REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION
THE GENERAL DEPARTMENT OF THE SECOND CYCLE OF BASIC EDUCATION
AND SECONDARY EDUCATION

Department of Pedagogy and Norms of Basic Education
And Secondary Education

ENGLISH PROGRAMMES

For
Secondary Education
years 1, 2, 3, 4

September 2008

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Years 1 and 2

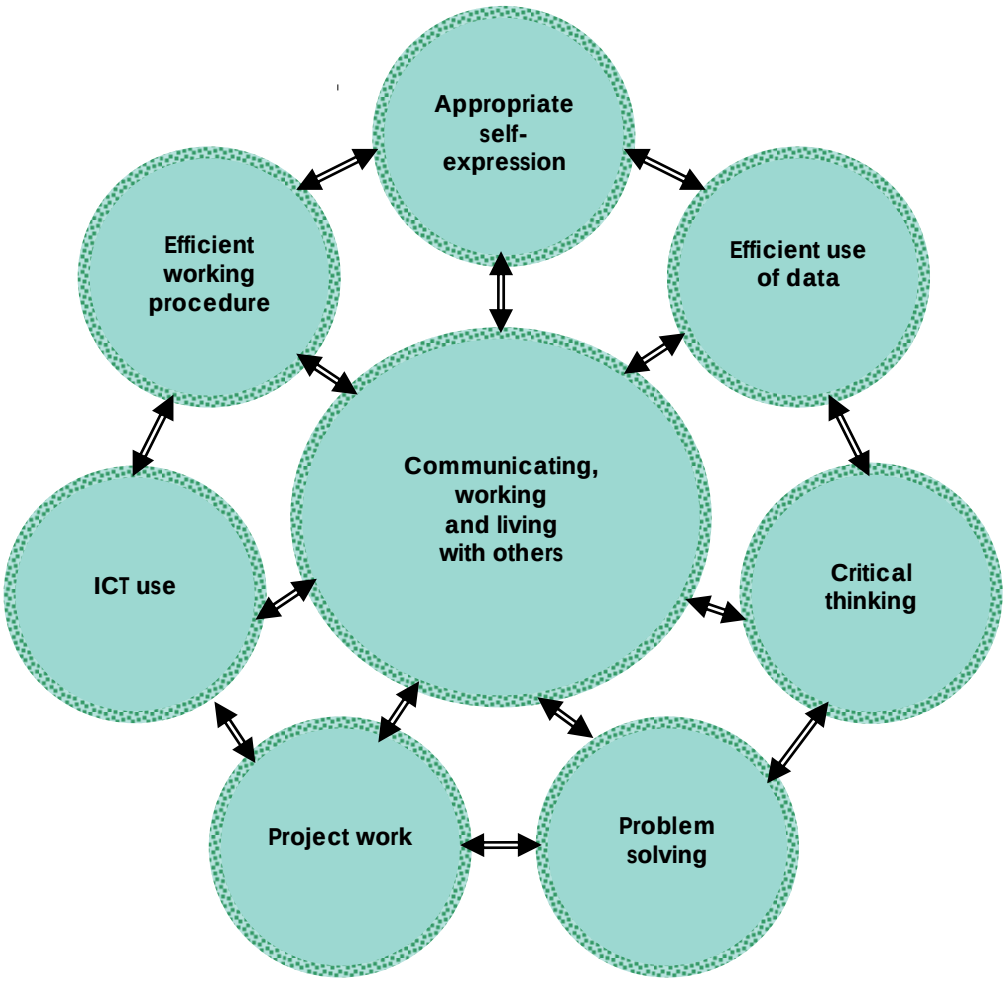
THE STATUS OF ENGLISH AS A SUBJECT MATTER AND ITS CONTRIBUTION TO THE ACHIEVEMENT OF THE CROSS CURRICULAR LEARNING GOALS

As a means of communication, English will foster learner self-expression as well as appropriate interaction with peers and other interlocutors, which, in turn, will ensure access to universal culture through anglophone contexts.

As a subject matter, English will develop the learner's analytical and critical skills required by the syllabus mainly by drawing upon prior and academic knowledge to comprehend and use language as a system orally and in written form.

Both as a means of communication and a subject of study, English will be a means and a way for using information, data and communication technology, be it at the individual or cooperative mode through efficient working procedures.

The diagram below shows how the targeted skills and strategies interrelate.



PRINCIPLES AND ASSUMPTIONS

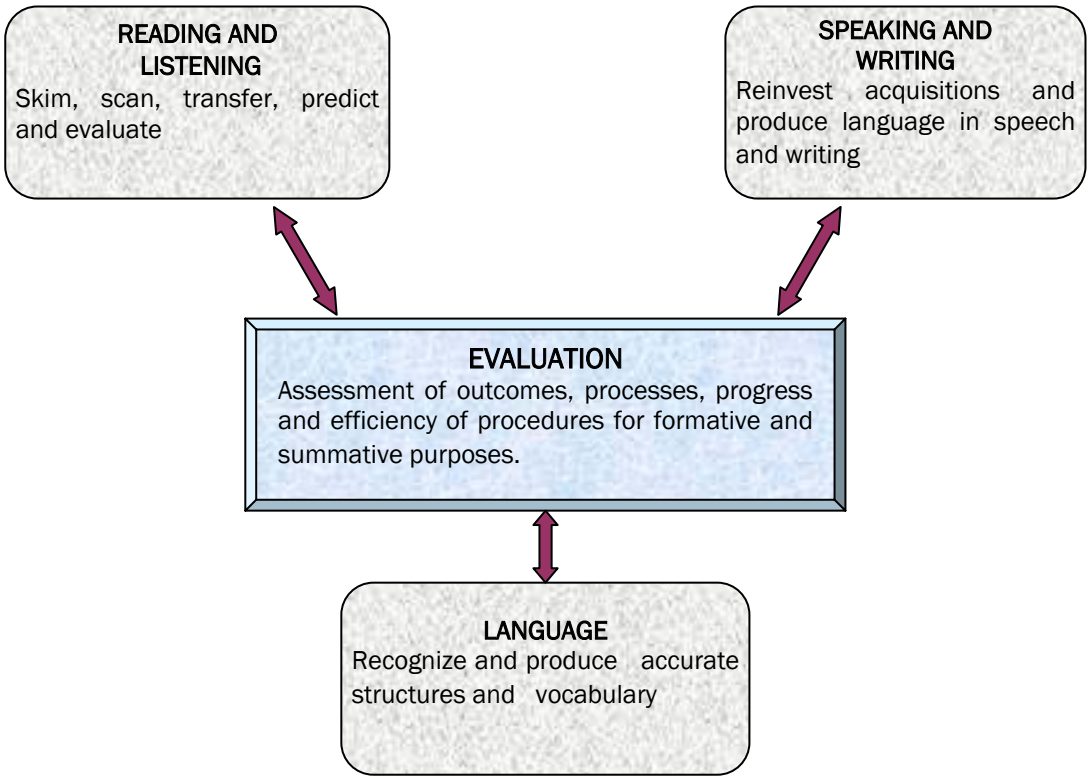
- **The learner is at the core of the learning process**. S/he is seen as an intelligent human being who comes to class with an attitude toward the language and toward learning.
- **Language is seen as a means of communication** (interactional, transactional, and functional) rather than a set of decontextualized grammatical structures, word lists and isolated language skills.
- **Language is seen as a system** that has lexis, grammar as well as linguistic structures and patterns which can be used **to create various discourse forms or text types**. Knowledge of grammar and how it functions contribute to effective language use.
- The teaching-learning process should foster **learner independence** so that the learner may continue learning by himself/herself, beyond the programme.
- Language learning is seen as incidental but **the teacher should create conditions conducive to learning.**

What follows from these considerations is that:

- **The learner becomes an active user of English** in the contexts and activities proposed in each learning session rather than a passive recipient of input provided by the teacher.
- **The learner needs to understand how the language system works** and how language conventions can **vary according to purpose, audience, context and culture** and apply this knowledge in speech and writing in both formal and informal situations.
- **The learner**'s participation and **interaction** are important in learning the language and fostering **self-confidence and social relationships** among learners. Such relationships and interactions among learners within the context of learning English will nurture in learners **a sense of their identity**.
- **The teacher acts as a professional, creative manager** of classroom activities and of student learning.
- The language **skills** are developed as skill categories which **comprise several subskills and strategies**; their natural **convergence and integration** are basic principles to be implemented.
- **Learning sessions** serve not only to teach language items but also to develop new learning skills and strategies and / or help to transfer them from/to French and Arabic.
- **The topics and activities** interest the learners, challenge both their intelligence and their language ability and contribute to their linguistic and cognitive development.
- **Texts** are treated as representative of particular **genres** depending on the purpose and the target audience.

- **Words and structures** are presented in **meaningful contexts.**
- Language skills, lexis, grammatical structures, functions, text types and other language components are taught and **recycled at increasing levels of difficulty through the variation of activities and contexts.**
- **Assessment**
  - Learner assessment follows **naturally** from the teaching/learning activities done in class. It is **both formative and summative, process and product oriented**.
  - **Formative assessment is an ongoing process**. It is intended to help pupils in their development by providing information on what a learner can do as an English language learner / user in relation to the syllabus and its outcomes.
  - The learners' positive **interdependence within cooperative/collaborative work** is developed through **project work, portfolios, research and webquests.**
  - **Summative** assessment is intended to be an **indicator of learners' achievement.** It is carried out at the end of a period of study.

The following diagram shows the assessment aims and domains:



IN READING AND LISTENING

The learner will be assessed on his/her ability to read / listen to various types of texts and

- Read / listen for gist
- scan for details
- distinguish between relevant and irrelevant information
- transfer information
- predict plausible outcomes
- guess meaning of words from context
- answer reference and inference questions
- evaluate and respond to evaluation
- react to content

Assessment will encompass not only outcomes but also processes, progress achieved and efficiency of the procedures followed in both individual and collaborative modes.

IN LANGUAGE

The learner will be assessed on his/her ability to recognize/ use accurate grammatical structures and appropriate vocabulary at word, sentence and text levels.

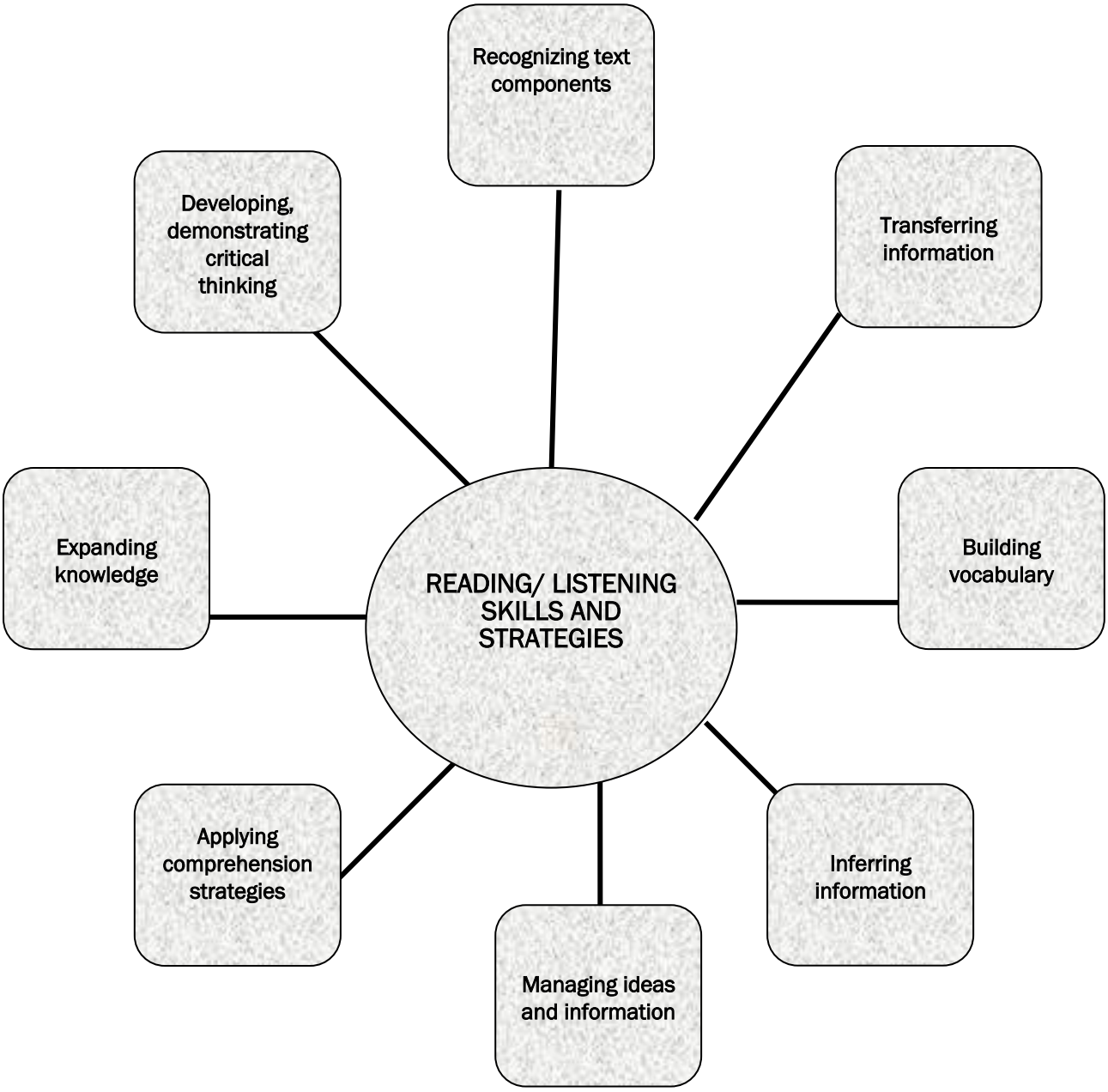
IN SPEAKING AND WRITING

The learner will be assessed on his/her ability to:

- speak formally / informally to respond to an audience in a variety of contexts
- speak fluently in interactive communication
- speak/write and make presentations on a variety of topics using appropriate language for information and social interaction
- reinvest new words/expressions in one's speech or writing
- report, narrate incidents / events related to own experience in speech or writing
- use logical connectors, capitalization and punctuation marks correctly
- produce a piece of writing using appropriate layout and style

First year

READING / LISTENING SKILLS AND STRATEGIES



AIMS	SKILLS AND STRATEGIES	
RECOGNIZING TEXT COMPONENTS	1. Recognize the relationship between form (pronunciation, intonation, syntax, linguistic exponents, punctuation, capitalization…) and meaning 2. Recognize reduced forms of words and elliptical forms in grammatical units 3. Recognize cohesive devices, discourse markers and advance organizers 4. Recognize relations between parts of a text through cohesion devices (reference, conjunction, ellipsis, substitution and lexical cohesion : synonymy, hyponymy and collocation)	**EVALUATION REQUIREMENTS : see figures pages 6 and 7**
TRANSFERRING INFORMATION	5. Respond to a sequence of directions 6. Transfer information onto a table, diagram, chart, map, graph, form 7. Map out an oral /written text	
BUILDING VOCABULARY	8. Identify core vocabulary items in a variety of texts 9. Use paper or electronic dictionaries to check pronunciation, spelling or meaning and / or expand / refine own vocabulary 10. Guess the meaning of unfamiliar words through context, context clues and word formation	
INFERRING INFORMATION	11. Identify implicit logical relations	
MANAGING IDEAS AND INFORMATION	12. Distinguish the main idea from supporting details 13. Differentiate between relevant and irrelevant information 14. Categorize ideas/information (general/specific, whole/part, sequence/ step.) 15. Identify logical relationships signalled by thought connectives 16. Follow a sequence of events in narratives and descriptions, chronology in events and facts, steps in a process 17. Tap on different sources to get specific information/answer specific questions 18. Identify the communicative value of utterances / texts	
APPLYING COMPREHENSION STRATEGIES	19. Select the strategy appropriate to one's purpose and / or the nature of text. 20. Build on prior acquisitions to further enhance learning 21. Predict content and plausible outcomes from events described 22. Skim a text to identify/infer the main idea through key words, topic sentences or beginnings/ends of paragraphs 23. Scan for specific information	

