REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION
CURRICULA DEPARTMENT

# ENGLISH PROGRAMMES

## Secondary Education
## SPORT Branch

September 2012

# CONTENTS

# 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 Information Communication Technology (ICT), be it at the individual or cooperative mode through efficient working procedures. The diagram below shows how the cross-curricular competencies interrelate.
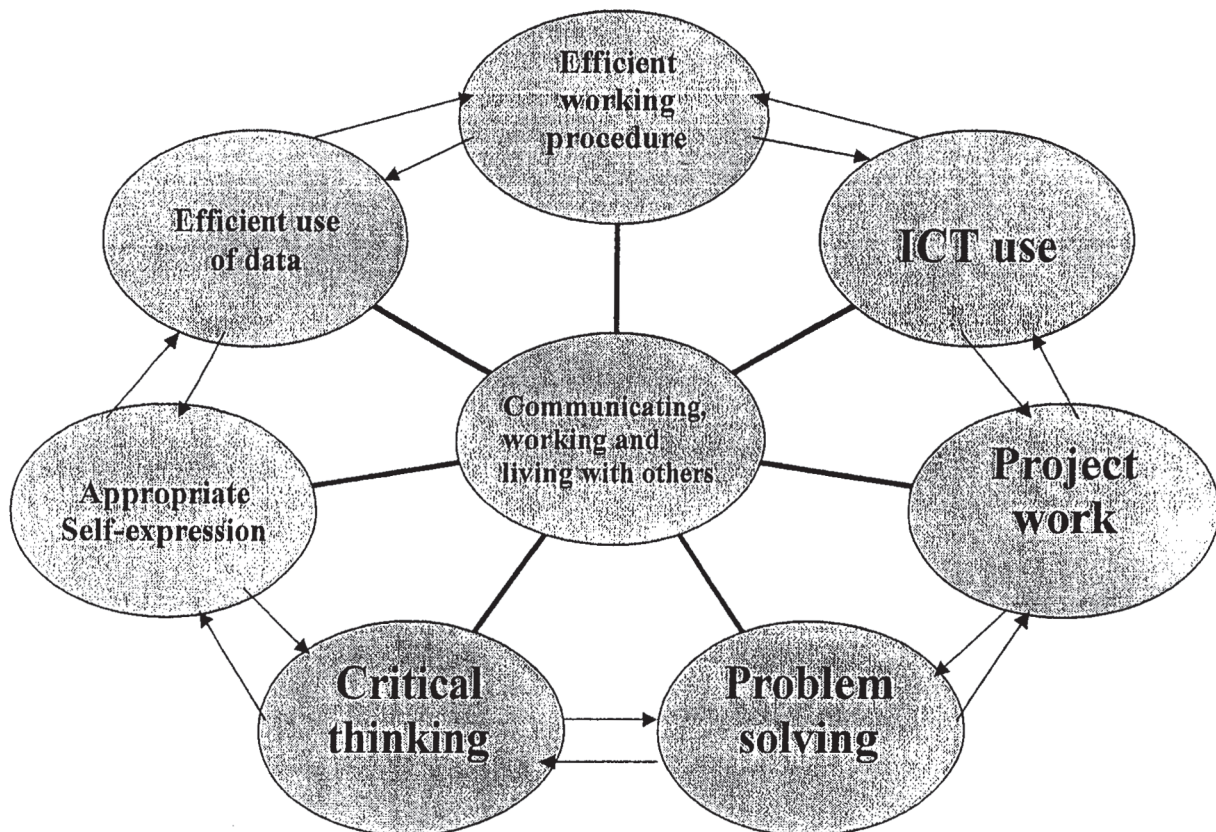
# PRINCIPLES AND ASSUMPTIONS

- 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 discrete 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 contributes 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 and intentional. The teacher, thus, should create conditions conducive to learning.

**What follows from these considerations is that:**

- The learner is 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/reinvest 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 identity.
- The teacher acts as a professional, creative manager of classroom activities and facilitator of 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 skills and strategies.
- 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 representative of particular genres depending on purpose, audience and form.
- Words and structures are presented in meaningful contexts.
- Language skills, lexis, grammatical structures, functions 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.
- Summative assessment is intended to be an indicator of learners' academic achievement. It is carried out at the end of a period of study (end-of-term test / final / end of school year/course exam ).
- Assessment will encompass not only outcomes but also processes, progress achieved and efficiency of the procedures followed in both individual and collaborative modes.
- The learners' positive interdependence within cooperative/collaborative work is developed through project work, portfolios, research and webquests.

