



الجمهورية اللبنانية
وزارة التربية الوطنية والشباب والرياضة
المركز التربوي للبحوث والإنماء

مناهج التعليم العام وأهدافها

تعميم رقم ٢٦/م/٩٧

تاريخ ١ آب سنة ١٩٩٧

تفاصيل محتوى منهج مادة اللغة الانكليزية وآدابها
لغة اولى

تعميم رقم ٢٥/م/٩٧

تاريخ ١ آب سنة ١٩٩٧

تفاصيل محتوى منهج مادة اللغة الانكليزية وآدابها
لغة ثانية

وبالتربية نبقى ...



الجمهورية اللبنانية
وزارة التربية الوطنية والشباب والرياضة
المركز التربوي للبحوث والإنماء

مناهج التعليم العام

وأهدافها

تعميم رقم ٢٦/م/٩٧

تاريخ ١ آب سنة ١٩٩٧

تفاصيل محتوى منهج مادة اللغة الانكليزية وآدابها
لغة اولى

تعميم رقم ٢٥/م/٩٧

تاريخ ١ آب سنة ١٩٩٧

تفاصيل محتوى منهج مادة اللغة الانكليزية وآدابها
لغة ثانية

وبالتربية نبني ...

صفحة

٣	تعميم رقم ٩٧/م/٢٦ تاريخ ١ آب ١٩٩٧ تفاصيل محتوى منهج مادة اللغة الانكليزية و آدابها (لغة اولى) (الأهداف، الوسائل، الطرائق والانشطة)
٤	مقدمة
٥	تفاصيل متممة لمنهج مادة اللغة الانكليزية و آدابها (لغة اولى)
٦٣	تعميم رقم ٩٧/م/٢٥ تاريخ ١ آب ١٩٩٧ تفاصيل محتوى منهج مادة اللغة الانكليزية و آدابها (لغة ثانية) (الأهداف، الوسائل، الطرائق والانشطة)
٦٤	مقدمة
٦٥	تفاصيل متممة لمنهج مادة اللغة الانكليزية و آدابها (لغة ثانية)

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 الاخصائيين في المركز التربوي للبحوث والانماء وفق الاصول المعتمدة لأعداد 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:

تعميم رقم ٩٧/م/٢٦

**تفاصيل محتوى منهج مادة اللغة الانكليزية
وأدابها (لغة أولى)**

(الاهداف، الوسائل، الطرائق والانشطة)

ان وزير التربية الوطنية والشباب
والرياضة،

بناء على المرسوم رقم ٩٥٠١ تاريخ
١٩٩٦/١١/٧ (تشكيل الحكومة)،

بناء على المرسوم رقم ١٠٢٢٧ تاريخ
١٩٩٧/٥/٨ 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

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

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 آب ١٩٩٧

وزير التربية الوطنية والشباب والرياضة

جان عبيد

ثالثا: ان وزارة التربية الوطنية والشباب
والرياضة تملك صلاحية البيت في الكتب
المدرسية والمنشورات التربوية وسائر الوسائل
التربوية لجهة اماكن 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.

مقدمة

المربي اتباعها وتطويرها بمرونة فاعلة وإيجابية هادفة تؤدي إلى:

- تنمية روح المشاركة والتفاعل بين المعلم والتلاميذ.
- 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 إتقان 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 أنماطاً 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.
- واننا إذ 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، وإلى وسائل وأنشطة متنوعة، تنمي قدرات المتعلم ومداركه بما يحقق الأهداف المرجوة من مناهجنا التعليمية الجديدة.

الدكوانة في ١ آب ١٩٩٧

رئيس المركز التربوي للبحوث والإنماء

منير أبو علي

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

أولاً: تفاصيل محتوى المناهج والأهداف 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 ترتديها 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 بأبعادها 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، وايصالها إلى المتعلم بطريقة محببة وأسلوب سلس.

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

ENGLISH LANGUAGE CURRICULUM (First Foreign Language)

Decree no. 10227 - Date 8th May, 1997.

(Details of contents - First year of each cycle)

TABLE OF CONTENTS

- Basic Education

- Elementary:

- First Cycle
 - Grade One (details of content)
- Second Cycle
 - Grade Four (details of content)

- Intermediate:

- Grade Seven (details of content)

- Secondary Education

- First year (details of content)

- Overview of Methodology:

Methods, Skills, Instructional materials, Activities and Evaluation.



BASIC EDUCATION

CURRICULUM 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 behaviors.
- 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, of basic education, (grades, 1-3) students are expected to be able to do the following :

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 their environment.

– Tell or retell a story.

– Discuss printed or visual material.

– Receive and relay messages.

* Develop transactional skills.

– Offer and accept invitations and assistance.

– Give reasons for making choices.

– Give clear instructions to someone to perform a certain task.

– Express proper socio-linguistic mannerism (apologize, forgive...).

– Predict events, consequences, or effects.

– Express opinion and give advice.

– Give solutions to problems.

* Express and find out basic feelings and emotional states.

– Express mood, feelings, likes, and dislikes.

– Express preference, needs, wants, desires.

– Express empathy with others.

* Use appropriate socio-linguistic rules.

– Negotiate solutions to problems, misunderstandings, and disputes.

– Address and greet people appropriately.

– Introduce people appropriately.

– Initiate and close discussion spontaneously or when instructed.

– Paraphrase and recap ideas for peers.

– Use non-verbal cues to solve communication problems.

* Participate effectively in a range of group speech activities.

– Report to class on a story, personal experience, TV program.

– Interact with others in problem-solving activity.

– Participate in simple role-playing.

READING OBJECTIVES

* Develop basic factual comprehension of what is read.

– Answer appropriate questions.

– Draw or make graphic entries to record information.

– Sequence events in chronological order.

– Identify main idea and supporting detail 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 their 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 they would do if they 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 they have 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 their 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 their 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 your 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 themselves 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 they 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.

BASIC EDUCATION CURRICULUM OBJECTIVES

Grade One

By the end of Grade 1, students are expected to be able to do the following:

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<p>* Develop basic factual and inferential comprehension of what is heard.</p> <ul style="list-style-type: none"> - Point to a picture being described. - Respond to simple oral instructions through whole-body involvement. - Respond to 2-3 step oral instructions and make a plasticine object or construct a simple model - Match spoken word to a picture. - Circle words heard. - Answer 'Yes/No' and basic 'Wh-questions (person, object, place, and time)'.

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<ul style="list-style-type: none"> - Name actions in a story. - Match sounds heard to actual objects, i.e., a horn to a car. - Relay a simple phone message. - Arrange a set of 3 pictures in sequence by numbering them and/or cutting and pasting them in order. - Write a list of dictated words. - Mime actions or feelings described. - Infer speakers, characters, settings in a story. - Recall specific facts and details from a guest speaker's talk (name, age, job, country or origin). <p>* Comprehend and interpret what is heard.</p> <ul style="list-style-type: none"> - Select a title for a song. - Relate story content to personal experience. - React to what happened in a story. - Retell a story. <p>* Demonstrate the ability to use audio input to expand linguistic competence.</p> <ul style="list-style-type: none"> - Match familiar dictated words to written synonyms. - Identify tense used in audio input (present or past). - Classify a set of dictated words into semantic groups. <p>* Listen for appreciation and enjoyment.</p> <ul style="list-style-type: none"> - Express feelings about a rhyme, song, or story. - React to what was heard (sing along, dance, draw). - Recite songs, nursery rhymes, or poems.
ORAL COMMUNICATION OBJECTIVES	<p>* Impart and seek factual information.</p> <ul style="list-style-type: none"> - State name, age, class, sex, size, citizenship, country of origin. - Name and describe objects. - Give a physical description of oneself. - Describe daily habits. - Recall places where certain events have taken place. - Identify actions being performed in pictures. - Identify a few familiar professions. - Ask 'yes/no questions'. - Formulate 'wh-questions' which seek information about a person, object, place, or time. <p>* Develop oral transactional skills.</p> <ul style="list-style-type: none"> - Accept an offer or invitation. - Dictate an offer or invitation. - Inquire about capability or incapability. - Request others to do something. - Apologize. - Express approval or disapproval of an action. - Invite others to do something. - Direct others to do something. - Give simple instructions. - Request assistance. - State whether they know or do not know someone or something. <p>* Express and find out basic feelings and emotional states.</p> <ul style="list-style-type: none"> - State likes and dislikes about food, people, cartoons, etc.

