2. Turning off the Gulf Stream	2. Very low temperature in Britain and Ireland
3. Flowing of Gulf Stream	3. Keeping Britain at least 5° C warmer
4. Loss of convection	4. Slower transport of heat
5. Global warming	5. Losses in the ozone layer

C. (Score 03/12)

- 1. They were worried about the continuous failure of the huge Greenland ice, a process which has negative effects on temperature.
- 2. The paradox lies in the fact that global warming, which brings about a global increase in temperature, leads to a dramatic decrease in temperature in northern Europe.
- 3. Suggested solution.
Where necessary, governments should ban the use of certain chemicals, such as chlorofluorocarbons in aerosols.

D. (Score 02/12)

- 1. cause/effect, illustration, and facts
- 2. the temperature in the two countries will be unbearably cold
- 3. 100 cms
- 4. increasing temperature and leads to the thinning of the ozone layer

E. (Score 1 ½/12)

- 1. Because the formation of ice in the Arctic is important, its shrinking and thinning will bring about a total change in the ocean-mixing system.
- 2. The less we take care of our environment, the more dangerous our life will be.

F. Suggested answers. (Score 02/12)

1.

negative

Connotation

misfortunate

Synonym

catastrophic

fortunate

Antonym

2.

negative

Connotation

experience

Synonym

suffer

(elude) escape

Antonym

3.

negative

Connotation

recede

Synonym

retreat

advance

Antonym

4.

negative

Connotation

trouble

Synonym

worried

unworried

Antonym

5.

negative

Connotation

shrinking

Synonym

dwindling

enlarging

Antonym

Part Two: Writing (Score 08/20)

1. Graphic organizer (Score 01/8)
2. Content and organization (Score 04/8)
 - The introduction puts the reader in the general atmosphere of the topic and clearly states the thesis statement.
 - The body fully and competently explains and develops the required steps while retaining the unity of the topic.
 - The conclusion restates the thesis statement or gives a final touch about your campaign without repetition or digression.
 - Proper, varied transitions are used to enhance sequence of the steps, coherence, and smoothness.
3. Language conventions and mechanics (Score 03/8)
 - Sentence variety and conciseness
 - Lack of fragments and run-on sentences
 - Almost no errors in mechanics, usage, grammar or spelling

Subject: English Language

**Grade Nine
English as a First Foreign Language**

**Basic Education Certificate
Official Exam: Sample 6**

Session:

Time : 2 hours

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

- ◆ Skim through the entire test before you answer any question.
- ◆ Read the text thoroughly and carefully.
- ◆ Do exactly what the directions call for.
- ◆ Start with the question you are most familiar with.
- ◆ Use complete sentences in your answers unless you are instructed not to.
- ◆ Be specific in your answers.
- ◆ Proofread your answers.

Part One: Reading (Score 12/20)

Read the following text, and work out the activities that follow.

The need to eradicate poverty and violence against women in order to achieve better conditions topped a list of demands by women's right campaigners.

The Arab coordination committee for the women's International March Against Violence and Poverty for the year 2000 announced on Thursday the recommendations of its first regional general assembly, held in Beirut between April 17 and 19.

Emily Nafaa, the Jordanian coordinator, said more than 3000 international, non-governmental organizations (NGOs) were joining forces to stop violence against women and children and to promote the redistribution of the world's resources.

Egyptian coordinator Farida Naccach said capitalism and globalization were widening the gap between rich and poor countries and adversely affecting women's conditions. This, she argued, was being manifested in increased poverty and marginalization of women's roles.

In an effort to combat these threats, Naccach invited Arab countries to join forces in addressing economic, social, and political challenges, and to promote the idea of an Arab common market. She also called for the creation of more job opportunities.

"That will help reduce the impact of women's dependency on others to sustain themselves and will also increase their families' income," she said, adding that women should also be encouraged to contribute to decision-making processes.