AIMS	SKILLS AND STRATEGIES	
EXPANDING KNOWLEDGE	24. Consolidate reading at a rate of 200 words per minute (timed reading to answer questions or perform a task) 25. Develop autonomy in reading / listening to texts of different types / genres according to purpose 26. Acquire knowledge of the language (vocabulary, grammar and rules of discourse) 27. Acquire knowledge of the language (vocabulary, grammar and rules of discourse) 28. Acquire knowledge about a given topic 29. Extract salient points for subsequent use in speaking/ writing tasks, portfolio or project work 30. Expand one's knowledge of the world 31. Develop awareness of aspects of the target culture 32. Compare one's culture to that conveyed in texts 33. Develop appreciation of self, environment and culture	**EVALUATION REQUIREMENTS : see figures pages 6 and 7**
DEVELOPING AND DEMONSTRATING CRITICAL THINKING	34. Differentiate between fact and opinion 35. Judge the accuracy of information with respect to other sources and/or the reader's knowledge of the world 36. Evaluate information or ideas (express judgement if information is correct, reasonable, surprising, socially/morally acceptable, relevant, thought provoking, interesting, biased) 37. Infer and evaluate the writer's intention 38. Demonstrate appreciation of different text types / genres 39. Demonstrate internalization of language, ideas and information	

SPEAKING / WRITING SKILLS AND STRATEGIES

AIMS	SKILLS AND STRATEGIES	
INTERACTING	1. Make / respond to requests, invitations, offers, suggestions, apologies 2. Express / respond to warning, threat, regret, blame, surprise, obligation 3. Enquire about / express agreement, disagreement, possibility, probability 4. Give /write directions (using a map, a schedule, etc.) 5. Make statements about facts/concrete situations 6. Make simple hypothetical statements 7. Support one's opinion with arguments 8. Ask for / give information appropriately according to context 9. Compare objects, people, places, moods, feelings and attitudes 10. Express opinion /make judgements about specific issues / topics 11. Exchange information through telephone conversations, letters or e-mail messages	**EVALUATION REQUIREMENTS : see figures pages 6 and 7**
DESCRIBING	12. Produce descriptions or captions to match illustrations related to a specific topic area 13. Produce physical/moral description of self, family and friends 14. Describe a sequence of actions, events and steps of a process with/without explicit cohesion 15. Describe habits and conditions 16. Talk about future events and plans 17. Describe one's impressions, feelings, opinions (e.g., about one's stay somewhere, a particular event or situation)	
SUMMARIZING	18. Give a summary of the main points of an oral presentation / a written text 19. Write guided summaries(notes, outline, gapped text)	
REPORTING	20. Report actions, incidents, events 21. Produce reports from notes, observation, table, chart	
PRODUCING ARGUMENTATIVE TEXTS	22. Persuade people to do something orally or in written form	
DEVELOPING ORGANIZATIONAL, ANALYTICAL AND COLLABORATIVE SKILLS	23. Reinvest new words/expressions from core vocabulary and new structures in one's speech /writing 24. Use logical connectors of addition, sequence, comparison/contrast, cause, consequence to achieve coherence 25. Use language forms appropriate to different communicative situations (register) 26. Work in pairs /groups to perform a task such as solving a problem 27. Select information from more than one source and reinvest it in speech or writing 28. Reinvest real world knowledge and experience in one's speech / writing 29. Express one's appreciation of peers' contribution (praise/tactful evaluation/interest) 30. Select information from more than one source and reinvest it in speech or writing 31. Reinvest real world knowledge and experience in one's speech / writing 32. Express one's appreciation of peers' contribution (praise/tactful evaluation/interest)	

AIMS	SKILLS AND STRATEGIES	
APPLYING APPROPRIATE COMMUNICATION STRATEGIES	**Skills specific to speaking** 33. Pronounce properly at word, sentence and discourse levels 34. Produce appropriate intonation patterns in statements and questions 35. Speak fluently in interactive situations without worrying too much about mistakes 36. Recite rhymes and poems in an expressive manner 37. Demonstrate appropriate use of social skills required in interactional contexts : Use conversational strategies for opening/closing conversations, taking turns, holding the floor, switching topics as well as repair and body language **Skills specific to writing :** 38. Use capitalization and punctuation marks appropriately (capital letters, full stops, question / exclamation marks, commas.) 39. Reinvest knowledge about text structure and its linguistic features in writing (imitate stories and extended texts read recently) 40. Write an introductory / concluding sentence to a paragraph or short text 41. Write as quickly as possible for a specified period of time without pausing to correct form 42. Write a coherent essay (with an introduction, body and conclusion) from an outline 43. Develop writing as a process: produce 4-5 compositions a year. Length varies from 130 to 180 words depending on task requirements <u>Pre-writing : focus on task</u> a) define purpose for writing and target audience b) generate ideas through brainstorming or other techniques c) organize points / ideas, follow a model outline <u>Composing, drafting: focus on meaning</u> a) write a first draft b) share and respond (peer review) c) revise, rewrite as many times as necessary <u>Finalizing the product : focus on meaning and form</u> a) edit (follow a checklist to correct usage, spelling and punctuation). b) use a dictionary to check spelling and usage and to select lexical substitutes c) make final adjustments in content, format and layout 44. Develop as an autonomous, creative writer through frequent personal writing (writing poetry, short stories, limericks, keeping a diary)	**EVALUATION REQUIREMENTS : see figures pages 6 and 7**

COMPONENTS OF THE PROGRAMME

1. TOPICS

TOPIC AREAS	SUB TOPICS	MATERIALS
FAMILY LIFE AND RELATIONSHIPS	**family composition** – **boys and girls** – **feelings** – **love** – cooperation –harassment – **respect for others** –altruism – solidarity – **honesty**	• **Linear texts:** prose (descriptive, narrative, persuasive, expository, argumentative) poetry, fiction / non fiction, plays, newspaper articles, magazines, novels lectures, conversations, dialogues, monologues, dictionaries, thesaurus, books, bibliographic references, auditory texts, presentations, journals, diaries • **Non-linear texts:** brochures, maps, graphs, cartoons, menus, charts, shopping lists, tickets, timetables, news casts… • **Visual materials:** illustrations, pictures, cartoons… • **Electronic media:** educational TV programs, audio / video cassettes, CD ROMs, DVDs, software, Internet sites, online information…
SCIENCE AND TECHNOLOGY	**computers** – **lnternet** – mobile phones– multimedia – inventions – genetic engineering – communications technologies – medicine – research – health	
SOCIAL PROBLEMS	**violence** – **youth problems** – discrimination –overpopulation – child labour – **famine** – **malnutrition** – **poverty –** unemployment	
COMMUNICATING WITH OTHERS	**correspondence** – **e-mail** – chatrooms – club membership – **friendship** – **penfriends**	
SOCIAL LIFE	**travel** – **holidays** – **leisure activities**– **entertainment** – **facilities** – **hobbies** – eating out – **D.I.Y**. – recipes –consumerism – computer games – sports	
EDUCATION	**why study** – **why learn English** – **school life** – **exams** – **degrees** – qualifications – school and family – virtual schools – distance learning –clubs	
PROFESSIONAL LIFE	**employment** – **jobs** – **careers** –promotion – **success** – training – **hard work**	
ATTITUDES AND VALUES	civism – voluntary work – fair play – tolerance – standards of conduct – democracy – **appropriate behaviour**	
RIGHTS AND DUTIES	**human rights** – **children's rights** – women's rights – equality – citizenship –civil rights – law and order – justice	
ECOLOGY	quality of life – **landscapes** – seasons – environmental issues	
MEDIA AND ARTS	arts – drama – shows – concerts – cinema – **music** – newspapers – TV – videos – DVDs – libraries	

2. GRAMMAR

1. Definite, indefinite articles ; **the + country ; the + adjective = plural noun**
2. WH words (how much, how many, **whose**, which)
3. Countable nouns vs. non-countable nouns
4. Some, any, no
5. Have got = have
6. Place of adjectives
7. The superlative (short and long forms)
8. Adverbs (adjective + LY)
9. **Present continuous with future meaning**
10. The present perfect (affirmative, negative and interrogative forms) with just, **since** and **for**
11. The past progressive
12. The future (will + verb) in the affirmative, negative and interrogative forms
13. Genitive
14. **Possessive pronouns**
15. To + infinitive, **in order to + infinitive**
16. Irregular verbs
17. Prepositions + time expressions
18. Going to + verb = intention
19. **Quantifiers (a few, a little, a lot)**
20. **The passive (present tense)**
21. **Reported speech** (present tense; changing pronouns)
22. Compounding
23. Affixation
24. **Let sb do sth / make sb do sth / have sb do sth / want sb to do sth**
25. **Reflexive pronouns**
26. If + present á present; If + present á future
27. Would like + infinitive
28. **Very + adj / too + adj / adj + enough**
29. Relative clauses (who/which/that)
30. **Still, no longer, any longer**
31. **Used to**
32. Linkers (because, as a result, before, then, after, **besides**)
33. **Either in end position (negative)**
34. Modals (may, can **must = deduction,** could, might, should)
35. **Be able to**
36. **So + adjective / adverb + that**
37. **More and more + adjective**

3. COMMUNICATIVE FUNCTIONS AND EXPONENTS

1. Imparting and seeking factual information	
Identifying	• Demonstrative pronouns (this, that, these, those) + BE + NP • Demonstrative adjectives (this, that: these, those) + N + BE + NP • Personal pronouns (subject form) + BE + NP • Declarative sentences • Short answers *(Yes, he is, etc.)*
Describing, narrating, reporting	• **Declarative sentences** • **Head-clause containing verb of saying (e.g. To say)** • **Thinking, etc + complement clause (indirect speech)**
Correcting	• Same exponents as above; in addition: adverb no • Negative sentences with not • Sentences containing the negation-words never, no (adjective), nobody, nothing
Asking	• Interrogative sentences (yes/no questions) • Declarative sentences + question intonation • Question-word sentences with: when / where / why / what (pronoun) • Which (pronoun) / who / what (adjective) / which (adjective) • How + far / much / 1ong etc. • Whose (pronoun and adjective) • **Tell me + sub-clause / tell me about + NP**

2. Expressing and finding out intellectual attitudes	
a) Expressing agreement and disagreement	
Agreement	• **I agree** / that's right / of course (not) / yes / certainly / • Affirmative short answers (it is, I am, I can, he may, etc.)
Disagreement	• **I don't agree / I don't think** so / No / That's incorrect • negative short answers
Inquiring about agreement or disagreement	• Do you agree**?** / Do you think so, too**?** / **Don't you agree**? / **Don't you think so?** • short questions
Denying something	• No (adverb) • Negative sentences with not • Sentences containing the negation words *never*, *no (adjective)*, *nobody*, *nothing* • Negative short answers
Accepting an offer or invitation	• Thank you / Yes, please / **That will be very nice** / With pleasure!
Declining an offer or invitation	• No, thank you • **I'm afraid I cannot...**
Inquiring whether offer or invitation is accepted or declined	• **Will you + VP (do it, come, etc.) ?**
Offering to do something	• Can I + VP
Stating whether one remembers or has forgotten something or someone	• I remember / I don't remember + noun (-group)/pronoun • I remember / I don't remember + gerund • I remember / I don't remember + that + clause • I have forgotten (to bring my glasses etc)
Inquiring whether someone. remembers or has forgotten something or someone	• Do you remember + noun (-group)/ pronoun ? • Do you remember + gerund ? • Do you remember + that-clause ? • Have you forgotten to (bring your glasses, etc.) ?

b) ***Expressing whether something is considered possible or impossible***	
Possibility	• NP + can + VP • It is possible + ø
impossibility	• NP + cannot + VP • It is impossible
Inquiring whether something is considered possible or impossible	• Is it possible + ø / Can + NP + VP
Expressing capability and incapability	• NP + can + VP • NP + cannot + VP • **NP + BE able to + VP** • **NP + BE not able to + VP** • **NP + BE unable to + VP**
Inquiring about capability or incapability	• Can + NP + VP • **Cannot + NP + VP** • **BE + NP + able to + VP** • **BE not + NP + able to + VP** • **BE + NP + unable to + VP**
Expressing whether something is considered a logical conclusion (deduction)	• So + declarative sentence
Expressing how certain / uncertain one is of something	• I am sure / certain + ø / that clause • I think + so • I think that + clause • Perhaps... • NP + may + VP • I am not sure + ø / that clause • I don't think + so • **I don't believe + noun (-group) / pronoun** • NP + cannot + VP
Inquiring about how certain / uncertain others are of something	• Are you (quite) sure + ø / that clause ? • Do you think + ø / that clause ?
Expressing one is / is not obliged to do something	• I must + VP (similarly with we)
Inquiring whether one is obliged to do something	• Must I + VP (similarly with we)
Expressing others are / are not obliged to do something	• You must (not) + VP • NP + must (not) + VP (other persons) • **It is (not) necessary**
c) Giving and seeking permission to do something	
Giving permission	• You may / can + VP(answering a request) • Of course / of course you may • (That's) all right
Seeking permission	• May I / can I + VP ? • Let me + VP • **Do you mind + if- clause ?**
Stating that permission is withheld	• NP + must not + VP • Don't + VP

3. Expressing and finding out emotional attitudes	
Expressing pleasure, liking	• This is very nice (/pleasant) • I like + noun (-group) / pronoun / V_{ing} + very much • I enjoy + noun (-group) / pronoun / V_{ing} + very much • I love + noun (-group) / pronoun / V_{ing} + very much • A very good + noun
Expressing displeasure	• This is not very nice / pleasant • I don't like + noun (-group) / pronoun / V_{ing} + very much / at all • I don't enjoy + noun (-group) / pronoun / V_{ing} + very much / at all • I hate noun (-group) / pronoun / V_{ing} / V_{to}
Inquiring about pleasure, liking, displeasure, dislike	• Do / Don't you like + noun (-group) / pronoun / V_{ing} / V_{to} ? • Do / Don't you enjoy + noun (-group) / pronoun / V_{ing} / V_{to} ? • Would you like + noun (-group) / pronoun / V_{to} ?
Expressing surprise	• This is a surprise! • **Fancy +V_{ing}...** • How nice + V_{to} • What a surprise! / it's surprising! / I'm surprised + that-clause
Expressing hope	• I hope + so / that-clause
Expressing satisfaction	• This is very good / nice • It's (quite) all right now • **This is just what (I want(ed) / need(ed) / mean(t) / have(had) in mind**
Expressing dissatisfaction	• I don 't like this • This is not right yet • **This is not what I (want(ed) / need(ed) / mean(t) / have(had) in mind**
Inquiring about satisfaction or dissatisfaction	• Is it all right now**?** • Do you like this**?** • **Is this what you (want(ed) / need(ed) / mean(t) /have(had) in mind?**
Expressing disappointment	• That's a (great) pity • I'm very sorry + V_{to}
Expressing fear or worry	• I'm afraid I I'm worried (+ about NP)
Inquiring about fear or worry	• Are you afraid**?** • Are you worried**?** • **You aren't afraid, are you?**
Expressing preference	• I prefer + noun (-group) / pronoun / V_{ing} • **I'd rather + V_{inf} … (than)**
Inquiring about preference	• Which do you prefer**?** • Would you prefer + V_{ing}
Expressing gratitude	• Thank you (very much (indeed)) • It is / was very nice of you (+ V_{to}) • It is / was very kind of you (+ V_{to})
Expressing sympathy	• I am (so) sorry / glad / delighted + V_{to}
Expressing intention	• I'm going + V_{to} • I'll + V_{inf} • I'm thinking of + V_{ing}
Inquiring about intention	• Are you going + V_{to}**?** • Will you + V_{inf}**?** • **Are you thinking of + V_{inf}?**
Expressing want, desire	• I want + noun (-group) / pronoun / V_{to} • I 'd like + noun (-group) / pronoun / V_{to} • **May I have + noun (group) / pronoun (,please)?**
Inquiring about want, desire	• Do you want + noun (-group) / pronoun / V_{to} • Would you like + noun (-group) / pronoun / V_{to}

4. Expressing and finding out moral attitudes	
Apologizing	• I am (very) sorry • Excuse me, please • **I do apologize**
Granting forgiveness	• That's all right / it's all right now • **It doesn't matter (at all)**
Expressing approval	• Good! / Excellent! / That's fine!
Expressing disapproval	• It's not very nice • You shouldn't + V_{inf} • **You shouldn't + have + V_{ed}**
Inquiring about approval or disapproval	• Is this all right**?** • **Do you think this is all right?**
Expressing appreciation	• (It's) very good / (It's) very nice
Expressing regret	• That s a (great) pity • **I am so / very sorry** + that-clause • I am so / very sorry + if-clause
Expressing indifference	• It doesn't matter • **I don't care** • **I don't mind ø / I don't mind + if-clause**

5. Getting things done (suasion)	
Suggesting a course of action (including the speaker)	• Let's + VP • What about + V_{ing} • We could + VP • **We might + VP**
Requesting others to do something	• Please + VP / Could you (please) + VP / Would you (please) + VP • Can I have + NP + V_{ed} (, please) **?**
Inviting others to do something	• What / how about + NP / V_{ing}**?** • Would you like + V_{to}
Advising others to do some-thing	• Why don't you + VP • You should + VP
Warning others to take care or to refrain from doing something	• Be careful! • Mind + NP! (e.g. Mind your head!) • Don't + VP • Look out!
Instructing or directing others to do something	• Imperative sentences