SKILL	INSTRUCTIONAL OBJECTIVES
ORAL COMMUNICATION OBJECTIVES	<ul style="list-style-type: none"> - Recognize disappointment, fear, worry, happiness, pride, boastfulness. - Express preference. - Express wants. - Express feelings, experiences, and wishes. - Offer to do certain things. <p>* Use appropriate socio-linguistic rules.</p> <ul style="list-style-type: none"> - Greet people and take leave appropriately. - Take turns when talking. - Respond appropriately to oral cues. - Use gestures to solve a communication problem. - Use Arabic to seek clarification. <p>* Develop grammatical competence (lexis, phonology, syntax) in increasingly complex situations.</p> <ul style="list-style-type: none"> - Use learned and acquired words in a new context. - Produce short sentences using appropriate stress and intonation. - Recite short chants, songs, and nursery rhymes from memory. <p>* Participate effectively in a range of group speech activities.</p> <ul style="list-style-type: none"> - Play a role in a controlled dialogue play. - Play a role in a simulated situation. - Relay a short message using different oral media; i.e., phone, speech, and interview. - Use 'jigsaw speaking' to tell a part of a story. - Tell a story about a picture or picture series. - Dramatize parts of a story. - Dictate a collaborative story to the teacher to create a Big Book. - Create a new verse for a poem, song, and jingle with teacher help.
READING OBJECTIVES	<p>* Develop basic factual comprehension of what is read.</p> <ul style="list-style-type: none"> - Respond to Yes/No and T/F questions. - Respond to 'Wh-questions' which elicit information about person, object, place, and time. - Record simple data onto a chart, and read it out. - Draw a picture of an event that took place in a text. - Sequence and number a series of three events or pictures. <p>* Develop basic comprehension of appropriate literature.</p> <ul style="list-style-type: none"> - Name characters and actions in a story. - Indicate different parts of the story; i.e., beginning, middle, end. - Identify character traits. - Name literary genre (story, song, dialogue, poem). - State how a given character feels at a certain point in a story. - Select the favorite picture, character, or part of a story. <p>* Demonstrate the ability to use textual and experienced-based clues to get meaning.</p> <ul style="list-style-type: none"> - Equate words with their corresponding illustrations. - Match synonyms with antonyms or with simple definitions.

SKILL	INSTRUCTIONAL OBJECTIVES
READING OBJECTIVES	<ul style="list-style-type: none"> - Locate common nouns and proper nouns in a text. - Match nouns to their pronoun referents. - Identify common homophones, homographs, i.e., there, their, they're; read, read, etc. - Identify words that belong to a specific lexical set. - Cross out words that do not belong to the given lexical category. - Fill out missing words and information on forms. <p>* Develop decoding skills.</p> <ul style="list-style-type: none"> - Point to and name individual lower case and capital letters. - Match a lower case letter with its upper case equivalent. - Color objects and pictures which begin with 'sh' sound with one color and 'ch' sound with another. - Circle an initial and ending consonant which stands for an identical sound. - Underline 'r' blends (pr, fr, dr, tr, gr, br) in a set of words. - Check off (✓) the 'l' blends (bl, cl, fl, gl, pl) in a set of words. - Write the appropriate 's' blend/cluster (sl, sp, st, sk, sw, sc, sn, str, spr, sm, squ) next to a specific picture. - Categorize 'ch' and 'sh' words into two lists. - Memorize mnemonic devices, such as jingles, rhymes, characterization, to internalize a few basic phonemic rules. - Recognize the schwa sound in definite and indefinite articles. - Add the suffixes 'ed' and 'ing' to familiar one-syllable root words. - Recognize long and short vowels by filling in the missing sound in known words. - Match words with their corresponding pictures. <p>* Interpret what is read.</p> <ul style="list-style-type: none"> - Explain characters' feelings. - Conjecture what would happen in the story "if"... - Have students explain what they would do if they were in particular situations. - Infer reasons for actions in the story. - Give reasons why they like or dislike characters. <p>* Develop oral reading skills.</p> <ul style="list-style-type: none"> - Join in choral reading. - Practice echo reading (poems, jingles, and short texts). - Identify rhyming words in a sentence. - Read aloud with appropriate stress, intonation, and phrasing. <p>* Read for pleasure.</p> <ul style="list-style-type: none"> - Go to the reading corner and select a story to read. - Recommend a good story. - Exchange books with classmates.
WRITTEN COMMUNICATION OBJECTIVES	<p>* Produce recognizable lower and upper case letters to represent whole words or parts of words.</p> <ul style="list-style-type: none"> - Trace lower and upper case letters. - Trace words with lower and upper case letters. - Write on the line.

SKILL	INSTRUCTIONAL OBJECTIVES
WRITTEN COMMUNICATION OBJECTIVES	<ul style="list-style-type: none"> - Write ascending and descending parts of letters between lines. - Copy letters. - Copy words. - Copy sentences. - Write own name. - Write class name. - Write date. - Write letter shapes in response to speech sound. - Label items and illustrations. - Record names on a chart. - Select an appropriate word to complete a short phrase or sentence. <p>* Write the numerals '0 through 9' with developing consistency in size and shape.</p> <ul style="list-style-type: none"> - Trace numerals 0 through 9. - Copy numerals 0 through 9. - Write from memory numerals 0 through 9. - Count the number of objects/items in a picture and write the number next to it. - Record numbers 0 through 9 on a chart. - Write numbers next to numerical words in a list. - Write telephone numbers. <p>* Demonstrate competence in a few basic print conventions.</p> <ul style="list-style-type: none"> - Write numerals at the bottom of the page. - Use capitals for names. - Use a period/question mark at the end of a simple sentence. - Write name, class, date in correct place. - Write a title in correct place. - Follow left to right writing orientation. - Leave spaces within and between words. <p>* Develop process writing skills.</p> <ul style="list-style-type: none"> - List topics for stories about themselves. - Suggest ideas for a new story. - Think of and choose ideas for a make-believe story. - Dictate the first draft of a story to the teacher. - Rewrite sentences in own words. - Revise the first draft of a story in cooperative groups. - Add missing details to a story. - Discuss the story with classmates for needed revisions. - Proofread the story with peers and individually. - Read story aloud for necessary changes. - Make final copy of story. - Share copy of story with classmates. - Place story on classroom bulletin board. - Share in making a Big Book. <p>* Develop and expand writing skills through guided and semi-guided activities.</p> <ul style="list-style-type: none"> - Identify beginning, middle, and end of story. - Arrange scrambled words in correct sentence order. - Arrange scrambled sentences in correct logical order. - Identify pictures and sentences that do not keep to a given topic. - Put events in story in order in which they occur.

SKILL	INSTRUCTIONAL OBJECTIVES
WRITTEN COMMUNICATION OBJECTIVES	<ul style="list-style-type: none"> * Communicate using different genres of writing. <ul style="list-style-type: none"> - Use a journal to scribble or draw in. - Write someone's phone number. - Write personal and biographical data. - Fill out a form with first name, age, class. - Write a fill-in-the-gaps 'thank you' note. - Write a list (Christmas wish list, school supplies needed). - Write a few notes while interviewing a partner. - Prepare cards for birthdays, Christmas, Valentine's Day. - Dictate a group/individual story (narration). - Describe a character in a story they are reading (description). - Give a picture book report.
THINKING SKILLS OBJECTIVES	<ul style="list-style-type: none"> * Develop a repertoire of metacognitive strategies to solve language processing problems. <ul style="list-style-type: none"> - Use titles, pictures, etc., to preview discourse. * Develop information processing skills: literal and critical. <ul style="list-style-type: none"> - Relate language experiences to life experiences. * Develop confidence as life-long learners. <ul style="list-style-type: none"> - Solicit help from peers, adults.
STUDY SKILLS OBJECTIVES	<ul style="list-style-type: none"> * Develop organizational skills. <ul style="list-style-type: none"> - Organize desk so materials can be easily accessed. - Understand school rules and follow them. - Follow the teacher's instructions. - Manually know how to flip pages of text from right to left. * Develop textbook skills. <ul style="list-style-type: none"> - Predict events in a story. - Implement K-W-L (Know, Wonder, Learn). - Point to and identify the parts of a book: title, author, front cover,illustrator. * Develop library and research skills. <ul style="list-style-type: none"> - Preview a story. - Alphabetize to the first letter.
CULTURAL AWARENESS OBJECTIVES	<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 such as greetings and showing respect. * Use authentic materials to familiarize themselves with the target culture. <ul style="list-style-type: none"> - Match common national objects/artifacts to corresponding countries. - Set up classroom display centers which feature dolls, pictures, etc. from the target culture. * Become empathetic toward the target culture. <ul style="list-style-type: none"> - 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 he/she does alone. - Ask a target culture guest speaker/visitor simple questions about daily habits.

GRAMMAR OBJECTIVES (Grade 1)

Simple Sentences

• Declarative (Statements)

(affirmative)

My friend is helpful.

Cats are my favorite pets.

The team played well.

(negative)

The children were not ready.

Sami did not like the game.

Some birds do not stay here in winter.

• Interrogative (Questions)

(Yes/No questions)

Are they coming tonight?

Does the team play well?

(Wh-questions)

What is your favorite toy?

Where do you spend your holiday?

When did they arrive?

GRAMMATICAL ELEMENTS AND POINTS

• Verbs

Linking verb 'to be'

*I **am** excited about the game.*

*Amal **was** the class reporter yesterday.*

Emotive verbs

*I **love** my sister.*

*Sami **knows** how to do his homework.*

Action verbs

*My cousin **arrived** from London last night.*

*We always **plan** puppet shows.*

Principal Parts

(regular)

*Mary **played** the flute.*

• Tenses

(simple present)

*The children **watch** cartoons every evening.*

*The sun **rises** in the east.*

(simple past)

*Yesterday Ahmad **rowed** his boat.*

*Sami **visited** Disneyland last year.*

• Nouns

Singular and Plural

*Our **teacher** told us about the **trip**.*

*The **clowns** have funny **noses**.*

• Common, Proper and Gender

(common)

*The **baby** drinks **milk**.*

*The **playground** is crowded.*

*The **book** is in the reading **center**.*

(proper)

***Sami** visits **Ahmad** on **Sundays**.*

***Beirut** is the capital of **Lebanon**.*

(gender)

*The **girl** and the **boy** are not here at the moment.*

*My **brother** and **sister** are at school now.*

• Pronouns

Subject

*I **speak** two languages.*

***He** comes here everyday.*

***They** visit us every weekend.*

Object

*Noura called **me** yesterday.*

• Adjectives

common

*The girl is **happy**.*

The tall man reached the branch.
The yellow butterfly was on the flower.
Six birds were singing.