Naccach emphasized that laws on social security funds had to be amended to create equality between men and women.

Moroccan coordinator Thuraya Ahraj spoke about the impact of violence and called for amending Arab laws pertaining to crimes involving violence against women. Ahraj also said specialized agencies were needed to care for victims of violence.

"These agencies will provide shelter for woman victims in addition to offering medical assistance, psychological counseling, and legal advice," she said, explaining that the centers would also provide rehabilitation and training programs enabling abused women to find jobs and make a fresh start.

She also referred to the naturalization law, which prohibits women from giving their nationality to foreign husbands. In addition, Ahraj called for the promotion of NGOs and other bodies that advocated the institution of democracy.

Linda Matar, the former president of the Lebanese Women's Council, suggested classifying women's demands into three categories: social, economic, and political.

"Violence has many aspects. Harassment at work is one, and laws which discriminate is another, and it would be good to start identifying them," she said.

A. Decide whether the following sentences are true or false. Correct any false information in reference to the text. (Score 02/12)

1. In order for women to achieve a better status, poverty and violence against them need to be eliminated.
2. Capitalism and globalization are positively affecting women's conditions.
3. Laws concerning crimes that involve violence against women have already been established.
4. Different organizations should work to support women's call for democracy.

B. Reread the passage, and complete the chart below with the necessary information in relation to three committee members. (Score 03/12)

Name of the member	Nationality of the member	Summary of the member's ideas (2-3 sentences)

C. Answer the following questions. (Score 05/12)

1. Where do you think this article may appear? Justify your answer in one sentence. (Score 01/5)
2. How is the opening sentence related to the rest of the article? Explain in 2-3 sentences. (Score 01/5)
3. Identify the purpose and tone of the writer. (Score 01/5)
4. Give the article a suitable title. (Score ½ /5)
5. Do you support the recommendations of the campaigners? Why or why not? Explain your opinion in 2-3 sentences. (Score 1 ½ /5)

D. You are a news reporter who wants to interview Thurayya Ahraj directly after the meeting. Write a set of four questions that you would prepare for the interview. Use direct speech and include only main points in your questions. Make sure you use the appropriate vocabulary and language structures. (Score 02/12)

Part Two: Writing (Score 08/20)

Farida Naccash believes that "women should be encouraged to contribute to decision-making processes."

Do you agree or disagree with this view? Should woman and man share in decision making as a whole, or should the woman's role be restricted to family matters?

Provide an outline first, and then in 150-200 words develop a persuasive essay in which you clarify your position. Pay attention to ideas, organization, word choice, sentence structure, fluency, and mechanics.

Score: 02/8 for outline

06/8 for content, organization, and language

Answer Key

Grade Nine L1: Sample 6

Domain: Written Communication: Reading and Writing

Competencies:

Reading: -Utilize text-related clues to comprehend printed discourse

-Apply interpretive understanding of printed discourse

Writing: - Apply process writing skills

Part One: (Score 12/20)

A. (Score 02/12)

1. T

2. F. Capitalism and globalization are negatively affecting women's conditions.

3. F. Nothing has been established in this respect, and the writer calls for the eradication of such crimes that involve violence.

4. T

B. (Score 03/12)

Name of the member	Nationality of the member	Summary of the member's ideas
Emily Nafaa	Jordanian	NGO's are joining forces to stop violence against women and children and to promote a fair redistribution of the world's resources.
Farida Naccash	Egyptian	She attacks globalization and capitalism and the continuous marginalization of women's roles. She urges Arabs to unite in order to face challenge, guarantee independence, and create equality.
Thuraya Ahraj	Moroccan	She attacks discrimination against women, asks for the amendment of laws to ensure equality, and calls agencies to support women. She also calls for the consolidation of democracy.
Linda Matar	Lebanese	She asks for the classification of women's demands and launches a bitter attack against violence and harassment.