## 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

## IN SPEAKING AND WRITING

The learner will be assessed on his/her ability to:
☐ speak/write formally and 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

## IN LANGUAGE

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

# YEAR 1

The programme will be started from

september 2012

# READING / LISTENING SKILLS AND STRATEGIES

1. Recognize the relationship between form (pronunciation, intonation, syntax, linguistic exponents, punctuation, capitalization, etc.) and meaning
3. Recognize cohesive devices, discourse markers and advance organizers
4. Recognize relations between parts of a text through cohesive devices (reference, conjunction)
5. Respond to a sequence of directions
6. Read/listen and transfer information onto a table, diagram, chart, map, graph, form, etc.
8. Identify core vocabulary items in a variety of texts
9. Develop dictionary skills: use paper or electronic dictionaries to check pronunciation, spelling or meaning to expand own vocabulary
10. Guess/infer the meaning of unfamiliar words through context clues and word formation
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, etc.)
15. Identify logical relationships signalled by thought connectors
16. Identify referents in a text
17. Follow a sequence of events in narratives and descriptions, (chronology in events and facts, steps in a process)
18. Identify the communicative functions of utterances and texts
19. Select the strategy appropriate to one's purpose and/or the nature of text.
20. Build on prior acquisitions/knowledge to further enhance learning
21. Predict content and plausible outcomes from events described
22. Skim a text to identify or infer the main idea through key words, topic sentences or beginnings/ends of paragraphs
23. Scan for specific information
24. Develop autonomy in reading and listening according to purpose
25. Extract salient points/ideas, take notes for subsequent use in speaking/writing tasks, portfolio or project work
26. Acquire and expand knowledge of the language (vocabulary, grammar and rules of discourse)
27. Acquire knowledge about a given topic
28. Expand one's knowledge of the world
29. Develop awareness of aspects of the target culture
30. Compare one's culture to that conveyed in texts/target culture and enhance intercultural learning
31. Develop appreciation of self, environment and culture
32. Evaluate the accuracy of information/ideas
33. Identify author's / characters' / interlocutors' intentions / attitudes / actions
34. React to text/content

# SPEAKING / WRITING SKILLS AND STRATEGIES

1. Demonstrate internalization of language, ideas and information in speech/writing
2. Pronounce properly at word, sentence and discourse levels
3. Produce appropriate intonation patterns in statements and questions
4. Repeat chunks of language for fluency and accuracy
5. Read out/write money, quantities and dimensions (e.g. length, width, **area**, etc) read out **decimals, coefficient**, date, phone number, **fractions**, etc.
6. Take part in conversations, roleplay, simulations, class debates to develop fluency and interpersonal skills.
7. **Demonstrate appropriate use of social skills as well as communication strategies required in interactional contexts: use conversational strategies for opening/closing conversations, taking and giving turns, holding the floor, switching topics as well as repair and body language.**
8. Make/respond to requests, invitations, offers, suggestions, apologies, etc.
9. Express **warning**, surprise, obligation, agreement, disagreement, possibility, etc.
10. Give/write directions (using a map, a schedule, etc.)
11. Make statements about facts/concrete situations.
12. **Support one's opinion with arguments.**
13. Ask for/give information appropriately.
14. Compare objects, people, places, moods, feelings and attitudes.
15. Express opinion and make judgements about specific issues/topics.
16. Exchange information through telephone conversations, letters or e-mail messages, personal ads, etc.
17. Produce descriptions or captions to match illustrations related to a specific topic area.
18. Produce physical/moral descriptions of self, family and friends.
19. Describe a sequence of actions, events and steps of a process with/without explicit cohesion.
20. Talk about future events and plans.
21. Describe one's impressions, feelings, opinions (e.g. about a particular event or situation)
22. Give a summary of the main points of an oral presentation/a written text.
23. **Persuade people to do something orally or in written form.**
24. Reinvest new words/expressions from core vocabulary and new structures in one's speech/writing.
25. Use logical connectors of addition, sequence, comparison/contrast, cause, consequence to achieve coherence.
26. Use the language forms and register appropriate to different communicative situations.
27. Work in pairs/groups to perform a task such as solving a problem.
28. Reinvest real world knowledge and experience in one's speech/writing.
29. Express one's appreciation of peers' contribution (praise, tactful evaluation, interest, etc.)
30. Use writing conventions accurately and appropriately: spelling, capitalization and punctuation marks (full stops, question/exclamation marks, commas, etc.)
31. Write an introductory/concluding sentence to a paragraph or short text.
32. Produce/complete guided summaries (notes, outline, gapped text, etc.)
33. Follow the writing process to produce 2 compositions a year **(100 to 150 words)**

# GRAMMAR

1. Definite and indefinite articles; **the + country; the + adjective = plural noun**
2. WH words (how much, how many, which, **whose, whom**)
3. Demonstratives
4. Pronouns
5. Countable nouns & uncountable nouns
6. **Some, any, no + one, where, thing, body**
7. Have got = have
8. Place of adjectives
9. The superlative
10. Adverbs (adjective + LY)
11. Present continuous with future meaning
12. Going to + verb = intention
13. The future (will + verb) in the affirmative, negative and interrogative forms
14. The past progressive
15. Genitive
16. Possessive pronouns
17. To + infinitive, **in order to + infinitive**
18. Irregular verbs
19. Prepositions + time expressions
20. The present perfect (affirmative/negative/interrogative forms) with just, **since** and **for**
21. **Quantifiers (a few, a little, a lot)**
22. **The passive (present tense)**
23. Compounding
24. Affixation
25. **Let sb do sth / make sb do sth / have sb do sth / want sb to do sth / would like + NP + full infinitive**
26. Reflexive pronouns
27. If + present ⟹ present / future (conditional 1)
28. Would like + infinitive
29. Relative clauses (who / which / that)
30. Linkers (because, as a result, before, then, after, **that's why, moreover, therefore, besides**)
31. Modals (may/can/**must = deduction**)
32. Be able to
33. So + adjective / adverb + that
34. Like/enjoy/avoid/practise doing something

# 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/long answers

Describing, narrating
- Declarative sentences

Correcting
- Negative statements

Asking
- Interrogative form (yes/no questions / Wh- questions)
- Declarative sentences + question intonation
- How + far/much/long, etc. **Whose**
- **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 / No / I disagree / I don't think so
- Negative statements

Inquiring about agreement or disagreement
- Do you agree? / Do you think so, too?

