



الجمهورية اللبنانية
وزارة التربية الوطنية والشباب والرياضة
المركز التربوي للبحوث والإنماء

مناهج التعليم العام وأهدافها

تعميم رقم ٣٣/م/٩٨

تاريخ ١ تموز سنة ١٩٩٨

تفاصيل محتوى منهج مادة اللغة الانكليزية وآدابها

(لغة أولى ولغة ثانية)

السنة الثانية من كل حلقة ومرحلة

وبالتربية نبقى ...



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مقدمة

المربي اتباعها وتطويرها بمرونة فاعلة وإيجابية هادفة تؤدي إلى:

- تنمية روح المشاركة والتفاعل بين المعلم والتلميذ.
- تعزيز روحية العمل الفريقي.
- تنمية الفكر النقدي للمتعلم.
- تعويده على اتباع المنهجية العلمية في البحث.
- جعله قادراً على تحديد المواقف وتحليلها وتقييمها بوعي وموضوعية.
- تمكينه من اتقان مهارات محددة ومعينة في جمع المعلومات وبلورة المفاهيم وحسن استخدامها.

رابعاً: أساليب التقييم:

ان قياس فعالية المناهج التعليمية ونجاحها في تحقيق أهدافها العامة والخاصة، يركز على أساليب التقييم المعتمدة، والتي ترشد إلى أي مدى حققت عملية التعليم الأهداف المنشودة منها. ولهذا الغرض تضمنت التعاميم انماطاً عدة مقترحة من أساليب التقييم، تتوافق مع طبيعة المادة وعمر المتعلم، بحيث تساعد على:

- تحديد وقياس مدى فعالية المنهج.
- ضبط مسار التعليم ومراقبة صحة التنفيذ بما يكفل نجاح العملية التعليمية بمختلف عناصرها.
- قياس مدى نجاح طرائق التدريس والأنشطة والوسائل في المساعدة على بلوغ المنهج غاياته وتحقيقه الأهداف المرجوة منه.
- التعرف على قدرات التلميذ وميوله وتوجيهه بما يتلاءم معها.
- التعرف على أنواع المهارات والمعارف التي حققها المتعلم واكتسبها خلال عملية التعلم أو في نهايتها.
- قياس مستوى التحصيل ومدى التقدم الذي أحرزه المتعلم.
- تحديد النواقص والثغرات التي يفترض معالجتها لتحسين معارف المتعلم وتنمية قدراته.
- وانما اذ نضع هذه الملاحق التعميمية بين أيدي المربين والمعنيين بالشأن التربوي نأمل ان تشكل مرتكزاً يمكن ترجمة مضامينه إلى كتب مدرسية، جيدة المحتوى، واضحة الأهداف، محددة الأساليب، والى وسائل وأنشطة متنوعة، تنمي قدرات المتعلم ومداركه بما يحقق الأهداف المرجوة من مناهجنا التعليمية الجديدة.

الدكوانة في ١ آب ١٩٩٧

رئيس المركز التربوي للبحوث والانماء

منير ابو عسلي

ان هذه الملاحق الصادرة بتعاميم عن وزارة التربية الوطنية والشباب والرياضة بناء على اقتراح مجلس الاخصائيين في المركز التربوي للبحوث والانماء، تشكل جزءاً متمماً لمناهج التعليم العام وأهدافها التي أقرت بموجب المرسوم رقم ١٠٢٢٧ تاريخ ١٩٩٧/٥/٨، وهي تتناول النقاط التالية:

اولاً: تفاصيل محتوى المناهج والاهداف التعليمية، عند الاقتضاء:

ان تفاصيل مناهج بعض المواد الدراسية وأهدافها التعليمية قد صدرت في ملاحق المرسوم المذكور، في حين انه، بالنسبة لمناهج مواد دراسية أخرى، فان هذه الشؤون تقع في نطاق التعاميم المشار إليها أعلاه.

وغني عن القول ما لتفاصيل محتوى المناهج من الأهمية في سبيل ضبط العملية التعليمية لدى المعلم ومؤلف الكتاب المدرسي.

أما الأهداف التعليمية، فان لها الدور الأهم في توجيه هذه العملية والمساهمة في تحقيق وتجسيد الأهداف الخاصة من تعليم المادة الدراسية على مستوى السنة والمرحلة الدراسية، وصولاً إلى تحقيق الغاية والأهداف العامة والخاصة المتوخاة من مناهج التعليم.

وبالنظر إلى هذه الأهمية التي ترتبها هذه الأهداف، فانها جاءت مرتبطة بالمحتوى، قابلة للقياس، بحيث انها تحدد ما ينبغي تنميته لدى المتعلم من مهارات وقدرات ومواقف، تتناسب مع عمره، وتتوافق مع خصوصية المادة، وتؤمن التكامل في شخصيته بابعادها المختلفة.

ثانياً: الوسائل والأنشطة:

لقد وردت هذه الوسائل والأنشطة مترافقة مع الأهداف التعليمية، مكملة لها، بحيث تؤدي إلى:

- مساعدة المعلم في عملية التدريس.
- تمكين المتعلم من تنفيذ بعض الأنشطة واستخدام الوسائل والتجهيزات المعينة في عملية التعلم.
- تنمية روح المشاركة والاختبار، عند المتعلم، داخل المدرسة وخارجها من خلال الأنشطة والرحلات العلمية والثقافية والترفيهية.
- تعزيز التواصل والتكامل بين المدرسة ومحيطها الخارجي.
- تسهيل عملية اعداد المتعلم للحياة العملية.

ثالثاً: طرائق التدريس:

تعتبر طرائق التدريس المدخل الصحيح لوضع مضامين المناهج موضع التنفيذ، وإيصالها إلى المتعلم بطريقة محببة وأسلوب سلس.

لذا تم تضمين التعاميم، طرائق تدريس حديثة، تتسم بالمرونة والطواعية، بحيث يسهل على

تعميم رقم ٣٣/م/٩٨
 تفاصيل محتوى منهج
 مادة اللغة الانكليزية وآدابها
 (لغة اولى ولغة ثانية)
 (الأهداف، الوسائل، الطرائق والأنشطة)
 (السنة الثانية من كل حلقة ومرحلة)

ان وزير التربية الوطنية والشباب والرياضة،
 بناء على المرسوم رقم ٩٥٠١ تاريخ ١١/٧/١٩٩٦ (تشكيل الحكومة)،
 بناء على المرسوم رقم ١٠٢٢٧ تاريخ ٨/٥/١٩٩٧ المتعلق بتحديد مناهج التعليم العام ما
 قبل الجامعي واهدافها،

يوضح ما يلي:

اولا: بموجب المرسوم رقم ٩٧/١٠٢٢٧ المشار اليه اعلاه صدرت المناهج الجديدة
 للتعليم العام ما قبل الجامعي ونشرت في الجريدة الرسمية في العدد رقم ٢٦ تاريخ
 ١٩٩٧/٦/٤.

وقد نصت المادة ٦ منه على ما يلي:

«بالنسبة لكل مادة تعليمية، تحدد، عند الاقتضاء، تفاصيل محتوى المناهج
 والأهداف التعليمية، كما تحدد الوسائل والطرق والأنشطة العائدة لها، بتعاميم يصدرها
 وزير التربية الوطنية والشباب والرياضة بناء على اقتراحات يضعها مجلس الاختصاصيين
 في المركز التربوي للبحوث والانماء وفق الاصول المعتمدة لاعداد المناهج او
 تعديلها».

ثانيا: عملا بالمرسوم المذكور والقوانين والانظمة المرعية الاجراء يطلب من المدارس
 الرسمية والخاصة ودور النشر ومؤلفي الكتب المدرسية التقيد باحكام هذا المرسوم، واعتماد
 الملاحق المرفقة بهذا التعميم، التي وضعت تطبيقا لاحكام المادة ٦ منه، وذلك وفق الترتيب
 الزمني التالي:

السنوات المنهجية	العام الدراسي
– الروضتان الاولى والثانية. – الاولى والرابعة والسابعة والاولى ثانوية، اختباريا.	١٩٩٧ – ١٩٩٨
– الاولى والرابعة والسابعة والاولى ثانوية. – الثانية والخامسة والثامنة والثانية ثانوية، اختباريا.	١٩٩٨ – ١٩٩٩
– الثانية والخامسة والثامنة والثانية ثانوية. – الثالثة والسادسة والتاسعة والثالثة ثانوية، اختباريا.	١٩٩٩ – ٢٠٠٠
– الثالثة والسادسة والتاسعة والثالثة ثانوية.	٢٠٠٠ – ٢٠٠١

ثالثا: ان وزارة التربية الوطنية والشباب والرياضة تملك صلاحية البت في الكتب المدرسية والمنشورات التربوية وسائر الوسائل التربوية لجهة امكان اعتمادها في المدارس الرسمية والخاصة، وذلك عملا بالمادة الاولى من القانون الصادر بالمرسوم رقم ٢٣٥٦ تاريخ ١٠/١٢/١٩٧١ المتعلق بانشاء المركز التربوي في هذه الوزارة، علما بان هذه الصلاحية ستمارس وفق آلية تحدد لاحقا.

رابعا: ان مناهج التعليم الجديدة والتفاصيل المرفقة بهذا التعميم هي قيد الدراسة المستمرة من قبل المركز التربوي المذكور، في سبيل تطويرها، وذلك عملا بالمادة ٣ من المرسوم رقم ٩٧/١٠٢٢٧ المشار اليه اعلاه.

خامسا: على ذلك كله، فاننا نعلق اهمية بالغة على التعاون الكلي بين وزارة التربية الوطنية والشباب والرياضة وجميع المعنيين بالشأن التربوي، لما فيه خير النشء والوطن.

سادسا: ينشر هذا التعميم ويبلغ حيث تدعو الحاجة.

بيروت في ١ تموز ١٩٩٨

وزير التربية الوطنية والشباب والرياضة

جان عبيد

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

Decree no. 10227 - Date 8th May, 1997.
 (Details of contents - Second year of each cycle)

ENGLISH LANGUAGE CURRICULUM
(First Foreign Language)

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BASIC EDUCATION CURRICULAR OBJECTIVES

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

* = Objective

- = Performance Task

LISTENING OBJECTIVES

- * **Understand a set of common words.**
 - Match spoken words to print.
 - Relate spoken words to objects and pictures.
 - Respond physically or verbally to spoken discourse.
- * **Understand some short learned utterances and high-frequency commands.**
 - Complete simple forms and graphs.
 - Write down spoken utterances.
- * **Understand sentence-length utterances on a variety of topics.**
 - Match captions to pictures.
 - Write captions for pictures.
 - Take role in face-to-face conversation.
- * **Understand spoken discourse on a variety of topics.**
 - Ask/answer factual questions.
 - Arrange pictures in logical order.
 - Retell a story.
 - Identify characters and events in a story.
 - Act out certain text features.
 - Draw pictures.
 - Take notes.
 - Prepare an outline.
 - Answer factual questions.
 - Summarize information in text.
 - Dramatize a story.
- * **Interpret spoken discourse on a variety of topics.**
 - Participate in conversation on a variety of topics.
 - Respond to factual and inferential questions.
 - Determine the mood and tone of conversation.
 - Determine the traits and emotions of speakers.
 - Evaluate content in light of textual evidence and personal experience.
- * **Infer and interpret the various elements of a speaking situation.**
 - Infer the speaker's role.
 - Infer the situation in which the conversation is taking place.
 - Infer the main idea of a conversation.
 - Predict what can happen next.

ORAL COMMUNICATION OBJECTIVES

- * **Produce a set of common words and high-frequency common phrases.**
 - Name/identify and describe people, objects and places.
 - Name/identify and describe familiar actions.

- * **Communicate basic needs and courtesies.**
 - Make simple requests.
 - Ask and answer questions.
 - Make statements involving learned material.
 - Create new utterances by combining and recombining learned material.
 - Start and sustain basic conversation tasks.

- * **Communicate in a variety of interactive, task-oriented and specific social situations.**
 - Talk about self, family members, teachers, school, and friends.
 - Ask and answer questions.

- * **Converse in a clearly participatory fashion.**
 - Take turns in conversation without disrupting it.
 - Narrate and describe.
 - Discuss familiar topics with classmates.
 - Take and/or clarify a certain position.
 - Support and/or explain a certain position.

- * **Communicate facts and talk about topics of public and professional interests.**
 - Deliver reports and presentations.
 - Discuss and debate issues under consideration.

- * **Participate effectively in formal and informal conversation on practical, social, professional, and abstract topics.**
 - Paraphrase, discuss, persuade, assess, criticize, value, and role play issues under consideration.

READING OBJECTIVES

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

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

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

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

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

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

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

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

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

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

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

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

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

*** Read silently at reasonable speed.**

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

WRITTEN COMMUNICATION OBJECTIVES

* Form the letters in the alphabetic system.

- Trace and copy letters.
- Copy words.

* Produce words and phrases in familiar context.

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

* Develop increasing competence in the mechanics of writing.

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

* Write simple expressions and memorized materials.

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

* Produce descriptive and narrative texts.

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

* Engage in the composing process.

- Look at visuals and write as many words/expressions as possible.
- Develop semantic networks.
- Write lists of events, objects, places, persons and so forth.
- Write questions about visual aids.
- Exchange questions and answer them.
- Write compositions describing visual aids.
- Read compositions aloud and compare them.
- Pool compositions to write more complete drafts.

-
- Write stories individually or in groups.
 - Recount events in the past.
 - Write down words/expressions depicting feelings evoked by visual aids.

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

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

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

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

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

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

CULTURAL AWARENESS OBJECTIVES

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

- Determine appropriate protocol relative to various extra linguistic behaviors related to:
 - Distance
 - Touching
 - Eye contact
 - Gestures
 - Time
 - Etiquette
 - Seating
 - Gifts
 - Honoring guests
 - Tipping
 - Other.
- Produce culturally appropriate linguistic utterances relative to:
 - Greetings

Excusing self
Taking leave
Asking/Giving directions
Showing respect
Well-wishing
Polite inquiry
Giving/Receiving compliment
Accepting/Declining
Making excuses
Complaining
Other.

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

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

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

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

*** Analyze situations and tolerate ambiguity.**

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

THINKING SKILLS OBJECTIVES

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

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

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

- Summarize, classify, compare, contrast, and assess linguistic input.
- Relate new input to existing world knowledge.

-
- Transfer previous knowledge to new situations.
 - Deduce and/or infer.
 - Produce mental and/or auditory images/representations of new information.

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

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

STUDY SKILLS OBJECTIVES

*** Develop organizational skills.**

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

*** Develop textbook skills.**

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

*** Develop library and research skills.**

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

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

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



CYCLE I OF BASIC EDUCATION CURRICULUM OBJECTIVES (Grades 1, 2, & 3)

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

LISTENING OBJECTIVES

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

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

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

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

ORAL COMMUNICATION OBJECTIVES

*** Impart and seek factual information.**

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

*** Develop transactional skills.**

- Offer and accept invitations and assistance.
- Give reasons for making choices.
- Give clear instructions to someone to perform a certain task.

-
- Express proper socio-linguistic mannerism (apologize, forgive...).
 - Predict events, consequences, or effects.
 - Express opinion and give advice.
 - Give solutions to problems.

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

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

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

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

*** Participate effectively in a range of group speech activities.**

- Report to class on a story, personal experience, TV program.
- Interact with others in problem-solving activity.
- Participate in simple role-playing.

READING OBJECTIVES

*** Develop basic factual comprehension of what is read.**

- Answer appropriate questions.
- Draw or make graphic entries to record information.
- Sequence events in chronological order.
- Identify main idea and supporting details in a text.

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

- Identify literary genre.
- Identify key elements of the story; e.g., physique and personality of the character, character traits, different parts of the story, plot, setting, climax, outcome, problem-solution.
- Explain characters' feelings and motives at different points of the story.
- Distinguish between different characters, motives, literary genre, plots, settings, etc.
- Express personal feelings about different characters, stories, and plots.
- Retell a story in own words.

*** Demonstrate the ability to use textual and experienced-based clues to get meaning.**

- Use context clues to infer meanings of vocabulary words and idioms.
- Underline common homophones, homographs, compound words, multi-meaning words, suffixes, and prefixes in a given text.
- Circle text-binding threads, such as proper nouns/pronouns, subjects/verbs.
- Provide synonyms, antonyms, and simple definitions for underlined words in a text.
- Group words into lexical sets.
- Make simple part-whole analogies.

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

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

*** Develop decoding skills.**

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

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

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

*** Interpret what is read.**

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

*** Read for pleasure.**

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

*** Develop reading strategies.**

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

WRITTEN COMMUNICATION OBJECTIVES

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

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

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

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

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

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

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

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

*** Develop process writing skills.**

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

THINKING SKILLS OBJECTIVES*** Develop a repertoire of metacognitive strategies to solve language processing problems.**

- Preview discourse.
- Set a specific goal; e.g., complete reading exercise in 10 minutes.
- Apply strategies to commit material to memory: margin notes, summarize in own head, form mental images, rehearse aloud, underline or highlight important information.
- Self-evaluate: recognize one's strengths and weaknesses, and need for peer and adult assistance.
- Reflect on the learning which has taken place: assess what has been mastered, what remains unclear.