C. Suggested answers (Score 05/12)

1. This article may probably appear in a newspaper or a magazine. It mainly states and identifies the recommendations of the Arab Coordination Committee after its general assembly held in Beirut.(Score 01/5)
2. The opening sentence states the thesis statement of the article. The rest of the article develops and gives details of this thesis statement.(Score 01/5)
3. It is informative in purpose. The writer's tone is formal and impersonal. (Score 01/5)
4. Possible title: Arab Women Demand Urgent Changes to Outdated Laws.(Score ½ /5)
5. Answers vary.(Score 1 ½/5)

Possible answer: As I am against all sorts of violation of human rights, I highly support such recommendations. After all, a society which does not respect its women is a society "doomed to decay."

D. Answers vary. (Score 02/12)

Possible questions.

- 1- Do the dominant Arab laws secure women's rights fairly?
- 2- What do you mean by naturalization laws?
- 3- How can specialized agencies provide help for victimized women in the Arab world?
- 4- How would democracy enhance the role of women in the Arab world?

Part Two: Writing (Score 08/20)

1. Outline (Score 02/8)
2. Content and organization (Score 3 ½/8).
 - The introduction clearly states the position (attitude) statement and prepares the reader for the argument.
 - The body fully and competently develops this single position statement through examples, facts, reasons, statistics, etc. while retaining the unity of the topic.
 - The conclusion confirms the position statement or gives it a final touch without repetition or digression.
 - Proper and varied transitions are used to enhance argument smoothness and coherence.
3. Language conventions and mechanics (Score 2 ½/8)
 - Sentence variety and conciseness
 - Lack of fragments and run-on sentences
 - Almost no errors in mechanics, usage, and grammar

Basic Education Certificate

English as a Second Foreign Language

General guidelines

In line with the official syllabus (Decree No. 10227 dated May 8, 1997), the new version of the Basic Education Certificate requires that the official English examination paper include 2 major parts: Reading and Writing.

A- Part One (Reading) consists of a reading text (of about 20 lines) related to the themes suggested in the official syllabus of grades 7, 8 & 9. This is followed by a set of 2-4 question types that correspond to 2 to 3 of the assessment competencies as listed in the Teacher's Evaluation Guide. Each question will correspond to at least one competency and cover as many of its constituent elements as possible.

- 1- This part will be marked out of 12 and each question will have its share of the total score.
- 2- The questions will be so phrased that the candidate will have to answer them in about 25 minutes.
- 3- To help assess the candidate's reading and comprehension skills, a variety of question types may be used, including —but not only— the following ones (depending on the competency/ies to be assessed):
 - a- Questions pertaining to
 - Main idea
 - Organization of supporting details (comparison-contrast, cause-effect, etc.)
 - Multiple choice, open-ended questions.
 - Personal opinion (concerning text message)
 - b- True/False statement (s)
 - c- Where applicable, put text information in graphic organizers (table, Venn diagram, web, sun-ray, statistical figures, etc.)
 - d- Cloze-type exercise assessing vocabulary and structures, based on a theme related text
 - e- Comment on a text-related photograph, on the basis of a guided question
 - f- Editing statements in relation to grammatical structures
- 4- In terms of level of difficulty, the questions will include ones that require literal, inferential and critical thinking on the part of the student.

B- Part Two (Writing) raises a point or states a topic related to the theme of the reading text, for the candidate to think about and discuss in about 75 words. (The students need not be worried about the exact number of words needed.) In all cases, the question will be carefully phrased to assess the candidate's writing skills in terms of the competencies listed in the Teacher's Evaluation Guide.

- 1- This part is scored out of 8 marks which cover ideas, organization, word choice, sentence structure, fluency and mechanics.
- 2- Here, too, the questions will be so phrased that the candidate will have to answer in about 25-30 minutes.
- 3- A student's developed paragraph is expected to include: (a) a topic sentence that determines or suggests the points to be elaborated on, (b) properly sequenced supporting details and where possible, (c) an appropriate conclusion. It goes without saying that the student should proofread his paragraph thoroughly and edit it making sure that it is neatly and legibly written.