Comparative

Nadir is taller than Jihad.

Superlative

Nadine is the shortest in the class.

• **Adverbs**

Place

Put your books there.

Sally went upstairs.

The woman stayed nearby.

Time

Yesterday my family visited our grandmother.

We are at school now.

Manner

The children stayed quietly in the class.

• **Prepositions**

Place

Your pencil is under the table.

Time

I get up at seven o'clock in the morning.

I don't go to school on Sundays.

• **Modals**

Possibility

May I go out?

• **Usage**

Subject-Verb Agreement

He plays the guitar.

I play the flute.

CYCLE II OF BASIC EDUCATION CURRICULUM OBJECTIVES

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

LISTENING OBJECTIVES

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

- Formulate and answer various types of questions.

- Arrange information in sequence.

- Follow a set of instructions.

- Retell the major events or steps.

- Take note of specific information.

* **Comprehend and interpret spoken discourse.**

- Identify the speaker's intent, the problem, the main idea, facts, fantasy, etc.

- Organize content in graphic form.

- Infer ideas, outcomes, attitudes, intentions, or feelings.

- State similarities and differences between persons, actions, or objects.

- Summarize main points.

- Interpret non-verbal communication.

- Relate content to personal experience or to prior knowledge.

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

- Identify mood, setting, characters and purpose.

- Identify rhyme, metaphors and similes.

- React to literature, art, or music, through singing, dramatization or art craft.

- Comment on the actions, utterances, or feelings of the characters.

- Evaluate content, message and peers' oral presentations.

*** Expand linguistic analysis skills.**

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

ORAL COMMUNICATION OBJECTIVES

*** Convey information and ideas.**

- Describe persons, things, places, locations, events, processes, etc.
- Discuss topics of interests 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 similes, 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 a 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.

BASIC EDUCATION CURRICULUM OBJECTIVES

Grade Four

By the end of grade 4, students are expected to be able to do the following:

SKILL	INSTRUCTIONAL OBJECTIVES
<p>LISTENING OBJECTIVES</p>	<ul style="list-style-type: none"> * Comprehend explicit information in spoken discourse. <ul style="list-style-type: none"> - Form and respond to literal questions related to content. - Label locate, or list items on printed page, map, or picture. - Order a set of pictures in sequence. - Complete an unfinished picture to match oral description. - Recall major events. * Comprehend and interpret spoken discourse. <ul style="list-style-type: none"> - Distinguish between main idea and details. - Predict content or outcomes on the basis of familiar experiences. - Identify the feelings of a speaker in a dialogue or short talk. - Organize ideas in sequence. - Recall similarities of physical descriptions. * Comprehend, appreciate, and enjoy literary spoken discourse. <ul style="list-style-type: none"> - Repeat short and simple poems, rhymes and chants. - Dance to music. - Role play a scripted dialogue. - Express own interpretation of musical composition through a clay model or drawing. - Repeat the rhyming words of verses. - Relate the actions and/or feelings of speakers to personal experience. - Comment positively on the information conveyed. * Expand linguistic analysis skills. <ul style="list-style-type: none"> - Point out transitionals and connectors. - Locate and identify specific verbs. - Recognize the lexical family to which a word belongs. - Identify basic intonation patterns. - Take down a recurrent grammatical structure. - Connect new vocabulary to meaning.
<p>ORAL COMMUNICATION OBJECTIVES</p>	<ul style="list-style-type: none"> * Convey information and ideas. <ul style="list-style-type: none"> - Describe a person, a place, an event, an object, the weather, etc. - Relay messages, commands or a set of instructions. - List what things are made of/from. - Answer questions related to self, others, and various content-matter areas. - Suggest a list of objects necessary for doing something. * Exchange opinions and interpretations. <ul style="list-style-type: none"> - Justify preferences. - Comment on incongruous elements in a picture or a song. - Find similarities between the characters and actions in a story, TV program, play, etc.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>ORAL COMMUNICATION OBJECTIVES</p>	<ul style="list-style-type: none"> - Give reasons for accepting or rejecting an offer or a course of action. - Make suggestions to peers. - Comment on other people's feelings and interests. * Express feelings, interests and attitudes. <ul style="list-style-type: none"> - Express feelings, needs, desires, preferences, etc. - Form statements of gratitude, anger, complaint, apology, etc. - Exchange personal feelings in structured conversations. * Demonstrate verbal participatory skills in oral presentations, discussions, and simulations. <ul style="list-style-type: none"> - Make positive statements about peers' oral presentations. - Contribute constructively to conversations and role-play. - Retell story at recall level to peers or others. - Use appropriate polite ways to attract attention, interrupt or greet an adult and / or peer. - Produce appropriate intonation and stress in speech to emphasize meaning.
<p>READING OBJECTIVES</p>	<ul style="list-style-type: none"> * Comprehend varied written discourse (prose and non-prose). <ul style="list-style-type: none"> - Ask and Respond to 'Wh-', 'Yes/No' and 'T/F' questions. - Label items in maps, pictures, or charts according to description. - Link pronouns to referents. - Recall stated main ideas and/or details in informational passages. - Complete a cloze passage on a familiar text. * Comprehend and interpret written discourse. <ul style="list-style-type: none"> - Complete cause and effect statements based on simple narrative texts. - Predict contents of a reading selection based on title and /or illustrations. - Infer logical consequences after reading a text. - Arrange events in chronological order. - Distinguish the major differences between two objects/ characters, events, etc. - Identify facts and opinions, fantasy and reality, problem and solution, etc. * Comprehend, appreciate and enjoy literary written discourse. <ul style="list-style-type: none"> - Comment on setting and characters. - Suggest rhyming and sound words for a verse. - Role play a scripted scene from story. - React to literature physically or through art craft (clay model, drawing, etc). - Express personal feelings about characters, events, stories, visuals, etc. * Expand linguistic analysis skills. <ul style="list-style-type: none"> - Read aloud without hesitation. - Identify and use contextual signal clues to determine the particular meaning of words. - Label or suggest synonyms and antonyms.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>READING OBJECTIVES</p>	<ul style="list-style-type: none"> - Assemble word families into appropriate graphic organizers. - Identify and explain common and simple analogies. - Name the parts of speech of new words. - Identify recurrent grammatical structures.
<p>WRITTEN COMMUNICATION OBJECTIVES</p>	<ul style="list-style-type: none"> * Generate transactional writing. <ul style="list-style-type: none"> - Write simple notes, letters to pen-pals and invitation cards. - Complete I.D's, and family trees. - Write short comments about projects, activities, visuals, etc. - Write menus, recipes, and shopping lists. * Produce creative writing. <ul style="list-style-type: none"> - Create short poems, rhymes, and chants, etc. - Fill in bubbles in a cartoon strip. - Write short items for the horoscope. - Invent obituaries for dear pets. - Create a short scene. - Rewrite the end to the story. - Keep a journal / diary on a regular basis. * Produce academic writing. <ul style="list-style-type: none"> - Complete a book report form. - Generate questions on the story for others to answer. - Report on major events of a story, school activities, community life, etc. - Write simple narrative paragraphs with clear opening and concluding sentences. * Review one's and others' writing. <ul style="list-style-type: none"> - Use a checklist to refine content. - Refine the composition by adding or deleting ideas or words. - Restate / reduce a sentence. - Cross out irrelevant ideas. - Proofread and edit a piece of writing. - Interpret and use correction signs and symbols. * Participate in guided activities. <ul style="list-style-type: none"> - Provide descriptions using memorized expressions. - Select / provide appropriate title for short paragraphs. - Arrange scrambled words and/or sentences in the correct order. - Construct simple and compound sentences using appropriate connectors. * Develop confidence in ability to communicate in writing. <ul style="list-style-type: none"> - Contribute ideas for collaborative writing. - Read one's writing to peers. - Display writing on bulletin board.
<p>THINKING SKILLS OBJECTIVES</p>	<ul style="list-style-type: none"> * Demonstrate logical thinking strategies. <ul style="list-style-type: none"> - Select alternative solutions. - Determine irrelevant information in spoken or written discourse. - Use chronological order to organize a set of information. - Predict outcomes or content. - State reasons to support an opinion.