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

- Relate language experiences to life experiences.
- Compare and contrast.
- Classify information.
- State the main idea.
- Identify irrelevant information.

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

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

STUDY SKILLS

*** Develop organizational skills.**

- Adhere to rules and instructions.
- Organize study materials and study time.
- Listen to others' conversations.
- Write legibly for future reference.
- Conduct self evaluation.

*** Develop textbook skills.**

- Recognize parts of texts.
- Use key pages (table of content, glossary, etc.) for easy reference.

*** Develop library and research skills.**

- Alphabetize listings.
- Use library search facilities.
- Make use of library selections.
- Consult reference texts.
- Familiarize self with array of references available.
- Identify features of reference texts.

*** Develop appropriate strategies.**

- Reflect on and evaluate learning.
- Listen to others' conversations.
- Collaborate with teachers and peers for learning.
- Organize strategy for study.
- Do note-taking.

*** Develop reading rate.**

- Practice speed reading exercises.
- Encourage extra-curricular reading.
- Use effective strategies to decode.


CULTURAL AWARENESS OBJECTIVES*** Recognize and understand typical behaviors in common everyday situations.**

- Determine appropriate protocol relative to various extra-linguistic behaviors.
- Produce culturally appropriate linguistic utterances.

*** Use authentic materials to familiarize oneself with the target culture.**

- Match common national objects and artifacts to corresponding countries.
- Use realia to compare and contrast the Lebanese and target cultures.
- Set up classroom display centers which feature dolls, stamps, currency, pictures, postcards, etc. from the target culture.

*** Become empathetic toward the target culture.**

- Prepare a performance of songs, jigs, and dances which typify the target culture.
 - Read about a typical day in the life of a 6 to 8-year old target culture child; list the things s/he does alone, and compare these things to what the learner does alone; state the things the learner believes he could do alone, if given the chance.
 - Give examples of proverbs which are the same in Arabic and the target language.
 - Generate and ask a target culture guest speaker/visitor simple questions about his/her family, country, job, interests, pets, daily habits.
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BASIC EDUCATION CURRICULUM OBJECTIVES (Grade Two)

By the end of Grade 2, students are expected to be able to:

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<p>* Develop basic factual and inferential comprehension of what is heard.</p> <ul style="list-style-type: none"> – Match simple descriptions to pictures. – Respond to a series of oral instructions through whole-body involvement. – Follow instructions to fill in simple forms and charts. – Match line of a song to a picture. – Place a check mark (✓) next to short sentences heard. – Answer 'wh-questions' which elicit information about quantity, quality, distance, and size. – Locate individual items on a map, menu, chart, or graph . – Sequence a set of 4 pictures in a story strip. – Infer speakers, characters, topics, or settings in a story, dialogue, poem, or song. – Identify genre of audio input; i.e., story, poem, dialogue, song. – List actions mentioned in a given audio recording. – Predict content from title. – Use previous information in the audio input to predict what will happen next. – Use graphic organizers (lists, charts, spidergrams) to chart information mentioned. – Listen to a simple description of something and guess what it is. – Paraphrase the audio input in own words.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>ORAL COMMUNICATION OBJECTIVES</p>	<p>* Comprehend and interpret what is heard.</p> <ul style="list-style-type: none"> – Create an appropriate title for a given song, poem, or conversation. – Associate events and feelings in a listening text to their own experience. – State similarities and differences between main characters' feelings and actions. – Select the most appropriate ending. <p>* Demonstrate the ability to use audio input to expand linguistic competence.</p> <ul style="list-style-type: none"> – Match familiar dictated words to antonyms and definitions. – Fill out missing words in sentences and short paragraphs. – Write a short list of dictated sentences. – Unscramble dictated words to form a meaningful sentence. – Distinguish between simple and compound sentences dictated. <p>* Listen for appreciation and enjoyment.</p> <ul style="list-style-type: none"> – Give examples of words or lines one liked in a poem, jingle, or song. – React to what was heard (mime, paint, or design). – Identify onomatopoeia in a song or poem. – Identify alliteration in a poem. <p>* Impart and seek factual information.</p> <ul style="list-style-type: none"> – Ask and give additional personal information (name, sex, age, telephone number, nationality, birthday, family members, friends, pets). – Describe self, classmates, or family members. – Describe people's/animal's actions. – Describe the weather, the time, locations, the seasons, an object, a picture, a place, or a setting.

SKILL	INSTRUCTIONAL OBJECTIVES
ORAL COMMUNICATION OBJECTIVES	<ul style="list-style-type: none"> – State differences between actions and events in pictures. – Ask and answer ‘wh-questions’ which elicit information about quantity, quality, distance, and size. – Ask for and give instructions. – Describe a sequence of pictures or a cartoon strip. – State a few general truths. – Recall specific facts from a story and phone messages. – Discuss videos, celebrations, and artwork. – Share own drawings and stories. – Compare and contrast characters in a book, film, TV program, etc. <p>* Develop oral transactional skills.</p> <ul style="list-style-type: none"> – Decline an offer or invitation. – Say whether something is possible or impossible. – Explain why you are capable or incapable of doing something. – Give permission to do something. – Inquire whether others have permission to do something. – Justify choices in a listing, categorizing, odd–man–out activity, etc. – Argue why one approve or disapprove of an event and/or plan. – Offer and request assistance during group work. – Discuss or remind others about good manners. – Grant forgiveness. <p>* Express and find out basic feelings and emotional states.</p> <ul style="list-style-type: none"> – Describe likes and dislikes about food, clothes, hobbies, people, characters, stories, movies, cartoons, etc.

SKILL	INSTRUCTIONAL OBJECTIVES
ORAL COMMUNICATION OBJECTIVES	<ul style="list-style-type: none"> – Express and inquire about moods and feelings: pleasure and displeasure, fear, surprise, interest, disappointment, etc. – Justify and explain preferences for favorite subjects, toys, food, etc. – Express and inquire about needs and desires. – Empathize with other people or animals. – Express gratitude. <p>* Use appropriate socio-linguistic rules.</p> <ul style="list-style-type: none"> – Greet and take leave appropriately in a variety of different settings. – Use polite forms for requests. – Use the correct form of address when meeting people. – Use appropriate non-verbal communication (nod, shake head, shrug shoulders, frown, smile) to accompany oral output and/or solve a communication problem. – Follow rules in a game. <p>* Develop grammatical competence (lexis, morphology, syntax, phonology) in increasingly complex situations.</p> <ul style="list-style-type: none"> – Experiment with learned and acquired words in new contexts. – Produce sentences using appropriate stress and intonation. – Recite a list of words placing the stress on the correct syllable. – Recite or read a short sentence placing stress on key information words. – Imitate rising and falling intonation at the end of statements. – Form a question which ends with rising intonation. – Recite short tongue-twisters and / or 4-line jazz chants to imitate the appropriate rhythm, stress, intonation, and phrasing.

SKILL	INSTRUCTIONAL OBJECTIVES
ORAL COMMUNICATION OBJECTIVES	<ul style="list-style-type: none"> – Memorize and recite a short song, rhyme, limerick. – Sing along with rhymes and recorded songs. – Supply the ending line of a rhyming poem. <p>* Participate effectively in a range of group speech activities.</p> <ul style="list-style-type: none"> – Participate in semi-controlled dialogues. – Collaborate in role play activities. – Dramatize a scene from a video using costumes and props. – Describe the attributes and characteristics of a hidden object and/or anonymous person so others can guess ‘Who/What is it?’. – Interact with others in problem-solving activities requiring verbal reasoning. – Describe an imagined scenario based on listening to a set of cues.
READING OBJECTIVES	<p>* Develop basic factual comprehension of what is read.</p> <ul style="list-style-type: none"> – Ask and respond appropriately to ‘Wh-questions’ which elicit information about size, quantity, quality, and distance . – Enter data on a graph, and comment on it. – Orally select the best main idea. – Place scrambled sentences in the correct sequence. – Match a statement with its corresponding illustration. <p>* Develop basic comprehension of appropriate literature.</p> <ul style="list-style-type: none"> – Identify key elements of a story; i.e., characters, plot, setting, etc. – Describe actions and physical appearance of characters in a story. – Match character traits to those exemplified in the story.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>READING OBJECTIVES</p>	<ul style="list-style-type: none"> – Identify other types of literature: folklore, poetry, play. – Compare how different characters feel at different points of the story. – Compare characters in a story, and then state why certain characters or parts of a story or play are your favorite. – Make stick puppets and act out the story. <p>* Demonstrate the ability to use textual and experienced-based clues to get meaning.</p> <ul style="list-style-type: none"> – Provide synonyms, antonyms, and definitions for words in a passage. – Identify sentences that do not fit. – Replace proper nouns in a text with their pronoun referents. – Give the meaning of the underlined words based on textual clues. – Recognize multi-meaning words. – Underline compound words in a text. – Derive root forms from compound words. – List words from a passage that have the suffixes: ‘-s,’ ‘-es,’ ‘-er,’ ‘-est,’ ‘-ed,’ ‘-ing,’ ‘-ful,’ and ‘-less’. – Add prefixes ‘dis-’ and ‘un-’ to familiar words. – Orally explain the meanings of common homophones and homographs in a text. – Justify why a certain group of words belongs or does not belong to a specific lexical set. <p>* Develop decoding skills.</p> <ul style="list-style-type: none"> – Identify the digraphs <u>wh</u>, <u>th</u>, and <u>wr</u> in corresponding pictures. – Generate words which contain <u>wh</u>, <u>th</u>, and <u>wr</u> digraphs. – Orally reproduce from a list of words the two sounds (voiced/voiceless) for the digraph <u>th</u>. – Select pictures from a pile which contain the ‘r’ blends (pr, fr, tr, dr, gr, br).

SKILL READING OBJECTIVES	INSTRUCTIONAL OBJECTIVES
	<ul style="list-style-type: none"> – Use the ‘s’ blends (st, sl, sp, sk, sw, sc, sn, str, spr, sm, squ) by listing known words which contain them. – Reproduce schwa sound in sentences that contain definite and indefinite articles. – Add suffixes ‘-es,’ ‘-er,’ ‘-ing,’ ‘-ful,’ ‘s’ to familiar one-syllable words. – Discriminate between short and long vowel sounds in known words. – Recognize soft ‘g’ and soft ‘c’ by circling these sounds in a list of known words. – Read regular double vowel (oo, ea, as in look, boots, pear, fear) words aloud. – List double vowel words under appropriate vowel headings. – Underline all words in a sentence that can be contracted. – Translate contractions (do + not, have + not, can + not, verb ‘to be’ + not) by stating their complete form. – Match statements with their corresponding pictures <p style="text-align: center;">*</p> <p>Develop oral and silent reading skills.</p> <ul style="list-style-type: none"> – Practice echo reading. – Join in choral reading. – Complete a sentence with a rhyming word. – Read independently a range of printed matter with fluency, accuracy, and understanding. – Read aloud from familiar stories and poems, fluently and with appropriate expressions. – Distinguish between rhymed verse and blank verse. – Read accurately and respond to information in signs, labels, and notices, i.e., menus, sign posts, labels, or drawers. – Recognize onomatopoeic words, e. g., ‘scratch/hiss’.

SKILL	INSTRUCTIONAL OBJECTIVES
READING OBJECTIVES	<ul style="list-style-type: none"> * Make inferences about what is read. <ul style="list-style-type: none"> – Check the correct inference from a choice of three. – Suggest titles for a given text. – Speculate on the author's purpose. – Relate a character in a story to a known person. – Distinguish what is real from what is unreal. – Infer reasons for character's actions * Interpret what is read. <ul style="list-style-type: none"> – Discuss what might happen to characters in a story, based on the outcome of adventures in other stories. – Explain how characters feel at a certain point in a story and why they feel that way. – Give reasons why you liked or disliked a character and/or part of a story. – Identify something 'positive,' 'interesting,' or 'negative' in a story. – Explain how would end the story differently. * Read for pleasure. <ul style="list-style-type: none"> – State the kinds of books you like to read, and give reasons for your choice. – Recommend to a classmate a good book to read, and say why. – Read literature of own choice. * Develop legible handwriting. <ul style="list-style-type: none"> – Write in a straight line across the page. – Practice capital letters and lower case letters.
WRITTEN COMMUNICATION OBJECTIVES	

SKILL	INSTRUCTIONAL OBJECTIVES
<p>WRITTEN COMMUNICATION OBJECTIVES</p>	<ul style="list-style-type: none"> — Group and print letters according to different types of strokes and orientation; i.e., ascenders and descenders. — Make up and practice writing verses and phrases that use a lot of letters, e.g., <i>Jolly jelly, wibble wobble</i> <i>Jolly jelly, jam pot.</i> <i>Riddle squiggle, diddle</i> <i>Silly Sally I'm not.</i> — Label items and illustrations. — Record data on a chart. — Select words to complete sentences. — Use numerals to write different numbers. <p>* Develop competence in several basic print conventions.</p> <ul style="list-style-type: none"> — Use capitals to begin a sentence, write proper nouns such as names of people, places, days, months. — Use capitals to write titles. — Indent first line in a paragraph. — Use full stops to end a statement. — Use question mark to end a question. <p>* Spell regularly used words which observe common patterns.</p> <ul style="list-style-type: none"> — Search for 10 words which contain the new sound in word grid. — Identify the words which contain the new sound in a given passage. — Sort words which contain 2 different simple sounds in 2 groups, and generalize a rule. — Complete crosswords that contain only one sound at a time. — Spell a word that represents something pantomimed.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>WRITTEN COMMUNICATION OBJECTIVES</p>	<p>* Practice using vowel sounds and common letter strings.</p> <ul style="list-style-type: none"> – Spell and write down words that have long vowel sounds (especially words ending with the letter ‘e’) – Make a sound web by giving a word that has the sound wanted and others share in writing words with the same sound. – Spell words with the endings ‘-ing,’ ‘-ed,’ ‘-s,’ ‘-er,’ ‘-est,’ ‘-es,’ – Spell correctly monosyllabic words one uses regularly in own writing. – Spell words related to the following themes: colors, food, days. <p>* Develop process writing skills.</p> <ul style="list-style-type: none"> – Suggest and list topics for a class story. – Select a topic to write about. – List topics for stories about self and others. – Brainstorm ideas related to a topic. – Use webs to arrange ideas. – Write the first drafts of stories about self and about others. – Work in small groups to write the first draft about a shared experience. – Detect errors by reading aloud. – Use a simple checklist to edit for basic grammatical errors. – Identify sentences that do not keep to a given topic. – Review sequence of events. – Use a dictionary to check spelling. – Add descriptive adjectives to express the mood conveyed. – Expand sentences by adding ‘Wh-slots’: when, where, who, etc. – Make final copies of own writing. – Publish a wall magazine. – Make individual story books and illustrate them. – Participate in writing a classroom magazine to share with other classes. – Share writing through oral reading.

SKILL	INSTRUCTIONAL OBJECTIVES
WRITTEN COMMUNICATION OBJECTIVES	<p>* Develop writing skills through guided and semi-guided activities.</p> <ul style="list-style-type: none"> – Write simple sentences. – Expand sentences. – Join sentences by using ‘and’. – Complete sentences by adding either the subject or the predicate. – Underline irrelevant sentences in a paragraph. – Match title to paragraph. – Select from a word list. <p>* Communicate using different genres.</p> <ul style="list-style-type: none"> – Write a journal. – Write shopping lists. – Fill out a form with the first and family name, age, sex, nationality. – Write a short notice for a class bulletin board. – Write an invitation. – Write a greeting card. – Write a thank-you note. – Write simple instruction. – Write a story about oneself and others. – Illustrate own stories. – Describe a character in a story you have read. – Use a picture to describe a person/place/pet. – Describe own feelings in different situations. – Write short poems. – Create a short humorous sketch. – Create a new verse for a song. – Provide captions for cartoon strips. – Rewrite the end of a story. – Compare and contrast two characters.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>THINKING SKILLS OBJECTIVES</p>	<p>* Develop a repertoire of metacognitive strategies to solve language processing problems.</p> <ul style="list-style-type: none"> – Preview discourse by examining title, illustrations, first and last lines, etc. – Apply the ‘rehearse–aloud’ strategy to commit material to long–term memory. – Self–evaluate: recognize need for peer and adult assistance. – Reflect on the learning which has taken place: assess what has been mastered, what remains unclear. <p>* Develop information processing skills: literal and critical.</p> <ul style="list-style-type: none"> – Relate language experiences to life experiences. – Compare characters. – Classify information in semantic groups, lexical sets, etc. – Select the main idea. – Identify irrelevant information by underlining. <p>* Develop confidence as life–long learners.</p> <ul style="list-style-type: none"> – Request assistance from peers/adults/parents. – Give and receive feedback on work presented. <p>* Develop organizational skills.</p> <ul style="list-style-type: none"> – Follow school rules and procedures. – Practice ‘listening’ to what others say. <p>* Develop textbook skills.</p> <ul style="list-style-type: none"> – Identify the table of contents. – Preview, predict, set purpose. – Implement ‘K–W–L’ (know, wonder, learn). – Classify dictated words into lexical sets by writing them under family headings. – Use effective strategies to decode unfamiliar words when reading aloud. – Complete timed reading assignments. – Ask teacher or peers questions about unclear points.
<p>STUDY SKILLS OBJECTIVES</p>	

SKILL	INSTRUCTIONAL OBJECTIVES
<p>THINKING SKILLS OBJECTIVES</p>	<ul style="list-style-type: none"> * Develop library and research skills. <ul style="list-style-type: none"> – Alphabetize to the second letter. – Identify entry words on dictionary headers. – Use a dictionary to find the meaning of a word. – Use a chart, map, or graph to record simple data (names, numbers, colors).
<p>CULTURAL AWARENESS OBJECTIVES</p>	<ul style="list-style-type: none"> * Recognize and understand typical behaviors in common everyday situations. <ul style="list-style-type: none"> – Produce culturally appropriate linguistic utterances; i.e., greetings, showing respect, polite inquiry, and leave-taking. * Use authentic materials to familiarize self with the target culture <ul style="list-style-type: none"> – Use realia to compare the Lebanese and target cultures. – Set up classroom display centers which feature dolls, postcards, costumes, etc. from the target culture. * Become empathetic toward the target culture <ul style="list-style-type: none"> – Read about a typical day in the life of a 6 to 8-year old target culture child; list the things he/she does alone, and compare these things to what the learner does alone. – Give examples of proverbs in the target language. – Generate and ask a target culture guest speaker/visitor simple questions about family and country.