Subject: English Language

**Grade Nine
English as a Second Foreign Language**

**Basic Education Certificate
Official Exam: *Sample 1***

Session:

Time : 60 minutes

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

- ◆ Skim through the entire test before you answer any question.
- ◆ Read the text thoroughly and carefully.
- ◆ Do exactly what the directions call for.
- ◆ Start with the question you are most familiar with.
- ◆ Use complete sentences in your answers unless you are instructed not to.
- ◆ Be specific in your answers.
- ◆ Proofread your answers.

Part One: Reading (Score 12/20)

Read the passage below, and answer the questions that follow.

For some people, atlases are no more than useful books of reference; we consult them only when we feel obliged to do so. For others, they are a source of infinite delight. The real map lover is transported beyond his own room into the countryside he knows well, cities he has visited, or distant places he has read about but never seen. He holds the world in his hands, and his imagination leads him everywhere.

Large-scale maps of our region are fascinating precisely because you know the district well. In no time, you are following a familiar path, turning the dots on the map into houses or shops and the crosses into churches. You climb a hill, and as the contours of the map fall away before you, you trace the shapes of grassy slopes and valleys as far as the horizon. When you close the atlas, you feel as if you had been wandering about for hours, even though you have not stirred from your armchair.

Maps of unfamiliar territory provide a different sort of pleasure. Here you are lured into the unknown; you imagine strange people and magnificent scenery; you traverse seas few ships have crossed. With an atlas in your hands, distance is no object. You have only to turn over a few pages, and you can be traveling along great rivers.

A. Choose the best answer, and copy it in the space provided. (Score 06/12)

1. Atlases are used for finding _____.

- the meaning of unfamiliar words
- the addresses of entertainment places
- maps of different places
- about great historical figures

2. The main idea of the passage is that atlases _____.

- should be studied in schools
- have advantages
- introduce us to unfamiliar places
- atlases are a new means of transportation

3. By saying “With an atlas in your hands, distance is no object” the author means that _____.

- an atlas is not an object
- an atlas takes you long distances in land and on water
- with an atlas, distance is not a problem
- you should always hold an atlas in your hands

4. The purpose of the author is to _____.

- entertain
- compare
- inform
- argue

- B.**
1- Refer to the text to fill in the following chart. (Score 03/12)

Word	Meaning	Clue
consult		
traverse		
stirred		

- 2. Write opposites to the following words. (Score 02/12)**

Word	Opposite
real	
distant	
close	
strange	

- 3. Pick two verbs from the passage that indicate motion. (Score 01/12)**
-

Part Two: Writing (Score 08/20)

In a paragraph of about 75 words, write a report about a book you have read, using the ideas below.

- Type of book
- Author of the book
- What the book is about
- What you like/dislike in the book
- What you have learned from reading the book

Remember to

- state your ideas clearly
- organize your ideas logically
- use suitable vocabulary and correct structures
- proofread the report, and write neatly and legibly.

Part Two

Answer Key

Grade Nine L2: Sample 1

Domain: Written Communication: Reading and Writing

Competencies:

- Reading: - Demonstrate literal comprehension of written discourse
- Utilize text-related clues to comprehend printed discourse
- Writing: - Write literary, informational, and practical texts

Part One

A. (Score: 1 ½ pts each)

1. maps of different places
2. have advantages
3. with an atlas, distance is not a problem
4. inform

B.