6. Socializing using language	
Greeting when meeting people	• Hello / good morning (afternoon/evening) • Hello / how are you**?** • (I'm fine, thank you) how are you**?** • I'm very well, thank you, and how are you**?**
Greeting when introducing people and when being introduced	• This is … • **I'd like you to meet …** • Hello / **How do you do** (response)
Taking leave	• Good-bye / bye-bye / good night / cheerio • I'll see you tomorrow (/next week, etc.)
Attracting attention	• Excuse me...
Proposing a toast	• Here's to... / cheers

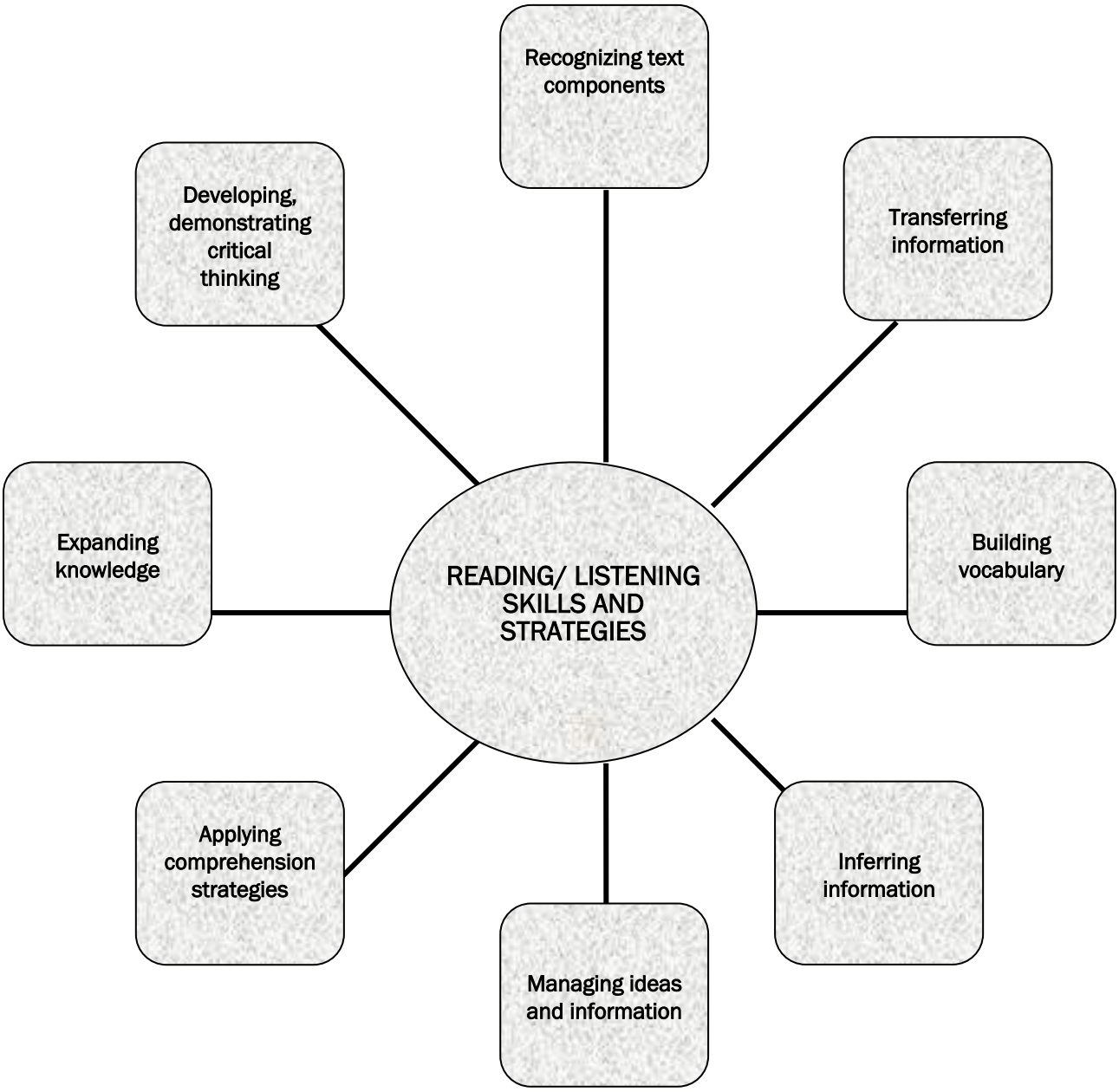
NB: Exponents in **bold type** are new to the learners.

Second year

PREAMBLE

The present English programme for second year secondary education students is a common core programme designed for all branches i.e. Arts, Economics, Sciences and Technology. Provision has been made to ensure that the targeted aims, skills, strategies and the linguistic content are common to learners in all branches. Nevertheless, at the implementation level, the specific features of the Arts and the Economics and Services branches are catered for through appropriate topics, text types and the required relevant activities.

READING / LISTENING SKILLS AND STRATEGIES

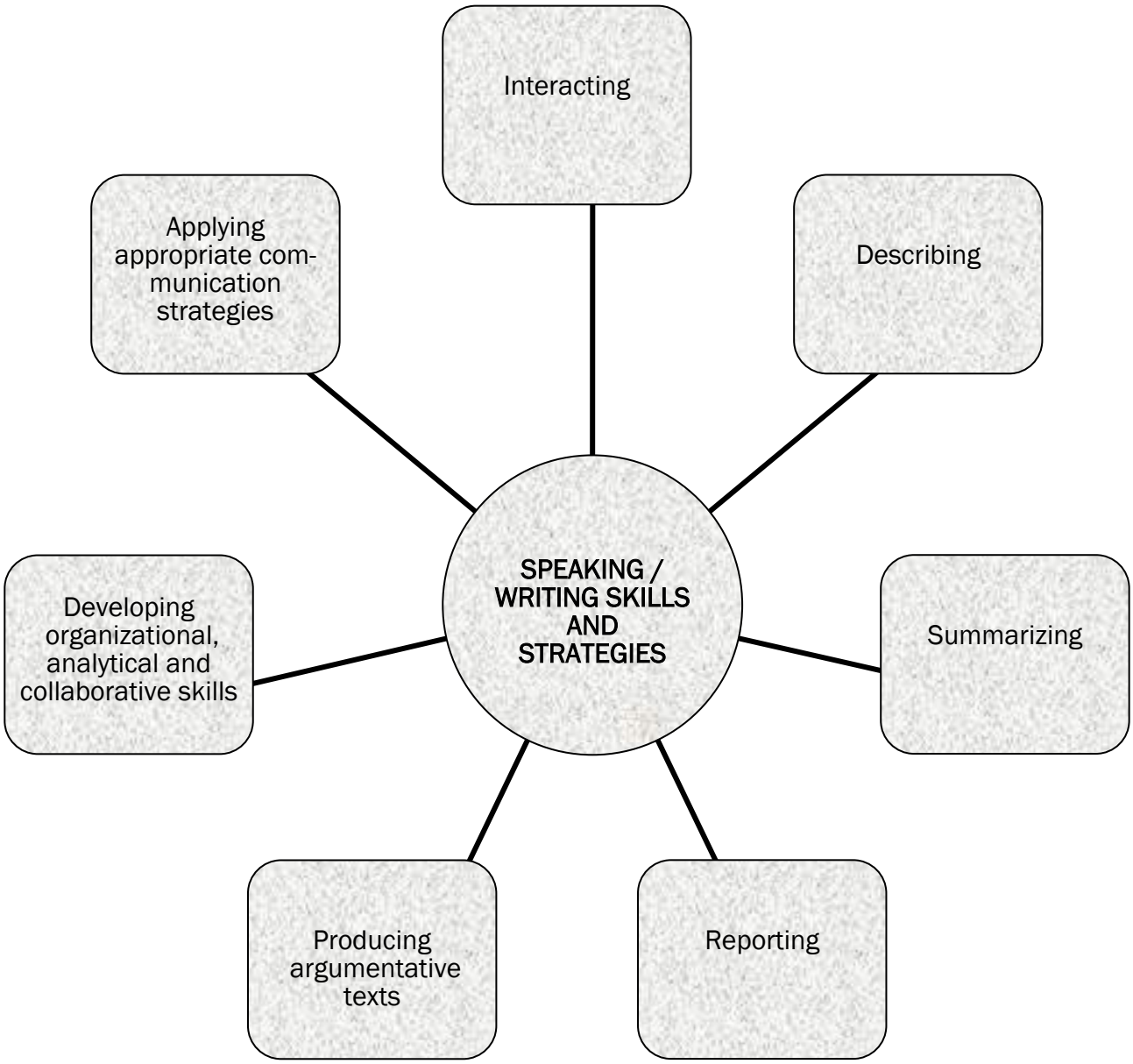


AIMS	SKILLS AND STRATEGIES	EVALUATION REQUIREMENTS: see figures 2 and 3 pages 6 and 7
RECOGNIZING TEXT COMPONENTS	1. Recognize the relationship between form (pronunciation, intonation, syntax, linguistic exponents, punctuation, capitalization…) and meaning 2. Recognize reduced forms of words and elliptical forms in grammatical units 3. Recognize cohesive devices, discourse markers and advance organizers 4. Recognize relations between parts of a text through cohesion devices (reference, conjunction, ellipsis, substitution and lexical cohesion: synonymy, hyponymy and collocation)	
TRANSFERRING INFORMATION	5. Respond to a sequence of directions 6. Transfer information onto a table, diagram, chart, map, graph, form 7. **Paraphrase chunks of familiar texts** 8. **Map out an oral /written text**	
BUILDING VOCABULARY	9. Identify core vocabulary items in a variety of texts 10. Use paper or electronic dictionaries to check pronunciation, spelling or meaning and / or expand / refine own vocabulary 11. Guess the meaning of unfamiliar words through context, context clues and word formation	
INFERRING INFORMATION	12. Identify implicit logical relations 13. **Infer connections between events** 14. **Deduce causes and effects from events described**	
MANAGING IDEAS AND INFORMATION	15. Distinguish the main idea from supporting details 16. Differentiate between relevant and irrelevant information 17. Categorize ideas/information (general/specific, whole/part, sequence/step.) 18. **Demonstrate understanding of extended messages of various types** 19. Identify logical relationships signalled by thought connectives 20. Follow a sequence of events in narratives and descriptions, chronology in events and facts, steps in a process 21. Tap on different sources to get specific information/answer specific questions 22. Identify the communicative value of utterances / texts	
APPLYING COMPREHENSION STRATEGIES	23. Select the strategy appropriate to one's purpose and / or the nature of text. 24. Build on prior acquisitions to further enhance learning 25. Predict content and plausible outcomes from events described 26. Skim a text to identify/infer the main idea through key words, topic sentences or beginnings/ends of paragraphs 27. Scan for specific information 28. **Make notes to get an outline**	

NB : Skills and strategies in **bold type** are new.

AIMS	SKILLS AND STRATEGIES	EVALUATION REQUIREMENTS: see figures 2 and 3 pages 6 and 7
APPLYING COMPREHENSION STRATEGIES	29. Consolidate reading at a rate of 200 words per minute (timed reading to answer questions or perform a task) 30. Develop autonomy in reading / listening to texts of different types / genres according to purpose	
EXPANDING KNOWLEDGE	31. Acquire knowledge of the language (vocabulary, grammar and rules of discourse) 32. Acquire knowledge about a given topic 33. Extract salient points for subsequent use in speaking/ writing tasks, portfolio or project work 34. Expand one's knowledge of the world 35. **Develop awareness of aspects of the target culture** 36. Compare one's culture to that conveyed in texts 37. Develop appreciation of self, environment and culture	
DEVELOPING AND DEMONSTRATING CRITICAL THINKING	38. Differentiate between fact and opinion 39. Judge the accuracy of information with respect to other sources and/or the reader's knowledge of the world 40. Distinguish between factual statements, ironical statements or exaggeration 41. Evaluate information or ideas (express judgement if information is correct, reasonable, surprising, socially/morally acceptable, relevant, thought provoking, interesting, biased) 42. Infer and evaluate the writer's intention 43. Demonstrate appreciation of different text types / genres 44. Demonstrate internalization of language, ideas and information	

SPEAKING / WRITING SKILLS AND STRATEGIES



AIMS	SKILLS AND STRATEGIES	EVALUATION REQUIREMENTS : see figures 2 and 3 page 6 and 7
INTERACTING	1. Make / respond to requests, invitations, offers, suggestions, apologies 2. Express / respond to warning, threat, regret, blame, surprise, obligation 3. Enquire about / express agreement, disagreement, possibility, probability 4. Give /write directions (using a map, a schedule, etc.) 5. Make statements about facts/concrete situations 6. Make **elaborate** hypothetical statements 7. Support one's opinion with arguments 8. Ask for / give information appropriately according to context 9. Compare objects, people, places, moods, feelings and attitudes 10. Express opinion /make judgements about specific issues / topics 11. Exchange information through telephone conversations, letters or e-mail messages, **telegrams, fax messages**	
DESCRIBING	12. Produce descriptions or captions to match illustrations related to a specific topic area 13. Produce physical/moral description of self, family and friends 14. Describe a sequence of actions, events and steps of a process with/without explicit cohesion 15. Describe habits and conditions 16. Talk about future events and plans 17. Describe one's impressions, feelings, opinions (e.g., about one's stay somewhere, a particular event or situation)	
SUMMARISING	18. Write guided summaries(notes, outline, gapped text) 19. Give a summary of the main points of an oral presentation / a written text	
REPORTING	20. Report actions, incidents, events 21. Produce reports from notes, observation, table, chart	
PRODUCING ARGUMENTATIVE TEXTS	22. **Make a case** 23. Persuade people to do something orally or in written form 24. **Defend a cause, a claim**	

AIMS	SKILLS AND STRATEGIES	
DEVELOPING ORGANIZATIONAL, ANALYTICAL AND COLLABORATIVE SKILLS	25. Reinvest new words/expressions from core vocabulary and new structures in one's speech /writing 26. Use logical connectors of addition, sequence, comparison/contrast, cause, consequence to achieve coherence 27. Use language forms appropriate to different communicative situations (register) 28. Produce an outline for a description, a narration, an argumentation or a comparison / contrast essay / talk 29. Select information from more than one source and reinvest it in speech or writing	**EVALUATION REQUIREMENTS : see figures 2 and 3 page 6 and 7**
APPLYING APPROPRIATE COMMUNICATION STRATEGIES	30. Work in pairs /groups to perform a task such as solving a problem 31. Reinvest real world knowledge and experience in one's speech / writing 32. Express one's appreciation of peers' contribution (praise/tactful evaluation/interest) **Skills specific to speaking :** 33. Pronounce properly at word, sentence and discourse levels 34. Produce appropriate intonation patterns in statements and questions 35. Speak fluently in interactive situations without worrying too much about mistakes 36. Recite rhymes and poems in an expressive manner 37. Demonstrate appropriate use of social skills required in interactional contexts: Use conversational strategies for opening/closing conversations, taking turns, holding the floor, switching topics as well as repair and body language **Skills specific to writing :** 38. Use capitalization and punctuation marks appropriately (capital letters, full stops, question / exclamation marks, commas.) 39. Write notes and memos (explanations, apologies, arrangements, enquiries and requests) 40. Reinvest knowledge about text structure and its linguistic features in writing (imitate stories and extended texts read recently) 41. Write an introductory / concluding sentence to a paragraph or short text 42. Write as quickly as possible for a specified period of time without pausing to correct form 43. Write a coherent essay (with an introduction, body and conclusion) from an outline	

AIMS	SKILLS AND STRATEGIES	EVALUATION REQUIREMENTS : see figures 2 and 3 pages 6 and 7
APPLYING APPROPRIATE COMMUNICATION STRATEGIES	44. **Consolidate** writing as a process: produce 4-5 compositions a year. Length varies from 130 to 180 words depending on task requirements Pre-writing : focus on task d) define purpose for writing and target audience e) generate ideas through brainstorming or other techniques f) organize points / ideas, follow a model outline Composing, drafting: focus on meaning a) write a first draft b) share and respond (peer review) c) revise, rewrite as many times as necessary Finalizing the product : focus on meaning and form d) edit (follow a checklist to correct usage, spelling and punctuation). e) use a dictionary to check spelling / usage and to select lexical substitutes f) make final adjustments in content, format and layout 45. Develop as an autonomous, creative writer through frequent personal writing (writing poetry, short stories, limericks, keeping a diary)	

COMPONENTS OF THE PROGRAMME

1. TOPICS

TOPIC AREAS	SUB TOPICS	MATERIALS
FAMILY LIFE AND RELATIONSHIPS	family composition – boys and girls –feelings – love – cooperation –harassment – respect for others – altruism – solidarity – honesty	• **Linear texts :** prose (descriptive, narrative, persuasive, expository, argumentative) poetry, fiction / non fiction, plays, newspaper articles, magazines, novels lectures, conversations, dialogues, monologues, dictionaries, thesaurus, books, bibliographic references, auditory texts, presentations, journals, diaries • **Non-linear texts :** brochures, maps, graphs, cartoons, menus, charts, shopping lists, tickets, timetables, news casts… • **Visual materials :** illustrations, pictures, cartoons… • **Electronic media :** educational TV programs, audio / video cassettes, CD roms, DVDs, software, Internet sites, online information…
SCIENCE AND TECHNOLOGY	computers – lnternet – mobile phones– multimedia – inventions – genetic engineering – communications technologies – medicine – research – health	
SOCIAL PROBLEMS	violence – youth problems – discrimination – overpopulation – child labour – famine –malnutrition – poverty – unemployment	
COMMUNICATING WITH OTHERS	correspondence – e-mail – chatrooms – club membership – friendship – penfriends	
SOCIAL LIFE	travel – holidays – leisure activities–entertainment – facilities – hobbies – eating out – D.I.Y. – recipes – consumerism – computer games – sports	
EDUCATION	why study – why learn English – school life – exams – degrees – qualifications – school and family – virtual schools – distance learning –clubs	
PROFESSIONAL LIFE	employment – jobs – careers –promotion – success – training – hard work	
ATTITUDES AND VALUES	civism – voluntary work – fair play – tolerance – standards of conduct – democracy – appropriate behaviour	
RIGHTS AND DUTIES	human rights – children's rights – women's rights – equality – citizenship –civil rights – law and order – justice	
ECOLOGY	quality of life – landscapes – seasons – environmental issues	
MEDIA AND ARTS	arts – drama – shows – concerts – cinema – music – newspapers – TV – videos – DVDs – libraries	

The table above shows the topic areas common to all branches. The following topics supplement the common core programme for the **Economics** branch:

Business:
- Advertising
- Offices
- Office work
- Businesses
- Business correspondence
- Purchasing power
- Accountancy

Employment:
- Industrial relations
- Employment and training
- Parental leave
- Job hunting

The **Arts** branch programme includes:

- five or six 600-word extracts adapted from a major contemporary literary work
- five or six samples of literary genres : poems, short stories and excerpts from plays.