GRAMMAR OBJECTIVES

Simple Sentences

Declarative (Statements)

(affirmative)

The sun shone brightly in the sky.

The sky looks dark in winter.

(negative)

Stores are not open on Sundays.

We didn't travel last summer.

Maher doesn't know how to dance.

Interrogative (Question)

(Yes/No questions)

Do you know how to dance?

Can all birds fly?

Did the tigers at the circus scare you?

(Wh-questions)

How do you go to school?

Who teaches you English?

How many bars of chocolate did you buy?

Compound

A police officer blows his whistle, and the car stops.

Grammatical Elements and Points

Verbs

Linking verb 'to be'

The children are interested in the game.

The flowers were beautiful.

I was busy yesterday.

Stars are many sizes and many colors.

Emotive verbs

I hate getting up early.

He thinks the teacher is right.

Action verbs

Most birds eat seeds.

Workers build strong bridges.

Principal Parts

(Regular)

*We studied our lesson yesterday.**He stopped when the referee blew his whistle*

(Irregular)

*We went to the park last weekend.**The baby drank all his milk.***Tenses**

(simple present)

*Some stars look like animals.**My father drives to work daily.**Zahi studies his lessons before he goes to bed.*

(simple past)

*Rain began to fall heavily last night.**The monkeys saw the man .They dropped their hats on the ground.***Nouns****Singular and Plural**

(regular)

*The boy greeted the ladies.**The buses stopped at the bus station.**My mother bought two kilos of potatoes.***Common, Proper and Gender**

(common)

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

(proper)

*In May there will be a dinosaur exhibition.**The exhibition will take place in the United States.**Mounir will see it on Thursday.**Man is to woman as nephew is to niece. (gender)***Pronouns****Subject***Nada and I are not coming to the party.**They are inviting us to Luna Park.***Object***Mom asked us to come in.**The teacher gave Salim and me a hand.*

Adjectives**Common**

The apple tastes sweet.

The farmer could not pull out the enormous turnip.

It was red.

Many people tried to pull it out.

Comparative

The Earth is warmer than Mars.

Superlative

Neptune is the coolest planet.

Adverbs**Place**

We looked everywhere for the map.

Time

Next year I will take art lessons.

My father will be home soon.

Manner

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

Sami happily unwrapped the present.

Prepositions**Place**

Suhayla sits between Samira and me.

Time

My birthday is in February.

This year my birthday will be on a Monday.

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

Modals**Possibility/Ability**

May I borrow your pen?

Can I sit on this chair?

Can monkeys climb trees?

Usage**Fragments**

into the house

She walked into the house.

Subject–Verb Agreement

Mariam and Nadir never come on time.

Nadira comes to school early.

Irregular Verbs

We always write our assignments in class.

Hala wrote her assignments at home.

Agreement with Antecedents

Mary is not here right now. She went home.

Samir and I went to the theater. We enjoyed the play.

(Avoid) Double Subjects

Nuha (she) is late today.



<p style="text-align: center;">BASIC EDUCATION CURRICULUM OBJECTIVES (Grade Two)</p>

THEMES

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

I. MY CITY

- a. My house
- b. My neighborhood
- c. At the airport
- d. At the port
- e. At the market

II. COMMUNITY HELPERS

- a. Teachers
- b. Nurses
- c. Policemen
- d. Fire fighters
- e. Doctors
- f. Municipality workers

III. ANIMALS AND INSECTS

- a. Wild animals
- b. Zoo animals
- c. Pets
- d. Harmful and harmless insects
- e. Mythical animals
- f. Dinosaurs
- g. Habitats
- h. Habits

IV. MY COUNTRY

- a. Food
- b. Traditions
- c. Touristic sites
- d. City and mountains
- e. Famous Lebanese people
- f. Transportation
- g. Religions
- h. Ancient civilizations
- i. Agriculture
- j. Industry
- k. Folktales
- l. Lebanon: Then and Now

V. ENTERTAINMENT

- a. Television
- b. Circus
- c. Cinema
- d. Puppet shows
- e. Plays
- f. Parties



CURRICULUM OBJECTIVES FOR CYCLE II OF BASIC EDUCATION

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

LISTENING OBJECTIVES

- * **Comprehend explicit information in spoken discourse (speaker, tape, film).**
 - Formulate and answer various types of questions.
 - Arrange information in sequence.
 - Follow a set of instructions.
 - Retell the major events or steps.
 - Take note of specific information.

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

- * **Comprehend, appreciate and enjoy spoken literary discourse.**
 - Identify mood, setting, characters and purpose.
 - Identify rhyme, metaphors and similies.
 - React to literature, art, or music, through singing, dramatization or art craft.
 - Comment on the actions, utterances, or feelings of the characters.
 - Evaluate content, message and peers' oral presentations.

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

ORAL COMMUNICATION OBJECTIVES

* **Convey information and ideas.**

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

* **Exchange opinions and interpretations.**

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

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

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

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

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

READING OBJECTIVES

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

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

* **Comprehend and interpret written discourse.**

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

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

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

* **Expand linguistic analysis skills.**

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

WRITTEN COMMUNICATION OBJECTIVES

* **Develop competence in composing.**

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

* **Generate transactional writing.**

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

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

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

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

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

- * **Develop confidence in ability to communicate in writing.**
 - Present and publish the written product.
 - Contribute ideas for shared writings.
 - Revise after discussing with team members.

THINKING SKILLS OBJECTIVES

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

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

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

STUDY SKILLS OBJECTIVES

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

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

* **Develop textbook skills.**

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

* **Develop test-taking strategies.**

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

* **Develop self-assessment skills.**

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

CULTURAL AWARENESS OBJECTIVES

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

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

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

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



CURRICULAR OBJECTIVES FOR GRADE FIVE OF BASIC EDUCATION

By the end of grade 5, the students are expected to be able to do the following:

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<p>* Comprehend explicit information in spoken discourse.</p> <ul style="list-style-type: none"> - Form and respond to referential questions. - Cross out phrases and sentences that have been added to original version. - Trace route / path on a map. - Respond physically to verbal messages. - Take down specific information and structures. - Draw a picture to match oral description. <p>* Comprehend and interpret spoken discourse.</p> <ul style="list-style-type: none"> - Identify problem and solution, facts and opinion. - Draw plausible conclusions about outcomes or content. - Assign details to main ideas. - Interpret tone of speakers. - Arrange ideas into story frames and webs. - Infer similarities and differences of physical descriptions. - Relate content and/or message to personal experiences or prior knowledge. - Comprehend basic body language.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>LISTENING OBJECTIVES</p>	<p>* Comprehend, appreciate, and enjoy literary spoken discourse.</p> <ul style="list-style-type: none"> - Repeat poems and songs. - Interpret a musical composition through collage and drama. - Provide rhyming words to the end of lines of verse. - Explain actions / feelings of the speaker. - Complete a simple response checklist on a peer's oral presentation. <p>* Expand linguistic analysis skills.</p> <ul style="list-style-type: none"> - Cite key terms, transitionals, and discourse markers. - Take down specific structures. - Classify words into semantic or lexical families. - Match intonation patterns to emotions. - Infer a grammar rule from examples. - Identify the meaning of a spoken word in a short discourse. <p>* Convey information and ideas.</p> <ul style="list-style-type: none"> - Report messages, weather and newscasts. - Discuss historical places, landmarks of a country, etc. - Describe the attributes of objects. - Give instructions on how to do something using visuals. - Talk about various content-matter areas. - Detect and describe differences between a picture and an altered version of it. - Describe past events which occurred at school and/or in the local community. - Tell real-life incidents or activities that happened to self or family members. - Recount real or imaginary events to peers or others.
<p>ORAL COMMUNICATION OBJECTIVES</p>	

SKILL	INSTRUCTIONAL OBJECTIVES
<p>ORAL COMMUNICATION OBJECTIVES</p>	<p>* Exchange opinions and interpretations.</p> <ul style="list-style-type: none"> - Express and/or inquire about agreement or disagreement. - Interpret silhouettes and incomplete pictures. - Recognize several similarities and differences between characters or actions in a story, a play, or a TV program, etc. - Explain the message of a printed visual or graphic material (logo, ad, etc.). - Provide an alibi for personal actions. - Propose alternatives to a suggested course of action. <p>* Express feelings, interests and attitudes.</p> <ul style="list-style-type: none"> - Talk about aptitudes, abilities and preferences. - Express personal moods, feelings, interests, etc. - Talk about strategies for coping with personal problems. - Sympathize with the problems of others, e.g., animals in captivity. - Interview a friend to solicit information regarding feelings. <p>* Demonstrate verbal participatory skills in oral presentations, discussions and simulations.</p> <ul style="list-style-type: none"> - Suggest improvements to peers' presentations. - Observe turn-taking rules in oral discussion, simulations and activities. - Initiate a conversation with peers or adults. - Discuss social and environmental problems (e.g., theft, poverty, pollution, etc). - Explain an experiment with proper examples. - Speak with increasing intelligibility and coherence and natural flow. <p>* Comprehend varied written discourse (prose and non-prose).</p> <ul style="list-style-type: none"> - Respond to various types of referential questions. - Replace pronoun referents with proper nouns. - Retell the contents of a short text in own words. - Complete a cloze passage on a familiar topic. - Recall actions, objects, or events, etc.
<p>READING OBJECTIVES</p>	

SKILL	INSTRUCTIONAL OBJECTIVES
<p>READING OBJECTIVES</p>	<p>* Comprehend and interpret written discourse.</p> <ul style="list-style-type: none"> - Identify cause and effect relationships, facts and opinions, main ideas and supporting details. - Recognize main literary form (poetry and prose). - Predict contents of a text by accessing prior knowledge and experience. - Revise predictions of outcomes/consequences from textual clues. - Fill in a summary chart. <p>* Comprehend, appreciate and enjoy literary written discourse.</p> <ul style="list-style-type: none"> - Compare and contrast major similarities/differences between two objects, characters, activities, etc. - Evaluate the author's solution. - Locate examples of metaphor, simile and onomatopoeia. - React to literature physically or through art-craft (collage, painting, writing a verse, etc). - Explain personal identification with a character. <p>* Expand linguistic analysis skills.</p> <ul style="list-style-type: none"> - Identify and use transparent context clues to infer the particular meaning of words, multiple meaning words, and idiomatic expressions. - Select or suggest synonyms, antonyms, and homographs. - Classify new words into established patterns. - Expand and explain common analogies. - Identify common connectives in narrative and informational texts. - Infer a grammar rule from examples. - Determine word meaning through analysis of suffixes and prefixes. - Read aloud with proper intonation and pronunciation. - Combine word parts to create new words.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>WRITTEN COMMUNICATION OBJECTIVES</p>	<p>* Generate transactional writing.</p> <ul style="list-style-type: none"> - Devise announcements, instructions, ads, etc... following a certain model. - Plan steps for different activities. - Complete forms for school related activities. - Write letters to friends. <p>* Produce creative writing.</p> <ul style="list-style-type: none"> - Maintain a journal / diary on a regular basis. - Make up short, free verse poems, songs, riddles, etc. - Create a new verse for a well-known song using the same tune and rhyme. - Fill in bubbles in a cartoon strip. - Originate a short play or story. - Add events to a narrative. - Write a short recommendation for a book. <p>* Produce academic writing.</p> <ul style="list-style-type: none"> - Write a short book report. - Formulate referential questions on the story for others to answer. - Organize notes in summary form. - Write a school-related report to present to audience. - Develop paragraphs in the following rhetorical modes: narration and <u>how-to</u> process. <p>Review one's and others' writing..</p> <ul style="list-style-type: none"> - Use a checklist to refine content and form. - Revise the composition by adding or deleting ideas or words. - Add descriptive words to better express mood or feeling. - Proofread and edit a piece of writing. - Elicit advice from peers for correction of content.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>WRITTEN COMMUNICATION OBJECTIVES</p>	<p>* Participate in guided activities.</p> <ul style="list-style-type: none"> - Chart similarities and differences on a graphic organizer. - Provide an appropriate title, topic or concluding sentence. - Arrange scrambled sentences / paragraphs in the correct order. - Use suitable joining words to devise compound sentences. - Complete an unfinished text. <p>* Develop confidence in ability to communicate in writing.</p> <ul style="list-style-type: none"> - Write one's part in collaborative writing activities. - Post writing on bulletin board. - Submit writing to the school magazine. - Use a checklist to elicit feedback from peers on content and form. <p>* Develop logical thinking strategies.</p> <ul style="list-style-type: none"> - Propose alternative solutions. - Distinguish between cause and effect, fantasy and reality, fact and opinion. - Prioritize a list of facts, items, assignments for the completion of a task, etc. - Summarize information using charts and frames. - Visualize a printed or oral text through the use of graphic organizers, illustrations or dramatizations. - State reasons to support an opinion. - Deduce rules based on linguistic analysis. <p>* Transfer knowledge and skills from one situation to another.</p> <ul style="list-style-type: none"> - Retrieve information from other content areas. - Draw on first language knowledge for skill and concept reinforcement. - Compare structures and cultural expressions in L1 and L2. - Access prior knowledge to draw relationships.
<p>THINKING SKILLS OBJECTIVES</p>	

SKILL	INSTRUCTIONAL OBJECTIVES
STUDY SKILLS OBJECTIVES	<ul style="list-style-type: none"> * Develop strategies to improve study and learning habits. <ul style="list-style-type: none"> - Discuss ways to organize work folder, class copybook or personal notebooks. - Design and follow home study schedule. - Discuss personal study habits. - Evaluate how well previously set goals were achieved. - Apply mnemonic devices to practice and review material. - Preview a text to formulate a general idea about the content. * Develop textbook skills. <ul style="list-style-type: none"> - Utilize the table of contents to locate a unit or chapter. - Use the glossary or dictionary to find the meaning of an unfamiliar word. - Employ graphic aids (maps, charts, illustrations, diagrams and time lines) as sources of information. - Use guide words to locate a dictionary page where a desired word is located. - Scan to locate a word on a dictionary page. - Choose the appropriate definition for a word. * Develop test-taking strategies. <ul style="list-style-type: none"> - Read directions carefully and underline key words in directions (circle, define, name, etc.). - Review questions/answers before submitting the test paper. - Review previous tests and quizzes. * Develop self-assessment skills. <ul style="list-style-type: none"> - Utilize self-monitoring checklists to determine success and progress. - Keep and maintain an up-to-date portfolio. - Use a chart to analyze results of quizzes and tests. * Recognize and produce culturally appropriate linguistic utterances <ul style="list-style-type: none"> - Identify utterances of complaint and polite inquiry. - Identify and use special expressions and idioms. * Develop empathy towards the target culture <ul style="list-style-type: none"> - Understand the background of some idioms and proverbs. - Compare traditions and festivities of native and target culture.
CULTURAL AWARENESS OBJECTIVES	

THEMATIC UNITS

* National awareness

- National holidays/independence day, etc
- Civil responsibilities: respect for law and order, etc
- Portraits of important Lebanese and Arab figures.

* Journalism

- Newspapers, magazines, etc
- Newscasts, forecasts
- Reporters, graphic designers, editors, etc.

* Art, theater, music and dance

- International and national
- Appreciation of art, music and dance.

* City life and village life

- Different lifestyles, etc.
- Different attitudes.