Denying something
- No! / Never! / no way / nobody / nothing
- Negative statements / short answers

Inviting
- **Will you + VP (do it, come, etc.) ?**

Accepting an offer or invitation
- Thank you / Yes, please / **That'll be very nice** / With pleasure!

Declining an offer or invitation
- No, thank you
- I'm afraid I can't

Offering to do something
- Can I + VP
- **What can I do for you?**
- **How can I help you?**

Inquiring whether someone remembers or has forgotten something or someone
- Do you remember + NP / pronoun ?
- Have you forgotten to (bring your glasses, etc.) ?

Stating whether one remembers or has forgotten something or someone
- I remember / I don't remember + NP / pronoun
- I forgot/have forgotten (to bring my glasses, etc.)

### b) *Expressing whether something is considered possible or impossible*

Possibility
- NP + can + VP
- It is possible + ø / that clause / V to

Impossibility
- NP + cannot + VP
- That's impossible!
- It is impossible + that clause / V to

Inquiring whether something is considered possible or impossible
- Is it possible...? / Can + NP + VP?

Inquiring about capability or incapability
- Can + NP + VP ? (e.g. Can you drive?)
- BE + NP + able to / unable + VP?

Expressing capability and incapability
- NP + can / BE able to + VP
- NP + cannot / BE not able to / BE unable to + VP

Expressing deduction/logical conclusion
- So + declarative sentence

Inquiring about certainty and uncertainty
- Are you sure?
- Are you sure + that clause / NP?

<u>Expressing certainty and uncertainty</u>
- I am (not) sure/certain + ø / that clause / NP
- Perhaps...
- NP + may + VP

<u>Inquiring about obligation</u>
- Must I / Must we + VP ?
- Do +subject + have to?

<u>Expressing obligation</u>
- NP + must / have to + VP

<u>Expressing absence of obligation</u>
- NP+ do + not have to do something

<u>Expressing prohibition</u>
- NP + must not + VP
- Do not + VP
- No + NP / VP

### c) *Giving and seeking permission to do something*

<u>Seeking permission</u>
- May I / can I + VP ?

<u>Giving permission</u>
- You may/can + VP (answering a request)
- Of course/of course you may
- (That's) all right

<u>Withholding permission</u>
- NP + may/can + not + VP

## 3. Expressing and finding out emotional attitudes

<u>Expressing pleasure, liking</u>
- This is very nice / That's nice / good / great / pleasant, etc.
- I like/enjoy/love + noun / pronoun / $V_{ing}$ (+ very much)
- very good (+ noun)
- What I like best + VP

<u>Expressing displeasure and dislikes</u>
- This is not nice / pleasant / that's (really) bad, etc.
- I don't like/dislike/don't enjoy/hate + noun / pronoun / $V_{ing}$ + (very much / at all)

<u>Inquiring about pleasure, liking, displeasure, dislike</u>
- Do you like/enjoy + noun / pronoun / $V_{ing}$/ $V_{to}$ ?

<u>Expressing surprise</u>
- This is surprising / what a surprise!
- How nice ...!

### Expressing hope
- I hope + so / that-clause / NP

### Inquiring about satisfaction or dissatisfaction
- Is it all right now?
- Do you like this?

### Expressing satisfaction
- This is very good / nice
- It's (quite) all right now

### Expressing dissatisfaction
- I don't like this
- This is not right
- That's not nice

### Expressing disappointment / regret
- That's a (great) pity
- I'm very sorry + VP
- That's not nice

### Expressing fear or worry
- I'm afraid (+ that clause)
- worried (+ about + NP)

### Inquiring about fear or worry
- Are you afraid/worried?

### Inquiring about preference
- Which do you prefer?
- Do you prefer + $V_{ing}$ / infinitive?

### Expressing preference
- I prefer + noun / pronoun / to / $V_{ing}$

### Expressing gratitude
- Thank you (very much)
- It is / was very nice/kind of you (+ $V_{to}$)

### Expressing sympathy
- I am (so) sorry (+ that clause / NP)
- That's a pity !

### Inquiring about intention
- Are you going + $V_{to}$?
- Will you + $V_{inf}$?
- Are you + Ving ?

### Expressing intention
- I'm going / I will + $V_{to}$

Expressing want, desire
- I want / I'd like + noun (-group) / pronoun / V $_{to}$
- **May I have + noun /pronoun (, please)?**

Inquiring about want, desire
- Do you want + noun / pronoun / V $_{to}$
- Would you like + noun / pronoun / V $_{to}$

## 4. Expressing and finding out moral attitudes

Apologizing
- Sorry!
- I am (very) sorry
- **I do apologize**

Granting forgiveness
- That's all right / it's all right (now) / It's ok
- **It doesn't matter (at all)**
- **Never mind**
- No problem

Expressing approval
- Ok / Good! / Excellent! / That's fine! / Great!

Expressing disapproval
- It's not very nice

Inquiring about approval or disapproval
- Is this all right?