1. (Score 03 /12)

Word	Meaning	Clue
consult	refer to/read	books of reference
traverse	cross	few ships have ever crossed
stirred	moved	wandering about / even though / armchair

2. (Score 02 /12)

Word	Opposite
real	unreal / false
distant	near / close
close	open
strange	familiar

3. Suggested answers: turn, cross, climb, trace, return, etc. (Score 01 /12)

Part Two (Score 08/20)

- Content and organization: use of clear topic sentence and logical ideas (4 pts)
- Word choice: use of right vocabulary words (1 ½ pts)
- Sentence fluency and structure (2 pts)
- Neatness and legible handwriting (1/2 pt)

Basic Education Certificate
Official Exam: *Sample 2*

Session:

Time : 60 minutes

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

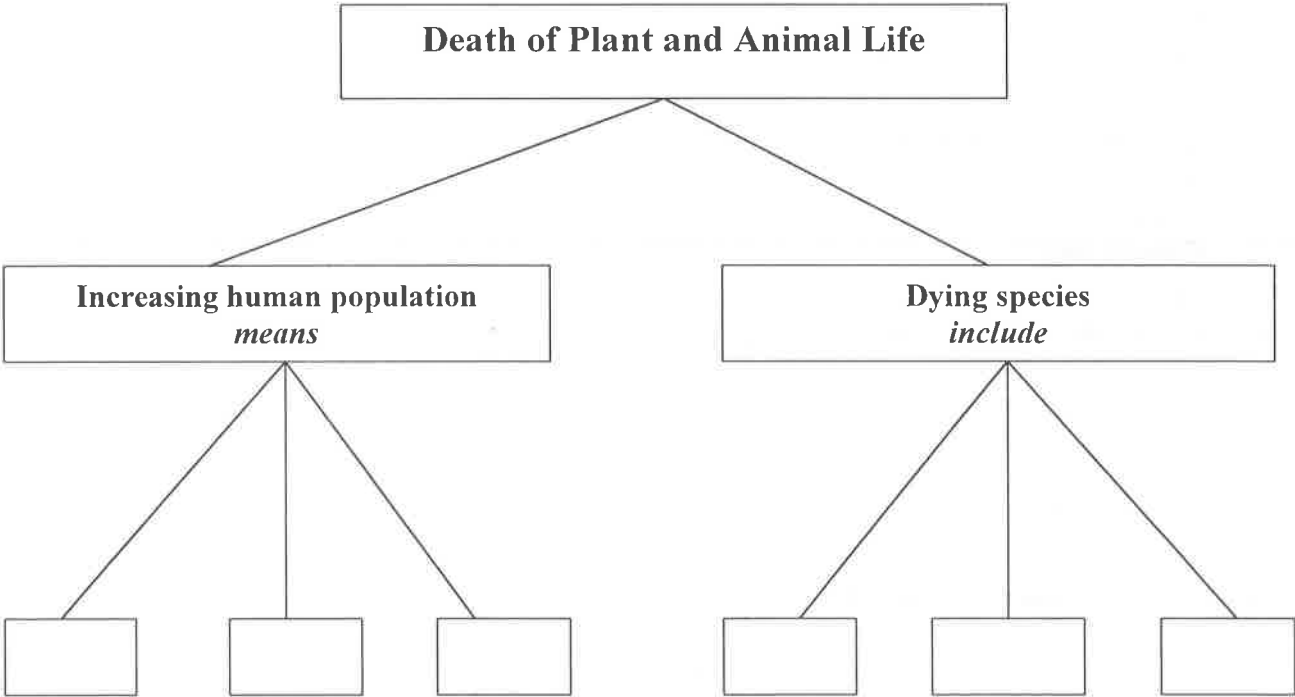
- ◆ Skim through the entire test before you answer any question.
- ◆ Read the text thoroughly and carefully.
- ◆ Do exactly what the directions call for.
- ◆ Start with the question you are most familiar with.
- ◆ Use complete sentences in your answers unless you are instructed not to.
- ◆ Be specific in your answers.
- ◆ Proofread your answers.

Part One: Reading (Score 12/20)

Read the passage below, and answer the questions that follow.