GRAMMAR SKILLS (Grade 5)

GRAMMATICAL STRUCTURES

* Word Order

- Natural

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

- Inverted (Questions only)

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

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

* Sentence Structures

- Simple (with or without compound parts)

The school took us on a trip to the Jeita Caves.

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

- Compound

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

* Sentence Types

- Declarative (Positive)
Sami ate his hamburger.
- Declarative (Negative)
*He did **not** eat my hamburger.*
- Interrogative (Yes/No Questions)
Is Sami going with us tonight?
May I borrow your pen?
- Exclamatory
What a hot day it is today!
***Hurrah!** We won the game!*
- Imperative
Be careful
Turn ar ound.

GRAMMATICAL ELEMENTS AND POINTS

* Nouns

- Singular and Plural (regular and irregular forms)
*Jad climbed a tree and broke two **branches**.*
*All the **teachers** are in a meeting.*
*There are three **children** in our family.*
*Daddy killed all the **mice** in the garden.*
- Common and Proper
*We went shopping in the **city**.*
*We bought many things in **Beirut**.*
- Possessive Nouns (Singular and Plural of regular forms)
***Uncle Nadim's** car is in the repair shop.*
*My **friend's** father is a doctor.*
*Mom told me to put these toys in the **boys'** bedroom.*

* Pronouns

- Subject Pronouns (Singular and Plural)
***He** loves to ride in the car.*
***They** went swimming yesterday.*
- Object Pronouns (Singular and Plural)
*Maher gave **him** a piece of chocolate.*
*Mother is cooking a special meal for **us**.*

- Possessive Pronouns (Singular and Plural)
 - This is **my** Arabic book.*
 - The Math book is **mine** too.*
 - We gave **our** mother a birthday present*
- Interrogative (Wh-questions)
 - When** are we going to eat lunch?*
 - Where** did you put my shirt?*
 - Who** will not have to go to the doctor?*
 - What** is your last name?*
 - How** did they finish so quickly?*
 - Why** didn't Ala' bring any candy from the shop?*
- Demonstrative Pronouns (this, that, these, those)
 - This** is the dress I want.*
 - Those** are the papers that the teacher wants.*
- Interrogative Pronouns
 - Who** is that girl?*
 - Whose** sweater is this?*
 - Which** is bigger, a bear or a lion?*
 - What** is she doing?*
- Reflexive Pronouns (Singular & Plural)
 - Rana hurt **herself**.*
 - The boys will do the job **themselves**.*
- Pronoun Antecedent
 - I offered an apple to **Jad**, but **he** said no.*
 - Jamila brought **Hisham** some **fruit**, but **he** couldn't eat it.*

* Sentence Parts

- Simple Subject
 - Walid** feeds the birds every morning.*
- Simple Predicate
 - The man **rang** the doorbell.*
- Compound Subject
 - My father and I** went to the vegetable market.*
 - Ziad or Zeina** will win the prize.*
- Compound Predicate
 - Zeina **studied** for her test **and went** to bed.*
 - Wissam will **ride** his bike **or walk** to the shop.*

- Direct Object
*Sami took out the **garbage** after dinner.*
- Indirect Object
*Amani made **me** a cake.*
- Complete/Incomplete Sentences
***In the middle of the day.** (incomplete)*
***The bus arrived on time.** (complete)*

* **Verbs**

- Action and Linking
*Samya **ate** several bars of chocolate.*
*Now she **is** sick.*
- Principal Parts (Present, Past, Present Participle, Past Participle)
Regular: ***walk - walks - walked - walking - walked***
Common Irregular: ***go - goes - went - going - gone***

* **Modals**

- Can (ability)
*I **can** ride a bike.*
- Can (polite request)
***Can** you help me, please?*
- Have to (necessity)
*We **have to** clean up the mess in the garden.*
- May (permission)
***May** I take this paper?*
- Must (obligation)
*Children **must** obey their parents.*
- Must (prohibition)
*You **must not** chew gum during class.*
- Used to (past habitual action)
*My sister **used to** drink a lot of milk.*
- Will (promise)
*OK. I **will** wash the dishes for you tonight.*

* **Sentence Errors**

- Too many “ands”

*We went to the shop **and** we saw my brother **and** we played a trick on him **and** he began to cry **and** at last my mom got mad at us.*

- Run-On Sentences

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

- Fragments

To the market.

All the boys.

* **Verb Tenses**

- Present

Simple: *We **have** English five days a week.*

Progressive: *Karim **is washing** Dad’s car now.*

Present Perfect: *I **have visited** Baalbec many times.*

- Past

Simple: *My sister **fell** down and **bumped** her head.*

Progressive: *Rabia **was playing** football when he **fell** and **hurt** his leg.*

- Future

Simple: *I **will come** tomorrow.*

be going to: *Norma **is going to** be a nurse.*

* **Adjectives**

- Descriptive (common)

*Please bring me my **red and blue** sweater.*

*That **one enormous** watermelon was big enough for the whole family.*

- Descriptive (Proper)

*We went to a **French** restaurant for lunch.*

- Demonstrative (this, that, these, those)

***That T-shirt** is too small for me.*

***This room** is small but bright.*

***These apples** are delicious.*

*My mother made **those sweaters** for me last year.*

- Positive

*This cake is **delicious**.*

*Rima always eats a **good** breakfast.*

- Comparative

*My brother is **stronger than** I am.*

*Today is **as hot as** it was yesterday.*

*The math test was **more difficult than** the English test.*

- Superlative

*I can't pick up **the biggest** box. It's too heavy.*

*This is **the most delicious** cake I have ever eaten.*

* **Adverbs**

- Descriptive (How)

*The cat ran **quickly** after the mouse.*

- Place (Where)

*We went **home** after the game ended.*

- Time (When)

*Let's go play football **tomorrow**.*

*We can eat this strawberry tart **later**.*

- Frequency

*Sana **always** does well on tests.*

*Jawad **never** gets home before three o'clock.*

* **Prepositions**

- Common Prepositions (for, with, to, of, by,...)

- Place (in, on, at, beside, between, behind, in front of....)

*Please put the vase **in** the cupboard.*

*Sari sits **behind** me in Math class.*

- Time (at, after, before, in, on)

*School begins **at** 7:40 every morning.*

*We don't go to school **on** Sunday.*

* **Conjunctions**

- Coordinating Conjunctions (and, but, or, so)

*We went to the market, **and** we bought some apples.*

*Rania ran fast, **but** she missed the bus.*


*We can go hiking, **or** we can go swimming.*

*Tarek was sleepy, **so** he went to bed.*

*** Usage**

- Contractions (with will, is, have, not)
*We **didn't** finish the lesson today.*
We've done that exercise many times before.
She'll come in tomorrow.
Where's my shoe?
- Subject/Verb Agreement
*Leila and Rima **play** the piano well.*
*Hadi **works** with his father in the garden every Saturday.*
- Troublesome Verb Pairs
*I want to **learn** to swim. Will you **teach** me?*
*The thief **robbed** the bank. He **stole** all the money.*

*** Mechanics**

- Capital letters (at sentence beginnings)
A new family is moving into our building.
 - Capital letters (for proper nouns and proper adjectives)
*The international airport is in **Beirut**.*
*We don't understand the **Japanese** language.*
*There is no school on **Independence Day**.*
 - End Punctuation (. ? !)
 - Periods in abbreviations
*We met **Mr.** and **Mrs.** Aswad at the market.*
 - Commas (after Yes and No)
***Yes**, I need a new pair of shoes.*
 - Commas (in a series)
*We bought **apples, potatoes, and lettuce** at the market.*
*The **huge, angry** cow chased us out of the field.*
 - Commas in compound sentences
*The cat crossed the street, **and** the dog began to chase it.*
 - Commas in dates
I sent the letter on May 10, 1996, but it hasn't arrived yet.
- 

CURRICULAR OBJECTIVES BASIC EDUCATION, CYCLE III

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

LISTENING OBJECTIVES

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

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

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

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

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

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

ORAL COMMUNICATION OBJECTIVES

*** Seek and provide information.**

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

- * **Communicate and/or justify intellectual, emotional, and/or moral issues and positions.**
 - Give and rationalize solutions.
 - Talk about feelings of concern, sympathy, aspiration, and support.
 - Support opinion and point of view.
 - Debate issues under consideration.
 - Make simple comparisons.

- * **Initiate, sustain, and conclude a variety of practical, social and professional conversation acts.**
 - Talk about preferences and/or views.
 - Role-play appropriate courtesy expressions.
 - Participate fully in casual conversations.

READING OBJECTIVES

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

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

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

WRITTEN COMMUNICATION OBJECTIVES

- * **Develop and enhance writing skills through guided and semi-guided activities.**
 - Reconstruct scrambled texts.
 - Fill in missing cohesive devices in a text.
 - Create appropriate topic and concluding sentences.

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

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

*** Apply process writing skills.**

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

THINKING SKILLS OBJECTIVES

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

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

*** Develop critical thinking skills.**

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

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

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

STUDY SKILLS OBJECTIVES

*** Develop research skills.**

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

*** Develop test-taking skills.**

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

*** Utilize library resources.**

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

CULTURAL AWARENESS SKILLS OBJECTIVES*** Work with authentic materials to become familiar with the target culture.**

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

*** Develop empathy toward the target culture**

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

*** Understand culturally significant expressions**

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



CURRICULAR OBJECTIVES (Grade 8)

By the end of Grade 8, students are expected to be able to:

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<p>* Demonstrate understanding of increasingly complex and varied audio input.</p> <ul style="list-style-type: none"> - Distinguish between the main idea and supporting details. - Order a series of cyclic events. - Predict likely outcomes. - State correct inference. - Explain unfamiliar lexis. - Dramatize a role in a dialogue. - Summarize main points. <p>* Recognize and discriminate aspects of spoken discourse.</p> <ul style="list-style-type: none"> - Use cloze procedure to focus on a specific discourse component. - Identify formal/informal register. - Paraphrase events and problems presented. - Use graphic organizers to chart information heard. - Draw a semi-guided outline. - State the appropriate authentic source of what is heard (e.g., weather forecast, newscast). <p>* Demonstrate critical understanding of spoken discourse.</p> <ul style="list-style-type: none"> - Propose an alternative course of action. - Identify the speaker's purpose, tone and attitude. - Criticize the speaker's motive. - Distinguish facts from opinions. - React to spoken discourse. - Provide an alternative conclusion.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>ORAL COMMUNICATION SKILLS</p>	<p>* Seek and/or provide information.</p> <ul style="list-style-type: none"> - Explain the steps of a complex process. - Explain cause/effect relationships. - Compare two methods of doing something. <p>* Communicate and/or justify intellectual / emotional / moral issues and positions.</p> <ul style="list-style-type: none"> - Deny an accusation and explain why. - Explain in detail why you agree / disagree. - List two possible solutions to an academic problem. - State the reasons why you have certain fears or worries. - Report an incident when a classmate was discriminated against. - Give a short speech. <p>* Initiate / sustain and conclude a variety of practical / social and professional conversation acts.</p> <ul style="list-style-type: none"> - Debate the advisability of a certain practice. - Apply turn-taking techniques. - Summarize and conclude a discussion. - Introduce a guest speaker. - Give a talk on a world event. - Discuss and take a stand on issues from subject areas. - Give and receive feedback on an oral presentation.

SKILL	INSTRUCTIONAL OBJECTIVES
READING OBJECTIVES	<p>* Comprehend printed discourse using text-related clues.</p> <ul style="list-style-type: none"> - Fill in a cloze passage with appropriate chronological connectors/synonyms/phrasal verbs. - Reinforce the use of context clues which help decode unfamiliar lexis. - Provide synonyms/antonyms/definitions/phrasal verbs/idiomatic expressions for items in the passage. - Match a given word with its appropriate collocates. - Form new words with prefixes and suffixes found in the text. <p>* Demonstrate critical understanding of a text.</p> <ul style="list-style-type: none"> - Identify cause-effect events. - Distinguish fact from opinion. - Provide an alternative outcome or conclusion. - Choose an appropriate completion to the missing part of a text. - Compare and contrast two articles on the same subject. - Make a sentence outline. - Discuss the author's purpose. - Supply a suitable title for a given extract/story/poem/article/ad. - Identify context of an extract. - Analyze the author's attitude. - Draw a suitable inference about a text based on personal experience. - Interpret graphs, charts, tables, etc. <p>* Develop basic comprehension of appropriate literature.</p> <ul style="list-style-type: none"> - Discuss the main characters, setting, theme and plot. - Paraphrase the problem(s) which the main character faces. - Trace the development of characters in the story. - Practice reading a poem or passage aloud with appropriate intonation/phrasing/rhythm. - Analyze the author's/poet's use of figures of speech. - Create your own verse by using the poem as a model of style. - Design a jacket/lier/ad for a specific literary work.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>WRITTEN COMMUNICATION OBJECTIVES</p>	<p>* Develop and enhance writing skills through guided and semi-guided activities.</p> <ul style="list-style-type: none"> - Use appropriate punctuation marks. - Write a suitable topic/concluding sentence for a given paragraph. - Create a suitable heading/title for a given paragraph/essay. - Provide suitable connectives where needed. - Introduce suitable supporting details. - Reconstruct scrambled texts. - Rewrite a given paragraph at a different level of formality. - Generate concluding sentences for incomplete paragraphs. - Fill out a chart indicating the specific characteristics of different text types; i.e., type, format, style, organization. - Unscramble the paragraphs in a 3-4 paragraph essay. - Indicate paragraph boundaries in an essay where these have been removed. - Write an outline. <p>* Produce expressive, transactional, and creative writing.</p> <ul style="list-style-type: none"> - Write a journal/diary on a regular basis. - Make lists of instructions, reminders, homework assignments, books read. - Write a reminder about a party/homework/assignment. - Complete an application form. - Write a notice for a bulletin board. - Fill out a chart. - Write a biography of one aspect of a famous person's life. - Write a report on a visit, film, book, etc. - Listen to instructions and take notes. - Create a new verse for a song. - Provide captions for cartoon strips, pictures. - Write a travel brochure for a place mentioned in a story.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>WRITTEN COMMUNICATION OBJECTIVES</p>	<ul style="list-style-type: none"> - Write a scenario based on a story. - Write a questionnaire for an interview with a character in a story. - Narrate two major events in a story. - Describe the most interesting character in a story. - Write a support paragraph on the contributions/achievements of a famous historical figure. - Write research papers. <p>* Apply process writing skills.</p> <ul style="list-style-type: none"> - Select and narrow a topic. - Apply a timeline to organize ideas. - Interview a source and take notes. - Take notes from audio-visual input. - Identify the purpose of a writing task. - Identify the audience: self, peers, teacher, other. - Use editors notes to revise papers. - Delete words/phrases/irrelevances. - Add words/phrases/sentences where necessary. - Indicate places where connectives are wrong or inadequate. - Split up lengthy sentences. - Join short sentences with a transition word. - Add descriptive adjectives/adverbs to express the mood or feeling conveyed more clearly. - Add supporting detail (facts, examples). - Rewrite vague sentences. - Supply suggestions for an improved beginning/end. - Conduct a structured interview with peers to elicit feedback on language and content. - Share writing through oral reading. - Post writing on bulletin board. - Design a poster for writing. - Submit writing to the school magazine.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>THINKING SKILLS OBJECTIVES</p>	<p>* Develop thinking strategies in problem-solving, decision-making and conceptualizing.</p> <ul style="list-style-type: none"> - Explain the problem presented in a text. - Select and use data which represent the problem by using appropriate graphic organizers. - Provide an appropriate solution for a given problem. - Translate the plan into an outline. - Paraphrase, summarize and organize text. - Assess the plan against a set of established criteria. - Propose a goal for self or group. - Examine options for attaining the goal. - Discuss alternatives related to the same concept. - Rank options on a scale. - Clarify, organize and categorize information. - Select examples and attributes related to a concept. - Interrelate categories of attributes by drawing on content-based knowledge material. - Apply learned mnemonic strategies to solve learning problems. <p>* Develop critical thinking skills.</p> <ul style="list-style-type: none"> - Verify the credibility of the source. - Generate questions of average complexity. - Examine irrelevant information. - Recognize logical fallacies in arguments. - Form new concepts through drawing analogies with other content areas. - Distinguish between appropriate/inappropriate conclusions. - Give and receive feedback. - Differentiate between patterns of deductive, inductive and logical reasoning.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>THINKING SKILLS OBJECTIVES</p>	<p>* Transfer information from one context to another.</p> <ul style="list-style-type: none"> - Transfer knowledge from one subject-matter to another. - Interpret data in charts, graphs and maps. - Distinguish between inferences and restatements based on the text. Use learned strategies to solve new problems. - Determine the most appropriate way to classify information categories. - Assemble parts of a jigsaw into a new whole. - Synthesize ideas from sources to produce stories. - Evaluate the information extracted from the text.
<p>STUDY SKILLS OBJECTIVES</p>	<p>* Develop research skills.</p> <ul style="list-style-type: none"> - Review materials from various sources for research purpose. - Choose a topic of interest for research. - Narrow the topic to suit the research assignment. - Create a research study: break research into parts, evaluate reliability of these sources, develop a bibliography and set deadlines. - Differentiate between paraphrasing, quoting and plagiarizing. - Use index cards to take notes from a resource. - Follow a model of note-taking symbols. - Use visual markers, such as highlighting or underlining to organize notes. - Develop an outline to use in a written research.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>STUDY SKILLS OBJECTIVES</p>	<p>* Develop test-taking skills.</p> <ul style="list-style-type: none"> - Use techniques to reduce test anxiety. - Plan study time by dividing material to review into small chunks. - Form or join a study group to prepare for an exam. - Prepare study questions and their answers to ask study partner(s). - Review and summarize (reduce and refine) class notes and main ideas of reading materials. - Practice answering a variety of test questions. - Identify and use general guidelines for wisely answering the different types of test questions. - Review previous tests and quizzes. - Make a list of ideas and topics the test will cover. - Skim the test before beginning to answer to determine the type of questions: how they should be answered, and the scoring of questions. - Skip over the hard questions and come back to them later. - Read directions carefully. - Review to be sure you have followed directions accurately and have answered all the questions. <p>* Utilize library resources.</p> <ul style="list-style-type: none"> - Recognize and use each part of a textbook or reference: table of content, glossary, index and appendix. - Interpret more sophisticated graphic aids: graphs, diagrams, tables and grids. - Determine which dictionary entry to use when working with homographs and/or homophones. - Use a dictionary to check misspelled words. - Locate and determine word etymologies. - Become familiar with the different sections of a library. - Select appropriate reference sources for sample research report. - Use catalogues, entries i.e. author, subject, title. - Use computer resources.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>CULTURAL AWARENESS SKILLS OBJECTIVES</p>	<p>* Work with authentic materials to become familiar with the target culture</p> <ul style="list-style-type: none"> - Recognize the different parts of a foreign newspaper or magazine, e.g. comic strip, caricature, editorial, etc. - Listen to a guest speaker talking about a specific aspect of the target culture and ask information questions. <p>* Develop empathy toward the target culture</p> <ul style="list-style-type: none"> - Identify universal themes contained in popular English speaking TV programs. - Keep a culture journal in which you log new interesting discoveries about the target culture. - Identify a few cultural habits you would like to see in your country. <p>* Understand culturally significant expressions</p> <ul style="list-style-type: none"> - Match jokes to their respective punchlines. - Display an English joke and riddle of the week. - Collect comic strips, cartoons, articles which reflect aspects of culture: complaining, leave-taking, making excuses, giving compliments. - Create a rich print environment which focuses on different culture-bound expressions.