Expressing appreciation
- (It's) very good / very nice, etc.

Expressing indifference
- It doesn't matter
- **I don't care**

## 5. Getting things done (suasion)

Making suggestions
- Let's + VP
- What about + V $_{ing}$

Requesting others to do something / making requests
- 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!
- Don't + VP
- **Look/watch out!**

Instructing or directing others to do something
- Imperative sentences

## 6. Socializing using language

Greeting when meeting people
- Hello / Hi! / Good morning (afternoon/evening)
- Hello, how are you?
- (I'm fine, thank you) how are you?

Greeting when introducing people and when being introduced
- This is ...
- **I'd like you to meet ...**
- Hello / Hi! /
- Pleased /nice / **glad** to meet you
- **How do you do**

Taking leave
- Good-bye / bye-bye / good night / cheerio
- I'll see you tomorrow/next week, etc.
- See you later/soon/around

Attracting attention
- Excuse me...
- (Can I have) your attention, please ?

**NB**: Exponents in **bold type** are introduced at this level

# TOPICS AND MATERIALS

| TOPIC AREAS | SUBTOPICS | MATERIALS |
|---|---|---|
| FAMILY LIFE AND RELATIONSHIPS | family composition / relations / roles– boys and girls –feelings – love – generation gap– solidarity – honesty – sports as leisure – women and football | ⬜Linear texts:<br><br>prose (descriptive, narrative, persuasive, expository, argumentative) poetry, articles, conversations, dialogues, monologues, dictionary entries, presentations, songs …. |
| SCIENCE AND TECHNOLOGY | computers – Internet – mobile phones– multimedia – inventions – health – communication technologies – medicine– research – | |
| SOCIAL PROBLEMS | violence – youth problems – famine - discrimination–overpopulation – child labour – poverty - malnutrition – unemployment – sports and gambling | ⬜Non-linear texts:<br><br>brochures, maps, graphs, , menus, charts, shopping lists, tickets, timetables, … |
| COMMUNICATING WITH OTHERS | correspondence – e-mail – chatrooms – clubs – friendship – penfriends | |
| SOCIAL LIFE | travel – holidays – leisure activities– entertainment – facilities – hobbies – eating out – D.I.Y. – computer games | ⬜Visual materials:<br><br>Illustrations, pictures, cartoons... |
| EDUCATION | school life – exams – degrees – qualifications – school and family – virtual schools – e-learning – extracurricular activities | |
| SPORTS | Keeping fit -sporting spirit – hooliganism – amateur vs professional athletes – Olympic games – world championships - sport and education – sports and business – sport as a career – risk management – sports and politics – sports and fame – sports and ethics – doping | ⬜Electronic media:<br><br>Educational TV programs (news casts - audio / video tapes, CD-ROMs, DVDs) educational software, Internet sites, podcasts, etc. |
| PROFESSIONAL LIFE | unemployment – jobs – careers –promotion – success – training – competitiveness - sports and business – sport as a career | |
| ATTITUDES AND VALUES | civism – voluntary work – tolerance– standards of conduct – democracy –appropriate behavior - human rights – children's rights – women's rights – equality – citizenship –civil rights –law and order – justice – rights and duties – NGOs - sports and ethics – Sporting spirit | |
| ECOLOGY | quality of life – pollution - environmental issues – Greenpeace | |
| MEDIA AND ARTS | arts - shows – concerts – cinema –music – newspapers – TV , etc. | |

# YEAR 2

| |
|---|
| **The programme will be started from** |
| **september 2013** |

# READING / LISTENING SKILLS AND STRATEGIES

1. Recognize the relationship between form (pronunciation, intonation, syntax, linguistic exponents, punctuation, capitalization, etc.) 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/comprehend relations between parts of a text through cohesion devices (reference, conjunction, ellipsis, substitution and lexical cohesion: synonymy, hyponymy and collocation)
5. Comprehend and respond to a sequence of directions
6. Read/listen and answer reference and inference questions
7. Transfer information onto a table, diagram, chart, map, graph, form
8. **Paraphrase chunks of familiar texts**
9. **Map out an oral / written text**
10. Identify core vocabulary items in a variety of texts
11. Use paper or electronic dictionaries to check pronunciation, spelling or meaning and/or expand/refine own vocabulary
12. Guess the meaning of unfamiliar words through context, context clues and word formation
13. Identify and comprehend implicit logical relations
14. **Infer connections between events**
15. **Deduce causes and effects from events described**
16. **Manage redundancy and tolerate ambiguity**
17. Distinguish the main idea from supporting details
18. Differentiate between relevant and irrelevant information
19. Categorize ideas/information (general/specific, whole/part, sequence/step.)
20. Identify logical relationships signalled by thought connectives
21. Follow a sequence of events in narratives and descriptions, chronology in events and facts, steps in a process
22. **Tap on different sources to get specific information/answer specific questions**
23. Identify the communicative value of utterances and texts
24. Select the strategy appropriate to one's purpose and/or the nature of text.
25. Build on prior acquisitions to further enhance learning
26. Predict content and plausible outcomes from events described
27. Skim a text to identify or infer the main idea through key words, topic sentences or beginnings/ends of paragraphs
28. Scan for specific information
29. **Make notes to get an outline**
30. Develop autonomy in reading/listening to texts of different types and genres
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
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
38. **Differentiate between fact and opinion**
39. Judge the accuracy of information/ideas with respect to other sources/the reader's knowledge of the world
40. **Evaluate information or ideas (express judgement if information is correct, reasonable, surprising, socially/morally acceptable, relevant, thought provoking, interesting, biased)**
41. **Infer and evaluate the writer's intention**
42. React to content