SKILL	INSTRUCTIONAL OBJECTIVES
THINKING SKILLS OBJECTIVES	<ul style="list-style-type: none"> * Transfer knowledge and skills from one situation to another. <ul style="list-style-type: none"> - Identify similarities and differences in content across subjects. - Draw on first language knowledge for skill and concept reinforcement. - Compare structures and cultural expressions in L1 and L2. - Relate what one is learning to familiar experiences or prior knowledge.
STUDY SKILLS OBJECTIVES	<ul style="list-style-type: none"> * Develop strategies to improve study and learning habits. <ul style="list-style-type: none"> - Suggest ways to organize desk and/or bookbag. - Organize and use a work folder so that materials can be found easily. - Maintain an assignment agenda, class copybook, etc. - Identify the best and worst places to study at school or at home. - Restate the lesson objectives set out by the teacher. - Practice and review material often to internalize the information and make a skill automatic. - Apply self-questioning techniques when reading or writing. * Develop textbook skills. <ul style="list-style-type: none"> - Name and state the purpose of glossary and table of contents. - Employ simple graphic aids (maps, illustrations and diagrams) as sources of information. - Use guide words to locate a glossary or dictionary page where a desired word is located. - Scan to locate a word on a glossary or dictionary page. * Develop test-taking strategies. <ul style="list-style-type: none"> - Organize the information/content as required by the directions. - Review questions/answers before submitting the test paper. * Develop self-assessment skills. <ul style="list-style-type: none"> - Keep and maintain an up-to-date portfolio. - Use a chart to analyze results of quizzes and tests.
CULTURAL AWARENESS OBJECTIVES	<ul style="list-style-type: none"> * Develop empathy toward the target language. <ul style="list-style-type: none"> - Generate\answer questions related to the target culture. - Use realia to compare and contrast the Lebanese and target cultures. - Compare expressions of politeness and forms of address.

GRAMMAR OBJECTIVES (Grade 4)

GRAMMATICAL STRUCTURES

• Word Order

- Natural

The boys played football all day.

- Inverted (Questions only)

Is Wissam going with us?

Where did you put the broom?

• Sentence Structures

- Simple

Fuad has your lunch box.

• 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?

Did Khalil win the contest?

- 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?

- Exclamatory

What a hot day it is today!

Hurrah! We won the game!

- Imperative

Be careful!

Turn around.

• Sentence Parts

- Simple Subject

Ali feeds the birds every morning.

- Simple Predicate

The man **rang** the doorbell.

- Compound Subject

My father and I went to the vegetable market.

- Compound Predicate

We **laughed and played** in the garden all day.

- Direct Object

Mom set the **dish** on the table.

- Complete/Incomplete Sentences

The three girls. (incomplete)

The bus arrived on time. (complete)

• 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.

- Complete/Incomplete Sentences

In the garden with my aunt. (Incomplete)

Siham and Zeina played all day. (Complete)

GRAMMATICAL ELEMENTS AND POINTS

• Nouns

- Singular and Plural (regular and irregular forms)

The **teacher** is happy today.

All the **teachers** are in a meeting.

I saw a **mouse** under the chair.

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 Mohammad's car is in the repair shop.

I put clean water and food in the **bird's** cage.

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)

Mohammad gave **him** a piece of chocolate.

Mother is making **us** a chocolate cake.

- Possessive Pronouns (Singular and Plural)

This is **my** Arabic book.

The Math book is **mine** too.

We gave **our** mother a birthday present

- 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.

• Verbs

- Action and Linking

The girls **jumped** over the wall.

That woman **is** my aunt.

- Principal Parts (Present, Past, Present Participle)

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

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

• Modals

- Can (ability)

I **can** ride a bike.

- Can (polite request)

Can you help me, please?

- May (permission)

May I take this paper?

- Must (obligation)

Children **must** obey their parents.

- Must (prohibition)

You **must not** chew gum during class.

- Will (promise)

OK. I **will** wash the dishes for you tonight.

• Verb Tenses

- Present

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

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

- Past

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

Progressive: Rania **was playing** football all morning.

- 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.

- 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 does a **good** job when she sweeps the floor.

- Comparative

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

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

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

- Superlative

I'm **the youngest** child in my family.

This is the **most interesting** story in our book.

• Adverbs

- Descriptive (How)

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

- Place (Where)

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

- Time (When)

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

• 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.

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

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

• 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.

Hussein works with his father in the garden every Saturday.

- Troublesome Verb Pairs

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

• 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.

- End Punctuation (. ? !)

- 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.

- Commas in dates

I was born on **May 5, 1988**

**CYCLE III OF BASIC
EDUCATION
CURRICULUM OBJECTIVES**

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 considerations.
- 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 your 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

*** 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 your culture by focusing on imported products, social customs, music, dress, etc.

GRAMMAR OBJECTIVES FOR CYCLE III (Grades 7, 8 and 9)

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

- * 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.

7th 8th 9th

GRAMMATICAL STRUCTURES

SENTENCE TYPES

Word Order

* * * Natural
Maha gives me expensive presents.

* **Inverted**
Never have I eaten such a good hamburger.

Structures:

* * * Simple
The child laughed.

* * * Compound
The child laughed, but he couldn't explain why.

* * * Complex
The child who laughed but couldn't explain why is the one I mentioned.

Sentence Types:

* * * Declarative (statement)
He rarely eats fish.

* * * Interrogative
Yes / No question Can I speak to the manager?
Wh - question Where did you spend your vacation?
Tag - question You will lend me some money, won't you?

* * * Exclamatory (exclamation)
What a lovely T-shirt you're wearing?

* * * imperative (command)
Stop fooling around.

Sentence Parts

* * * Simple Subject / Predicate
A face appeared in the mirror.

* * * Compound Subject / Predicate
A man and his dog went downtown.
Sami chose a computer and paid in cash.

* * * Direct and Indirect Objects
Amin found a stray **cat**.
Amin gave his **neighbor** the stray **cat**.

* Independent and Subordinate Clauses
Although I love dancing, I don't have much time to practice.

* Infinitives and Infinitive Phrases
Sarah wants **to read** a new novel.

To finish up a job, I sometimes work overtime.

* * Complete Subject Complete Predicate
The jazz singer at Shivers canceled his performance tonight.

7th	8th	9th
		VERBS
		Conditional Sentences
	*	* First Conditional If you put ice in the sun, it melts . If Maha leaves , we won't have transport.
		* Second Conditional If we had more time, we would do a better job.
		* Third Conditional If you'd listened to me, you wouldn't have gotten in such a mess.
		Wish
		* Future I wish more people would shut up.
		* Present I wish I had more money
		* Past I wish I had been born in another century.
	*	* Active and Passive Someone stole the car. My car was stolen .
	*	* Reported Speech Maha said she would bring me some reference books. Adel asked me whether the meeting had been postponed.
		USAGE
*	*	* Subject / Verb Agreement Both Mario and Paul are in level 3. Here comes the teacher .
		* Special Negatives Never before has Hani been so late.
		* Misplaced Modifiers Having lost the elections, Mike's supporters abandoned him, (incorrect) Having lost the elections, Mike was abandoned by his supporters.
	*	* Run-ons Leila publishes her own books she also prints them. (incorrect) Leila publishes her own books; she also prints them.
	*	* Fragments Being there on time Being there on time is important.
*	*	* EXPLETIVES There is no time to proofread the manuscript. It seems to be a wonderful idea.
		CLAUSES
	*	* Adjective The birthday party which I organized was a complete fiasco.
		* Adverb Khaled decided to join the team even though he had little time .
		* Noun I heard that you weren't feeling well!
		GRAMMATICAL ELEMENTS AND POINTS
		NOUNS
*	*	* Singular and Plural The coach is upset today. The streets are empty.
	*	* Count and Non-count The news is better today. The information is incomplete. The newsreaders are tired.

7th	8th	9th
*	*	* Common and Proper This city is progressing. Beirut is becoming more cosmopolitan.
*	*	* Possessives (singular and plural) My mother's car needs fixing The girls' friends are organizing a party.
*	*	* Collective The police are out on the streets. The cattle are roaming all over the place.
		* Appositives Rola, my friend, needs my help.
	*	* Gerunds Roller-skating is fun.
*	*	* Abstract and Concrete Stress is a twentieth century disease. Suntan lotion is a must on the beach.
		* Infinitives as Noun Clauses To follow a diet is a waste of time.
	*	* Noun Phrases and Clauses I take sugar and cream in my coffee. Whoever suggested this must be out of his mind.
*	*	* PRONOUNS
		* Subject I hate you
*	*	* Object She definitely hates us .
*	*	* Possessive My proposal was accepted.
*	*	* Personal Your schedule is impossible.
	*	* Indefinite Anything will do.
*	*	* Demonstrative This is an endless task.
	*	* Interrogative What kind of person do you take me for?
	*	* Relative This is the person (whom) I told you about.
	*	* Reflexive I hurt myself . Makram told me so himself .
*	*	* Pronoun Antecedent Alex was hungry, but we couldn't offer him any food.
		* VERBS
*	*	* Action and Linking The policeman arrested the woman. She seems quite happy today. The roses in my neighbor's garden smell nice
*	*	* Principal Parts Regular Lulu worked hard.
*	*	* Irregular He bought a scarf. Main Fadia was helping me last night.