THEMATIC UNITS FOR GRADE EIGHT

- Exploration
- Scientific Discoveries
- Sources of Energy
- Recreation
- Preserving Water
- Birth
- Adolescence
- Pollution
- World Events and Issues
- Natural Phenomena
- Industry
- Agriculture
- Space



CURRICULAR OBJECTIVES BASIC EDUCATION, CYCLE III

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

GRAMMAR OBJECTIVES

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

Basic English			Cycle III		
GRAMMAR			GRAMMAR		
7 th	8 th	9 th	7 th	8 th	9 th
GRAMMATICAL STRUCTURES SENTENCE TYPES Word order <u>Natural</u> <i>Maha gives me expensive presents.</i> <u>Inverted</u> <i>Never have I eaten such a good hamburger.</i>			GRAMMATICAL ELEMENTS AND POINTS NOUNS Singular and Plural <i>The coach is upset today.</i> <i>The streets are empty.</i> Count and Non-count <i>The news is better today.</i> <i>The information is incomplete.</i> <i>The newsmen are tired.</i> Common and Proper <i>This city is progressing.</i>		
*	*	*	*	*	*
*	*	*	*	*	*

Basic English

GRAMMAR

Cycle III

7 th	8 th	9 th	7 th	8 th	9 th
*	*	*	*	*	*
<p><u>Compound</u> <i>The child laughed, but he couldn't explain why.</i></p>			<p><i>Beirut is becoming more cosmopolitan.</i></p>		
<p><u>Complex</u> <i>The child who laughed but couldn't explain why is the one I mentioned.</i></p>			<p>Possessives (singular and plural) <i>My mother's car needs fixing.</i></p>		
<p>Sentence Types:</p>			<p>Collective <i>The girls' friends are organizing a party.</i></p>		
<p><u>Declarative (statement)</u> <i>He rarely eats fish.</i></p>			<p><i>The police are out on the streets.</i></p>		
<p><u>Interrogative</u> Yes/No question <i>Can I speak to the manager?</i> Wh-question <i>Where did you spend your vacation?</i> Tag-question <i>You will lend me some money, won't you?</i></p>			<p>Appositives <i>The cattle are roaming all over the place.</i></p>		
<p><u>Exclamatory (exclamation)</u> <i>What a lovely T-shirt you're wearing!</i></p>			<p>Gerunds <i>Rola, my friend, needs my help.</i></p>		
<p><u>Imperative (command)</u> <i>Stop fooling around.</i></p>			<p>Abstract and concrete <i>Roller-skating is fun.</i></p>		
			<p><i>Stress is a twentieth century disease.</i></p>		
			<p><i>Suntan lotion is a must on the beach.</i></p>		
			<p>Infinitives as Noun Clauses <i>To follow a diet is a waste of time.</i></p>		
			<p>Noun Phrases and Clauses <i>I take sugar and cream in my coffee.</i></p>		
			<p><i>Whoever suggested this must be out of his mind.</i></p>		

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

Basic English

GRAMMAR

Cycle III

	7 th	8 th	9 th		7 th	8 th	9 th
VERBS				VERBS			
Conditional Sentences		*	*	Action and Linking	*	*	*
<u>First Conditional</u>		*	*	<i>The policeman arrested the woman.</i>			
<i>If you put ice in the sun, it melts.</i>				<i>She seems quite happy today.</i>			
<i>If Maha leaves, we won't have transport.</i>				<i>The roses in my neighbor's garden smell nice.</i>			
Second Conditional		*	*	Principal Parts			
<i>If we had more time, we would do a better job.</i>				<u>Regular</u>			
Third Conditional		*	*	<i>Lulu worked hard.</i>			
<i>If you'd listened to me, you wouldn't have gotten in such a mess.</i>				<u>Irregular</u>			
Wish				<i>He bought a scarf.</i>			
<u>Future</u>		*	*	<u>Main</u>			
<i>I wish those people would shut up.</i>				<i>Fadia was helping me last night.</i>			
<u>Present</u>		*	*	Tenses			
<i>I wish I had more money.</i>				<u>Present</u>			
<u>Past</u>		*	*	<u>Simple</u>			
<i>I wish I had been born in another century.</i>				<i>Samia never stands in a queue.</i>			
Active and Passive		*	*	<u>Progressive</u>			
<i>Someone stole the car.</i>				<i>Soha is complaining.</i>			
<i>My car was stolen.</i>				<u>Prefect</u>			
				<i>We've just had a break.</i>			
				<u>Perfect Progressive</u>			
				<i>Suha has been waiting for almost an hour.</i>			

	7 th	8 th	9 th		7 th	8 th	9 th
Reported Speech							
<i>Maha said she would bring me some reference books.</i>	*	*	*	<u>Past Simple</u>			
<i>Adel asked me whether the meeting had been postponed.</i>	*	*	*	<u>Past Progressive</u>			
				<u>While</u>			
				<i>Barbie was filing her nails, Ken walked in.</i>			
				<u>Perfect</u>			
				<i>Susan had just gotten into bed when someone knocked on the door.</i>			
				<u>Perfect Progressive</u>			
				<i>Lucy had been waiting for an hour when Joumana walked in.</i>			
				<u>Future Simple</u>			
				<i>I will see you tomorrow.</i>			
				<u>Be Going to</u>			
				<i>I'm going to be an astronaut.</i>			
				<u>Present Progressive</u>			
				<i>He's traveling tomorrow.</i>			
				<u>Simple Present</u>			
				<i>We leave next month.</i>			
				<u>Progressive</u>			
				<i>Bob will be celebrating with his friend on Sunday.</i>			

Basic English

GRAMMAR

Cycle III

7 th	8 th	9 th	7 th	8 th	9 th
				*	*
				*	*
				*	*
				*	*
				*	*
				*	*

Perfect

By the time you read my farewell note, I will have reached New York.

Perfect Progressive

When I finish this lesson, I will have been studying for six hours without a break.

Causatives

(have, make, get, let, help)

Jad had his sister drive him to work.

Transitive and Intransitive

Rania inherited all her husband's money.

Rania's husband died.

ADJECTIVES

Simple

Sami is not that lazy.

He's rather an intelligent student.

Comparative

Samer is smarter than he seems.

The weather is as hot as they predicted.

Gina is more serious in her work than her classmates.

This is a much prettier dress

	7 th	8 th	9 th		7 th	8 th	9 th
Superlative	*	*	*	<i>Jeita is one of the most beautiful sites in Lebanon.</i> <i>Learning to drive is the easiest thing I've ever done.</i> <i>Choose the finest fruit for your pie.</i>			
Predicate Adjective	*	*	*	<i>That sounds great!</i>			
Common	*	*	*	<i>Randa insisted on wearing black in the evening.</i>			
Proper	*	*	*	<i>Pavarotti is Italian, isn't he?</i>			
Demonstrative	*	*	*	<i>This room needs a coat of paint.</i> <i>Those planes are early models.</i>			
Participial		*	*	<i>Have you seen any interesting movies recently?</i>			
Infinitive			*	<i>It was good of you to help me with my work.</i>			
Order of			*	<i>Determiner / description / size / age / shape / color / material / nationality / noun-adjective.</i> <i>These expensive new black leather French raincoats (order of five adjectives in a specific statement or question)</i>			

Basic English
GRAMMAR

Cycle III

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

Basic English			GRAMMAR			Cycle III		
7 th	8 th	9 th	7 th	8 th	9 th	7 th	8 th	9 th
*	*	*	*	*	*	Manner	*	*
EXPLETIVES			* * *			<i>Hala sounded so furious.</i>		
<i>There is no time to proofread the manuscript.</i>			* * *			Degree	*	*
<i>It seems to be a wonderful idea.</i>			* * *			<i>Walid is extremely happy.</i>		
CLAUSES			* * *			Frequency	*	*
Adjective			* * *			<i>Sara is seldom on time these days.</i>		
<i>The birthday party which I organized was a complete fiasco.</i>			* * *			Intensifiers	*	*
Adverb			* * *			<i>Giving a good example is very difficult.</i>		
<i>Khaled decided to join the team even though he had little time.</i>			* * *			<i>Hani was tactful enough to deal with the nervous customer.</i>		
Noun			* * *			Infinitives	*	*
<i>I heard that you weren't feeling well!</i>			* * *			<i>He came to tell us about the meeting.</i>		
			* * *			INTERJECTIONS		
			* * *			<i>Wow! Look at that.</i>		
			* * *			<i>Whew! I'm exhausted.</i>		
			* * *			ARTICLES		
			* * *			Definite		
			* * *			<i>The committee has met seven times so far.</i>		
			* * *			Indefinite		
			* * *			<i>Some people prefer to spend Sunday at home.</i>		
			* * *			Zero		
			* * *			<i>Flour is a basic ingredient of bread.</i>		

Basic English			GRAMMAR			Cycle III		
7 th	8 th	9 th	7 th	8 th	9 th			
						PHRASES		
				*	*	Verb Phrase		
						<i>We went along with his suggestion.</i>		
					*	Adjective Phrase		
						<i>I was very fond of Amal.</i>		
					*	Adverb Phrase		
						<i>Rose is always on time.</i>		
				*	*	Noun Phrase		
						<i>The sad puppy in the corner is mine.</i>		
				*	*	Prepositional Phrase		
						<i>I'll meet Nadim at 4:00 o'clock.</i>		
						MODAL VERBS		
				*	*	Be able to (ability)		
						<i>Little Sarah is able to walk now.</i>		
						<i>Mr. Haddad was able to get an appointment with the doctor.</i>		
						<i>After the operation, Hani will be able to walk.</i>		
					*	Be supposed to (expectation)		
						<i>The flight is supposed to arrive at 10:00.</i>		
						<i>The meeting was supposed to start at noon.</i>		
				*	*	Be going to (definite plan)		
						<i>Huda is going to stay with us for a week.</i>		

Basic English

GRAMMAR

Cycle III

7 th	8 th	9 th				7 th	8 th	9 th
						*	*	*
						*	*	*
						*	*	*
						*	*	*
						*	*	*
						*	*	*
						*	*	*
						*	*	*
						*	*	*
						*	*	*

Can (ability)

Mark can swim very well.

(permission)

Can I leave early this afternoon?

(polite request)

Can you come here for a moment?

(possibility)

You can cause an accident if you park your car here.

Could (past ability)

I could tie my shoe laces when I was ten.

(permission)

Could I borrow your dictionary?

(polite request)

Could you do me a favor?

(suggestion)

You could get your friend a pen for his birthday.

(possibility)

Be careful with those matches! You could start a fire.

(past possibility)

Anwar could have telephoned his parents while we were waiting for the bus. (He didn't)

GRAMMAR

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

Basic English

GRAMMAR

Cycle III

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

			7 th	8 th	9 th
	7 th	8 th	9 th		
	*	*	*	*	
(past advice) Now you have to sit for the same exam again. You ought to have studied better.					
Shall (suggestion) Shall we have some refreshments now? (Offer)					
Shall I put these papers on your desk?					
(simple future) We shall be ready in ten minutes.	*	*	*	*	
Should (suggestion) Should we all go to Egypt next summer? (advice)	*	*	*	*	
Children should be careful crossing streets. (expectation)	*	*	*	*	
It's noon time now. The guests should be arriving. (condition)	*	*	*	*	
Should you see your uncle, give him my regards. (past advice)	*	*	*	*	
Adel should have studied well last night.					
Used to (past habitual action) I used to sleep a lot.	*	*	*	*	

Basic English

GRAMMAR

Cycle III

Basic English			Cycle III		
7 th	8 th	9 th	7 th	8 th	9 th
			*	*	*
			*	*	*
			*	*	*
			*	*	*
			*	*	*
			*	*	*
			*	*	*
			*	*	*
			*	*	*
			*	*	*

					<p>Be/Get used to (present) <i>Hadi is used to staying up late.</i> (future) <i>Don't worry. You will soon get used to living in a foreign country.</i></p>
					<p>Will (simple future) <i>The class will begin at 4:00 p.m.</i> (promise) <i>Don't worry. I'll pay you back when we return.</i> (determination) <i>No matter how long it takes, we will solve our financial problems.</i> (polite request) <i>Will you please pass the salt?</i></p>
					<p>Would (polite request) <i>Would you please sign your name here?</i> (past habitual action) <i>When we were in elementary school, we would sing every afternoon.</i></p>
					<p>Would rather (preference) <i>I would rather spend the weekend on the beach than camp in the mountain.</i></p>

SECONDARY CYCLE OBJECTIVES

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

LISTENING OBJECTIVES

- * **Demonstrate critical understanding of the content of various modes of spoken discourse.**
 - Identify main ideas.
 - Assess and discuss relevance of supporting details to main ideas.
 - Summarize and paraphrase main ideas.

- * **Demonstrate ability to analyze linguistic and para-linguistic features of extended spoken discourse.**
 - Describe style and register.
 - Interpret non-verbal communication.
 - Discuss figurative language.
 - Recognize dialectal variations and deviations from standard English.

- * **Demonstrate awareness of the organizational structure of the text.**
 - Identify method of development and manner of presentation.
 - Identify key terms and transitionals.

ORAL COMMUNICATION OBJECTIVES

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

- * **Demonstrate knowledge of the canons of spoken discourse.**
 - Use turn-taking techniques.
 - Join in conversations at the right transitions.
 - Make brief and functional interruptions.

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

READING OBJECTIVES

- * **Demonstrate understanding of a variety of texts.**
 - Identify main ideas and supporting details.
 - Identify authors attitude, bias, and intention.
 - Extract themes and concepts from written texts.
- * **Demonstrate ability to analyze organization of a text.**
 - Identify formal schemata.
 - Identify key terms, transitionals, and special expressions of turning points.
 - Assess method of development.
- * **Show awareness of stylistic techniques.**
 - Explain the effect of word choice and sentence structure on meaning.
 - Identify the elements of literary and scientific texts.
 - Identify and explain terms relevant to area of study.

WRITTEN COMMUNICATION OBJECTIVES

- * **Demonstrate command of personal, social, and public writing.**
 - Write letters, diaries, journals, etc.
 - Write instructions, directions, requests, and petitions.
 - Prepare C.V.s, resumes, and portfolios.
 - Fill out forms and applications.
- * **Demonstrate ability to use language effectively.**
 - Maintain coherence and cohesion.
 - Employ grammatical constructions and diction appropriate for audience, purpose, and topic.
 - Re-write texts from different points of view.
- * **Demonstrate advanced ability in academic writing in different subject-matter areas.**
 - Produce essays applying various methods of development.
 - Report on experiences, field trips, workshops, etc.
 - Write term papers, examination essays, dialogues, etc.
- * **Demonstrate command of advanced writing techniques and strategies.**
 - Interpret text in a variety of forms (tables, graphs, charts, etc.).
 - Apply pre-writing, drafting, revising, and proof-reading techniques.