Thousands of animals and plants are disappearing and will never be seen again. Many of the species and kinds have disappeared this century, and the number is still growing. The dying species include animals, birds, insects, and plants. Their death has been a result of man's expanding population. Increasing human population means more houses, more roads, and more factories, and consequently results in less land for animals and plants. Besides, more people cause more waste and pollution, and this makes life increasingly difficult for many creatures. Man thinks he is clever, but in fact we are terribly ignorant because we do not know animals and plants in their natural surroundings. Little do we know about the relations between animals and plants. Plants and animals depend on each other to live. When we destroy a forest to build a factory, many animals lose their natural home and die. There are enormous changes that are taking place in the world, and we cannot be sure what the consequences will be. Perhaps there will be more destruction of plant and animal life.

A. (Score 03/12)
Complete the diagram below.



B- Write *T* if the statement is true or *F* if the statement is false in the space below. (Score 03/20)

1. -----Many animal and plant species will never be seen again.
2. -----A large number of animal and plant species have disappeared.
3. -----Man's expanding population can result in more species of animals.
4. -----There is no relationship between animal and plant life.
5. -----The world is stable, and nothing will change it.
6. -----Increasing human population results in more land for animals and plants.

C. Find words in the text which correspond to the following definitions. Copy them in the space provided. (Score 03/12)

1. Kind of animals or plants _____
2. Something that will never be seen again _____
3. Garbage, rubbish _____

D. Choose the best answer, and write it in the blank. (Score 03/12)

1. The word "number" refers to _____
 - animal
 - plant
 - species
 - none of the above
2. The word "expanding" means _____
 - increasing
 - dying
 - disappearing
 - surrounding
3. The opposite of "clever" is _____
 - surc
 - terrible
 - knowledgeable
 - ignorant

Part Two: Writing (Score 08/20)

In a paragraph of about 75 words, describe one of the main causes of the traffic problem in Lebanon and its effect on the environment. Fill out the provided chart before you write your paragraph.

Score: 01/8 for chart
07/8 for content and development

Cause of the Traffic Problem	Effect on the Environment

Remember to

- state your ideas clearly
- organize your ideas logically
- use suitable vocabulary and correct structures
- proofread the paragraph, and
- write neatly and legibly.

Part Two

Answer Key

Grade Nine L2: Sample 2

Domain: Written Communication: Reading and Writing

Competencies:

Reading: - Demonstrate literal comprehension of written discourse

- Utilize text-related clues to comprehend printed discourse

Writing: - Expand writing through guided and semi-guided activities

Part One (Score 12/20)

A. (Score 03/12)

Increasing human population means more houses, more roads, more factories, and less land.
Dying species include animals, birds, insects, and plants.

B. (Score 03/12)

1.T 2.T 3.F 4.F 5.F 6.F

C. (Score 03/12)

1. species
2. disappearing / dying
3. waste

D. (Score 03/12)

1. species
2. increasing
3. ignorant

Part Two: Writing (Score 08/20)

1. Chart (Score 01/8)

2. Organization (Score 03/8)

- Introduction clearly states the problem
- An example of a cause of the traffic problem and its effect on the environment
- Conclusion effectively ends the writing without repetition

3. Elements of cause-effect writing (Score 02/8)

- The overall purpose is clear
- The problem is defined clearly
- The cause(s) are logically related to the effect(s)
- Words are carefully and precisely chosen

4. - Usage, mechanics, and spelling (Score 02/8)

- Almost error-free in mechanics, usage, grammar, or spelling

Subject: English Language

Grade Nine
English as a Second Foreign Language

Basic Education Certificate
Official Exam: *Sample 3*

Session:

Time : 60 minutes

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

- ◆ Skim through the entire test before you answer any question.
- ◆ Read the text thoroughly and carefully.
- ◆ Do exactly what the directions call for.
- ◆ Start with the question you are most familiar with.
- ◆ Use complete sentences in your answers unless you are instructed not to.
- ◆ Be specific in your answers.
- ◆ Proofread your answers.