# SPEAKING / WRITING SKILLS AND STRATEGIES

1. Demonstrate internalization of language, ideas and information in speech/writing
2. Pronounce/spell properly at word, sentence and discourse levels
3. Produce appropriate intonation patterns in statements and questions
4. Repeat chunks of language for fluency and accuracy
5. Read out/write money, quantities and dimensions (length, width, size, area, etc.) decimals, coefficients, dates, phone numbers, fractions etc...
6. Reinvest real world knowledge and experience in one's speech/writing
7. Demonstrate appropriate use of social skills as well as communication strategies required in interactional contexts: use conversational strategies for opening/closing conversations, taking and giving turns, holding the floor, switching topics as well as repair and body language
8. Take part in conversations / role plays / simulations / class debates to develop fluency and inter-personal skills
9. Make/respond to requests, invitations, offers, suggestions, apologies, etc.
10. Express/respond to warning, regret, surprise, obligation, etc.
11. Enquire about/express agreement, disagreement, possibility, **probability**, etc.
12. Give/write directions (using a map, a schedule, etc.)
13. Make statements about facts/concrete situations
14. **Make hypothetical statements**
15. Support one's opinion with arguments / make a case
16. Ask for/give information appropriately according to context
17. Compare objects, people, places, moods, feelings and attitudes
18. Express opinion/make judgements about specific issues/topics
19. Exchange information through telephone conversations, letters or e-mail messages, etc.
20. Produce descriptions or captions to match illustrations related to a specific topic area
21. Produce physical/moral descriptions of self, family and friends
22. Describe a sequence of actions, events and steps of a process with/without explicit cohesion
23. Describe habits
24. Talk about future events and plans
25. Produce/complete guided summaries (notes, outline, gapped text, etc.)
26. Give a summary of the main points of an oral presentation / a written text
27. **Report actions, incidents, events**
28. Persuade people to do something orally or in written form
29. **Defend a cause/claim**
30. Reinvest new words/expressions from core vocabulary and new structures in one's speech/writing
31. Use logical connectors of addition, sequence, comparison/contrast, cause, consequence......
32. Use language forms and register appropriate to different communicative situations
33. **Produce an outline for a description, a narration, an argumentation or a comparison/contrast essay/talk**
34. **Select information from more than one source and reinvest it in speech or writing**
35. Work in pairs /groups to perform a task such as solving a problem
36. Express one's appreciation of peers' contribution (praise/tactful evaluation/interest)
37. Use writing conventions accurately and appropriately: spelling, capitalization and punctuation marks
38. Write an introductory / concluding sentence to a paragraph or short text
39. Write notes and messages (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 a coherent essay (with an introduction, body and conclusion) from an outline
42. Consolidate writing as a process: produce **3** compositions a year. **(150- 180 words)**

# GRAMMAR

1. Definite and indefinite articles; the + country; the + adjective = plural
2. WH- words (how much, how many, whose, which)
3. Countable and uncountable nouns
4. Some, any, no + one, body, thing, where (in interrogative and negative sentences)
6. Have got = have
7. The superlative
8. Place of adjectives and **adverbs**
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 simple past with ago, **then, at that time**
15. Irregular verbs
16. The past progressive
17. Like/ enjoy/avoid/practise doing something
18. The genitive
19. Possessive pronouns
20. To + infinitive, in order to + infinitive, so that + clause
21. Prepositions + time expressions
22. Quantifiers (a few, a little, a lot)
23. **The passive (past tense)**
24. **Reported speech**
25. Compounding
26. Affixation
27. Let sb do sth / make sb do sth / have sb do sth / want sb to do sth
28. Reflexive pronouns
29. If + present = present / future ; **if + simple past  (conditional 2)**
30. Would like + infinitive
31. **Quite + adjective ; very + adj ; too + adj ; adj + enough**
32. So + adjective / adverb + that
33. Relative clauses with who, that, which, whom, **where, when** and **whose**
34. Still, no longer, no more, any longer, any more
35. Linkers (therefore, as a result, that's why, before, then, after, besides, moreover)
36. **Not only…. but also**
37. Modals (may, can, must = deduction, could, might, should)
38. Be able to, be capable of

# 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

Describing, narrating, reporting
- Declarative sentences
- **Head-clause containing verb of saying (e.g. To say)**

Correcting
- No
- Negative statements
- 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 & adjective) / who / what (adjective) / which / How + far / much / long, 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 disagree / **I don't think so** / No / That's incorrect
- Negative statements

Inquiring about agreement or disagreement
- Do you agree? / Do you think so, too? / **Don't you agree? / Don't you think so**?

Denying something
- No (adverb)
- Negative statements (not, never, no, nobody, nothing)

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?
- Let me...

Stating whether one remembers or has forgotten something or someone
- I remember + noun / pronoun / gerund / that clause
- I don't remember + noun / pronoun / gerund
- I have forgotten (to bring my glasses etc)

Inquiring whether someone remembers or has forgotten something or someone
- Do you remember + noun (-group)/ pronoun / gerund ?
- Have you forgotten (to bring your glasses, etc.)?