2.GRAMMAR

1. Definite, indefinite articles ; the + country ; the + adjective = plural
2. WH words (how much, how many, **whose**, which)
3. **Countable , non-countable nouns**
4. Some, any, no , **someone, somebody, something, somewhere** ; **no one, nobody, nothing, nowhere ; anyone, anybody, anything, anywhere in interrogative and negative sentences**
5. **Positive sentence with negative tag ; negative sentence with positive tag**
6. Have got = have
7. Place of adjectives
8. The superlative (short and long forms)
9. Regular and irregular adverbs
10. **Present continuous with future meaning**
11. Going to + verb = intention
12. The future (will + verb) in the affirmative, negative and interrogative forms
13. The present perfect (affirmative, negative and interrogative forms) with just, **since**, **for, already, yet** and **adverbs of frequency**
14. **The present perfect continuous**
15. The simple past with **ago, then, at that time**
16. **Used to**
17. Irregular verbs
18. Wish + simple past
19. Like/ enjoy/avoid/practise doing something
20. The past progressive
21. The past perfect
22. The genitive with **distance and duration**
23. **Possessive pronouns**
24. To + infinitive, **in order to + infinitive, so that + clause**
25. Prepositions + time expressions
26. **Quantifiers (a few, a little, a lot)**
27. **The passive (past tense)**
28. **Reported speech** (present tense; **past tense** ;changing pronouns)
29. Compounding
30. Affixation
31. **Let sb do sth / make sb do sth / have sb do sth / want sb to do sth**
32. **Reflexive pronouns**
33. If + present → present ; If + present → future ; if + simple past → present conditional ;
34. Would like + infinitive ; **would like + noun phrase + full infinitive**
35. **Quite + adjective ;very + adj ; too + adj ; adj + enough**
36. **So + adjective / adverb + that**
37. Relative clauses with who, that, which, **where, when** and **whose**
38. **Still, no longer, no more, any longer, any more**
39. Linkers (**therefore**, as a result, **that's why**, before, then, after, **besides, moreover**)
40. **Either** in end position (negative)
41. **Not only…. but also**
42. Modals (may, can, **must = deduction,** could, might, should, **ought to, had better, needn't**, **should have**)
43. **Be able to, be capable of**
44. **More and more + adjective, less and less + adjective**
45. **The more…. the more**

3. COMMUNICATIVE FUNCTIONS AND EXPONENTS

1. Imparting and seeking factual information	
Identifying	• Demonstrative pronouns (this, that, these, those) + BE + NP • Demonstrative adjectives (this, that: these, those) + N + BE + NP • Personal pronouns (subject form) + BE + NP • Declarative sentences • Short answers *(Yes, he is, etc.)*
Describing, narrating, reporting	• **Declarative sentences** • **Head-clause containing verb of saying (e.g. To say)** • **Thinking, etc + complement clause (indirect speech)**
Correcting	• Same exponents as above; in addition: adverb no • Negative sentences with not • Sentences containing the negation-words never, no (adjective), nobody, nothing
Asking	• Interrogative sentences (yes/no questions) • Declarative sentences + question intonation • Question-word sentences with: when / where / why / what (pronoun) • Which (pronoun) / who / what (adjective) / which (adjective) • How + far / much / 1ong etc. • Whose (pronoun and adjective) • **Tell me + sub-clause / tell me about + NP**

2. Expressing and finding out intellectual attitudes	
a) Expressing agreement and disagreement	
Agreement	• **I agree** / that's right / of course (not) / yes / certainly / • Affirmative short answers (it is, I am, I can, he may, etc.)
Disagreement	• **I don't agree / I don't think** so / No / That's incorrect • Negative short answers
Inquiring about agreement or disagreement	• Do you agree? / Do you think so, too? / **Don't you agree**? / **Don't you think so**? • short questions
Denying something	• No (adverb) • Negative sentences with not • Sentences containing the negation words *never, no (adjective), nobody, nothing* • Negative short answers
Accepting an offer or invitation	• Thank you / Yes, please / **That will be very nice** / With pleasure!
Declining an offer or invitation	• No, thank you • **I'm afraid I cannot...**
Inquiring whether offer or invitation is accepted or declined	• **Will you + VP (do it, come, etc.)**
Offering to do something	• Can I + VP
Stating whether one remembers or has forgotten something or someone	• I remember / I don't remember + noun (-group)/pronoun • I remember / I don't remember + gerund • I remember / I don't remember + that + clause • I have forgotten (to bring my glasses etc)
Inquiring whether someone remembers or has forgotten something or someone	• Do you remember + noun (-group)/ pronoun • Do you remember + gerund • Do you remember + that-clause • Have you forgotten to (bring your glasses, etc.)

b) ***Expressing whether something is considered possible or impossible***	
Possibility	• NP + can + VP • It is possible + ø
impossibility	• NP + cannot + VP • It is impossible
Inquiring whether something is considered possible or impossible	• Is it possible + ø / Can + NP + VP
Expressing capability and incapability	• NP + can + VP • NP + cannot + VP • **NP + BE able to + VP** • **NP + BE not able to + VP** • **NP + BE unable to + VP**
Inquiring about capability or incapability	• Can + NP + VP • **Cannot + NP + VP** • **BE + NP + able to + VP** • **BE not + NP + able to + VP** • **BE + NP + unable to + VP**
Expressing whether something is considered a logical conclusion (deduction)	• So + declarative sentence
Expressing how certain / uncertain one is of something	• I am sure / certain + ø / that clause • I think + so • I think that + clause • Perhaps... • NP + may + VP • I am not sure + ø / that clause • I don't think + so • **I don't believe + noun (-group) / pronoun** • NP + cannot + VP
Inquiring about how certain / uncertain others are of something	• Are you (quite) sure + ø / that clause ? • Do you think + ø / that clause ?
Expressing, one is / is not obliged to do something	• I must + VP (similarly with we)
Inquiring whether one is obliged to do something	• Must I + VP (similarly with we) ?
Expressing others are / are not obliged to do something	• You must (not) + VP • NP + must (not) + VP (other persons) • **It is (not) necessary**
c) Giving and seeking permission to do something	
Giving permission	• You may / can + VP(answering a request) • Of course / of course you may • (That's) all right
Seeking permission	• May I / can I + VP ? • Let me + VP • **Do you mind + if- clause ?**
Stating that permission is withheld	• NP + must not + VP • Don't + VP

3. Expressing and finding out emotional attitudes	
Expressing pleasure, liking	• This is very nice (/pleasant) • I like + noun (-group) / pronoun / V_{ing} + very much • I enjoy + noun (-group) / pronoun / V_{ing} + very much • I love + noun (-group) / pronoun / V_{ing} + very much • A very good + noun
Expressing displeasure	• This is not very nice / pleasant • I don't like + noun (-group) / pronoun / V_{ing} + very much / at all • I don't enjoy + noun (-group) / pronoun / V_{ing} + very much / at all • I hate noun (-group) / pronoun / V_{ing} / V_{to}
Inquiring about pleasure, liking, displeasure, dislike	• Do / Don't you like + noun (-group) / pronoun / V_{ing} / V_{to} • Do / Don't you enjoy + noun (-group) / pronoun / V_{ing} / V_{to} • Would you like + noun (-group) / pronoun / V_{to}
Expressing surprise	• This is a surprise! • **Fancy +V_{ing}...** • How nice + V_{to} • What a surprise! / it's surprising! / I'm surprised + that-clause
Expressing hope	• I hope + so / that-clause
Expressing satisfaction	• This is very good / nice • It's (quite) all right now • **This is just what (I want(ed) / need(ed) / mean(t) / have(had) in mind**
Expressing dissatisfaction	• I don 't like this • This is not right yet • **This is not what I (want(ed) / need(ed) / mean(t) / have(had) in mind**
Inquiring about satisfaction or dissatisfaction	• Is it all right now? • Do you like this? • **Is this what you (want(ed) / need(ed) / mean(t) /have(had) in mind?**
Expressing disappointment	• That's a (great) pity • I'm very sorry + V_{to}
Expressing fear or worry	• I'm afraid I I'm worried (+ about NP)
Inquiring about fear or worry	• Are you afraid? • Are you worried? • **You aren't afraid, are you?**
Expressing preference	• I prefer + noun (-group) / pronoun / V_{ing} • **I'd rather + V_{inf} … (than)**
Inquiring about preference	• Which do you prefer? • Would you prefer + V_{ing}
Expressing gratitude	• Thank you (very much (indeed)) • It is / was very nice of you (+ V_{to}) • It is / was very kind of you (+ V_{to})
Expressing sympathy	• I am (so) sorry / glad / delighted + V_{to}
Expressing intention	• I'm going + V_{to} • I'll + V_{inf} • I I'm thinking of + V_{ing}
Inquiring about intention	• Are you going + V_{to}? • Will you + V_{inf}? • **Are you thinking of + V_{inf}?**
Expressing want, desire	• I want + noun (-group) / pronoun / V_{to} • I 'd like + noun (-group) / pronoun / V_{to} • **May I have + noun (group) / pronoun (,please)?**
Inquiring about want, desire	• Do you want + noun (-group) / pronoun / V_{to} • Would you like + noun (-group) / pronoun / V_{to}

4. Expressing and finding out moral attitudes	
Apologizing	• I am (very) sorry • Excuse me, please • **I do apologize**
Granting forgiveness	• That's all right / it's all right now • **It doesn't matter (at all)**
Expressing approval	• Good! / Excellent! / That's fine!
Expressing disapproval	• It's not very nice • You shouldn't + V_{inf} • **You shouldn't + have + V_{ed}**
Inquiring about approval or disapproval	• Is this all right? • **Do you think this is all right?**
Expressing appreciation	• (It's) very good / (It's) very nice
Expressing regret	• That s a (great) pity • **I am so / very sorry** + that-clause • I am so / very sorry + if-clause
Expressing indifference	• It doesn't matter • **I don't care** • **I don't mind ø / I don't mind + if-clause**

5. Getting things done (suasion)	
Suggesting a course of action (including the speaker)	• Let's + VP • What about + V_{ing} • We could + VP • **We might + VP**
Requesting others to do something	• Please + VP / Could you (please) + VP / Would you (please) + VP • Can I have + NP + V_{ed} (, please)?
Inviting others to do something	• What / how about + NP / V_{ing}? • Would you like + V_{to}
Advising others to do something	• Why don't you + VP • You should + VP
Warning others to take care or to refrain from doing something	• Be careful! • Mind + NP! (e.g. Mind your head!) • Don't + VP • Look out!
Instructing or directing others to do something	• Imperative sentences

6. Socializing using language	
Greeting when meeting people	• Hello / good morning (afternoon/evening) • Hello / how are you? • (I'm fine, thank you) how are you? • I'm very well, thank you, and how are you?
Greeting when introducing people and when being introduced	• This is … • **I'd like you to meet …** • Hello / **How do you do** (response)
Taking leave	• Good-bye / bye-bye / good night / cheerio • I'll see you tomorrow (/next week, etc.)
Attracting attention	• Excuse me...
Proposing a toast	• Here's to... / cheers / ø

NB: Exponents in **bold type** are new to the learners.

Years 3 and 4

PREAMBLE

The present English programme for secondary education students is a common core programme intended for all sections (Arts, Economics and Management, Maths, Experimental Sciences, Technology, Computer Science and Multimedia). At the implementation level, however, the specific features of the Languages and Humanities sections are catered for through additional appropriate topics, text types and activities to be covered in the additional time allotted to these sections.

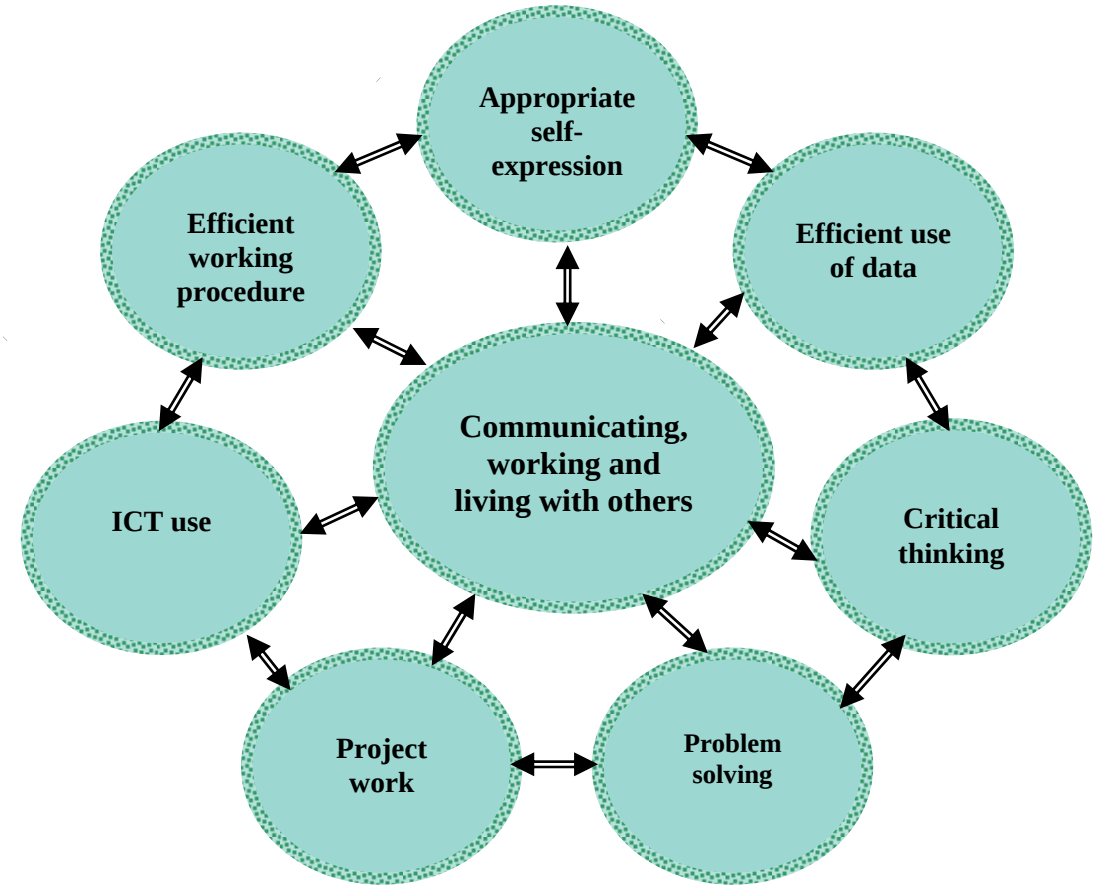
THE STATUS OF ENGLISH AS A SUBJECT MATTER AND ITS CONTRIBUTION TO THE ACHIEVEMENT OF THE CROSS CURRICULAR LEARNING GOALS

As a means of communication, English will foster learner self-expression as well as appropriate interaction with peers and other interlocutors, which, in turn, will ensure access to universal culture through anglophone contexts.