7th	8th	9th
		Tenses
		Present
*	*	* Simple Samia never stands in a queue.
*	*	* Progressive Soha is complaining .
*	*	* Perfect We've just had a break.
	*	* Perfect Progressive Suha has been waiting for almost an hour.
		Past
*	*	* Simple Alia never told me about that.
*	*	* Progressive While Barbie was filing her nails, Ken walked in.
	*	* Perfect Susan had just gotten into bed when someone knocked on the door.
		Perfect Progressive Lucy had been waiting for an hour when she decided to leave.
		Future
*	*	* Simple I will see you tomorrow.
*	*	* Be Going to I'm going to be an astronaut.
	*	* Present Progressive He's traveling tomorrow.
	*	* Simple Present We leave next month.
	*	* Progressive Bob will be celebrating with his friend on his next trip.
	*	* 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) Joe 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 George 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.
*	*	* Superlative Geita is one of the most beautiful sites in Lebanon. Learning to drive is the easiest thing I've ever done. Choose the finest fruit for your pie.
	*	* Predicate Adjective That sounds great!
*	*	* Common Randa insisted on wearing black in the evening.

7th	8th	9th	
*	*	*	Proper Pavarotti is Italian , isn't he?
*	*	*	Demonstrative This room needs a coat of paint. Those planes are early models.
	*	*	Participial Have you seen any interesting movie recently?
	*	*	Infinitive It was good of you to help me with my work.
	*	*	Order of Determiner / description / size / age / shape / color / material / nationality / noun - adjective These expensive new black leather French raincoats (Order of three adjectives in a specific statement or question)
	*	*	PREPOSITIONS Prepositional Phrases as Adjectives The fibers in cotton are light and cool.
	*	*	Prepositional Phrases as Adverbs I found Mark in the cafeteria .
*	*	*	Preposition of Place Your pencil is under my book.
*	*	*	Preposition of Time We'll meet around 4.00 p.m.
*	*	*	Preposition of Manner Why are you in a rush ?
*	*	*	CONJUNCTIONS Coordinating Sam hasn't finished his book yet, but he is hoping to do so tonight.
	*	*	Subordinating Dina promised to submit the report on Monday although this may be difficult to do. Because Suha didn't register for the course, she couldn't attend classes..
	*	*	Correlative Pamela has neither finished her project nor extended her deadline.
*	*	*	USAGE Contractions Hiba won't even consider giving Hani another chance.
	*	*	Troublesome Verb Pairs Remzi wanted to borrow \$50, but I could only lend him 10.
	*	*	Adverb Vs. Adjective It rained hard all night. This is a hard decision to make.
*	*	*	ADVERBS Simple Hala sounded furiously .
	*	*	Comparative Of the two reports, the first is written more elaborately .
	*	*	Superlative Nora is acting most peculiarly .
*	*	*	Place Let's stay home tonight.
*	*	*	Time You're quite early .
*	*	*	Manner Dina writes beautifully.
	*	*	Degree Walid is extremely happy.
*	*	*	Frequency Sara is seldom on time these days.
*	*	*	Intensifiers Giving a good example is very difficult. Hani was tactful enough to deal with the nervous customer.

7th	8th	9th
	*	* Infinitives He came to tell us about the meeting.
*	*	* INTERJECTIONS Wow! Look at that. Whew! I'm exhausted.
		* ARTICLES
*	*	* Definite The committee has met seven times so far.
*	*	* Indefinite Some people prefer to spend Sunday at home.
*	*	* Zero Flour is a basic ingredient of bread.
		* PHRASES
	*	* Verb Phrase We went along with his suggestion.
	*	* Adjective Phrase I was very fond of Amal .
	*	* Adverb Phrase Rose is always on time .
	*	* Noun Phrase The sad puppy in the corner is mine.
*	*	* Prepositional Phrase I'll meet Nadim at 4:00 o'clock .
		* MODAL VERBS
*	*	* Be able to (ability) Little Sarah is able to walk now. Mr. Haddad was able to get an appointment with the doctor. After the operation, Hani will be able to walk .
		* Be supposed to (expectation) The flight is supposed to arrive at 10:00. The meeting was supposed to start at noon.
*	*	* Be going to (definite plan) Huda is going to stay with us for a week.
*	*	* 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.

7th	8th	9th
		* (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)
	*	* Don't have to Sarah doesn't have to go to class today. Hani didn't have to bring any food to the picnic.
		* Had better (consequence) Sami had better come now, or we will leave without him.
	*	* Have to (necessity) Mona has to submit the papers tomorrow.
	*	* (past necessity) Riad had to leave class early yesterday.
*	*	* May (permission / request) May I borrow your lecture notes, sir?
*	*	* (possibility) I may visit you at home.
*	*	* (giving permission) You may leave now.
		* (past possibility) Nizar may have been at school when the fire started.
	*	* Might (possibility) I might go home after class.
		* (past possibility) Judy looks very tired. She might have stayed up last last night.
*	*	* Must (obligation) Students must obey all school rules.
	*	* (past obligation) When I was a child, all students had to wear uniforms.
*	*	* (prohibition) You mustn't smoke in this section of the hall.
		* (logical conclusion) Nabil isn't in class today. He must be sick.
		* (past assumption) When Nabil visited the doctor yesterday, he couldn't see him. The doctor must have been busy.
	*	* Need (lack of necessity) Tomorrow is a day off. You needn't get up early.
	*	* Ought to (obligation) Sami ought to work harder.
	*	* (expectation) The teacher ought to be in the classroom now.

7th	8th	9th
*	*	<p>(advice)</p> <p>Huda is putting on more weight. She ought to go on a diet.</p>
		<p>(past expectation)</p> <p>I'm really worried. Albert ought to have arrived from school an hour ago.</p>
		<p>(past advice)</p> <p>Now you have to sit for the same exam again.</p> <p>You ought to have studied better.</p>
	*	<p>Shall (suggestion)</p> <p>Shall we have some refreshments now?</p>
	*	<p>(offer)</p> <p>Shall I put these papers on your desk?</p>
*	*	<p>(simple future)</p> <p>We shall be ready in ten minutes.</p>
	*	<p>Should (suggestion)</p> <p>Should we all go to Egypt next summer?</p>
*	*	<p>(advice)</p> <p>Children should be careful crossing streets.</p>
	*	<p>(expectation)</p> <p>It's noon time now. The guests should be arriving</p>
	*	<p>(condition)</p> <p>Should you see your uncle, give him my regards.</p>
	*	<p>(past advice)</p> <p>Adel should have studied well last night.</p>
	*	<p>Used to (past habitual action)</p> <p>I used to smoke a lot.</p>
	*	<p>Be / Get used to (present)</p> <p>Hadi is used to staying up late.</p>
	*	<p>(future)</p> <p>Don't worry. You will soon get used to living in a foreign country.</p>
*	*	<p>Will (simple future)</p> <p>The class will begin at 4.00 p.m.</p>
	*	<p>(promise)</p> <p>Don't worry. I'll pay you back when we return.</p>
	*	<p>(determination)</p> <p>No matter how long it takes, we will solve our financial problems.</p>
	*	<p>(polite request)</p> <p>Will you please pass the salt?</p>
	*	<p>Would (polite request)</p> <p>Would you please sign your name here?</p>
	*	<p>(past habitual action)</p> <p>When we were in elementary school, we would sing every afternoon.</p>
	*	<p>Would rather (preference)</p> <p>I would rather spend the weekend on the beach than camp in the mountain.</p>

BASIC EDUCATION CURRICULUM OBJECTIVES

Grade Seven

By the end of grade 7, students are expected to be able to do the following:

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<ul style="list-style-type: none"> * Demonstrate understanding of increasingly complex and varied audio input. <ul style="list-style-type: none"> - Follow directions and instructions. - Identify main ideas. - Order sequence and series of events. - Dramatize a situation described. * Recognize and discriminate aspects of spoken discourse. <ul style="list-style-type: none"> - Use cloze procedure to focus on a specific linguistic component. - Identify setting and topic. - Paraphrase events/actions of what is heard. - Use graphic organizers to chart information heard. - Outline ideas based on clues. - Interpret non-verbal communication. * Demonstrate critical understanding of spoken discourse. <ul style="list-style-type: none"> - Propose an alternative to a plan presented by a speaker. - Provide a plausible conclusion. - Distinguish facts from opinions. - Identify the speaker's purpose, tone and attitude. - Identify differences between two versions of an incident. - Relate ideas to one's experience.
ORAL COMMUNICATION SKILLS	<ul style="list-style-type: none"> * Seek and/or provide information. <ul style="list-style-type: none"> - Report a personal incident. - Describe the steps of a simple process. - Explain scientific facts. - Give directions / instructions. * Communicate and/or justify intellectual/emotional/moral issues and positions. <ul style="list-style-type: none"> - Deny an accusation. - Say why you agree / disagree. - Propose a solution to a problem. - Give one or more reasons why you refuse to do something. - Give one or more reasons why you believe you're capable / incapable of doing something. - Describe the way characters from different stories must have felt in a given situation. - Report an incident when you were treated unfairly. * Initiate / sustain and conclude a variety of practical/ social and professional conversation acts. <ul style="list-style-type: none"> - Propose a process. - Explain others behaviour. - Initiate / conclude a conversation. - Paraphrase a formal or informal statement or request. - Conduct an interview. - Give an oral report on a book, movie, etc. - Discuss and take a stand on issues from subject areas. - Give and receive feedback on an oral presentation. - Translate a pantomime into a verbal act.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>READING OBJECTIVES</p>	<ul style="list-style-type: none"> * Comprehend written discourse using text-related clues. <ul style="list-style-type: none"> - Fill in a cloze passage with appropriate word forms. - Identify context clues which help decode unfamiliar lexis. - Match underlined vocabulary words to synonyms/ antonyms/ definitions/ phrasal verbs. - Provide the meanings of prefixes and suffixes found in the text. - Provide an alternative for a specific grammatical structure used in a text: * Demonstrate critical understanding of a text. <ul style="list-style-type: none"> - Distinguish fact from opinion. - Select the appropriate outcome or conclusion. - List similarities/differences in two articles on the same subject. - Identify the author's purpose. - Choose the best title for an extract/story/poem or article. - Select the context for an extract. - Determine the author's attitude. - Identify cause-effect chains mentioned. - Interpret charts, graphs, tables, etc. * Develop basic comprehension of appropriate literature. <ul style="list-style-type: none"> - Identify main characters, setting, and theme. - Summarize the plot elements of a story. - State the problems faced by the main character(s). - Read poems or passages aloud with appropriate intonation, rhythm, and phrasing. - Identify figures of speech: simile, metaphor, alliteration, personification, onomatopoeia. - Design a poster/ad for a literary work.
<p>WRITTEN COMMUNICATION OBJECTIVES</p>	<ul style="list-style-type: none"> * Develop and enhance writing skills through semi-guided activities. <ul style="list-style-type: none"> - Punctuate an unedited text. - Write a suitable title for a given paragraph. - Select an appropriate topic or concluding sentence. - Combine sentences with a suitable joining word. - Fill in missing cohesive devices in a text. - Mark places where connectives are missing/ inadequate in a text. - Distinguish between relevant/irrelevant details. - Reconstruct scrambled texts. - Given the topic and concluding sentences, write the body. - Write a sentence outline. * Produce expressive, transactional, and creative writing. <ul style="list-style-type: none"> - Write a journal/diary on a regular basis. - Make lists of instructions, reminders, homework assignments, and books read. - Fill out a form to join a school club. - Write short thank-you note. - Leave a friend a short message. - Write an informal letter. - Write a short report on a visit, film, book. - Create a new verse for a song. - Rewrite the end of a story. - Narrate major events in a story. - Describe a process. - Write short research papers.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>WRITTEN COMMUNICATION OBJECTIVES</p>	<p>* Apply process writing skills.</p> <ul style="list-style-type: none"> - Select and narrow a topic. - Organize ideas into clusters and lists. - Take notes from audio-visual input. - Identify the purpose of a writing task. - Identify audience: self, peers, teacher, other. - Write multiple drafts. - Use correction signs and symbols to revise drafts. - Delete words/phrases/irrelevancies. - Add words/phrases/sentences. - Rearrange words/phrases/sentences. - Check on writing for misspelled words. - Indicate places where short sentences can be joined with a transition word. - Add descriptive adjectives/adverbs to express the mood or feeling conveyed more clearly. - Indicate places where more supporting detail (facts, examples) is required. - 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 your writing. - Submit writing to the school magazine
<p>THINKING SKILLS OBJECTIVES</p>	<p>* Develop thinking strategies in problem-solving, decision-making and conceptualizing.</p> <ul style="list-style-type: none"> - Identify a problem presented in a text. - Organize graphically data which represent a problem. - Choose an appropriate solution/plan for a given problem. - Paraphrase, summarize and organize text. - Define a goal for self or group. - Choose various types of simple clarification questions. - Identify options for attaining the goal. - Brainstorm alternatives related to the same concept. - Classify, organize and categorize information. - Identify examples and attributes related to a concept. <p>* Develop critical thinking skills.</p> <ul style="list-style-type: none"> - Distinguish between facts and opinions. - Identify components of an argument. - Generate simple questions. - Identify the source. - Determine irrelevant information. - Identify common types of logical fallacies in an argument. - Identify analogies in other content areas. - Draw appropriate conclusions. - Give and receive feedback. - Recognize patterns of deductive, inductive and analogical reasoning.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>THINKING SKILLS OBJECTIVES</p>	<p>* Transfer information from one context to another.</p> <ul style="list-style-type: none"> - Make logical inferences based on the text. - Identify learned strategies to solve new problems. - Classify information. - Order a sequence of events. - Synthesize ideas from sources to produce sentences, paragraphs. - Evaluate information against a set of established criteria.
<p>STUDY SKILLS OBJECTIVES</p>	<p>* Develop research skills.</p> <ul style="list-style-type: none"> - Choose and narrow a topic of interest. - Select materials from sources for research purposes. - Create a research strategy: break research into parts, evaluate reliability of sources, develop short bibliography, set deadlines. - Paraphrase quotations. - Use index cards to take notes. - Use a few common note-taking symbols. - Take notes on index cards. - Develop a simple outline to use in a paragraph. <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. - Prepare questions about information you are not sure of to ask the teacher during class review time. - Review previous tests and quizzes. - Get a list of ideas or topics the test will cover. - Practice answering a variety of test questions. <ul style="list-style-type: none"> - 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 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 book: table of contents, glossary, index. - Interpret basic graphic aids: maps, charts and timelines. - Use entry words to locate a specific dictionary page. - Become familiar with the different sections of a library. - Select appropriate reference resources for simple research reports. - Use catalogues, entries, i.e. author, subject, title.
<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"> - Match nationality to national dish. - Using pictures, photos, textbook illustrations, respond to probing questions in order to describe/analyze culturally significant items.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>CULTURAL AWARENESS SKILLS OBJECTIVES</p>	<p>* Develop empathy toward the target culture</p> <ul style="list-style-type: none"> - Prepare a performance of songs and dances which typify the target culture. - Identify social conventions in the two cultures. - Keep a culture journal in which you log new interesting discoveries about the target culture. <p>* Understand culturally significant expressions</p> <ul style="list-style-type: none"> - Create a dialogue focusing on giving / receiving compliments. - Display an English joke of the week. - Identify seven cultural anomalies in a given picture. - Make one generalization about the culture drawn from examination of a picture. - Analyze the extent to which your culture has been influenced by English-speaking cultures by producing examples/bringing in samples of imported products, social customs, dress, music, etc.

SECONDARY CYCLE CURRICULAR OBJECTIVES

By the end of the secondary cycle, (1st, 2nd, and 3rd secondary) 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.

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.

GRAMMAR OBJECTIVES FOR THE 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.*).

CURRICULUM OBJECTIVES

(FIRST SECONDARY)

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

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<ul style="list-style-type: none"> * Demonstrate understanding of spoken discourse. <ul style="list-style-type: none"> - Summarize arguments. - Outline salient points. - Paraphrase parts of discourse. - Identify main idea. * Demonstrate critical understanding of a variety of spoken discourse. <ul style="list-style-type: none"> - Identify tone, mood, intonation and register. - Identify and discuss a speaker's motive and point of view. - Interpret non-verbal communicative signals.

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<ul style="list-style-type: none"> * Demonstrate awareness of the linguistic and organizational features of a text.
	<ul style="list-style-type: none"> - Identify special syntactic structures. - List the specialized terms used. - Identify non-standard structures. - Identify transitionals and explain their functions. - Identify key terms used.
ORAL COMMUNICATION OBJECTIVES	<ul style="list-style-type: none"> * Produce oral presentations on a variety of situations.
	<ul style="list-style-type: none"> - Improvise orally and spontaneously in given situations. - Discuss critically others' opinions. - Initiate and develop conversations with ease and confidence. - Maintain interest of audience by using different types of spoken communication (such as anecdotes, commentaries, and reports).
	<ul style="list-style-type: none"> * Use different speech strategies for specific situations.
	<ul style="list-style-type: none"> - Use a variety of tones and patterns of intonation. - Vary speech to suit context, audience and purpose.
	<ul style="list-style-type: none"> * Participate actively in the development of an argument.
	<ul style="list-style-type: none"> - Argue for/against an issue. - Persuade cogently and clearly. - Participate in group discussions.
	<ul style="list-style-type: none"> * Demonstrate awareness of rules of spoken discourse.
	<ul style="list-style-type: none"> - Observe turn-taking conventions. - Keep interruptions brief and functional. - Speak clearly and coherently.
READING OBJECTIVES	<ul style="list-style-type: none"> * Demonstrate factual understanding of a variety of textual discourse.
	<ul style="list-style-type: none"> - Identify main ideas. - Identify supporting details. - Answer literal and relational comprehensive questions.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>READING OBJECTIVES</p>	<ul style="list-style-type: none"> * Demonstrate critical understanding of a variety of textual discourse. <ul style="list-style-type: none"> - Identify tone and mood. - Infer implied meanings and assumptions. - Deduce and predict outcomes. - React to the author's point of view. - Recognize biased writing and propaganda. * Demonstrate ability to use reading strategies. <ul style="list-style-type: none"> - Pre-read to establish background. - Preview to establish general theme. - Skim to outline main points. - Reread to retain details. * Demonstrate awareness of linguistic and organizational features of text. <ul style="list-style-type: none"> - Identify devices of coherence and cohesion. - Identify elements of unity. - Interpret figurative language and idiomatic expressions. - Analyze grammatical components in textual discourse. - Identify appropriate lexical items to suit tone, style, mood, purpose, and theme.
<p>WRITTEN COMMUNICATION OBJECTIVES</p>	<ul style="list-style-type: none"> * Produce a wide variety of essay forms showing further competence in using discourse modes. <ul style="list-style-type: none"> - Describe situations and processes. - Narrate incidents and experiences from different points of view. - Develop by definition, classification, illustration, cause and effect, and comparison and contrast. - Argue for/against an issue. * Produce specific written forms. <ul style="list-style-type: none"> - Write pieces for specific purposes (such as diary entries, announcements, advertisements, business letters, etc.). - Write adaptations in the form of summaries, paraphrases, abstracts, reviews, etc.