### c) *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 / that clause / V$_{to}$?
- Can + NP + VP?

Expressing capability and incapability
- NP + can / Be able to + VP
- NP + cannot / Be not able to / unable + VP

Inquiring about capability or incapability
- Can + NP + VP?
- BE + NP + able to / unable to + VP?

Expressing logical conclusion /deduction
- So + declarative sentence

Expressing certainty and uncertainty
- I am sure / certain + ø / that clause
- I think + so / that clause
- Perhaps...
- NP + may + VP
- I am not sure + ø / that clause
- I don't think + so
- **I don't believe + noun / pronoun**
- NP + cannot + VP

Inquiring about certainty and uncertainty
- Are you sure + ø / + that clause ?
- Do you think so + ø / + that clause ?

Expressing obligation
- NP + must / have to + VP

Inquiring about obligation
- Must + NP + VP ?
- Do/does + NP + have to ?

Expressing prohibition
- NP + must not + VP
- **Don't + VP**
- **No + verb** ing (e.g. No smoking) + NP ( No drinks! / No dogs)

Expressing absence of obligation / necessity
- **It is (not) necessary**
- You don't have to

## c) Giving and seeking permission to do something

Giving permission
- You may / can + VP
- Of course / of course you may
- (That's) all right

Seeking permission
- May I / can I + VP ?
- **Do you mind + if- clause ?**

Stating that permission is withheld
- NP + must not + VP
- You are not allowed to

## 3. Expressing and finding out emotional attitudes

Expressing pleasure/liking
- This is very nice / pleasant / great
- I like / enjoy / love + noun / pronoun / $V_{ing}$ + very much

Expressing displeasure
- This is not very nice / pleasant
- I hate / I don't like / enjoy / love + noun (-group) / pronoun / $V_{ing}$ + (at all)

Inquiring about pleasure/likes, displeasure/dislikes
- Do / **Don't you** like / enjoy + noun (-group) / pronoun / $V_{ing}$ / $V_{to}$?
- Would you like + noun / 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
- **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

### Inquiring about fear or worry
- Are you afraid/worried?

### 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)
- It is / was very nice/kind of you (+ V$_{to}$)

### Expressing sympathy
- I am (so) sorry / glad / delighted + V$_{to}$

Expressing intention
- I'm going to + VP
- I will / 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 / I'd like + noun / pronoun / $V_{to}$
- May I have + noun / pronoun (,please)?

Inquiring about want, desire
- Do you want + noun / pronoun / $V_{to}$?
- Would you like + noun / pronoun / $V_{to}$?

## 4. Expressing and finding out moral attitudes

Apologizing
- I am (very) sorry
- I do apologize

Granting forgiveness
- That's / it's all right
- It doesn't matter (at all)

Expressing approval
- Good! / Excellent! / That's fine!

Expressing disapproval
- It's not very nice
- You shouldn't + $V_{inf}$

Inquiring about approval or disapproval
- Is this all right?
- **Do you think this is all right?**

Expressing appreciation
- (It's) very good / nice

Expressing regret
- That s a (great) pity
- **I am so / very sorry + if clause / that clause**

Expressing indifference
- It doesn't matter
- I don't care
- **Never mind! / I don't mind + ø / I don't mind + if clause**

## 5. Getting things done (suasion)

Making suggestions
- Let's + VP
- What about + $V_{ing}$?
- **We could / might + VP**

Making polite request
- Please + VP / Could / Would you (please) + VP
- Can / May I have + NP / $V_{ed}$ (, please)?

Inviting others to do something
- What / how about + NP / $V_{ing}$?
- Would you like + $V_{to}$?

Expressin advice
- Why don't you + VP
- You should + VP
- **I advise you to ...**

Expressing warning
- Be careful!
- **Mind + NP! (e.g. Mind your head!)**
- Don't + VP
- Look out!

Giving instructions / directions
- Imperative sentences

## 6. Socializing using language

Greeting when meeting people
- Hello / Hi!
- 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?

Meeting / introducing people
- This is ...
- I'd like you to meet ...
- Hello / Hi! / How do you do / pleased/nice to meet you / **nice meeting you** (response)

Taking leave
- Good-bye / bye-bye / good night / cheerio
- (I'll) see you tomorrow/next week/later, etc.)

Attracting attention
- Excuse me...
- (Can I have) your attention please (!)


NB: Exponents in **bold type** are introduced at this level.