As a subject matter, English will develop the learner's analytical and critical skills required by the syllabus mainly by drawing upon prior and academic knowledge to comprehend and use language as a system orally and in written form.

Both as a means of communication and a subject of study, English will be a means to collect information, process data and use communication technology, be it at the individual or cooperative modes through efficient working procedures.

The diagram below shows how the targeted skills and strategies interrelate.



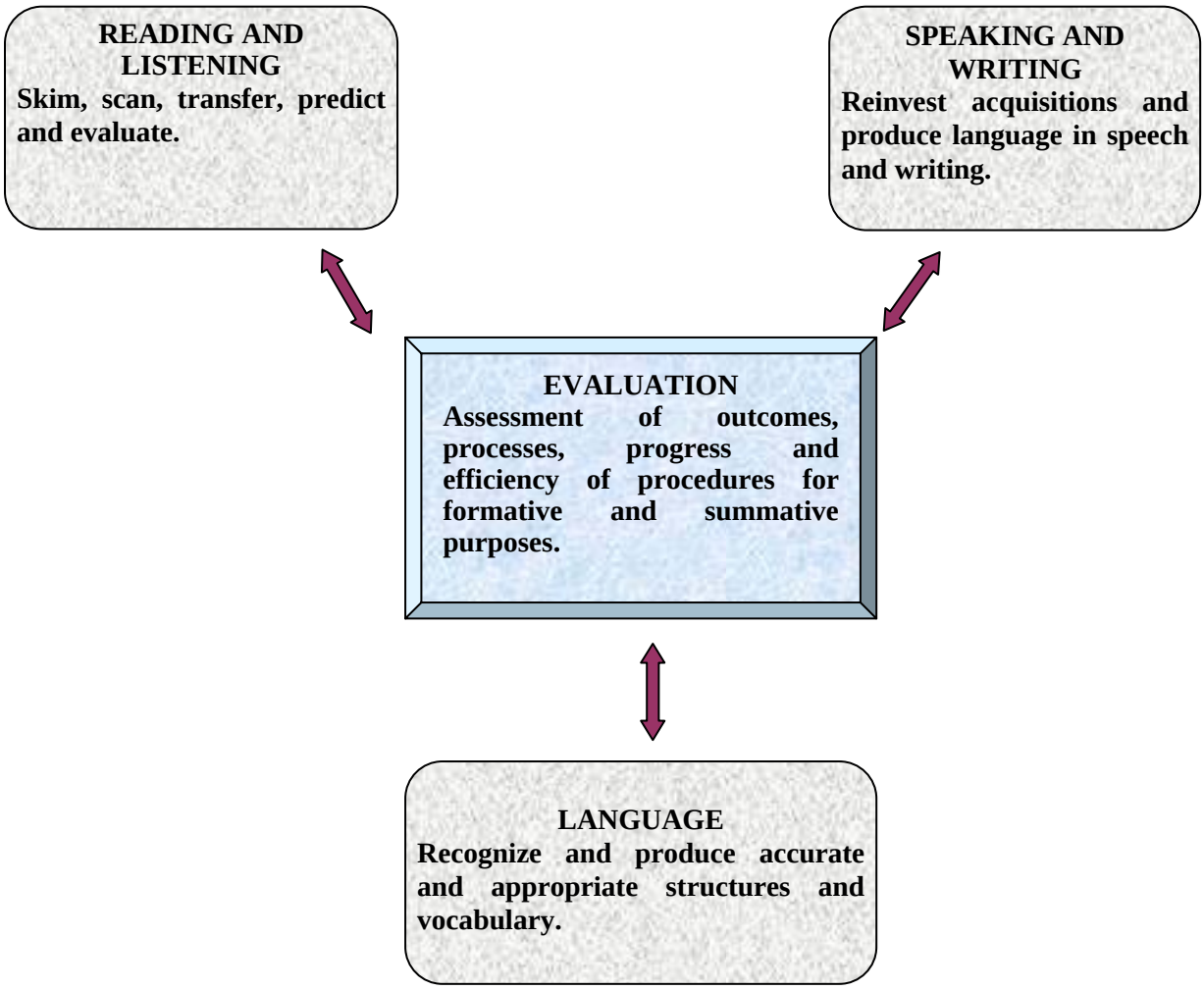
PRINCIPLES, ASSUMPTIONS AND METHODOLOGY

- The learner is at **the core** of the learning process. S/he is seen as an intelligent human being who comes to class with an attitude toward the language and toward learning.
- Language is seen as **a means of communication** (interactional, transactional and functional) rather than a set of decontextualized grammatical structures, word lists and isolated language skills.
- Language is seen as **a system** that has lexis, grammar as well as linguistic structures and patterns which can be used **to create various discourse forms or text types**. Knowledge of grammar and how it functions contribute to effective language use.
- The teaching / learning process should foster **learner independence** to enable the learner to use English effectively both in its spoken and written forms so that he/she may continue learning by himself/herself, beyond the programme.
- Language learning is seen as incidental but **the teacher should create conditions conducive to learning**.

What follows from these considerations is that :

- **The learner becomes an active user of English** in the contexts and activities proposed in each lesson rather than a passive recipient of input provided by the teacher.
- **The learner needs to understand how the language system works** and how language conventions can **vary according to purpose, audience, context and culture** and apply this knowledge in speech and writing in both formal and informal situations.
- **The learner**'s participation and **interaction** are important in learning the language and fostering **self-confidence and social relationships** among learners. Such relationships and interactions among learners within the context of learning English will **nurture** in learners **positive values and a sense of identity**.
- **The teacher acts as a professional, creative manager of classroom activities and of student learning**.
- The language **skills** are developed as skill categories which **comprise several subskills and strategies** ; their natural **convergence is a basic principle** to be implemented.
- **Lessons** serve not only to teach language items but also to develop new learning skills and strategies and / or help to transfer them from/to French and Arabic.
- **Project work activities, portfolios, research and web quests** are meant to foster socio-psychological skills, research strategies and learner autonomy.
- **The topics and activities** interest the learners , challenge both their intelligence and their language ability and contribute to their linguistic and cognitive development.

- **Texts** are treated as representative of particular **genres** depending on the purpose and the target audience.
- **Words and structures** are presented in **meaningful contexts**.
- Language skills, lexis, grammatical structures, functions, text types and other language components are taught and **recycled at increasing levels of difficulty through the variation of activities and contexts**.
- **Assessment**
  - Learner assessment follows naturally from the teaching/learning activities done in class. It is **both formative and summative, process and product oriented**.
  - **Formative assessment is an ongoing process**. It is intended to help pupils in their development by providing information on what a learner can do as an English language learner / user in relation to the syllabus and its outcomes.
  - Learner assessment is part of the learning process.
  - Summative assessment is intended to be an indicator of learners' achievement. It is carried out at the end of a period of study. Completed projects and portfolios can also be subject to such an evaluation.



IN READING AND LISTENING

The learner will be assessed on his/her ability to read / listen to various types of texts and

- **read/listen for gist**
- **scan for details**
- **distinguish between relevant and irrelevant information**
- **transfer information**
- **predict plausible outcomes**
- **guess meaning of words from context**
- **answer reference and inference questions**
- **evaluate and respond to evaluation**
- **react to content, attitude and different points of view.**

Assessment will encompass not only outcomes but also processes, progress achieved and efficiency of the procedures followed in both individual and collaborative modes.

IN LANGUAGE

The learner will be assessed on his/her ability to recognize/ use accurate grammatical structures and appropriate vocabulary at word, sentence and text levels.

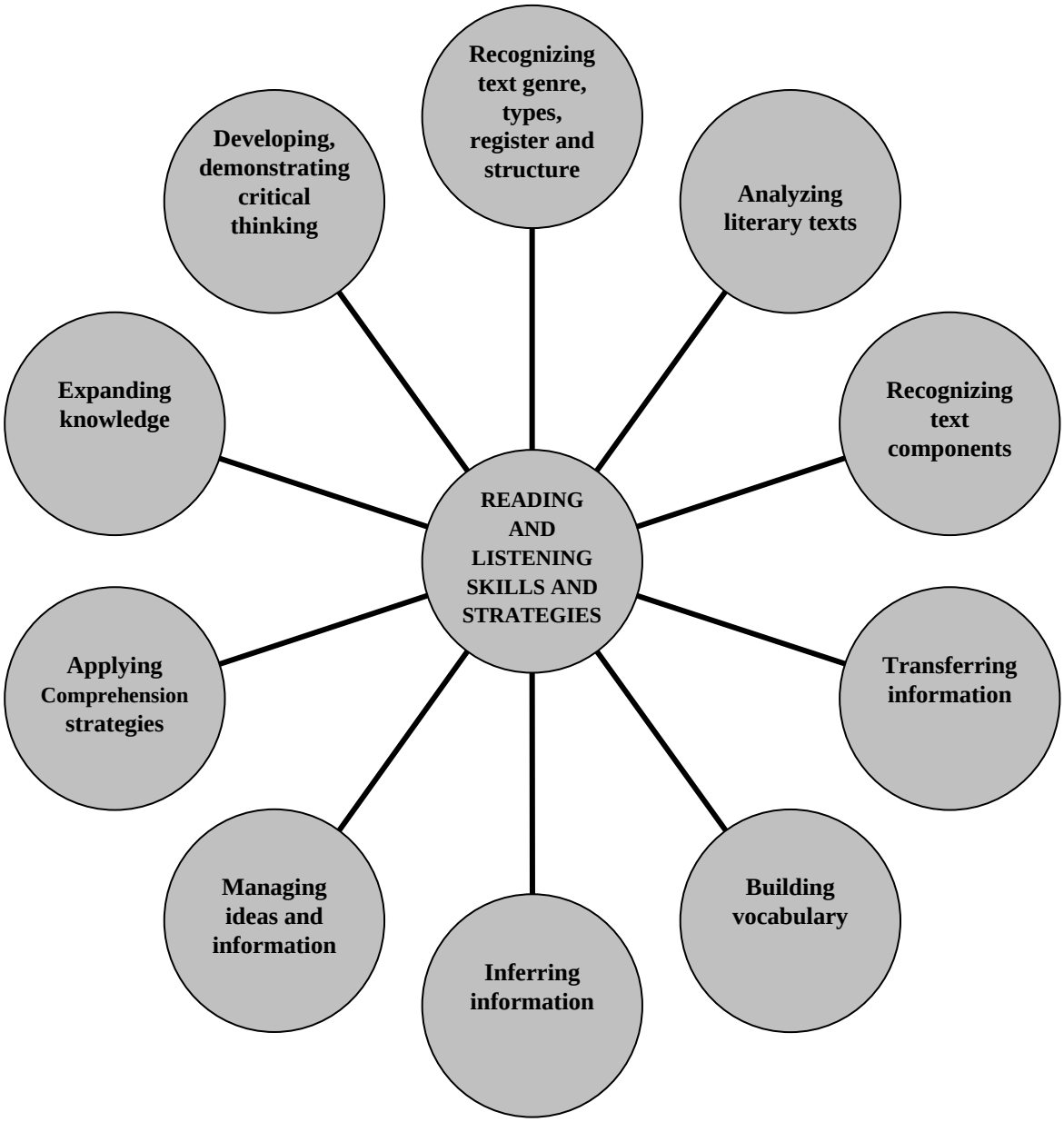
IN SPEAKING AND WRITING

The learner will be assessed on his/her ability to :

- **speak fluently in interactive communication**
- **speak/write formally/informally to respond to an audience in a variety of contexts**
- **speak/write and make presentations on a variety of topics using appropriate language for information and social interaction**
- **reinvest new words/expressions in one's speech or writing**
- **report, narrate, describe incidents/events related to own experience in speech or writing**
- **use logical connectors, capitalization and punctuation marks correctly**
- **apply the writing process to produce a piece of writing using appropriate layout and style**
- **produce project reports**

Third year

READING AND LISTENING SKILLS AND STRATEGIES



SKILLS	STRATEGIES	
RECOGNIZING TEXT GENRE, REGISTER AND STRUCTURE	1. **Identify the genre (poetry, prose, fiction, non-fiction) and register (formal, informal) of a text (descriptive, narrative, argumentative, academic, non-academic, specialized, non-specialized)** 2. **Draw on background knowledge (formal, conceptual and cultural) to predict content and text structure** 3. **Recognize text structure**	**EVALUATION CRITERIA : see figures 2 and 3 pages 40 and 41**
RECOGNIZING TEXT ELEMENTS AND THEIR RELATIONSHIPS	4. Recognize the relationship between form (pronunciation, intonation, grammatical category, syntax, functional exponents, punctuation, capitalization…) and meaning 5. Recognize reduced forms of words and elliptical forms in grammatical units 6. Recognize cohesive devices, discourse markers and advance organizers 7. Recognize relations between parts of a text through cohesion devices (reference, conjunction, ellipsis, substitution and lexical cohesion: synonyms, hyponyms, collocation, etc.)	
TRANSFERRING INFORMATION	8. Respond to oral / written input (instructions, directions, different types of texts) 9. Transfer information onto a table, diagram, chart, **flow chart,** graph, form… 10. **Paraphrase oral / written input** 11. Map out an oral / written text 12. **Read / listen to extended texts appropriate to the level and report orally or in writing on gist, main points and specific details**	
BUILDING VOCABULARY	13. Identify core vocabulary items in a variety of texts/topic areas 14. Guess the meaning of unfamiliar words through context clues, context and word formation 15. Associate words to get collocations 16. Use paper or electronic dictionaries to check pronunciation, spelling or meaning 17. **Match dictionary choices with context at hand and explore nuances** 18. Use paper or electronic dictionaries to expand/refine own vocabulary	
INFERRING INFORMATION	19. Infer implicit logical relations within and across paragraphs 20. Infer connections between events 21. Infer causes and effects from events described 22. Infer attitudes and outcomes	
MANAGING IDEAS AND INFORMATION	23. Distinguish the main idea from supporting details 24. Differentiate between relevant and irrelevant information 25. Categorize ideas/information (e.g., general/specific, whole/part, sequence/step, etc.) 26. **Demonstrate understanding of extended messages of various types** 27. Identify logical relationships signalled by thought connectors 28. Follow a sequence of events in narratives and descriptions, chronology in events and facts, steps in a process 29. Tap on different sources to answer specific questions 30. Identify the communicative value of utterances / texts 31. Use the strategy appropriate to the nature of text and / or purpose of reading. 32. Build on prior knowledge to further enhance learning	

N.B. : Items in **bold type** are new at this level.