Part One: Reading (Score 12/20)

Read the passage below, and answer the questions that follow.

Sugar is so much a part of our modern life that we only really think about it when, for some reason, we cannot obtain it. It has been known to man for at least 3,000 years but has come into common use only in modern times. Until recently, it was considered a medicine and a luxury for the very rich.

Sugar is a vital article of merchandise in our daily life. Most of us use it as a sweetening agent we add to our coffee, tea, and cake. This common form of sugar is extracted from two plants: cane (a type of tall grass) and beet (an underground vegetable). There are various types of sugar, and chemists have recognized hundreds of them, each coming from a different source.

About 90% of the sugar produced is used as food. Only 10% is used in industry for purposes other than food. It has great possibilities for use as a basis for chemicals and for making plastics. We only need to wait and see what future research will carry to us in terms of the uses that sugar can be put to.

A. Answer each of the following questions in 1 - 2 sentences. (Score 06/12)

1. What has sugar been used for? _____

2. Which sentence in the text states that beet and cane are not the only sources we get sugar from? _____

B. (Score 03/12)

1. Choose the sentence that best states the main idea of the passage, and copy it on the following line. _____

- Known for a long time, sugar serves many purposes.
- Beet—from which we extract sugar—grows underground.
- Future research will bring in more uses of sugar.
- Sugar has long been used as a medicine and luxury.

2. The purpose of the author is to _____.

- entertain
- inform
- describe
- instruct

C. Decide whether each sentence below states a fact or an opinion. Write *F* on the line after the sentence if the statement is a fact; write *O* if it is an opinion. (Score 03/12)

- 1. Man has known sugar for 3,000 years. _____
- 2. Sugar is a vital article of merchandize in our daily life. _____
- 3. About 90% of the sugar produced is used for food. _____

Part Two: Writing (Score 08/20)

In a paragraph of about 75 words, answer the following question: Which do you prefer to eat: traditional Lebanese food or fast food? Explain why.

Remember to

- state your ideas clearly
- organize your ideas logically
- use suitable vocabulary and correct structures
- proofread the paragraph, and
- write neatly and legibly.

Part Two

Answer Key

Grade Nine L2: Sample 3

Domain: Written Communication: Reading and Writing

Competencies:

Reading: - Demonstrate literal comprehension of written discourse
- Interpret what is read

Writing: - Write literary, informational, and practical texts

Part One

A. (Score: 06/12)

1. Sugar has been used for food, as a basis for medicine and chemicals, and for making plastics.
2. There are various types of sugar, and chemists have recognized hundreds of them, each coming from a different source.

B. (Score 03 /12)

1. Known for a long time, sugar serves many purposes.
2. inform

C. (Score 03/12)

1. F
2. O
3. F

Part Two (Score 08/20)

- Content and organization: use of clear topic sentence and logical ideas (4 pts)
- Word choice: use of right vocabulary words (1 ½ pts)
- Sentence fluency and structure (1 ½ pts)
- Neatness and legible handwriting (1 pt)

Subject: English Language

Grade Nine
English as a Second Foreign Language

Basic Education Certificate
Official Exam: *Sample 4*

Session:

Time : 60 minutes

General Instructions:

This is an exam that tests your various reading and writing abilities. Read the instructions below carefully before you start.

- ◆ Skim through the entire test before you answer any question.
- ◆ Read the text thoroughly and carefully.
- ◆ Do exactly what the directions call for.
- ◆ Start with the question you are most familiar with.
- ◆ Use complete sentences in your answers unless you are instructed not to.
- ◆ Be specific in your answers.
- ◆ Proofread your answers.

Part One: Reading (Score 12/20)

Read the passage below, and answer the questions that follow.

The Asian Cup Championship "Lebanon 2000" was organized in Lebanon in October 2000. The matches were played in Beirut, Tripoli, and Sidon.