THINKING SKILLS OBJECTIVES

- * **Evaluate a variety of texts from different subject-matter areas.**
 - Discriminate between facts, opinions, and bias.
 - Critique writer's/speaker's argument.
 - Relate textual references to real experience.

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

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

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

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

STUDY SKILLS OBJECTIVES

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

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

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

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

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

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

*** Enhance test-taking strategies.**

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

CULTURAL AWARENESS OBJECTIVES

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

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

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

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

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

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

Secondary Cycle Grammatical Structures

The students should be able to :

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

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

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

The umbrella theme for the two-year program is science. The sub-themes are related to each other and are recycled throughout the learning period.



CURRICULAR OBJECTIVES FOR SECOND SECONDARY: SCIENCES

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

LISTENING OBJECTIVES

*** Understand specific details and information from various scientific sources.**

- Identify main points in a lecture.
- Extract specific details from documentaries and lectures.
- Decode lectures using scientific graphic conventions.

*** Demonstrate basic comprehension of scientific discourse.**

- Summarize.
- Outline.
- Paraphrase.

*** Interpret what is heard.**

- Relate to experience.
- Synthesize different details into one idea.

ORAL COMMUNICATIONS OBJECTIVES

*** Understand and produce discourse using basic notions of science.**

- Deliver cause/effect presentations.
- Clarify through measurement.
- Explain through consequence.
- Contrast by analogy.
- Correlate by proportion.
- Classify by inclusion of items in a list.

*** Make oral presentations on a variety of scientific situations.**

- Explain lab experiments.
- Report on field observations.
- Review written scientific material.
- Conduct interviews for research purposes.
- Formulate scientific hypotheses.
- Present speech from visuals.

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

- Present short commentaries.
- Make polite interruptions for clarification.
- Introduce other speakers.
- Moderate discussions and debates.

*** Converse for various purposes and audience.**

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

READING OBJECTIVES*** Understand information given through language discourse pertaining to scientific and professional material.**

- Interpret scientific conventions (graphs, tables, diagrams, charts, etc.).
- Interpret various forms of presenting materials (abstracts, outlines, summaries, lab reports, etc.).

*** Derive information from texts.**

- Skim texts for main ideas.
- Scan texts for specific information.
- Skip over familiar or unrelated material.

*** Read specialized texts efficiently.**

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

*** Develop text-based strategies for gaining meaning.**

- Use learned prefixes, suffixes and stems in the recognition and formation of new words.
- Guess meaning from context.
- Classify words into semantic and topical categories.

WRITTEN COMMUNICATIONS OBJECTIVES*** Produce specific written forms.**

- Report on laboratory work.
- Define scientific terms.
- Describe a process.
- Classify and categorize.

*** Understand and produce discourse using basic notions of science.**

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

* **Tabulate scientific information.**

- Draw graphs, charts, and diagrams.
- Construct tables.

* **Demonstrate ability to write effectively.**

- Use the words, expressions, and structures appropriate for topic and task.
- Vary the linguistic complexity and word choice according to audience.

* **Utilize proper vocabulary and grammar.**

- Use technical lexis for a variety of scientific situations (proportions, shapes, properties, states, equivalence, actions, etc.).
- Use grammatical components most pertinent to scientific discourse (such as the passive voice, conditionals, simple verb tenses, articles and prepositions, complex sentence structures, etc.).

THINKING SKILLS OBJECTIVES

* **Evaluate information given through scientific conventions.**

- Criticize evidence.
- Draw conclusions.
- Predict consequence.

* **Transfer information.**

- Relate textual references to real experiences.
- Apply acquired knowledge to present situations.

* **Apply problem-solving strategies.**

- Identify problems.
- Formulate hypotheses.
- Conduct research.
- Analyze findings.
- Relate findings to previous knowledge.

STUDY SKILLS OBJECTIVES

* **Follow scholarly lectures.**

- Take notes.
- Reproduce visuals (tables and charts) from speech.

* **Develop test-taking techniques.**

- Follow testing instructions.
- Produce clear and legible answers.

*** Do research work.**

- Document accurately and adequately.
- Use note/bibliography cards.
- Locate information through the use of the card catalog, indexes and other data bases.
- Select, limit and test a topic for a research report.
- Construct interviews for research purposes.

CULTURAL AWARENESS OBJECTIVES*** Understand cultural references in scientifically oriented discourse.**

- Distinguish between various culturally-oriented attitudes.
- Explain underlying implications pertaining to different cultural backgrounds.

**THEMES FOR THE SECOND SECONDARY: SCIENCES**

- Current Issues
- The Ecological Environment
- The Family
- Technology
- The Teenager
- Democracy
- Human Rights
- Natural Phenomena
- Hygiene and Nutrition
- Human Values



CURRICULAR OBJECTIVES FOR SECOND SECONDARY : HUMANITIES

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

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<p>* Demonstrate awareness of different modes of spoken discourse.</p> <ul style="list-style-type: none"> - Classify mode (persuasive, process, exposition). - Specify the method of development (cause /effect, comparison /contrast, definition, etc.). - Distinguish between different modes of presentation (lectures, discussion, graphics). - Interpret non-verbal communication. <p>* Figure out the organization of spoken discourse.</p> <ul style="list-style-type: none"> - Outline sequencing of ideas. - List main ideas and supporting details. - Identify key terms and transitional words, phrases, or sentences. <p>* Explain the linguistic features of spoken discourse.</p> <ul style="list-style-type: none"> - Select non-standard structures. - Identify style and register. - List items that show emotive value. <p>* Show understanding of the content of spoken discourse.</p> <ul style="list-style-type: none"> - Distinguish between facts and opinion. - Identify main ideas. - Relate supporting ideas to the main idea. - Predict plausible conclusions. - Relate to prior knowledge or acquired information.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>ORAL COMMUNICATION OBJECTIVES</p>	<p>* Respond constructively to peer presentation.</p> <ul style="list-style-type: none"> - Classify and explain gaps. - Suggest alternatives. <p>* Discuss critically others' opinions.</p> <ul style="list-style-type: none"> - Identify the elements that contribute to the flow of argument. - Point out strengths and weaknesses of argument. - Comment on the language used by the speaker (accent, choice of words, intonation, etc.). <p>* Give different types of oral presentations.</p> <ul style="list-style-type: none"> - Improvise on a specific topic. - Make a presentation on a researched project. - Participate in and lead debates. - Defend opinion cogently and effectively. - Dramatize a situation from the topic under study. - Vary language use to meet audience expectations. <p>* Use appropriate style in any given situation.</p> <ul style="list-style-type: none"> - Employ diction appropriate to topic and situation. - Observe turn-taking rules. - Adopt appropriate tone, intonation, and body language. <p>* Demonstrate understanding of a variety of texts.</p> <ul style="list-style-type: none"> - Identify elements of cohesion and coherence. - Identify author's attitude, bias, and intention. - Infer hidden messages. - Discuss theme, plot, characters, and setting in a literary text. - Explain idiomatic expressions. - Identify contextual clues that explain meaning.
<p>READING OBJECTIVES</p>	

SKILL READING OBJECTIVES	INSTRUCTIONAL OBJECTIVES
WRITTEN COMMUNICATION OBJECTIVES	<p>* Demonstrate awareness of rhetorical devices used in the text.</p> <ul style="list-style-type: none"> - Identify key terms. - Identify coherence devices. - Identify mode of development of main idea (facts, figures, charts, etc.). - Identify variations in style. - Identify formal schemata (organizational structure) used. <p>* Demonstrate awareness of special linguistic features of literary texts.</p> <ul style="list-style-type: none"> - Point out puns and euphemisms. - Identify figurative language. - Identify and explain special literary terms. - Identify deviations from standard English in structure, word choice, etc. - Explain the use of sound patterning. - Point out technical terms and expressions related to different subject matter areas. <p>* Improve reading rate for specific purposes.</p> <ul style="list-style-type: none"> - Enhance skimming and scanning skills. - Focus on author's plan. - Locate contextual clues, cohesive devices and transitional links. <p>* Demonstrate command of personal writing skills.</p> <ul style="list-style-type: none"> - Keep diaries and journals. - Compile portfolio, curriculum vitae, resume, etc. - Write autobiographical notes. <p>* Demonstrate command of social writing.</p> <ul style="list-style-type: none"> - Write letters and notes, and responses to letters and notes on specific occasions (weddings, birthdays, condolences). - Prepare memos, instructions, and directions.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>WRITTEN COMMUNICATION OBJECTIVES</p>	<p>* Demonstrate command of public writing.</p> <ul style="list-style-type: none"> - Write letters of inquiries, complaints, requests and petitions. - Fill out forms and applications. - Design advertisements, posters, brochures, pamphlets, etc. <p>* Demonstrate command of academic writing.</p> <ul style="list-style-type: none"> - Develop a full-length essay on different subject matter areas, using a variety of discourse modes (description, narration, argumentation, etc.). - Write reports on personal experiences, field trips, workshops, etc. - Write questionnaires and reviews. <p>* Demonstrate ability to use language effectively.</p> <ul style="list-style-type: none"> - Maintain coherence and cohesion in extended essays. - Employ suitable grammatical constructions and diction appropriate for audience, purpose and topic. - Adopt proper organizational strategies. - Vary style according to audience and purpose. - Show ability to distinguish between the elements of spoken English in written texts. <p>* Demonstrate command of aspects of creative writing.</p> <ul style="list-style-type: none"> - Compose different literary genres (poems, songs, rhymes, stories, dramas). - Write autobiographical notes. <p>* Use advanced writing techniques.</p> <ul style="list-style-type: none"> - Apply pre-writing, drafting and revising techniques. - Participate in peer and group writing and editing activities.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>THINKING SKILLS OBJECTIVES</p>	<p>* Evaluate reference material for appropriateness, accuracy and validity.</p> <ul style="list-style-type: none"> - Explain and comment on the speaker's/writer's authority. - Discriminate between facts, opinions, and bias. - Assess current status, validity and usefulness of material. <p>* Recognize inductive and deductive reasoning.</p> <ul style="list-style-type: none"> - Point out claims and issues. - Establish links between evidence and claim. - Extract major and minor premises. - Make appropriate generalizations. <p>* Approach learning tasks in a logical manner.</p> <ul style="list-style-type: none"> - Present relevant evidence. - Present major premises. - Figure out motives and assumptions of speaker/writer. - Identify roles. - Gather background information. - Respond to point of view. <p>* Identify logical fallacies.</p> <ul style="list-style-type: none"> - Establish relevance and appropriateness of evidence. - Assess the soundness of cause-effect relationships. - Weigh the balance of the compared and contrasted items. - Identify one-choice situation and overgeneralizations. - Discriminate between deceptive and objective data or information. <p>* Respond critically to an argument.</p> <ul style="list-style-type: none"> - Present counterarguments. - Show awareness of discrepancies, inconsistencies, and gaps. - Assess conclusions and suggest alternative ones.

SKILL	INSTRUCTIONAL OBJECTIVES
STUDY SKILLS OBJECTIVES	<p>* Demonstrate ability to synthesize information from different sources.</p> <ul style="list-style-type: none"> - Interpret graphs, lists, charts, maps, etc. - Select and incorporate relevant material to support one's thesis. - Compare and contrast information on same topic from different sources. - Arrange information by order of priority. - Make use of different sections of a book (prefaces, forwards, postscripts, appendixes , foot\end notes, indexes, etc.). - Extract information relevant to assigned research projects. - Make use of extensive reading to supplement topics under discussion. <p>* Demonstrate ability to apply research techniques.</p> <ul style="list-style-type: none"> - Make notes, paraphrase, and summarize. - Follow required format of documentation properly. - Make use of library resources. - Demonstrate command of use of different references (various types of dictionaries, thesauruses, government publications, microfilms, CD Roms, indexes, etc.). - Make use of audio-visual material. <p>* Develop test-taking strategies.</p> <ul style="list-style-type: none"> - Practice essay-type questions. - Practice multiple choice questions. - Generate exam questions on specific topics. - Discuss exam-type questions in groups. - Participate in peer review. - Evaluate one's own writing. <p>* Develop a sense of time management.</p> <ul style="list-style-type: none"> - Meet deadlines for assignments. - Time responses to questions. - Allocate time to different assignments efficiently.

SKILL	INSTRUCTIONAL OBJECTIVES
CULTURAL AWARENESS OBJECTIVES	<ul style="list-style-type: none">* Demonstrate understanding of cultural attitudes and situations.<ul style="list-style-type: none">- Compare and contrast customs, actions, and values recurrent in written or oral material with those in the native language.- Identify different types of allusions in texts under study.- Discuss the impact of setting on other elements of the text. * Analyze cultural basis for judgment and evaluation in the text.<ul style="list-style-type: none">- Cite values related to the target culture.- Discriminate idiosyncratic from collective cultural behaviour.- Compare the systems of value in the native and target cultures. * Draw universal themes from specific cultural items.<ul style="list-style-type: none">- List themes of specific cultural nature.- Classify analogous themes across cultures.- Synthesize classification into global themes.

Themes for the Second Secondary: Humanities

Literature

Literary achievements
Nobel and Pulitzer prizes
Awards
Poet laureates
Museums and cultural centers
Folklore and superstition
Famous speeches

History

Wars and revolutions
Historical figures
Archeological sites and excavations

Psychology

Youth problems and expectations
Family issues

Philosophy

Major philosophers and concepts

Sociology

Cultural interaction
Family issues
Family relations, duties and rights
Women issues

Fine Arts

Painting, sculpture and handicraft
Famous artists and painters

Music

Musical composers, works and performances

Media

Cinema, theater, radio, television.
The press

Political Science

Patriotism
Democracy
Political systems

Geography

Travel, explorations, and expeditions
Immigration

TRANSLATION CURRICULAR OBJECTIVES

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

- * **Identify cultural issues and values reflected in the decoding language (DL) text and compare them with those in the encoding language (EL) culture.**
 - List customs and traditions similar to or different from one's own.
 - Compare varying views towards concepts of time and space.
 - Compare world views of target and source language.
 - Compare values and behaviors identified in the DL text with those in the EL culture.

- * **Express the particularities of register and style of the DL text in the EL text produced.**
 - Keep to technical terminology.
 - Try to reproduce dialectal features.
 - Approximate the spirit and tone of the original text .

- * **Demonstrate awareness of the canons of various communicative forms of writing.**
 - Use specialized terms in translating technical materials.
 - Use personal expression in translating materials with expressive functions.
 - Use formal standard language in rendering in EL materials with transactional nature (instruction, lectures, commentaries).
 - Use rather informal language in rendering humor, anecdotes, conversations, and dialogues.

- * **Compare translations of media reports and other texts with available authoritative translations.**
 - Identify and examine differences in word choice, sentence structure, and word order.
 - Identify and examine differences in how idiomatic expressions are rendered.
 - Give plausible explanations to differences and revise accordingly.

- * **Demonstrate flexibility and command of various modes of translation.**
 - Use exact equivalences whenever possible.
 - Use substitutes or non-exact equivalents that are nearest to meaning.
 - Retain original words in transliterated form and provide explanation when no equivalents are found.

- Apply interpretative and descriptive translation when DL or EL text is highly figurative.
- Use non-idiomatic plain prose translation to convert an idiomatic expression.
- Shorten ideas when details are superfluous.
- Omit parts of text only in case of tedious/needless repetition.

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

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

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

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

TRANSLATION

CONTENT AREAS

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

THEMATIC UNITS

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

Moreover, the text should be consistent and coherent , in the sense that implicit and explicit causal relations should be detectable.

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

Second Secondary: Science Section

- Modern technology

- Computers
- Robots
- Medical findings
- Genetic engineering (bio-tech)

- Sources of energy

- Nuclear
- Solar
- Alternative

- Nuclear proliferation

- Environmental Issues

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

- Communication

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

- **Space explorations**

- **Athletics**

Olympic games

Types of sports

Tournaments

- **Nutrition**

Second Secondary: Humanities Section

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

A METHODOLOGICAL OVERVIEW OF THE NEW ENGLISH CURRICULUM

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

METHODOLOGY

The curriculum aims at developing three levels of English language proficiency: a) English for social interaction, b) English for academic purposes, and c) English for socio-cultural development. These levels are largely determined by a number of critical input,

output, and context variables such as comprehensibility, redundancy, frequency, accuracy, and motivation. We believe that the most appropriate framework of classroom interaction that will address the above conditions and achieve the desired levels of proficiency is Cooperative Learning (CL). Essentially, CL constitutes a series of pro-social methods and structures (such as think-pair-share, mixer review, information gap, jigsaw, group investigation, and round table) which involve students working together according to the principles of simultaneous interaction, positive interdependence, individual accountability, and team reward. A detailed description of the dynamics and procedures of CL can be found in Kagan (1992) and Slavin (1990).