SKILLS	STRATEGIES	
APPLYING COMPREHENSION STRATEGIES	33. **Process speech involving dysfluency features (false starts, corrections, laughter…)** 34. Predict content and plausible outcomes from events described 35. Skim a text to identify / infer the main idea through key words, topic sentences or beginnings / ends of paragraphs 36. **Provide titles for texts and subtitles for paragraphs** 37. **Scan large texts (newspaper, guide, telephone book, brochure…) for specific information** 38. **Get the gist of extended reading / listening texts.** 39. **Make notes to get an outline or a summary** 40. **Develop a reading rate of 250 words per minute (timed reading, to answer carefully calibrated questions or perform a task)** 41. Develop as an autonomous reader	**EVALUATION CRITERIA : see figures 2 and 3 pages 40 and 41**
EXPANDING KNOWLEDGE	42. Acquire knowledge of the language (vocabulary, grammar and rules of discourse) 43. Acquire knowledge about a given topic 44. Extract salient points for subsequent use in speaking, writing, portfolio or project work 45. Expanding one's knowledge of the world 46. **Develop awareness of aspects of the target culture** 47. Compare one's culture to that conveyed in the text 48. Develop appreciation of self, environment and culture	
DEVELOPING AND DEMONSTRATING CRITICAL THINKING	49. Differentiate between fact and opinion 50. Judge the accuracy of information with respect to other sources and / or the reader's knowledge of the world 51. Distinguish between factual statements, ironical statements or exaggeration 52. Evaluate information or ideas (express judgment if information is correct, reasonable, surprising, socially / morally acceptable, relevant, thought provoking, interesting, biased…) 53. Infer and evaluate the writer's intention 54. Demonstrate appreciation of different text types / genres	
ANALYSING LITERARY TEXTS	55. **Identify genre** 56. **Identify features of the genre** 57. **Identify organizational structures and graphic features of texts** 58. **Locate and analyze elements of plot and characterization** 59. **Identify basic facts and essential ideas** 60. **Distinguish between literal and implied meanings** 61. **Identify purpose, attitude and point of view of the writer** 62. **Evaluate and react to content**	

SPEAKING AND WRITING SKILLS AND STRATEGIES

SKILLS	STRATEGIES	
INTERACTING	1. Make / respond to requests, invitations, offers, suggestions, apologies 2. Express / respond to warning, threat, regret, blame, surprise, obligation, **criticism** 3. Seek / give advice 4. Give / write directions (using a map, a schedule, etc.) 5. Make statements about facts / concrete situations 6. Express hypothesis, **alternative, projection and extrapolation** 7. Ask for / give information appropriately according to context 8. Exchange information **in real or simulated situations** through telephone conversations, letters or e-mail messages, telegrams 9. Express opinion / judgments about specific issues / topics 10. **Express different degrees of certainty / uncertainty / necessity** 11. **Ask for support, make a complaint using the proper discourse strategies** 12. **Express irony, exaggeration and make understatemen**ts 13. **Express numerical information (formulae, equations, square root…)**	**EVALUATION CRITERIA : see figures 2 and 3 pages 40 and 41**
DESCRIBING	14. Produce descriptions or captions to match illustrations related to a specific topic area 15. Produce physical/moral description of self, family and friends 16. Compare objects, people, places, moods, feelings and attitudes 17. Describe a sequence of actions, events and steps of a process with/without explicit cohesion 18. Describe habits and conditions 19. Talk about future events and plans 20. Describe one's impressions, **positive and negative** feelings, opinions (e.g. about one's stay somewhere, a particular event or situation)	
PARAPHRASING **SUMMARISING**	21. Produce guided summaries using notes, an outline or a gapped text 22. Produce a summary of the main points of an oral presentation or a written text 23. **Summarize information from various linear / non linear , oral and / or written sources** 24. **Paraphrase oral / written input**	
REPORTING	25. Report actions, incidents, events 26. Produce reports from notes, observation, table, chart	
PRODUCING ARGUMENTATIVE TEXTS	27. Support one's opinion with arguments 28. **Use a range of discourse strategies** to persuade people , orally or in writing, to do something 29. **Defend a cause, a claim (express the claim and present the defense)** 30. **Use proper strategy to make a case (express thesis , present arguments to support the thesis and make a conclusive statement)**	

N.B. : Items in **bold type** are new at this level.

SKILLS	STRATEGIES	
DEVELOPING ORGANIZATIONAL, ANALYTICAL AND COLLABORATIVE SKILLS	31. Reinvest new words/expressions from core vocabulary and new structures in one's speech / writing 32. Use connectors of **transition, explanation**, comparison, contrast, cause, consequence, **concession, summary** to achieve cohesion / coherence at sentence, paragraph and text levels 33. Use language forms appropriate to different communicative situations (register) 34. Produce an outline for a description, a narration, an argumentation or a comparison / contrast essay / talk 35. Select information from more than one source and reinvest it in speech or writing 36. Work in pairs /groups to perform a task such as solving a problem 37. Reinvest real world knowledge and experience in one's speech / writing 38. Express one's appreciation of peers' contribution (praise/tactful evaluation/interest)	**EVALUATION CRITERIA : see figures 2 and 3 pages 40 and 41**
APPLYING STRATEGIES SPECIFIC TO SPEAKING AND WRITING	**Skills specific to speaking :** 39. Pronounce properly at word, sentence and discourse levels 40. Produce appropriate intonation patterns in statements and questions 41. Speak fluently in interactive situations without worrying too much about mistakes 42. Recite rhymes and poems in an expressive manner 43. **Enact a role in a play** 44. **Give a short speech** 45. **Give a prepared oral presentation relating to information presented non verbally (in an illustration, chart, diagram, graph)** 46. Demonstrate appropriate use of social skills required in interactional contexts: Use conversational strategies for opening/closing conversations, taking turns, holding the floor, switching topics as well as repair and body language **Skills specific to writing :** 47. Use capitalization and punctuation marks appropriately (capital letters, full stops, question / exclamation marks, commas, colon, **semi-colon, dash, hyphen, quotation marks, inverted commas, highlighting: underlining, bold letters, italics)** 48. Write notes and memos (explanations, apologies, arrangements, enquiries and requests) 49. **Write personal letters (congratulations, thank you, expressing positive and negative feelings)** 50. **Write formal letters (letters of application, letters of complaint, letters of apology, letters to newspapers, filling in forms)** 51. **Write project reports** 52. **Use appropriate layout and conventions to produce different types of texts (ads, memos, telegrams, formal and informal letters)**	

SKILLS	STRATEGIES	
APPLYING STRATEGIES SPECIFIC TO SPEAKING AND WRITING	53. **Write formal letters (letters of application, letters of complaint, letters of apology, letters to newspapers, filling in forms)** 54. **Write project reports** 55. **Use appropriate layout and conventions to produce different types of texts (ads, memos, telegrams, formal and informal letters)** 56. Reinvest knowledge about text structure and its linguistic features in writing (imitate stories and extended texts read recently) 57. Write an introductory / concluding sentence to a paragraph or short text 58. Write as quickly as possible for a specified period of time without pausing to correct form 59. Write a coherent essay (with an introduction, body and conclusion) from an outline 60. Apply the writing process to produce 4-5 compositions a year. Length varies from 130 to 180 words depending on task requirements <u>Pre-writing : focus on task</u> a) define purpose for writing and target audience b) generate ideas through brainstorming ,mind mapping, using a diagram of ideas, questionnaires c) organize points / ideas, follow a model outline (selecting and focusing information, combining information) <u>Composing, drafting: focus on meaning</u> a) write a first draft b) share and respond (peer review) c) revise, rewrite as many times as necessary <u>Finalizing the product : focus on meaning and form</u> a) edit (follow a checklist to correct usage, spelling and punctuation) b) use a dictionary to check spelling and usage and to select lexical substitutes c) make final adjustments in format and layout 61. Develop as an autonomous writer through frequent personal writing (journalogs, personal diary, correspondence, stories and opinion pieces)	**EVALUATION CRITERIA : see figures 2 and 3 pages 40 and 41**

INPUT MATERIALS

- **Linear texts:**

prose (descriptive, narrative, persuasive, expository, argumentative) poetry, fiction / non fiction, plays, newspaper articles, magazines, novels, lectures, conversations, dialogues, monologues, dictionaries, thesauruses, books, bibliographic references, auditory texts, presentations, journals, diaries

- **Non-linear texts:**

brochures, maps, graphs, cartoons, menus, charts, shopping lists, tickets, timetables, news casts…

- **Visual materials:**

illustrations, pictures, cartoons…

- **Electronic media:**

educational TV programs, audio / video cassettes, CD roms, DVDs, software, Internet sites, online information…

INPUT SPECIFIC TO THE ARTS SECTION

- Extended reading
  (one short story or extracts of various genres)
- Project work activities
  (three projects)
- Literary texts
  (about six texts)

EXPECTED ORAL OUTPUT

Simple statements, dialogue exchanges, telephone exchanges, reports, debates and discussions, messages, speeches, role play, descriptions and comparisons, summaries, presentations, stories, poems, rhymes, songs, a defence speech, complaints, narratives (retelling stories from aural, written or visual input), monologues, controlled interviews.

EXPECTED WRITTEN OUTPUT

Prose (narrative, descriptive, argumentative), messages, telegrams, e-mails, notes, notices, telephone messages, lists, diary entries, summaries, reports, poems, articles, ads, letters (formal and informal), essays, reports, journals, stories, plays, project reports, brochures

1. TOPICS

TOPIC AREAS	SUB TOPICS
FAMILY LIFE AND RELATIONSHIPS	family composition – boys and girls – feelings – love – harassment – **family roles** – **generation gap**
SCIENCE AND INVENTIONS	genetic engineering – inventions – **experiments** – **scientists** – **medical research and progress** – **scientific research** – **astronomy** -
TECHNOLOGY	computers – mobile phones – **electronic devices** – **engineering** - multimedia – inventions - **communications technologies** – **gadgets** – **new technology and its impact on our daily life - networking**
ENTERTAINMENT	travel – holidays – leisure activities – facilities – hobbies – eating out – D.I.Y.– computer games – sports – **history and geography of places visited**
SOCIAL PROBLEMS	violence – youth problems – discrimination –overpopulation – child labour – famine – malnutrition – poverty
RELATING TO OTHERS	correspondence – e-mail – chatrooms – club membership – friendship – penfriends – **communities**
EDUCATION	why study – why learn English – school life – exams – degrees – qualifications – school and family – virtual schools – distance learning – clubs – **dream schools** – **autonomous learners** – **school missions** – **school culture** – **students' rights and duties** – **special education**
PROFESSIONAL LIFE	employment – jobs – careers –promotion – success **and failure** – training – hard work – new types of jobs
ATTITUDES AND VALUES	civics – voluntary work – fair play – tolerance – standards of conduct – democracy – appropriate behaviour– respect for others –altruism – solidarity – honesty – consumerism - citizenship - rights and duties - human rights – children's rights – women's rights – equality – citizenship –civil rights – law and order – justice – traditions – heroism – leadership – great people – sense of responsibility
ECOLOGY	quality of life – landscapes – seasons – environmental issues
MEDIA AND ARTS	arts – drama – shows – concerts – cinema – music – newspapers – TV – videos – DVDs – libraries

N.B. : Items in **bold type** are new at this level.

2. GRAMMAR

1. Definite, indefinite articles ; the + country ; the + adjective = plural
2. WH words (how much, how many, whose, which)
3. Countable, non-countable nouns
4. Some, any, no, someone, somebody, something, somewhere ; no one, nobody, nothing, nowhere ; anyone, anybody, anything, anywhere in interrogative and negative sentences
5. Positive sentence with negative tag ; negative sentence with positive tag
6. Have got = have
7. Place of adjectives
8. **Comparatives and superlative (short and long forms, irregular forms)**
9. **Comparison of scale**
10. Regular and irregular adverbs
11. Present continuous with future meaning
12. Going to + verb = intention
13. The future (will + verb) in the affirmative, negative and interrogative forms
14. **Will versus going to**
15. The present perfect (affirmative, negative and interrogative forms) with just, since, for, already, yet and adverbs of frequency
16. The present perfect continuous
17. **The present perfect versus the simple past**
18. The simple past with ago, then, at that time
19. Used to
20. Wish + simple past
21. Like/ enjoy/avoid/practise doing something
22. **Polite requests, offers, suggestions**
23. The past progressive
24. The past perfect
25. **The simple past versus the past perfect**
26. The genitive with distance and duration
27. Possessive pronouns
28. To + infinitive, in order to + infinitive, so that + clause
29. Prepositions + time expressions **(in, on, at)**
30. Quantifiers (a few, a little, a lot, **too few, too many, too little, too much**)
31. The passive (all tenses)
32. Reported speech (present tense; past tense ;changing pronouns)
33. Compounding
34. Affixation
35. Let sb do sth / make sb do sth / have sb do sth / want sb to do sth
36. **Phrasal verbs**
37. Reflexive pronouns
38. Reciprocal pronouns
39. Unless
40. If + present → present ; If + present → future ; if + simple past → present conditional ; **If + past perfect → past conditional**
41. Would like + infinitive ; would like + noun phrase + full infinitive

42. Quite + adjective ; very + adj ; too + adj ; adj + enough
43. So + adjective / adverb + that
44. Relative clauses with who, that, which, where, when, whose, **whom, of which**
45. **Restrictive clauses**
46. **Emphatic forms**
47. Inversions with negative adverbs at the beginning of a sentence
48. Still, no longer, no more, any longer, any more
49. Linkers (therefore, as a result, that's why, before, then, after, besides, moreover)
50. Either in end position (negative)
51. Not only…. but also
52. Modals (may, can, must = deduction, could, might, should, ought to, had better, **need**, needn't, should have)
53. Be able to, be capable of
54. More and more + adjective, less and less + adjective
55. The more…. the more
56. **Indirect questions**

N.B. : Items in **bold type** are new at this level.

3. Communicative Functions and Exponents

1. Imparting and seeking factual information	
Identifying	• Demonstrative pronouns (this, that, these, those) + BE + NP • Demonstrative adjectives (this, that: these, those) + N + BE + NP • Personal pronouns (subject form) + BE + NP • Declarative sentences • Short answers *(Yes, he is, etc.)*
Describing, narrating, reporting	• Declarative sentences • Head-clause containing verb of saying (e.g. To say) • Thinking, etc + complement clause (indirect speech)
Correcting	• Same exponents as above; in addition: adverb no • Negative sentences with not • Sentences containing the negation-words never, no (adjective), nobody, nothing
Asking	• Interrogative sentences (yes/no questions) • Declarative sentences + question intonation • Question-word sentences with: when / where / why / what (pronoun) • Which (pronoun) / who / what (adjective) / which (adjective) • How + far / much / 1ong etc. • Whose (pronoun and adjective) • Tell me + sub-clause / tell me about + NP
Comparing / making comparisons	• … is / are (not) as … as • … is / are a (much) more / less + adjective + noun+than • The are far fewer / not as many + noun as … • You can't compare + noun with + noun • You have to compare … with …

2. Expressing and finding out intellectual attitudes	
a)Asking for / Expressing opinion	
Asking for opinion	• **Do you think that …?** • **What do you feel / think about …?**
Expression opinion	• **I think / feel / believe that ….** • **In my opinion** • **To my mind …** • **As far as I am concerned**
Expressing agreement and disagreement	
Agreeing	• **I agree** / that's right / of course (not) / yes / certainly / **That's what I feel / think** • I think so, too • I **(fully)** agree with you • OK. • Affirmative short answers (it is, I am, I can, he may, etc.)
Disagreeing	• I don 't agree / I don't think so / No / That's incorrect • Negative short answers • **That' s not … / you can't say that / that's no proof** • **That's not the point / question / problem** • **But surely you don't …** • **Oh no, …**

N.B. : Items in **bold type** are new at this level.

Inquiring about agreement or disagreement	• Do you agree? / Do you think so, too? / **Don't you agree?** / **Don't you think so ?** • Short questions
Interrupting	• **Just a minute…** • **Can I butt in here ?** • **Could I stop you here for a moment ?** • **Could I question your last point ?** • **Before you go on, let me…**
Giving in	• **All right, then** • **OK, you're right** • **I take that back** • **Perhaps I was a bit too…**
Denying something	• No (adverb) • Negative sentences with not • Sentences containing the negation words *never, no (adjective), nobody, nothing* • Negative short answers
Accepting an offer or invitation	• Thank you / Yes, please / That will be very nice / With pleasure !
Declining an offer or invitation	• No, thank you • I'm afraid I cannot...
Inquiring whether offer or invitation is accepted or declined	• Will you + VP (do it, come, etc.) ?
Offering to do something	• Can I + VP
Stating whether one remembers or has forgotten something or someone	• I remember / I don't remember + noun (-group) / pronoun ? • I remember / I don't remember + gerund ? • I remember / I don't remember + that + clause ? • I have forgotten (to bring my glasses etc) ?
Inquiring whether someone remembers or has forgotten something or someone	• Do you remember + noun (-group) / pronoun ? • Do you remember + gerund ? • Do you remember + that-clause ? • Have you forgotten to (bring your glasses, etc.) ?
Expressing understanding or lack of it	• **I see** • **I've got that** • **OK** • **That's clear now** • **All right** • **I didn't hear what you said. Could you speak up please ?** • **Could you say that again, please ?** • **I didn't understand your last sentence** • **Pardon ?**
Asking for/giving confirmation	• **… is that what you mean ?** • **Do you want to say …?** • **Did you say that …?** • **You mean that …, don't you ?** • **You said …, didn't you ?** • **Do we have to fill everything in ?** • **Yes, that's what I meant / wanted to say**

b) Expressing whether something is considered possible or impossible	
Possibility	• NP + can + VP • It is possible + ø • That could / may / might + verb
impossibility	• NP + cannot + VP • It is impossible / … is not possible
Inquiring whether something is considered possible or impossible	• Is it possible + ø / Can + NP + VP
Expressing capability and incapability	• NP + can/cannot + VP • NP + BE (not) able to + VP • NP + BE unable to + VP
Inquiring about capability or incapability	• Can /Cannot + NP + VP • BE(not) + NP + able to + VP • BE + NP + able to /unable to + VP
Expressing whether something is considered a logical conclusion (deduction)	• So + declarative sentence
Expressing how certain / uncertain one is of something	• I am sure / certain + ø / that clause • I think + so • I think that + clause • Perhaps... • NP + may + VP • I am not sure + ø / that clause • I don't think that • I don't believe + noun (-group) / pronoun • NP + cannot + VP • **No doubt + declarative sentence** • **I certainly think / believe + that + clause** • **I'm not at all sure if …** • **I can't say if** • **I have my doubts about …** • **OK but …** • **You haven't convinced me yet** • **Do you think that…? I doubt it.**
Inquiring about how certain / uncertain others are of something	• Are you (quite) sure + ø / that clause ? • Do you think + ø / that clause ?
Expressing, one is / is not obliged to do something	• I must + VP (similarly with we)
Inquiring whether one is obliged to do something	• Must I + VP (similarly with we)
Expressing others are / are not obliged to do something	• You must (not) + VP • NP + must (not) + VP (other persons) • It is (not) necessary • NP + VP, affirmative and negative / you must + VP
c) Giving and seeking permission to do something	
Giving permission	• You may / can + VP(answering a request) • Of course / of course you may • (That's) all right
Seeking permission	• May I / can I + VP • Let me + VP • **Do you mind + if- clause**
Stating that permission is withheld	• **NP + be + not supposed to + VP** • NP + must not + VP / **to forbid** / don't + VP • Don't + VP