# TOPICS AND MATERIALS

| TOPIC AREAS | SUBTOPICS | MATERIALS |
|---|---|---|
| FAMILY LIFE AND RELATIONSHIPS | family composition / relations / roles– boys and girls –feelings – love – generation gap– solidarity – honesty – sports as leisure – women and football | []Linear texts:<br><br>prose (descriptive, narrative, persuasive, expository, argumentative) poetry, articles, conversations, dialogues, monologues, dictionary entries, presentations, songs .... |
| SCIENCE AND TECHNOLOGY | computers – Internet – mobile phones– multimedia – inventions – health – communication technologies – medicine– research – the role of technology in the promrotion of sports | |
| SOCIAL PROBLEMS | violence – youth problems – famine - discrimination–overpopulation – child labour – poverty - malnutrition – unemployment – sports and gambling | []Non-linear texts:<br><br>brochures, maps, graphs, , menus, charts, shopping lists, tickets, timetables, ... |
| COMMUNICATING WITH OTHERS | correspondence – e-mail – chatrooms – clubs – friendship – penfriends | |
| SOCIAL LIFE | travel – holidays – leisure activities– entertainment – facilities – hobbies – eating out – D.I.Y. – computer games | []Visual materials:<br><br>Illustrations, pictures, cartoons... |
| EDUCATION | school life – exams – degrees – qualifications – school and family – virtual schools – e-learning – extracurricular activities | |
| SPORTS | Keeping fit -sporting spirit – hooliganism – amateur vs professional athletes – Olympic games – world championships - sport and education – sports and business – sport as a career – risk management – sports and politics – sports and fame – sports and ethics – doping | []Electronic media:<br><br>Educational TV programs (news casts - audio / video tapes, CD-ROMs, DVDs) educational software, Internet sites, podcasts, etc. |
| PROFESSIONAL LIFE | unemployment – jobs – careers –promotion – success – training – competitiveness - sports and business – sport as a career | |
| ATTITUDES AND VALUES | civism – voluntary work – tolerance– standards of conduct – democracy –appropriate behavior - human rights – children's rights – women's rights – equality – citizenship –civil rights –law and order – justice – rights and duties – NGOs - sports and ethics – Sporting spirit | |
| ECOLOGY | quality of life – pollution - environmental issues – Greenpeace | |
| MEDIA AND ARTS | arts - shows – concerts – cinema –music – newspapers – TV , etc. | |

# YEAR 33

The programme will be started from

september 2014

# READING AND LISTENING SKILLS AND STRATEGIES

1. **Identify the genre, type and register of a text**
2. **Draw on background knowledge to predict content and recognize text structure**
3. Recognize the relationship between form (pronunciation, intonation, grammatical category, syntax, functional exponents, punctuation, capitalization...) and meaning
4. Recognize reduced forms of words and elliptical forms in grammatical units
5. Recognize cohesive devices, discourse markers and advance organizers
6. Recognize relations between parts of a text through cohesion devices (reference, conjunction, ellipsis, substitution and lexical cohesion: synonyms, hyponyms, collocation, etc.)
7. Respond to oral / written input (instructions, directions, different types of texts)
8. Transfer information onto a table, diagram, chart, **flow chart**, graph, form...
9. Paraphrase oral / written input
10. Map out an oral / written text
11. Identify core vocabulary items in a variety of texts/topic areas
12. Guess the meaning of unfamiliar words through context clues, context and word formation
13. **Associate words to get collocations**
14. Use paper or electronic dictionaries to check pronunciation, spelling or meaning and expand voc.
15. **Infer implicit logical relations within and across paragraphs**
16. **Infer connections between events**
17. **Infer causes and effects from events described**
18. **Infer attitudes and outcomes**
19. Distinguish the main idea from supporting details
20. Differentiate between relevant and irrelevant information
21. Categorize ideas/information (e.g., general/specific, whole/part, sequence/step, etc.)
22. **Demonstrate understanding of messages of various types**
23. Identify logical relationships signalled by thought connectors
24. Follow a sequence of events in narratives and descriptions, chronology in events and facts, steps in a process
25. Tap on different sources to answer specific questions
26. Identify the communicative value of utterances/texts
27. Use the strategy appropriate to the nature of text and/or purpose of reading.
28. Build on prior knowledge to further enhance learning
29. Predict content and plausible outcomes from events described
30. Skim a text to identify/infer the main idea through key words, topic sentences or beginnings/ends of paragraphs
31. **Provide titles for texts and subtitles for paragraphs**
32. Make notes to get an outline or a summary
33. Develop as an autonomous reader
34. Acquire knowledge of the language (vocabulary, grammar and rules of discourse)
35. Acquire knowledge about a given topic
36. Extract salient points for subsequent use in speaking, writing, portfolio or project work
37. Expanding one's knowledge of the world
38. Develop awareness of aspects of the target culture
39. Compare one's culture to that conveyed in the text and enhance intercultural learning
40. Develop appreciation of self, environment and culture
41. Differentiate between fact and opinion
42. Judge the accuracy of information with respect to other sources and / or the reader's knowledge of the world
43. Evaluate information or ideas (express judgment if information is correct, reasonable, surprising, socially / morally acceptable, relevant, thought provoking, interesting, biased...)
44. Infer and evaluate the writer's intention
45. Identify purpose, attitude and point of view of the writer
46. React to text/content