SKILL	INSTRUCTIONAL OBJECTIVES
<p>WRITTEN COMMUNICATION</p>	<ul style="list-style-type: none"> * Demonstrate ability to produce the appropriate linguistic, stylistic, and organizational components of an essay. <ul style="list-style-type: none"> - Utilize grammatical and lexical components pertinent to specific subject areas. - Use appropriate lexical items to suit tone, style, mood, purpose, and theme. - Maintain thematic unity. - Establish and maintain coherence using sequencing (temporal, spatial, and logical), transitionals, and repetition of key terms. * Develop appropriate composing strategies. <ul style="list-style-type: none"> - Select a topic or respond to a prompt. - Write a first draft. - Revise individually or in pairs/groups. - Produce other drafts as needed.
<p>THINKING SKILLS OBJECTIVES</p>	<ul style="list-style-type: none"> * Evaluate information given through a variety of material. <ul style="list-style-type: none"> - Criticize evidence objectively. - Draw logical conclusions. - Predict plausible outcomes. * Assess logical relationships. <ul style="list-style-type: none"> - Recognize logical fallacies. - Identify analogy and causality. * Demonstrate awareness of the inter-relatedness of fields of study. <ul style="list-style-type: none"> - Relate information across fields. - Transfer knowledge from one context to another. - Relate textual references to experience and previous knowledge.
<p>STUDY SKILLS OBJECTIVES</p>	<ul style="list-style-type: none"> * Develop research skills. <ul style="list-style-type: none"> - Select, limit and test a topic for an informative paper. - Use various data collection methods from sources such as interviews, questionnaires, data bases, etc. - Document following acknowledged style sheets.

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
- Participation 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 keywords 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, neutral, and interesting (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
- Write 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 steam 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 sociolinguistic 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 the first secondary, 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, & Dougherty, 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
<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.

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 واللائحة 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:

تعميم رقم ٢٥/م/٩٧

تفاصيل محتوى منهج مادة اللغة الانكليزية
وأدائها (لغة ثانية)

(الاهداف، الوسائل، الطرائق والانشطة)

ان وزير التربية الوطنية والشباب
والرياضة،

بناء على المرسوم رقم ٩٥٠١ تاريخ
١٩٩٦/١١/٧ (تشكيل الحكومة)،

بناء على المرسوم رقم ١٠٢٢٧ تاريخ
١٩٩٧/٥/٨ 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

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

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 آب ١٩٩٧

وزير التربية الوطنية والشباب والرياضة

جان عبيد

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.

مقدمة

المربي اتباعها وتطويرها بمرونة فاعلة و ايجابية هادفة تؤدي الى:

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

رابعا: اساليب التقييم:

ان قياس فعالية المناهج التعليمية ونجاحها في تحقيق أهدافها العامة والخاصة، يركز على اساليب التقييم المعتمدة، والتي ترشد الى أي مدى حققت عملية التعليم الاهداف المنشودة منها.

ولهذا الغرض تضمنت التعاميم انماطا عدة مقترحة من اساليب 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 والانشطة والوسائل في المساعدة على بلوغ المنهج غاياته وتحقيقه الاهداف المرجوة منه.
- التعرف على قدرات التلميذ وميوله وتوجيهه بما يتلاءم معها.

- التعرف على انواع المهارات والمعارف التي حققها المتعلم واكتسبها خلال عملية التعلم او في نهايتها.

- قياس مستوى التحصيل ومدى التقدم الذي احرزه المتعلم.

- تحديد النواقص والثغرات التي يفترض معالجتها لتحسين معارف المتعلم وتنمية قدراته.

واننا اذ نضع هذه الملاحق التعميمية بين ايدي المربين والمعنيين بالشأن التربوي نأمل ان تشكل مرتكزا يمكن ترجمة مضامينه الى كتب مدرسية، جيدة المحتوى، واضحة الاهداف، محددة الاساليب، والى وسائل وأنشطة متنوعة، تنمي قدرات المتعلم ومداركه بما يحقق الاهداف 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 جزءا متما لمناهج التعليم العام وأهدافها التي أقرت بموجب المرسوم رقم ١٠٢٢٧ تاريخ ١٩٩٧/٥/٨، وهي تتناول النقاط التالية:

اولا: 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 اخرى، فان هذه الشؤون تقع في نطاق التعاميم المشار اليها أعلاه.

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

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

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

ثانيا: الوسائل والانشطة:

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

- 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.

ثالثا: طرائق التدريس:

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

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

ENGLISH LANGUAGE CURRICULUM (Second Foreign Language)

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

TABLE OF CONTENTS

- Basic Education

- Intermediate:

- Seventh year (details of content)

- Secondary Education

- First year (details of content)

- Overview of Methodology:

- **Methods, Skills, Instructional materials, Activities and Evaluation.**



GRADE 7 (LEVEL I) CURRICULUM OBJECTIVES

By the end of Grade 7, students in English as a second/foreign language are expected to be able to do the following :

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<p>* Understand a set of high frequency words and expressions.</p> <ul style="list-style-type: none"> - Respond to greetings. - Follow classroom directions and instructions. - Respond verbally or physically to basic questions and commands. <p>* Demonstrate basic understanding of spoken discourse (short exchanges).</p> <ul style="list-style-type: none"> - Locate an item on a map, picture, chart, etc. - List names of people or objects mentioned in text. - Trace a route. - Label items on a picture accompanying the text. - Draw a picture to represent oral description. - Match spoken words, phrases, and sentences to their printed forms. - Match spoken words, phrases, and sentences to pictures.

SKILL	INSTRUCTIONAL OBJECTIVES
LISTENING OBJECTIVES	<ul style="list-style-type: none"> * Demonstrate relational comprehension of spoken discourse. <ul style="list-style-type: none"> - Give appropriate answers to questions. - Identify different types of feelings, events, or actions. - Identify sentence type on the basis of intonation. - Identify main events in a narrative.
ORAL COMMUNICATION OBJECTIVES	<ul style="list-style-type: none"> * Demonstrate enjoyment of special types of spoken discourse. <ul style="list-style-type: none"> - Listen to a song, or poem many times. - Memorize and recite songs, poems, or special expressions. * Demonstrate ability to express basic needs, interests, and courtesies. <ul style="list-style-type: none"> - Introduce oneself to others stating age, hometown, hobbies, likes, dislikes, etc... - Ask for and give directions. - Request and give information. - Exchange addresses and telephone numbers with classmates. - Ask and answer simple questions. - Greet people properly. * Demonstrate ability to communicate in a variety of social and academic situations. <ul style="list-style-type: none"> - Initiate and participate in simple conversations. - Talk about self, family, teachers, friends, etc... - Describe people, places, and objects. - Express agreement or disagreement. - Answer and ask questions about material studied.
READING OBJECTIVES	<ul style="list-style-type: none"> * Communicate in a participatory manner. <ul style="list-style-type: none"> - Participate in conversation with classmates. - Join conversations at appropriate transition points. - Make meaningful comments. * Demonstrate the ability to use decoding skills for word recognition and comprehension. <ul style="list-style-type: none"> - Recognize and underline/circle sight vocabulary. - Use knowledge of word roots, prefixes, and suffixes to gain meaning. - Infer meaning of words from context. - Use syntactic clues to get meaning. - Match words with pictures. * Demonstrate basic understanding of what is read. <ul style="list-style-type: none"> - Answer and ask "Yes/No" and "Wh-" questions about text. - Match words, phrases, and sentences to corresponding pictures. - Match a statement to a situation. - Identify main point in text or main events in story. - Fill in biographical information on a form. - Identify dates, names, places, characters, etc. * Demonstrate relative fluency in reading aloud. <ul style="list-style-type: none"> - Pronounce sounds and sound combinations correctly. - Stress words, phrases, compounds, and sentences correctly. - Use the proper intonation patterns in statements, "Yes/No" questions, "Wh-" questions, and instructions. * Read for pleasure and enjoyment. <ul style="list-style-type: none"> - Write book reports identifying bibliographical information and points of interest. - Read aloud liked poems, rhymes, quotations, etc. - Recommend books read to friends.