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

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

SKILLS

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

Listening

Viewed as an active communication process, listening involves the transform of auditory input into intelligible and useful comprehension. Thus, the new curriculum provides learners at the beginning levels with opportunities to develop their sub-skills of auditory discrimination, auditory analysis, and memory as well as attention, code selection and schema search and instantiation. At the advanced levels, listening tasks emphasize academic listening activities which include note-taking, organization, interpretation, and evaluation. Instruction is planned according to the proficiency levels of learners and gradually moves from deriving direct meaning to making inferences, to deriving critical meaning drawing on a variety of authentic materials such as recordings, radio broadcasts,

songs, TV shows, lectures, and so forth. Similarly, the stages of lesson planning proceed from pre-listening to listening, to post listening activities in order to help learners build and/or activate relevant background, comprehend what is heard and finally interpret and reflect on their comprehension. The following activities listed under each stage are examples of what may be done in a listening comprehension class.

Pre-Listening Stage

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

Listening Stage

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

Post-Listening Stage

- Solving problems
- Interpreting text
- Role-playing
- Extending lists
- Sequencing/ grading
- Matching
- Summarizing
- Jigsaw listening
- Identifying relationships between speakers
- Recognizing mood/ attitude/ bias/ intention

Oral Fluency

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

Pre-Speaking Stage

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

Speaking Stage

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

Post-Speaking Stage

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

Reading

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

Pre-Reading Stage

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

Reading

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

Post-Reading

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

Written Communication

The new curriculum proclaims a process-oriented view of composing which involves having students go through the following stages: pre-writing, writing, revising, and publishing. Instruction is organized to help learners manage their acts of composing, develop their authentic voice as writers, and self-sponsor their written products. During pre-drafting, learners explore and conceptualize their topics through a variety of heuristic procedures following which they write multiple drafts of their ideas and finally revise and share their written products with the rest of the class through bulletin boards or the school magazine. Furthermore, at the advanced levels of proficiency learners develop their skills of academic writing in a variety of assignment formats such as reports and research papers according to the expectations of an academic audience in the various fields of study. The following activities listed under each stage are examples of what could be done in a written communication class.

Pre-Writing

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

Writing

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

Revising

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

Publishing

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

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

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

INSTRUCTIONAL MATERIALS AND ACTIVITIES

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

The instructional materials selected and/or adapted for the thematic units encompassed a wide variety of text types and teaching aids. Of particular concern to us was the development of theme-based packages of instructional materials that are authentic, exploitable, and relevant to the theme under study. Therefore, we selected materials which, though not generated specifically for any language teaching purposes, included a good range of language functions and structures as well as reflected up-to-date and developmentally appropriate and interesting content. For example, to cover the theme of "Human Communication" in grade 10, we used materials selected from the content areas of literature, psychology, and sociology. Selected materials were first photocopied, typed, and then sequenced and matched with instructional objectives. Materials which deviated from "good" writing were adapted by changing words, deleting extraneous text features such as unnecessary remarks, and adding connectors. We were careful to keep these modifications minimal in order not to fall into oversimplification whereby the text loses its authenticity, which contradicts the basic principles of theme-based language instruction.

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

to, in addition to classroom walls and chalkboard, are video cassettes, overhead projectors, tape recorders, radios, televisions, and advanced computers.

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

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

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

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

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

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

EVALUATION GUIDELINES

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

Evaluation is viewed in the curriculum as an integral part of the learning/teaching process in the sense that the achievement tests are meant to reflect both curriculum objectives and classroom activities. Furthermore, evaluation is treated as a continuous operation that employs various formal and informal tools of assessment for obtaining

information about a student's proficiency level. Continuous evaluation will thus incorporate the latest trends in testing and assessment such as oral and written tests, group tests, peer evaluation, self evaluation, portfolios, observations, interviews, and conferences. Finally, the tests will reflect the questioning and answering schemes and strategies that the new curriculum has recommended for use in the classroom; this view fits rather well within the current practices in testing which support the principle that "in constructing tests it is important to include texts and activities which mirror as closely as possible those which students have been exposed to and/or are likely to meet in their future target situations" (Weir, C., 1993: 65). Questioning routines such as cloze procedure, wait-time (for oral work), wonder questions, think - pair - share (TPS), and positive - interesting - neutral (PIN) as well as questioning frameworks such as description, personal interpretation, and critical and creative questions will be reflected in the designed tests. Answering frameworks, or possible student answers, need also to be considered; Olsen (1996) provides the following useful adaptation of Krashen and Terrell's taxonomy of the stages of language acquisition and response task types:

Taxonomy and Student Response Task Types

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

Stage Four:

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

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

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

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



ENGLISH LANGUAGE CURRICULUM (Second Foreign Language)

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CURRICULAR OBJECTIVES FOR ENGLISH AS A SECOND FOREIGN LANGUAGE

Upon completion of the prescribed years of study for English as a second foreign language (grades 7-9 and the 1st, 2nd and 3rd Secondary, at the rate of 2 hours a week), students are expected to be able to do the following:

LISTENING OBJECTIVES

*** Demonstrate basic understanding of spoken discourse.**

- Understand and use basic words and expressions prevalent in classroom language.
- Respond to instructions, commands, directions, and questions physically or verbally.
- Identify the main points and supporting details.
- Match spoken language to print or pictures.

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

- Draw inferences related to themes, characters, actions, and events.
- Recognize and describe attitudes and emotions.
- Make predictions about the conclusion of a story or the results of an experiment.
- Distinguish between fact and opinion.
- Classify and categorize elements in discourse.
- Relate information to personal experience and/or prior knowledge.

*** Demonstrate enjoyment and interest in spoken discourse.**

- Memorize and recite poems, jokes, riddles, tongue twisters, etc.
- Sing along with songs and rhymes.
- Ask for repetitions, clarifications, and explanations.

*** Demonstrate awareness of the linguistic and organizational features of spoken discourse.**

- Identify dialectal features (syntax, vocabulary choice, and accent).
- Identify style and register markers.
- Identify key terms emphasized, transitionals used, and turning points.
- Identify methods of development (narration, description, definition, argumentation, etc.).

ORAL COMMUNICATION OBJECTIVES*** Communicate basic needs and courtesies.**

- Greet others properly.
- Use polite forms of address and requests.
- Ask for and give directions.
- Ask for repetition and clarification.
- Request and give information.
- Ask and answer questions.

*** Speak correctly, coherently, and spontaneously.**

- Speak in meaningful utterances.
- Speak with proper enunciation, stress and intonation.
- Vary stress and intonation to reflect various attitudes and emotions.
- Speak with an easy flow, especially when using recurrent classroom language.

*** Communicate a variety of interactive and transactional tasks.**

- Express and justify point of view about a certain topic.
- Make a presentation on a researched topic.
- Describe and comment on events, behaviors, and actions.
- Give a speech on a special occasion.

*** Take part in group activities and discussions.**

- Participate in group games, surveys, dramatizations, storytelling, etc.
- Observe turn-taking rules.
- Keep interruptions brief and purposeful.
- Take on different roles in a conversation (initiator, developer, commentator, etc.)

READING OBJECTIVES*** Demonstrate the mastery of word recognition skills.**

- Recognize frequently used words at sight.
- Infer meaning of words and special expressions from context.
- Use phonic, morphological, and syntactic clues to get word meaning.

*** Demonstrate basic understanding of what is read.**

- Skim and scan text (references, textbooks, magazines, databases, etc.) for information.
- Identify events in a story, steps in a lab experiment, ideas in a text, etc...
- Answer factual and simple inferential questions about text.
- Identify basic terminology and concepts in specialized texts.

*** Comprehend and interpret what is read.**

- Make plausible predictions of outcomes.
- Relate information to real life, experiences, and prior knowledge.
- Suggest a different conclusion to a story.
- Identify bias, attitudes, intentions, faulty evidence, false conclusions, etc...

*** Demonstrate awareness of linguistic and organizational features of the text.**

- Identify elements of informal language (deviant structures, and slang).
- Identify and explain register markers.
- Identify key terms, discourse markers, transitionals, etc...
- Explain how knowledge varies to suit context, speaker, topic, purpose and audience.

*** Read for pleasure and enjoyment.**

- Report on extensive reading highlighting points of interest.
- Consult magazines, newspapers, references, atlases, encyclopedias, computer database, for more information on topics read.
- Learn by heart and read aloud favorite poems, quotations, proverbs, etc...
- Exchange stories, magazines, computer discs, and books.

WRITTEN COMMUNICATION OBJECTIVES*** Demonstrate ability to communicate meaningful, purposeful messages.**

- Supply biographical information on forms.
- Write short messages, notes, and letters.
- Explain opinion in relation to a topic.
- Paraphrase/translate important messages and notices.
- Write a set of directions with illustrations (map to one's house).
- Write a report on a topic in a subject matter area.
- Write journals.

*** Demonstrate ability to reinterpret input.**

- Recognize ideas in tables, graphs, charts, etc...
- Write short research papers.
- Express and support a point of view in relation to textual information.
- Describe and comment on an incident or an experiment.
- Participate in group writing (reading other's writing and writing to continue the sequence of events).
- Revise individually, in a pair, or in a group, to ensure proper and adequate treatment of topic.

*** Demonstrate ability to write accurately, fluently, and coherently.**

- Write grammatical, meaningful sentences using the proper punctuation marks.
- Write using proper register.
- Use technical vocabulary and discourse features that characterize the content area one is writing about.
- Use formal and informal language as required by the task (social, academic, personal, etc...)
- Maintain thematic unity in the produced text.
- Use the appropriate transitionals, paragraphing, sentence length, etc.
- Develop paragraphs adequately.

THINKING SKILLS OBJECTIVES*** Demonstrate ability to synthesize information taken from various disciplines.**

- Relate information across content areas.
- Make an oral or written presentation on an inter-disciplinary topic.
- Reorganize texts in new forms (e.g. chart out textual information).

*** Demonstrate ability to interpret written and spoken discourse critically.**

- Make plausible prediction based on textual information.
- Make appropriate generalization and judgments.
- Classify, organize, and categorize information.
- Read properly to what is said or heard.

*** Demonstrate ability to approach and perform tasks in a logical manner.**

- Analyze and synthesize facts.
- Use analogies and inferences.
- Make outlines, take notes, and brainstorm.

*** Demonstrate ability to transfer learning.**

- Relate textual information to previous knowledge.
- Apply learned strategies in the acquisition of new information and the solution of new problem.
- Draw on first and first foreign language knowledge to reinforce concepts and skills.

CULTURAL AWARENESS OBJECTIVES*** Demonstrate familiarity with typical customs and behaviors in the target language as presented in authentic texts (newspapers, films, radio and television programs, etc.)**

- Identify appropriate protocol in relation to socialization.
- Identify customs, habits, and special occasions.
- Identify famous historical events.

-
- * **Demonstrate appreciation of the similarities and differences in cultural and rhetorical patterns between native and target languages.**
 - Explain the similarities and differences in concepts of space and time.
 - Explain the similarities and differences in approach to problems and to communicative tasks.
 - Identify similarities and differences in attitudes towards work.
 - Identify stereotypes and pre-conceived ideas of the other in the two cultures.

 - * **Develop understanding, appreciation, and empathy towards the target culture.**
 - Recognize and explain stereotypes and generalization.
 - Explain differences between native and target language cultural patterns objectively.
 - Promote what one considers positive aspects of the target culture.

 - * **Understand the cultural bases of meaning.**
 - Explain frequently-used idiomatic expressions and proverbs.
 - Explain the connotations of words.

STUDY SKILLS OBJECTIVES

- * **Develop effective organizational skills.**
 - Make plans for how to use study time.
 - Set goals to be achieved.
 - Keep an organizer or an agenda.

- * **Demonstrate ability to synthesize information from various sources.**
 - Take notes.
 - Consult a wide range of reference material.
 - Draw outlines of presentations.
 - Use illustrations and graphic organizers.

- * **Develop library and research skills.**
 - Identify and use the various sections of the library.
 - Consult and use computer databases and programs.
 - Locate relevant information in references, encyclopedias, atlases, charts, indices, documentaries, etc...)

- * **Demonstrate use of effective study strategies.**
 - Use K-W-L
 - Use pre-reading techniques.
 - Skim, scan, and skip as needed.

GRADE 8 (LEVEL II)

By the end of Grade 8 students in English as a second foreign language are expected to be able to do the following :

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<ul style="list-style-type: none">* Develop basic understanding of spoken discourse (sentences and dialogues).<ul style="list-style-type: none">- Retell events in sequence.- Answer “Yes/No” and basic “wh-” questions.- Identify main idea and some details.- List names, dates, items, etc.- Carry out teacher’s instructions.* Demonstrate ability to interpret spoken discourse.<ul style="list-style-type: none">- Predict the next step in a process.- Predict the next turn of events in a story.- Provide possible explanations for actions or feelings.- Classify items/lists into semantic categories.* Demonstrate awareness of the linguistic features of spoken discourse.<ul style="list-style-type: none">- Recognize and reproduce the proper intonation patterns for statements, questions, exclamations, and instructions.- Reproduce the proper intonation patterns for statements, questions, exclamations, and instructions.- Identify meaning using contextual, morphological, or syntactic clues.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>ORAL COMMUNICATION OBJECTIVES</p>	<p>* Demonstrate ability to convey basic information related to familiar topics.</p> <ul style="list-style-type: none"> - Give a set of instructions. - Express interests, desires, worries, feelings, etc... - Name and describe rooms of a house, pieces of furniture, contents of a box/suitcase, etc... - Describe a series of events portrayed in pictures. <p>* Demonstrate ability to communicate meaningfully in social and academic situations.</p> <ul style="list-style-type: none"> - Ask for and give opinions. - Ask and talk about past, present, and future events. - Ask and respond to questions about people, objects, places, or actions mentioned in spoken or written discourse. - Compare between two objects. <p>* Demonstrate awareness of the rules of spoken discourse.</p> <ul style="list-style-type: none"> - Speak with approximate pronunciation, stress, and intonation. - Speak in meaningful utterances. - Observe turn-taking rules. - Interrupt for brief important comments only. <p>* Demonstrate basic understanding of what is read.</p> <ul style="list-style-type: none"> - List events in a narrative in the proper sequence. - Identify main idea and supporting details. - Match text samples to functional labels (invitations, advertisements, humor, etc.) - Answer factual and inferential questions about text. - Use contextual clues or dictionary to get meaning. - Identify main character, setting, plot, or theme in a simple literary work.
<p>READING OBJECTIVES</p>	

SKILL	INSTRUCTIONAL OBJECTIVES
<p>READING OBJECTIVES</p>	<p>* Demonstrate ability to interpret what is read.</p> <ul style="list-style-type: none"> - Distinguish fact from opinion. - Distinguish fact from fiction. - Distinguish between main ideas and supporting details. - Summarize the main points of text. - Relate textual information to previous experience. <p>* Demonstrate awareness of the linguistic and organizational features of text.</p> <ul style="list-style-type: none"> - Identify link words and pronoun referents. - Identify key terms used in a text. - Identify and explain the organizational pattern in a text (spatial, chronological, logical, etc.) - Infer meanings of frequently used idiomatic expressions from context. <p>WRITTEN COMMUNICATION OBJECTIVES</p> <p>* Demonstrate ability to write short sentences about familiar topics.</p> <ul style="list-style-type: none"> - Write or word-process familiar classroom instructions and directions with few elaborations. - Write simple statements and questions related to classroom activities. - Describe actions portrayed in a picture. - Draw and fill in family trees and write simple statements related to information (e.g. My grandfather's name is Salim). - Make cards for special occasions (e.g. birthday, teachers day, independence day, etc.) and write appropriate sentences expressing feelings. - Prepare a shopping list. <p>* Demonstrate ability to write accurately.</p> <ul style="list-style-type: none"> - Write grammatical, meaningful sentences. - Use the proper punctuation marks (period, comma, question mark). - Spell all words correctly.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>WRITTEN COMMUNICATION OBJECTIVES</p>	<p>* Demonstrate ability to perform basic academic writing tasks.</p> <ul style="list-style-type: none"> - Describe familiar objects, people, actions, and pictures. - Arrange scrambled sentences in the correct order. - Fill in, from a list, the missing words in a cloze passage. - Complete a paragraph by supplying a missing sentence.
<p>CULTURAL AWARENESS OBJECTIVES</p>	<p>* Develop familiarity with typical behaviors in target language culture.</p> <ul style="list-style-type: none"> - Produce appropriate greeting exchanges. - Use appropriate forms of address. - Use polite forms for inquiry, leave-taking, comments, etc. <p>* Develop empathy toward target language culture.</p> <ul style="list-style-type: none"> - Discuss movies, television shows, music, etc. - Identify clear cultural patterns in the above (distance, greetings, love, arguments, etc.). - Take part in cultural activities (songs, Halloween, Thanksgiving, etc.).
<p>THINKING SKILLS OBJECTIVES</p>	<p>* Develop logical thinking strategies.</p> <ul style="list-style-type: none"> - Use concrete facts to arrive at abstract concepts. - Classify items according to a certain factor (poor-average-rich on the basis of income). - Divide objects, words, concepts, etc., into meaningful categories. - Paraphrase texts. - Organize information in notes and outlines. <p>* Demonstrate ability to think logically.</p> <ul style="list-style-type: none"> - Make generalizations based on text. - Make plausible predictions by examining illustrations. - Suggest endings to a narrative. - Distinguish fact from fiction.