3. Expressing and finding out emotional attitudes	
Expressing pleasure, liking	• This is very nice (/pleasant) • I like + noun (-group) / pronoun / V_{ing} + very much • I enjoy + noun (-group) / pronoun / V_{ing} + very much • I love + noun (-group) / pronoun / V_{ing} + very much • A very good + noun • What I like best is …
Inquiring about pleasure, liking, displeasure, dislike	• Do / Don't you like + noun (-group) / pronoun / V_{ing} / V_{to} ? • Do / Don't you enjoy + noun (-group) / pronoun / V_{ing} / V_{to} ? • Would you like + noun (-group) / pronoun / V_{to} ?
Expressing surprise	• This is a surprise ! • **Fancy +V_{ing}...** • How nice + V_{to} • What a surprise ! / it's surprising ! / I'm surprised + that-clause
Expressing hope	• I hope + so / that-clause
Expressing satisfaction	• This is very good / nice • It's (quite) all right now • This is just what (I want(ed) / need(ed) / mean(t) / have(had) in mind
Expressing dissatisfaction	• I don 't like this • This is not right yet • **This is not what I (want(ed) / need(ed) / mean(t) / have(had) in mind**
Inquiring about satisfaction or dissatisfaction	• Is it all right now ? • Do you like this ? • **Is this what you (want(ed) / need(ed) / mean(t) /have(had) in mind ?**
Expressing disappointment	• That's a (great) pity • I'm very sorry + V_{to}
Expressing fear or worry	• I'm afraid / I'm worried (+ about NP)
Inquiring about fear or worry	• Are you afraid ? • Are you worried ? • **You aren't afraid, are you ?**
Expressing preference	• I prefer + noun (-group) / pronoun / V_{ing} • **I'd rather + V_{inf} … (than)**
Inquiring about preference	• Which do you prefer ? • Would you prefer + V_{ing}
Expressing gratitude	• Thank you (very much (indeed)) • It is / was very nice of you (+ V_{to}) • It is / was very kind of you (+ V_{to})
Expressing sympathy	• I am (so) sorry / glad / delighted + V_{to}
Expressing intention	• I'm going + V_{to} • I'll + V_{inf} • I'm thinking of + V_{ing} • **When I am twenty, I'll …** • **In ten years' time, I'll …** • **I intend to …** • **I want to …**
Inquiring about intention	• Are you going + V_{to} ? • Will you + V_{inf} ? • **Are you thinking of + V_{inf} ?**
Expressing want, desire	• I want + noun (-group) / pronoun / V_{to} • I 'd like + noun (-group) / pronoun / V_{to} • **May I have + noun (group) / pronoun, please ?**
Inquiring about want, desire	• Do you want + noun (-group) / pronoun / V_{to} ? • Would you like + noun (group) / pronoun / V_{to} ?

4. Expressing and finding out moral attitudes	
Apologizing	• I am (very) sorry • Excuse me, please • **I do apologize**
Granting forgiveness	• That's all right / it's all right now • **It doesn't matter (at all)**
Expressing approval	• Good! / Excellent! / That's fine !
Expressing disapproval	• It's not very nice • You shouldn't + V_{inf} • **You shouldn't + have + V_{ed}**
Inquiring about approval or disapproval	• Is this all right ? • Do you think this is all right ?
Expressing appreciation	• (It's) very good / (It's) very nice
Expressing regret	• That s a (great) pity • **I am so / very sorry + that-clause** • **I am so / very sorry + if-clause**
Expressing indifference	• It doesn't matter • **I don't care** • **I don't mind ø / I don't mind + if-clause** • **What a boring + …!** • **… doesn't / don't interest me**
Expressing interest	• **I'm interested in** • **I'd like to know more about** • **… sounds interesting** • **Please tell me about …** • **I'm keen on…**

5. Getting things done (suasion)	
Suggesting a course of action (including the speaker)	• Let's + VP • What about + V_{ing} • We could + VP • **We might + VP**
Requesting others to do something	• Please + VP / Could you (please) + VP / Would you (please) + VP • Can I have + NP + V_{ed} (, please) ? • Would you mind + V_{ing} • Would you be so kind as to … • Would you be kind enough to …
Inviting others to do something	• What / how about + NP / V_{ing} ? • Would you like + V_{to}
Advising others to do something	• Why don't you + VP • You should + VP
Warning others to take care or to refrain from doing something	• Be careful ! • Mind + NP! (e.g. Mind your head!) • Don't + VP • Look out !
Instructing or directing others to do something	• Imperative sentences

6. Socializing	
Greeting when meeting people	• Hello / good morning (afternoon/evening) • Hello / how are you ? • (I'm fine, thank you) how are you ? • I'm very well, thank you, and how are you ?
Greeting when introducing people and when being introduced	• This is… • **I'd like you to meet …** • Hello / **How do you do** (response)
Taking leave	• Good-bye / bye-bye / good night / cheerio • I'll see you tomorrow /next week, etc.
Attracting attention	• Excuse me...

N.B. : Exponents in **bold type** are new to the learners.

Fourth year

READING AND LISTENING SKILLS AND STRATEGIES

SKILLS	STRATEGIES	
RECOGNIZING TEXT GENRE, REGISTER AND STRUCTURE	1. Identify the genre (poetry, prose, fiction, non-fiction) and register (formal, informal) of a text (descriptive, narrative, argumentative, academic, non-academic, specialized, non-specialized) 2. Draw on background knowledge (formal, conceptual and cultural) to predict content and text structure 3. Recognize text structure	**EVALUATION CRITERIA : see figures 2 and 3 pages 40 and 41**
RECOGNIZING TEXT ELEMENTS AND THEIR RELATIONSHIPS	4. Recognize the relationship between form (pronunciation, intonation, grammatical category, syntax, functional exponents, punctuation, capitalization…) and meaning 5. Recognize reduced forms of words and elliptical forms in grammatical units 6. Recognize cohesive devices, discourse markers and advance organizers 7. Recognize relations between parts of a text through cohesion devices (reference, conjunction, ellipsis, substitution and lexical cohesion: synonyms, hyponyms, collocation, etc.)	
TRANSFERRING INFORMATION	8. Respond to oral / written input (instructions, directions, different types of texts) 9. Transfer information onto a table, diagram, chart, flow chart, graph, form… 10. Paraphrase oral / written input 11. Map out an oral / written text 12. Read / listen to extended texts appropriate to the level and report orally or in writing on gist, main points and specific details	
BUILDING VOCABULARY	13. Identify core vocabulary items in a variety of texts/topic areas 14. Guess the meaning of unfamiliar words through context clues, context and word formation 15. Associate words to get collocations 16. Use paper or electronic dictionaries to check pronunciation, spelling or meaning 17. Match dictionary choices with context at hand and explore nuances 18. Use paper or electronic dictionaries to expand/refine own vocabulary	
INFERRING INFORMATION	19. Infer implicit logical relations within and across paragraphs 20. Infer connections between events 21. Infer causes and effects from events described 22. Infer attitudes and outcomes 23. **Infer meanings expressed in idiomatic expressions and grammatical structures**	
MANAGING IDEAS AND INFORMATION	24. Distinguish the main idea from supporting details 25. Differentiate between relevant and irrelevant information 26. Categorize ideas/information (e.g., general/specific, whole/part, sequence/step, etc.) 27. Demonstrate understanding of extended messages of various types 28. Identify logical relationships signalled by thought connectors 29. Follow a sequence of events in narratives and descriptions, chronology in events and facts, steps in a process 30. **Identify steps and relationships in descriptions of complex processes** 31. Tap on different sources to answer specific questions 32. Identify the communicative value of utterances / texts	

N.B. : Items in **bold type** are new at this level.

SKILLS	STRATEGIES	
APPLYING COMPREHENSION STRATEGIES	33.Use the strategy appropriate to the nature of text and / or purpose of reading. 34.Build on prior knowledge to further enhance learning 35.Process speech involving dysfluency **and / or digression** features (false starts, corrections, laughter…) 36.Predict content and plausible outcomes from events described 37.Skim a text to identify / infer the main idea through key words, topic sentences or beginnings / ends of paragraphs 38.Provide titles for texts and subtitles for paragraphs 39.Scan large texts (newspaper, guide, telephone book, brochure…) for specific information 40.Get the gist of extended reading / listening texts. 41.Make notes to get an outline or a summary 42.**Use the appropriate strategies to comprehend texts on complex topics and theoretical issues** 43.Develop a reading rate of 250 words per minute (timed reading, to answer carefully calibrated questions or perform a task) 44.Develop as an autonomous reader	**EVALUATION CRITERIA : see figures 2 and 3 pages 40 and 41**
EXPANDING KNOWLEDGE	45.Acquire knowledge of the language (vocabulary, grammar and rules of discourse) 46.Acquire knowledge about a given topic 47.Extract salient points for subsequent use in speaking, writing, portfolio or project work 48.Expanding one's knowledge of the world 49.Develop awareness of aspects of the target culture 50.Compare one's culture to that conveyed in the text 51.Develop appreciation of self, environment and culture	
DEVELOPING AND DEMONSTRATING CRITICAL THINKING	52.Differentiate between fact and opinion 53.Judge the accuracy of information with respect to other sources and / or the reader's knowledge of the world 54.Distinguish between factual statements, ironical statements or exaggeration 55.Evaluate information or ideas (express judgment if information is correct, reasonable, surprising, socially / morally acceptable, relevant, thought provoking, interesting, biased…) 56.Infer and evaluate the writer's intention 57.Demonstrate appreciation of different text types / genres	

SKILLS	STRATEGIES	EVALUATION CRITERIA : see figures 2 and 3 pages 40 and 41
ANALYSING LITERARY TEXTS	58. Identify genre 59. Identify features of the genre 60. Identify organizational structures and graphic features of texts 61. Locate and analyze elements of plot and characterization 62. Identify basic facts and essential ideas 63. Distinguish between literal and implied meanings 64. **Understand figurative language** 65. **Discuss multiple possible interpretations of texts** 66. **Analyze rhetorical devices of texts** 67. Identify purpose, attitude and point of view of the writer 68. Evaluate and react to content 69. **Show appreciation of the aesthetic value of texts**	

SPEAKING AND WRITING SKILLS AND STRATEGIES

SKILLS	STRATEGIES	
INTERACTING	1. Make / respond to requests, invitations, offers, suggestions, apologies 2. Express / respond to warning, threat, regret, blame, surprise, obligation, criticism 3. Seek / give advice 4. Give / write directions (using a map, a schedule, etc.) 5. Make statements about facts / concrete situations 6. Express hypothesis, alternative, projection and extrapolation 7. Ask for / give information appropriately according to context 8. Exchange information in real or simulated situations through telephone conversations, letters or e-mail messages, telegrams 9. Express opinion / judgments about specific issues / topics 10. Express different degrees of certainty / uncertainty / necessity 11. Ask for support, make a complaint using the proper discourse strategies 12. Express irony, exaggeration and make understatements 13. Express numerical information (formulae, equations, square root…)	**EVALUATION CRITERIA : see figures 2 and 3 pages 40 and 41**
DESCRIBING	14. Produce descriptions or captions to match illustrations related to a specific topic area 15. Produce physical/moral description of self, family and friends 16. Compare objects, people, places, moods, feelings and attitudes 17. Describe a sequence of actions, events and steps of a process with/without explicit cohesion 18. Describe habits and conditions 19. Talk about future events and plans 20. Describe one's impressions, positive and negative feelings, opinions (e.g. about one's stay somewhere, a particular event or situation)	
PARAPHRASING SUMMARISING	21. Produce guided summaries using notes, an outline or a gapped text 22. Produce a summary of the main points of an oral presentation or a written text 23. Summarize information from various linear / non linear , oral and / or written sources 24. Paraphrase oral / written input	
REPORTING	25. Report actions, incidents, events 26. Produce reports from notes, observation, table, chart	
PRODUCING ARGUMENTATIVE TEXTS	27. Support one's opinion with arguments 28. Use a range of discourse strategies to persuade people , orally or in writing, to do something 29. Defend a cause, a claim (express the claim and present the defense) 30. Use proper strategy to make a case (express thesis , present arguments to support the thesis and make a conclusive statement)	

N.B. : Items in **bold type** are new at this level.

SKILLS	STRATEGIES	
DEVELOPING ORGANIZATIONAL, ANALYTICAL AND COLLABORATIVE SKILLS	31. Reinvest new words/expressions from core vocabulary and new structures in one's speech / writing 32. Use connectors of transition, explanation, comparison, contrast, cause, consequence, concession, summary to achieve cohesion / coherence at sentence, paragraph and text levels 33. Use language forms appropriate to different communicative situations (register) 34. **Use figurative language appropriately** 35. Produce an outline for a description, a narration, an argumentation or a comparison / contrast essay / talk 36. Select information from more than one source and reinvest it in speech or writing 37. Work in pairs /groups to perform a task such as solving a problem 38. Reinvest real world knowledge and experience in one's speech / writing 39. Express one's appreciation of peers' contribution (praise/tactful evaluation/interest)	**EVALUATION CRITERIA : see figures 2 and 3 pages 40 and 41**
APPLYING STRATEGIES SPECIFIC TO SPEAKING AND WRITING	**Skills specific to speaking :** 40. Pronounce properly at word, sentence and discourse levels 41. Produce appropriate intonation patterns in statements and questions 42. Speak fluently in interactive situations without worrying too much about mistakes 43. Recite rhymes and poems in an expressive manner 44. Enact a role in a play 45. Give a short speech 46. Give a prepared oral presentation relating to information presented non verbally (in an illustration, chart, diagram, graph) 47. **Give an unprepared oral presentation on a familiar topic** 48. Demonstrate appropriate use of social skills required in interactional contexts: Use conversational strategies for opening/closing conversations, taking turns, holding the floor, switching topics as well as repair and body language **Skills specific to writing :** 49. Use capitalization and punctuation marks appropriately (capital letters, full stops, question / exclamation marks, commas, colon, semi-colon, dash, hyphen, quotation marks, inverted commas, highlighting: underlining, bold letters, italics) 50. Write notes and memos (explanations, apologies, arrangements, enquiries and requests) 51. Write personal letters (congratulations, thank you, expressing positive and negative feelings) 52. Write formal letters (letters of application, letters of complaint, letters of apology, letters to newspapers, filling in forms) 53. Write project reports	

SKILLS	STRATEGIES	
APPLYING STRATEGIES SPECIFIC TO SPEAKING AND WRITING	54. Use appropriate layout and conventions to produce different types of texts (ads, memos, telegrams, formal and informal letters) 55. Reinvest knowledge about text structure and its linguistic features in writing (imitate stories and extended texts read recently) 56. Write an introductory / concluding sentence to a paragraph or short text 57. **Integrate direct speech in narrative texts** 58. Write as quickly as possible for a specified period of time without pausing to correct form 59. Write a coherent essay (with an introduction, body and conclusion) from an outline 62. **Experiment with different writing styles (descriptive, expressive, literary, poetic, argumentative, expository and technical)** 63. Apply the writing process to produce 4-5 compositions a year. Length varies from 130 to 180 words depending on task requirements <u>Pre-writing : focus on task</u> a) define purpose for writing and target audience b) generate ideas through brainstorming ,mind mapping, using a diagram of ideas, questionnaires c) organize points / ideas, follow a model outline (selecting and focusing information, combining information) <u>Composing, drafting: focus on meaning</u> a) write a first draft b) share and respond (peer review) c) revise, rewrite as many times as necessary <u>Finalizing the product : focus on meaning and form</u> a) edit (follow a checklist to correct usage, spelling and punctuation) b) use a dictionary to check spelling and usage and to select lexical substitutes c) make final adjustments in format and layout 64. Develop as an autonomous writer through frequent personal writing (journalogs, personal diary, correspondence, stories and opinion pieces)	**EVALUATION CRITERIA : see figures 2 and 3 pages 40 and 41**

INPUT MATERIALS

- **Linear texts :**

prose (descriptive, narrative, persuasive, expository, argumentative) poetry, fiction/ non fiction, plays, newspaper articles, magazines, novels, lectures, conversations, dialogues, monologues, dictionaries, thesaurus, books, bibliographic references, auditory texts, presentations, journals, diaries

- **Non-linear texts :**

brochures, maps, graphs, cartoons, menus, charts, shopping lists, tickets, timetables, news casts…

- **Visual materials :**

illustrations, pictures, cartoons…

- **Electronic media :**

educational TV programs, audio / video cassettes, CD roms, DVDs, software, Internet sites, online information…

INPUT SPECIFIC TO THE ARTS SECTION

- Extended reading
  (one short story or extracts of various genres)
- Project work activities
  (three projects)
- Literary texts
  (about six texts)

EXPECTED ORAL OUTPUT

Simple statements, dialogue exchanges, telephone exchanges, reports, debates and discussions, messages, speeches, role play, descriptions and comparisons, summaries, presentations ,stories, poems, rhymes, songs, a defence speech, complaints, narratives (retelling stories from aural, written or visual input), monologues, controlled interviews, **free interviews**.