SKILL	INSTRUCTIONAL OBJECTIVES
WRITTEN COMMUNICATION OBJECTIVES	<p>* Demonstrate ability to perform basic writing tasks related to familiar contexts.</p> <ul style="list-style-type: none"> - Label pictures and objects at home and in the classroom. - Complete short phrases/sentences with appropriate words. - Write simple sentences about self, hobbies, likes and dislikes, etc. - Write frequently used classroom exchanges between teachers and students greetings, instructions, questions, etc. in the form of dialogues. - Write answers to simple questions about oneself, one's possessions, and one's actions. <p>* Demonstrate ability to communicate meaningful, purposeful information.</p> <ul style="list-style-type: none"> - Fill out simple biographical information on forms. - Write short messages, notes and letters to classmates and respond to theirs. - Write simple diary entries (feelings, words learned, interesting occurrences, etc. - Write answer to simple questions about what is covered in class.
CULTURAL AWARENESS OBJECTIVES	<p>* Develop familiarity with target language customs presented in authentic spoken and written texts.</p> <ul style="list-style-type: none"> - Identify greeting patterns. - Identify how people introduce themselves. - Identify national folkloric symbols. - Identify historical landmarks. <p>* Compare target language speakers' customs with one's own.</p> <ul style="list-style-type: none"> - Identify similarities and differences with those represented in first language. - Identify similarities and differences with those learned in first foreign language. - Identify the cultural features of English that you like.
THINKING SKILLS OBJECTIVES	<p>* Develop metacognitive strategies to help process language.</p> <ul style="list-style-type: none"> - Guess content by examining title, illustrations, first sentence, etc. - Reflect on the learning that has taken place, identifying what has been learned, what remains unclear, and what is difficult. <p>* Develop strategies to gain understanding of information.</p> <ul style="list-style-type: none"> - Relate information to personal experience. - Categorize vocabulary in semantic and thematic sets. - Predict outcome of a sequence of events.
STUDY SKILLS OBJECTIVES	<p>* Develop library skills.</p> <ul style="list-style-type: none"> - Consult a dictionary to find meanings, part of speech, and pronunciation. - Borrow books from library. <p>* Develop study strategies.</p> <ul style="list-style-type: none"> - Implement know-wonder-learn techniques. - Preview and predict. - Ask teacher for clarification. <p>* Develop textbook awareness skills.</p> <ul style="list-style-type: none"> - Examine the table of contents. - Examine headings and subheadings. - Write a book report identifying author, title, publisher, and theme.

First Secondary (LEVEL IV)

By the end of the First 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 basic understanding of relatively long passages of spoken discourse.</p> <ul style="list-style-type: none"> - Answer and ask factual and inferential questions. - Write a report based on notes taken. - Fill in missing words in a cloze representation of a text. - Present the main ideas in an oral report. <p>* Demonstrate critical understanding of spoken discourse.</p> <ul style="list-style-type: none"> - Relate information to experience and prior knowledge. - Identify and explain differences in behavior and attitude. - Collect information on a topic from various sources (experiment, references, magazines, etc.) and present synthesized output orally or in writing. - Suggest plausible ending to a story. <p>* Demonstrate awareness of linguistic and organizational features of spoken discourse.</p> <ul style="list-style-type: none"> - Match basic intonation patterns to their corresponding emotion, attitude, and intent. - Identify technical terminology and dominant grammatical structures in specialized discourse. - Identify key terms, transitionals, and other discourse markers used.
ORAL COMMUNICATION OBJECTIVES	<p>* Demonstrate ability to perform advanced oral communication tasks in academic contexts.</p> <ul style="list-style-type: none"> - Participate in role plays. - Make short presentations. - Justify an opinion or a point of view. - Discuss pros and cons of a specific position. - Describe actions or pictures in detail. - Practice simultaneous translation. <p>* Demonstrate awareness of the linguistic and organizational features of effective spoken discourse.</p> <ul style="list-style-type: none"> - Use the proper stress and intonation patterns at the sentence level (tag questions, exclamations, and lengthy stretches of discourse). - Vary stress and intonation to reflect emotions and attitude. - Use proper discourse markers and sentence openers. <p>* Demonstrate ability to work with others on projects.</p> <ul style="list-style-type: none"> - Contribute to and lead discussions. - Take a role in a class play. - Simulate a presentation or rehearse for a play for revision and improvement.
READING OBJECTIVES	<p>* Demonstrate basic understanding of authentic texts in various content areas.</p> <ul style="list-style-type: none"> - Take notes. - Fill in missing words in a cloze test. - Explain abstract concepts by referring to text and to previous knowledge. - Identify the denotative and connotative meanings of words.

SKILL	INSTRUCTIONAL OBJECTIVES
READING OBJECTIVES	<ul style="list-style-type: none"> * Demonstrate the ability to synthesize and assimilate new information. <ul style="list-style-type: none"> - Explain why you identify with a character in a story. - Draw analogies among concepts and situations. - Synthesize researched information and present in an oral or written report. - Use acquired information in new situations. * Demonstrate increasing awareness and appreciation of linguistic and stylistic features of text. <ul style="list-style-type: none"> - Identify the level of formality (style) and the specialized features (register) of text. - Identify the deviations from standard forms (archaic usage, word order, pronunciation, meaning, etc.). - Identify the elements/factors that dictate these variations (audience, context, purpose, topic, speaker).
WRITTEN COMMUNICATION OBJECTIVES	<ul style="list-style-type: none"> * Demonstrate ability to produce different forms of writing at the paragraph level. <ul style="list-style-type: none"> - Write a news report, the rules for a game, or the steps in an experiment. - Narrate events of a story, an accident, or a personal experience. - Describe people, objects, or actions. - Compare and contrast two people, two objects, or two actions. - Write a commentary on actions and motives and/or an analysis of findings of an experiment. * Demonstrate ability to write in a systematic fashion. <ul style="list-style-type: none"> - Reflect on experiences, read, and brainstorm individually or in groups in order to identify and narrow a topic. - Write first draft to put down ideas on paper keeping in mind purpose and audience. - Make the necessary revisions, producing new drafts. - Proofread the final version before submitting it to teacher. * Demonstrate ability to work with others to produce pieces of writing. <ul style="list-style-type: none"> - Revise and edit writing according to a checklist. - Change a story into/Write a play and perform it. - Read other's writing and contribute one sentence before passing paper to next team member.
CULTURAL AWARENESS OBJECTIVES	<ul style="list-style-type: none"> * Demonstrate increasing awareness of the cultural patterns of target language speakers. <ul style="list-style-type: none"> - Note down typical behaviors related to standing in line, eating at a restaurant, shopping at a mall, etc. - Identify attitude toward minorities, women, strangers, etc. - Describe system of government. - Identify historical events that shaped the American/British character. * Develop increasing understanding of culturally significant expressions. <ul style="list-style-type: none"> - Make a list of terms that have special cultural connotations (cowboy, Indian, Halloween, Thanksgiving, fast food, rest area, Disney, etc.). - Describe typical verbal and non-verbal humorous expressions (pun, dry, slapstick, intonation, etc.). - Make a list of idiomatic expressions used in television shows (soap operas, sitcoms, documentaries, etc.).
THINKING SKILLS OBJECTIVES	<ul style="list-style-type: none"> * Demonstrate ability to evaluate information. <ul style="list-style-type: none"> - Make an objective evaluation of truth of information. - Examine relevance and usefulness of evidence. - Draw logical inferences and conclusions.

SKILL	INSTRUCTIONAL OBJECTIVES
THINKING SKILLS OBJECTIVES	<p>* Demonstrate ability to assimilate and synthesize information gained from different sources.</p> <ul style="list-style-type: none"> - Relate information across content areas. - Apply previously learned information and skills in new situations. - Relate textual information to experience and prior knowledge.
STUDY SKILLS OBJECTIVES	<p>* Develop strategies for improving study and learning.</p> <ul style="list-style-type: none"> - Organize material in such a way that they maybe located easily. - Select and use graphic organizers for representing information. - Take legible, meaningful notes. - Divide task into manageable parts. <p>* Develop test-taking strategies.</p> <ul style="list-style-type: none"> - Practice taking timed tests. - Identify key terms in test directions. - Make notes of possible answers. - Use relaxing techniques to reduce anxiety. <p>* Develop research skills.</p> <ul style="list-style-type: none"> - Collect relevant materials from varied sources. - Break research into tasks that are developed one at a time. - Determine research questions and discuss them with teacher and team members. - Identify and use a research instrument (questionnaire, interview, experiment, etc.). - Discuss results in class.

GRAMMAR OBJECTIVES

• **Subject Pronouns:** She likes cheese-cake.

• **Object Pronouns :** They have a pet at home.

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 concert at school.

Did you finish your homework ?

I **had** a medical check up 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 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.

• 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 **Beirut**.

•**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**.

•**Modals :** Jenny **can** lift this table.

May I suggest one thing ?

You're ill. You **must** see a doctor.

•**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 **nicest** dress on display.

My cup fell and **broke**.

•**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.

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

•**Relative clause :** 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
- Participation 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 keywords 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, neutral, and interesting (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
- Write 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 steam 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 sociolinguistic 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 the first secondary, 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 watch number circle follow directions	act out or sort out visuals gesture use
<i>Stage Two:</i>			
Early Speech	Kinesthetic; AND one- or two-word utterances	name list group or sort manipulate	label tell words or phrases answer categorize
<i>Stage Three:</i>			
Speech Emergence	Kinesthetic; one or two words utterances; AND phrases and simple sentences	describe retell compare follow give or list steps	define explain contrast directions read
<i>Stage Four:</i>			
Fluency Emergence	Kinesthetic; words, phrases, and simple sentences	justify debate describe in detail evaluate	create defend examine 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.