The Logo of the championship consists of the Arabic word (Lebanon) in the form of a circle, inside which the designer set a football and a small bird. The bird, which he called "Nour" stands for the light of the dawn and rebirth of Lebanon coming into the new millenium.

The designer chose this particular bird, a sparrow, because of its fluttering wings. It serves the purpose of the occasion since birds have wings instead of hands, and hands are not as significant in football.

A. On the basis of the information provided in the text, ask two questions about the following: (Score 02/12)

1. Location of matches
2. The logo designer

B. The word *Asian* consists of Asia and the suffix *ian* to mean having to do with "Asia". Pick 3 words from the text having suffixes or prefixes and explain their meaning in context. (Score 03/12)

C. Add one more supporting detail to the last paragraph. (Score 04/12)

D. Summarize the text in three sentences. (Score 03/12)

Part Two: Writing (Score 8/20)

In not more than 75 words, write a letter to a friend telling him /her what you liked most about the Asian Cup Championship Lebanon 2000.

Remember to

- state your ideas clearly
- organize your ideas logically
- use suitable vocabulary and correct structures
- proofread the paragraph, and
- write neatly and legibly.

Part Two

The writing may be assessed according to the following scale:

1. Grammar/vocabulary
 - A = Fluent with moments of elegance, few errors
 - B = Comprehensible, some errors
 - C = Substantial and significant errors
 - D = Unintelligible
2. Stylistic technique
 - A = Skilled use and varied syntax
 - B = Clear, appropriate syntax
 - C = Errors, but attempt at use of appropriate syntax
 - D = Errors and inappropriate syntax
3. Organization
 - A = Well organized, use of clear topic and summary sentences, convincing
 - B = Good evidence of structuring of paragraphs
 - C = Some attempts at organization
 - D = Hard to follow
4. Content:
 - A = Significant, interesting, appropriate, and well thought out
 - B = Generally good work, but there is some repetition
 - C = Careless development of data
 - D = No effort to make content significant to composition

Answer Key

Grade Nine L2: Sample 4

Domain: Written Communication: Reading and Writing

Competencies:

Reading: - Utilize text-related clues to comprehend printed discourse.
- Demonstrate literal comprehension of written discourse.

Writing: - Expand writing through guided and semi-guided activities.
- Write literary, informational and practical texts.

Part One

A. (Score: 02/12)

1. Where were the matches played?
2. Why did the designer call the bird "Nour"?

B. (Score: 03/12)

Suggested answers:

1. designer (design + er) : maker of a design, sketch, or plan.
2. Arabic (Arab + ic) : relating to the Arabs.
3. rebirth (re + birth) : being born again or anew.

C. (Score 04/12)

1. The wings represent a rise into a new life.
2. Players use their feet instead of their hands.

D. (Score 03/12)

Suggested answer:

The Asian Cup Championship "Lebanon 2000 " took place in October 2000, in three cities in Lebanon. The logo consisted of Lebanon's name in Arabia in the form of a circle with a bird, named "Nour", inside. It symbolized Lebanon's rebirth and initiation into the Third Millennium.

Part Two (Score 08/20)

- Content and organization of letter (4 pts)
- Word choice: use of right vocabulary word (1 ½ pts)
- Sentence fluency and structure (1 ½ pts)
- Neatness and legible handwriting (1 pt)

This Evaluation Guide for **English Language**
has been prepared under the supervision of the coordinators:

Samia ABOU HAMAD

Decision No. 1033/2000 dated September 6, 2000.

Dr. Moufid KAHWAGI

Decision No. 1317/99 dated October 29, 1999, Decision No. 137/2000 dated February 24, 2000

The committee was expanded to include the following names :

- **Nahla AL BACHA**
Rosie GHANNAJ
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Decision No. 1063 dated September 17, 1999
- **Rosie GHANNAJ**
Decision No. 1317 dated October 29, 1999.
- **Juhayna YAKZAN**
Decision No. 138 dated February 24, 2000.
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