EXPECTED WRITTEN OUTPUT

Prose (narrative, descriptive, argumentative), messages, telegrams, e-mails, notes, notices, telephone messages, lists, diary entries, summaries, reports, poems, articles, ads, letters (formal and informal), essays, reports, journals, stories, plays, project reports, brochures

1. TOPICS

TOPIC AREAS	SUB TOPICS
FAMILY LIFE AND RELATIONSHIPS	family composition – boys and girls – feelings – love – harassment – family roles – generation gap
SCIENCE AND INVENTIONS	genetic engineering – inventions – experiments – scientists – medical research and progress – scientific research – astronomy -
TECHNOLOGY	computers – mobile phones – electronic devices – engineering - multimedia – inventions – communications technologies – gadgets – new technology and its impact on our daily life – networking
ENTERTAINMENT	travel – holidays – leisure activities – facilities – hobbies – eating out – D.I.Y.– computer games – sports – history and geography of places visited
SOCIAL PROBLEMS	violence – youth problems – discrimination –overpopulation – child labour – famine – mal-nutrition – poverty -
RELATING TO OTHERS	correspondence – e-mail – chatrooms – club membership – friendship – penfriends – communities
EDUCATION	why study – why learn English – school life – exams – degrees – qualifications – school and family – virtual schools – distance learning – clubs – dream schools – autonomous learners – school missions – school culture – students' rights and duties – special education
PROFESSIONAL LIFE	employment – jobs – careers –promotion – success and failure – training – hard work – failure – new types of jobs – **work ethics** – **getting a job**
ATTITUDES AND VALUES	civics – voluntary work – fair play – tolerance – standards of conduct – democracy – appropriate behaviour– respect for others –altruism – solidarity – honesty– consumerism - citizenship – rights and duties – human rights – children's rights – women's rights – equality – citizenship –civil rights – law and order – justice – traditions – heroism – leadership – great people – sense of responsibility – **moral dilemmas** – **self discipline**
ECOLOGY	quality of life – landscapes – seasons – environmental issues – **water scarcity** – **urbanization problems** – **rural exodus**
MEDIA AND ARTS	arts – drama – shows – concerts – cinema – music – newspapers – TV – videos – DVDs – libraries – **museums** – **exhibitions** – **festivals**
INTERNATIONAL RELATIONS	**non governmental organizations (UNICEF, UNESCO, Green Peace, UHCR) – gender issues –war and peace**
ECONOMIC ISSUES	**globalization** – emigration – brain drain – international trade – management – banking – business

N.B. : Items in **bold type** are new at this level.

2. GRAMMAR

1. Definite, indefinite articles ; the + country ; the + adjective = plural
2. WH words (how much, how many, whose, which)
3. Countable , non-countable nouns
4. Some, any, no, someone, somebody, something, somewhere ; no one, nobody, nothing, nowhere ; anyone, anybody, anything, anywhere in interrogative and negative sentences
5. Positive sentence with negative tag ; negative sentence with positive tag
6. Have got = have
7. Place of adjectives
8. Comparatives and superlative (short and long forms, irregular forms)
9. Comparison of scale
10. **Comparison and contrast (whereas, although, however, unlike …)**
11. Regular and irregular adverbs
12. present continuous with future meaning
13. Going to + verb = intention
14. The future (will + verb) in the affirmative, negative and interrogative forms
15. Will versus going to
16. The present perfect (affirmative, negative and interrogative forms) with just, since, for, already, yet and adverbs of frequency
17. The present perfect continuous
18. The present perfect versus the simple past
19. The simple past with ago, then, at that time
20. Used to **versus to be used to doing something**
21. Wish + simple past
22. Like/ enjoy/avoid/practise doing something
23. Polite requests, offers, suggestions
24. The past progressive
25. The past perfect
26. The simple past versus the past perfect
27. The genitive with distance and duration
28. Possessive pronouns
29. To + infinitive, in order to + infinitive, so that + clause
30. Prepositions + time expressions (in, on, at)
31. **Locating places and spatial relations**
32. Quantifiers (a few, a little, a lot, too few, too many, too little, too much)
33. The passive (all tenses)
34. Reported speech (present tense; past tense ;changing pronouns)
35. Compounding
36. Affixation
37. Let sb do sth / make sb do sth / have sb do sth / want sb to do sth
38. Phrasal verbs
39. Reflexive pronouns
40. Reciprocal pronouns
41. Unless
42. If + present → present ; If + present → future ; If + simple past → present conditional ; If + past perfect → past conditional
43. Would like + infinitive ; would like + noun phrase + full infinitive
44. Quite + adjective ; very + adj ; too + adj ; adj + enough
45. So + adjective / adverb + that
46. Relative clauses with who, that, which, where, when, whose, **whom, of which**
47. Restrictive clauses **versus non restrictive clauses and phrases**
48. Emphatic forms
49. Inversions with negative adverbs at the beginning of a sentence

50. Still, no longer, no more, any longer, any more
51. Linkers (therefore, as a result, that's why, before, then, after, besides, moreover)
52. **Cause- effect and signal words**
53. Either in end position (negative)
54. **Misplaced parts / word order**
55. Not only…. but also
56. Modals (may, can, must = deduction, could, might, should, ought to, had better, **need**, needn't, should have, **could have**)
57. **Verb + subjunctive (suggest that + should ; it is essential that + should ; it is important that + should)**
58. **Verb + gerund**
59. Be able to, be capable of
60. More and more + adjective, less and less + adjective
61. The more…. the more
62. Indirect questions
63. **Referents and parallelism**

N.B. : Structures in **bold type** are new at this level.

3. Communicative Functions and Exponents

1. Imparting and seeking factual information	
Identifying	• Demonstrative pronouns (this, that, these, those) + BE + NP • Demonstrative adjectives (this, that: these, those) + N + BE + NP • Personal pronouns (subject form) + BE + NP • Declarative sentences • Short answers *(Yes, he is, etc.)*
Describing, narrating, reporting	• Declarative sentences • Head-clause containing verb of saying (e.g. To say) • Thinking, etc + complement clause (indirect speech)
Correcting	• Same exponents as above; in addition: adverb no • Negative sentences with not • Sentences containing the negation-words never, no (adjective), nobody, nothing
Asking	• Interrogative sentences (yes/no questions) • Declarative sentences + question intonation • Question-word sentences with: when / where / why / what (pronoun) • Which (pronoun) / who / what (adjective) / which (adjective) • How + far / much / 1ong etc. • Whose (pronoun and adjective) • Tell me + sub-clause / tell me about + NP
Comparing / making comparisons	• … is / are (not) as … as • … is / are a (much) more / less + adjective + noun+than • The are far fewer / not as many + noun as … • You can't compare + noun with + noun • You have to compare … with …

2. Expressing and finding out intellectual attitudes	
a) Asking for / Expressing opinion	
Asking for opinion	• Do you think that …? • What do you feel / think about …?
Expression opinion	• I think / feel / believe that …. • In my opinion • To my mind … • As far as I am concerned
Expressing agreement and disagreement	
Agreeing	• I agree / that's right / of course (not) / yes / certainly / That's what I feel / think • I think so, too • I (fully) agree with you • OK. • Affirmative short answers (it is, I am, I can, he may, etc.)
Disagreeing / contradicting other people's opinion	• I don't agree / I don't think so / No / That's incorrect • Negative short answers • That' s not … / you can't say that / that's no proof • That's not the point / question / problem • But surely you don't … • Oh no, …

Inquiring about agreement or disagreement	• Do you agree ? / Do you think so, too ? / Don't you agree ? / Don't you think so ? • Short questions
Interrupting	• Just a minute… • Can I butt in here • Could I stop you here for a moment ? • Could I question your last point ? • Before you go on, let me …
Giving in	• All right, then • OK, you're right • I take that back • Perhaps I was a bit too…
Denying something	• No (adverb) • Negative sentences with not • Sentences containing the negation words *never, no (adjective), nobody, nothing* • Negative short answers
Accepting an offer or invitation	• Thank you / Yes, please / That will be very nice / With pleasure !
Declining an offer or invitation	• No, thank you • I'm afraid I cannot...
Inquiring whether offer or invitation is accepted or declined	• Will you + VP (do it, come, etc.)
Offering to do something	• Can I + VP
Stating whether one remembers or has forgotten something or someone	• I remember / I don't remember + noun (-group)/pronoun • I remember / I don't remember + gerund • I remember / I don't remember + that + clause • I have forgotten (to bring my glasses etc)
Inquiring whether someone remembers or has forgotten something or someone	• Do you remember + noun (-group) / pronoun • Do you remember + gerund • Do you remember + that-clause • Have you forgotten to (bring your glasses, etc.)
Expressing understanding or lack of it	• I see • I've got that • OK • That's clear now • All right • I didn't hear what you said. Could you speak up please ? • Could you say that again, please ? • I didn't understand your last sentence • Pardon ?
Asking for / giving confirmation	• … is that what you mean ? • Do you want to say …? • Did you say that …? • You mean that …, don't you ? • You said …, didn't you ? • Do we have to fill everything in ? • Yes, that's what I meant / wanted to say

b) Expressing whether something is considered possible or impossible	
Possibility	• NP + can + VP • It is possible + ø • That could / may / might + verb
impossibility	• NP + cannot + VP • It is impossible / … is not possible
Inquiring whether something is considered possible or impossible	• Is it possible + ø / Can + NP + VP
Expressing capability and incapability	• NP + can/cannot + VP • NP + BE (not) able to + VP • NP + BE unable to + VP
Inquiring about capability or incapability	• Can /Cannot + NP + VP • BE(not) + NP + able to + VP • BE + NP + able to /unable to + VP
Expressing whether something is considered a logical conclusion (deduction)	• So + declarative sentence
Expressing how certain / uncertain one is of something	• I am sure / certain + ø / that clause • I think + so • I think that + clause • Perhaps... • NP + may + VP • I am not sure + ø / that clause • I don't think that • I don't believe + noun (-group) / pronoun • NP + cannot + VP • No doubt + declarative sentence • I certainly think / believe + that + clause • I'm not at all sure if … • I can't say if • I have my doubts about … • OK but … • You haven't convinced me yet • Do you think that…? I doubt it.
Inquiring about how certain / uncertain others are of something	• Are you (quite) sure + ø / that clause ? • Do you think + ø / that clause ?
Expressing, one is / is not obliged to do something	• I must + VP (similarly with we)
Inquiring whether one is obliged to do something	• Must I + VP (similarly with we)
Expressing others are / are not obliged to do something	• You must (not) + VP • NP + must (not) + VP (other persons) • It is (not) necessary • NP + VP, affirmative and negative / you must + VP
c) Giving and seeking permission to do something	
Giving permission	• You may / can + VP(answering a request) • Of course / of course you may • (That's) all right
Seeking permission	• May I / can I + VP • Let me + VP • Do you mind + if- clause
Stating that permission is withheld	• NP + be + not supposed to + VP • NP + must not + VP / to forbid / don't + VP • Don't + VP

3. Expressing and finding out emotional attitudes	
Expressing pleasure, liking	• This is very nice (/pleasant) • I like + noun (-group) / pronoun / V_{ing} + very much • I enjoy + noun (-group) / pronoun / V_{ing} + very much • I love + noun (-group) / pronoun / V_{ing} + very much • A very good + noun • What I like best is …
Inquiring about pleasure, liking, displeasure, dislike	• Do / Don't you like + noun (-group) / pronoun / V_{ing} / V_{to} • Do / Don't you enjoy + noun (-group) / pronoun / V_{ing} / V_{to} • Would you like + noun (-group) / pronoun / V_{to}
Expressing surprise	• This is a surprise ! • Fancy +V_{ing}... • How nice + V_{to} • What a surprise! / it's surprising! / I'm surprised + that-clause
Expressing hope	• I hope + so / that-clause
Expressing satisfaction	• This is very good / nice • It's (quite) all right now • This is just what (I want(ed) / need(ed) / mean(t) / have(had) in mind
Expressing dissatisfaction	• I don 't like this • This is not right yet • This is not what I (want(ed) / need(ed) / mean(t) / have(had) in mind
Inquiring about satisfaction or dissatisfaction	• Is it all right now ? • Do you like this ? • Is this what you (want(ed) / need(ed) / mean(t) /have(had) in mind ?
Expressing disappointment	• That's a (great) pity • I'm very sorry + V_{to}
Expressing fear or worry	• I'm afraid / I'm worried (+ about NP)
Inquiring about fear or worry	• Are you afraid ? • Are you worried ? • You aren't afraid, are you ?
Expressing preference	• I prefer + noun (-group) / pronoun / V_{ing} • I'd rather + V_{inf} … (than)
Inquiring about preference	• Which do you prefer ? • Would you prefer + V_{ing}
Expressing gratitude	• Thank you (very much (indeed)) • It is / was very nice of you (+ V_{to}) • It is / was very kind of you (+ V_{to})
Expressing sympathy	• I am (so) sorry / glad / delighted + V_{to}
Expressing intention	• I'm going + V_{to} • I'll + V_{inf} • I'm thinking of + V_{ing} • When I am twenty, I'll … • In ten years' time, I'll … • I intend to … • I want to …
Inquiring about intention	• Are you going + V_{to} ? • Will you + V_{inf} ? • Are you thinking of + V_{inf} ?
Expressing want, desire	• I want + noun (-group) / pronoun / V_{to} • I 'd like + noun (-group) / pronoun / V_{to} • May I have + noun (group) / pronoun, please ?
Inquiring about want, desire	• Do you want + noun (-group) / pronoun / V_{to} • Would you like + noun (-group) / pronoun / V_{to}

4. Expressing and finding out moral attitudes	
Apologizing	• I am (very) sorry • Excuse me, please • I do apologize
Granting forgiveness	• That's all right / it's all right now • It doesn't matter (at all)
Expressing approval	• Good! / Excellent! / That's fine !
Expressing disapproval	• It's not very nice • You shouldn't + V_{inf} • You shouldn't + have + V_{ed}
Inquiring about approval or disapproval	• Is this all right? • Do you think this is all right ?
Expressing appreciation	• (It's) very good / (It's) very nice
Expressing regret	• That s a (great) pity • I am so / very sorry + that-clause • I am so / very sorry + if-clause
Expressing indifference	• It doesn't matter • I don't care • I don't mind ø / I don't mind + if-clause • What a boring + …! • … doesn't / don't interest me
Expressing interest	• I'm interested in • I'd like to know more about • … sounds interesting • Please tell me about … • I'm keen on…

5. Getting things done (suasion)	
Suggesting a course of action (including the speaker)	• Let's + VP • What about + V_{ing} • We could + VP • We might + VP
Requesting others to do something	• Please + VP / Could you (please) + VP / Would you (please) + VP • Can I have + NP + V_{ed} (, please) ? • Would you mind + V_{ing} • Would you be so kind as to … • Would you be kind enough to …
Inviting others to do something	• What / how about + NP / V_{ing} ? • Would you like + V_{to}
Advising others to do something	• Why don't you + VP • You should + VP
Warning others to take care or to refrain from doing something	• Be careful! • Mind + NP ! (e.g. Mind your head!) • Don't + VP • Look out!
Instructing or directing others to do something	• Imperative sentences

6. Socializing	
Greeting when meeting people	• Hello / good morning (afternoon / evening) • Hello / how are you ? • (I'm fine, thank you) how are you ? • I'm very well, thank you, and how are you ?
Greeting when introducing people and when being introduced	• This is … • I'd like you to meet… • Hello / How do you do (response)
Taking leave	• Good-bye / bye-bye / good night / cheerio • I'll see you tomorrow /next week, etc.
Attracting attention	• Excuse me...