SKILL	INSTRUCTIONAL OBJECTIVES
STUDY SKILLS OBJECTIVES	<p>* Develop organizational skills.</p> <ul style="list-style-type: none"> - Maintain a folder for assignments. - Arrange all new vocabulary in notebook by themes and content. - Separate French learning experiences from English learning ones. - Keep a record of books read. <p>* Develop literary skills.</p> <ul style="list-style-type: none"> - Identify the places of relevant materials in the library. - Locate materials by consulting the card catalogue. - Check out materials and return them on time. - Use magazines, journals, newspapers, microfilms, etc. at the library. <p>* Develop familiarity with books, dictionaries, and computers.</p> <ul style="list-style-type: none"> - Identify the various functions of a dictionary and use the relevant ones (pronunciation, different meaning, derivations, etc.). - Use the various parts of a book for gaining information. - Locate information in books and dictionaries. - Search for information available in computer programs.

Themes

The following themes are suggested for Grade 8:

They are to be considered tentative; teachers / authors can add, modify, or treat them in more detail as found appropriate.

- Adolescence
- Pollution
- My Country
- Healthy Bodies
- Transportation
- Table Manners
- Handicrafts
- Entertainment
- Nutrition
- Science Fiction

Second Secondary (LEVEL V)

By the end of the Second Secondary, students in English as a second foreign language are expected to be able to do the following.

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<p>* Demonstrate understanding of spoken discourse (authentic material).</p> <ul style="list-style-type: none"> - Identify thesis, supporting evidence, and conclusions. - Identify conflicts among characters. - Summarize various points of view on a topic. - Describe the feelings of speakers. <p>* Demonstrate ability to assimilate new information presented in spoken discourse.</p> <ul style="list-style-type: none"> - Draw analogies among concepts and contexts. - Synthesize information drawn from documentaries in different content areas in a report/summary. - Relate new information to existing knowledge. - Critique oral presentation of peers, using a checklist. <p>* Demonstrate ability to relate language structures to communicative purposes.</p> <ul style="list-style-type: none"> - Identify grammatical structures dominant in scientific prose (complex sentences, passive voice, impersonal subjects, etc.). - Identify the formal schemata used in various forms of oral reports (lab reports, research presentations, news reports, documentaries, editorials, etc.).

SKILL	INSTRUCTIONAL OBJECTIVES
ORAL COMMUNICATION OBJECTIVES	<p>* Demonstrate ability to communicate effectively in unplanned conversational situations.</p> <ul style="list-style-type: none"> - Provide a spontaneous reactions to what is said. - Give an impressionistic evaluation of a classmates presentation. - Provide simultaneous translation of what is said in Arabic or French. <p>* Demonstrate ability to manipulate language for purposes of effective communication.</p> <ul style="list-style-type: none"> - Choose words that convey messages vividly. - Use specialized language (technical or figurative) to reflect knowledge of field. - Use imagery, varied volume intonation and stress, and appropriate gestures to keep audience attentive. <p>* Demonstrate ability to perform a range of oral communication tasks in academic contexts.</p> <ul style="list-style-type: none"> - Make a clear presentation on a researched topic. - Present objective analysis of written and spoken discourse. - Discuss themes, plot, and characters in works of literature. - Relate new ideas in content areas to previous knowledge in a presentation. <p>* Demonstrate ability to read varied texts efficiently.</p> <ul style="list-style-type: none"> - Vary reading speed according to purpose of reading and complexity of material. - Fill in missing words in a modified cloze (only prepositions, transitionals, key terms out). - Write an essay relating text information to previous experience and knowledge. <p>* Demonstrate ability to infer and interact with text.</p> <ul style="list-style-type: none"> - Choose an appropriate title for text. - Write a plausible conclusion for a story. - Discuss motives behind actions and attitudes of characters in a short story or a novel. - Rewrite a story providing different twists of events.
READING OBJECTIVES	

SKILL	INSTRUCTIONAL OBJECTIVES
<p>READING OBJECTIVES</p>	<ul style="list-style-type: none"> * Demonstrate awareness and appreciation of the language used in specialized texts (literature, science, mathematics, etc.). <ul style="list-style-type: none"> - Identify and explain the figures of speech used in literary texts (metaphors, personification, etc.). - Identify the linguistic and rhetorical features of scientific texts (technical terms, dominant sentence forms, direct and succinct writing, formulaic expressions, etc.).
<p>WRITTEN COMMUNICATION OBJECTIVES</p>	<ul style="list-style-type: none"> * Demonstrate ability to produce various writing forms of varying lengths. <ul style="list-style-type: none"> - Express reactions and points of view. - Write out content area information presented in the form of diagrams, charts, and tables. - Describe the various steps of an experiment. - Write a story about an animal, a plant, or a human being based on experience, readings, and prior knowledge. - Write an advertisement, a letter to the editor, or an article for the school paper to explain or defend an idea. - Write up interviews, dialogues, or discussions. * Demonstrate ability to manipulate the language effectively. <ul style="list-style-type: none"> - Vary style and register according to topic and audience. - Write elaborate business letters and/or technical report maintaining clarity, relevance, and consistency in content and form. - Reiterate key terms and concepts, use appropriate transitional, and maintain thematic unity to ensure coherence. - use the appropriate vocabulary and varied sentence structure for special effects or as demanded by task.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>CULTURAL AWARENESS OBJECTIVES</p>	<p>* Demonstrate understanding of cultural elements.</p> <ul style="list-style-type: none"> - Identify attitude towards immigrants and illegal aliens. - Explain and comment on customs, values, traditions, attitudes, and actions typical of target language culture. - Identify themes treated in mass media. <p>* Develop understanding of target language culture.</p> <ul style="list-style-type: none"> - Identify stereotypes and biases, and explain them - Adopt what is perceived as good habits. - Study aspects of culture found interesting. <p>* Evaluate information for relevance, accuracy, and adequacy.</p> <ul style="list-style-type: none"> - Critique writer's treatment of his subject in terms of language, content and organization. - Identify and examine thesis, point of view, and supporting evidence. - Evaluate the conclusions and discussions in the text. <p>* Identify and interpret presented arguments.</p> <ul style="list-style-type: none"> - Evaluate the soundness of cause-effect connections made. - Judge the validity of data (sources, methods, and interpretation). - Present counter arguments to points made. - Suggest alternative solutions to problems.
<p>THINKING SKILLS OBJECTIVES</p>	<p>* Demonstrate ability to synthesize information.</p> <ul style="list-style-type: none"> - Include and interpret tables, charts, diagrams, etc. - Compare and contrast information gained from different sources. - Arrange information in a logical manner. - Include a bibliography of cited references.
<p>STUDY SKILLS OBJECTIVES</p>	

SKILL	INSTRUCTIONAL OBJECTIVES
STUDY SKILLS OBJECTIVES	<p>* Improve test-taking strategies.</p> <ul style="list-style-type: none"> - Practice taking all types of tests, objective and subjective. - Generate own questions. - Do task-on-time exercises. - Evaluate one's own spoken and written production.

The following themes are suggested for the Second Secondary

- Biographies of Contemporary Figures
- Marriage
- Recycling
- Superstitions
- Medical Discoveries
- Old Age
- Overpopulation
- Ethnic Relations
- Traveling
- Social Differences



GRAMMAR OBJECTIVES

- **Subject Pronouns** : **She** likes cheesecake.
- **Object Pronouns** : Nancy bought **me** a souvenir from Paris.
- **Possessive Pronouns** : Lebanon is **my** country.
The camera is **mine**.
Which car is **yours** ?

- **Verbs**
 - Simple Present : Nadim **is** upset.
Don't **be** late.
Do you **have** a geography class now?
 - Simple past : There **was** a last concert at school.
Did you finish your homework ?
I **had** a medical checkup last week.
 - Future : The children **will be** in Faraya by now.
I **am going to** study hard.
Zahi **will** travel to the Far East in September.
 - Past continuous : I **was playing** the piano when I heard a terrible noise.
 - Present continuous: Samer **is playing** football now.
 - Past perfect : I **had finished** my homework when my friend arrived.
 - Demonstrative adjectives :
That was a good idea.
This house is old.
These are the best.
Those apples are delicious.

- **Nouns** : Singular & plural
Nina drank two **bottles** of water.
There are thirty **students** in class.
- **Countable** : There are **many** children in this room.
- **Noncountable** : There isn't much **money** left in my account.
- **Common and proper** :
We went sightseeing in the **city**.
Paris is a big city.
- **Punctuation** : What is your favorite color ?
I am thirteen years old .
I sent you a card on July 20th, 1996.
What a lovely idea !

-
- **Intensifiers :** The radio was **very** loud.
 - **Simple conjunctions :** Samar called me **and** left a message.
The shirt is the right size **but** it is too short.
 - **Possessives :** This is Dad's car.
 - **Frequency adverbs :** Dad is **always** busy.
Have you **ever** been to the zoo ?
 - **Prepositions :** Classes start at 8:00 o'clock **in** the morning.
The book is **under** the desk.
The lamp is **beside** the bed.
The girl with the blonde hair is my sister.
 - **Periods in abbreviations :** **Dr.** Fawaz is our neighbor.
 - **Capitalization :** I live in **B**eirut.
 - **Wh- questions :** **What** is your last name ?
Where is Budapest ?
Whose shirt is this ?
Why are you upset ?
 - **Numerals (cardinals / ordinals) :**
There are **four** melons in the fridge.
The **third** boat is my father's.
 - **Simple statements / requests :**
It's very hot. **May** I turn on the air conditioner?
The rain will stop **soon** .
 - **There :** **There** are ducks in this pond.
There is a bank near our house.
 - **Modals:** I **can** lift this table.
May I add one thing?
You're ill. You **must** see a doctor.
 - **Pronouns (reflexive / emphatic) :**
Rima fell and hurt **herself** .
I live by **myself** .
 - **Comparison of adjectives/adverbs:**
Mary is **taller than** her sister.
 - **Compound :** Samya left early, but she arrived home late.
 - **Compound - complex sentence :**
Mary wants to leave , but I can't wait **until you and Nora get ready**

- **Nouns (abstract / collective)**

Elementary education is obligatory in most countries.

Rima bought her mother a bunch of flowers.

- **Intensifiers** : Your work is **quite** good.

- **Conditionals** : Type 1 : If I lose my job, I will go abroad.

Type 2 : If I had money, I would have gone with you.

Type 3 : If my horse had won, I would have made a lot of money.

- **Possessives** : It's not yours. This is the boy's jacket.

- **Adverbs of time** : The rain will stop **soon**.

- **Acronyms**

NATO : North Atlantic Treaty Organisation

- **Requests**

Could you help me with this problem?

- **Sequence of tenses**

He **tells me he's** a good tennis player.

- **Superlative**

This is the **niciest** dress on display.

- **Transitive verbs / intransitive**

I can't afford a new suit.

- **Passive voice** : The food **was cooked** last night.

- **Phrasal verbs** : She's **run - down**.

I ran **out of money**.

- **Prefixes** : Mark is an **irresponsible** student.

Verbs / continued :

- **Present perfect progressive** :

My father has been working for this company for 10 years.

- **Present perfect** :

I've **planted** fourteen rose bushes so far this morning.

- **Question tag** : Jenny was annoyed, wasn't she ?

- **Relative clauses** : This is the man **whose** car was stolen.



A METHODOLOGICAL OVERVIEW OF THE NEW ENGLISH CURRICULUM

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

METHODOLOGY

The curriculum aims at developing three levels of English language proficiency: a) English for social interaction, b) English for academic purposes, and c) English for socio-cultural development. These levels are largely determined by a number of critical input, output, and context variables such as comprehensibility, redundancy, frequency, accuracy, and motivation. We believe that the most appropriate framework of classroom interaction that will address the above conditions and achieve the desired levels of proficiency is Cooperative Learning (CL). Essentially, CL constitutes a series of pro-social methods and structures (such as think-pair-share, mixer review, information gap, jigsaw, group investigation, and round table) which involve students working together according to the principles of simultaneous interaction, positive interdependence, individual accountability, and team reward. A detailed description of the dynamics and procedures of CL can be found in Kagan (1992) and Slavin (1990).

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

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

SKILLS

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

Listening

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

Pre-Listening Stage

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

Listening Stage

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

Post-Listening Stage

- Solving problems
- Interpreting text
- Role-playing
- Extending lists
- Sequencing/ grading
- Matching
- Summarizing
- Jigsaw listening
- Identifying relationships between speakers
- Recognizing mood/ attitude/ bias/ intention

Oral Fluency

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

Pre-Speaking Stage

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

Speaking Stage

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

Post-Speaking Stage

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

Reading

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

Pre-Reading Stage

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

Reading

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

Post-Reading

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

Written Communication

The new curriculum proclaims a process-oriented view of composing which involves having students go through the following stages: pre-writing, writing, revising, and publishing. Instruction is organized to help learners manage their acts of composing, develop their authentic voice as writers, and self-sponsor their written products. During pre-drafting, learners explore and conceptualize their topics through a variety of heuristic procedures following which they write multiple drafts of their ideas and finally revise and share their written products with the rest of the class through bulletin boards or the school magazine. Furthermore, at the advanced levels of proficiency learners develop their skills of academic writing in a variety of assignment formats such as reports and research papers according to the expectations of an academic audience in the various fields of study. The following activities listed under each stage are examples of what could be done in a written communication class.

Pre-Writing

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

Writing

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

Revising

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

Publishing

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

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

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

INSTRUCTIONAL MATERIALS AND ACTIVITIES

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

The instructional materials selected and/or adapted for the thematic units encompassed a wide variety of text types and teaching aids. Of particular concern to us was the development of theme-based packages of instructional materials that are authentic, exploitable, and relevant to the theme under study. Therefore, we selected materials which, though not generated specifically for any language teaching purposes, included a good range of language functions and structures as well as reflected up-to-date and developmentally appropriate and interesting content. For example, to cover the theme of "Human Communication" in grade 10, we used materials selected from the content areas of literature, psychology, and sociology. Selected materials were first photocopied, typed, and then sequenced and matched with instructional objectives. Materials which deviated from "good" writing were adapted by changing words, deleting extraneous text features such as unnecessary remarks, and adding connectors. We were careful to keep these modifications minimal in order not to fall into oversimplification whereby the text loses its authenticity, which contradicts the basic principles of theme-based language instruction.

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

to, in addition to classroom walls and chalkboard, are video cassettes, overhead projectors, tape recorders, radios, televisions, and advanced computers.

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

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

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

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

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

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

EVALUATION GUIDELINES

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

Evaluation is viewed in the curriculum as an integral part of the learning/teaching process in the sense that the achievement tests are meant to reflect both curriculum objectives and classroom activities. Furthermore, evaluation is treated as a continuous operation that employs various formal and informal tools of assessment for obtaining information about a student's proficiency level. Continuous evaluation will thus incorporate the latest trends in testing and assessment such as oral and written tests, group tests, peer evaluation, self evaluation, portfolios, observations, interviews, and conferences. Finally, the tests will reflect the questioning and answering schemes and strategies that the new curriculum has recommended for use in the classroom; this view fits rather well within the current practices in testing which support the principle that "in constructing tests it is important to include texts and activities which mirror as closely as possible those which students have been exposed to and/or are likely to meet in their future target situations" (Weir, C., 1993: 65). Questioning routines such as cloze procedure, wait-time (for oral work), wonder questions, think - pair - share (TPS), and positive - interesting - neutral

(PIN) as well as questioning frameworks such as description, personal interpretation, and critical and creative questions will be reflected in the designed tests. Answering frameworks, or possible student answers, need also to be considered; Olsen (1996) provides the following useful adaptation of Krashen and Terrell’s taxonomy of the stages of language acquisition and response task types:

Taxonomy and Student Response Task Types

Stage of Acquisition to:	Performance Indicator(s)	Student Response(s) /Ask Students
<i>Stage One:</i>		
Preproduction	Kinesthetic	point act out choose watch arrange or sort out visuals number manipulate gesture circle mark use follow directions
<i>Stage Two:</i>		
Early Speech	Kinesthetic; AND one- or two-word utterances	name label number list tell use group or sort words or phrases manipulate answer categorize
<i>Stage Three:</i>		
Speech Emergence	Kinesthetic; one or two words utterances; AND phrases and simple sentences	describe define recall explain retell summarize compare contrast write follow directions read give or list steps
<i>Stage Four:</i>		
Fluency Emergence	Kinesthetic; words, phrases, and simple sentences	justify create give opinion debate defend analyze describe in detail examine evaluate complete

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

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

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

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