# SPEAKING AND WRITING SKILLS AND STRATEGIES

1. Demonstrate internalization of language, ideas and information in speaking / writing
2. Pronounce / Spell properly at word, sentence and discourse levels
3. Produce appropriate intonation patterns in statements and questions,
4. Repeat chanks of language for fluency and accuracy
5. Read out / Write money, quantities and dimensions (length, width, size, area etc.) decimals, coefficients, dates, phone numbers, fractions, etc.
6. Demonstrate appropriate use of social skills as well as communication strategies required in interactional contexts: Use conversational strategies for opening/closing conversations, taking and giving turns, holding the floor, switching topics as well as repair and body language
7. Take part in conversations/role plays/simulations/class debates to develop fluency and inter-personal skills
8. Make / respond to requests, invitations, offers, suggestions, apologies, etc
9. Express / respond to warning, regret, **blame**, surprise, obligation, etc.
10. Seek / give advice
11. Give / write directions (using a map, a schedule, etc.)
12. Make statements about facts / concrete situations
13. Ask for / give information appropriately according to context
14. Exchange information in real or simulated situations through telephone conversations, letters, etc.
15. Express opinion / judgments about specific issues / topics
16. **Express certainty / uncertainty / necessity in speech and writing**
17. Produce descriptions or captions to match illustrations related to a specific topic area
18. Produce physical/moral description of self, family and friends
19. Compare objects, people, places, moods, feelings and attitudes
20. Describe a sequence of actions, events and steps of a process with/without explicit cohesion
21. Describe habits
22. Talk about future events and plans
23. Produce guided summaries using notes, an outline or a gapped text
24. Produce a summary of the main points of an oral presentation or a written text
25. Summarize information **from various linear / non linear, oral and / or written sources**
26. Paraphrase oral / written input
27. Report actions, incidents, events
28. **Produce reports from notes, observation, table, chart, etc.**
29. Support one's opinion with arguments
30. Persuade people, orally or in writing, to do something
31. Defend a cause, a claim (express the claim and present the defense) make a case
32. Reinvest new words/expressions from core vocabulary and new structures in one's speech / writing
33. Use language forms and register appropriate to different communicative situations
34. Produce an outline for description/narration/argumentation or a comparison/contrast
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)
39. **Give a short speech**
40. **Give a prepared oral presentation relating to information presented non verbally (in an illustration, chart, diagram, graph, etc.)**
41. Use writing conventions accurately and appropriately: spelling, capitalization and punctuation marks
42. Write an introductory / concluding sentence to a paragraph or short text
43. Consolidate the writing process to produce <u>3</u> compositions a year (**180 to 200 words**)

# 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 + one, body, thing, where (in interrogative and negative sentences)
5. **Question tags**
6. Have got = have
7. Place of adjectives
8. Comparative 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)
14. Will vs going to
15. The present perfect with just, since, for, already, yet and adverbs of frequency
16. The present perfect continuous
17. The past progressive
18. The simple past with ago, then, at that time
19. **The simple past vs the past perfect**
20. **Used to + V inf  vs Be used to + Ving**
21. **Wish + simple past**
22. Polite requests, offers, suggestions
23. **The genitive with distance and duration**
24. Possessive pronouns
25. To + infinitive, in order to + infinitive, so that + clause
26. Quantifiers (a few, a little, a lot, **too few, too many, too little, too much**)
27. The passive
28. Reported speech
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. Reciprocal pronouns
34. **Unless**
35. Conditional 1 & 2
36. **Would like + NP + VP**
37. Quite + adjective ; very + adj ; too + adj ; adj + enough
38. So + adjective / adverb + that
39. **Restrictive relative clauses** with who, that, which, where, when, whose, **whom, of which**
40. Still, no longer, no more, any longer, any more
41. Linkers (therefore, as a result, that's why, before, then, after, besides, moreover)
42. Not only.... but also
43. Modals (may / can / must = deduction / could / might / should / had better / **ought to / need / needn't / should have**)


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

# Communicative Functions and Exponents

### 1. Imparting and seeking factual information

Identifying
- Demonstrative pronouns / adjectives (this, that, these, those) + BE + NP
- Pronouns
- Short answers *(Yes, he is, etc.)*

Describing, narrating, reporting
- Declarative sentences
- Head-clause containing verb of saying (e.g. To say)

Correcting
- Negative sentences with not, never, no (adjective), nobody, nothing

Asking
- Interrogative sentences (yes/no questions)
- Declarative sentences + question intonation
- Question-word sentences with: when / where / why / what (pronoun), who / what (adjective) / which (adjective) / How + far / much / long, 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

### 2. Expressing and finding out intellectual attitudes

*a) Asking for / Expressing opinion*

Asking for opinion
- Do you think that …?
- What do think about /of …?

Expressing opinion
- I think / feel / believe that ….
- In my opinion
- **To my mind …**
- **As far as I am concerned**

*b) Expressing agreement and disagreement*

Agreeing
- I agree / that's right / of course (not) / yes / certainly / **That's how / what I feel / think**
- I think so, too
- I (fully) agree with you

Disagreeing
- I don't agree / I don't think so / No / That's incorrect / Oh no!
- **That's not the point / question / problem**

Inquiring about agreement or disagreement
- Do you agree? / Do you think so, too? / **Don't you agree? / Don't you think so**

Interrupting
- Just a minute…
- **Sorry to interrupt**

Giving in
- **All right, then**
- **OK, you're right**

Denying something
- No (adverb)
- Negative sentences with, never, no (adjective), nobody, nothing

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 / pronoun / + gerund / + that + clause
- I have forgotten (to bring my glasses, etc.)

Inquiring whether someone remembers or has forgotten something or someone
- Do you remember + noun / pronoun / + gerund / + 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
- 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 (not) sure / (not) certain + ø/that clause
- I think so
- I **(certainly)** think / don't think + that + clause
- Perhaps...
- NP + may / cannot + VP
- I believe / don't believe + noun / pronoun
- **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 obligation
- Must/have to + VP

Inquiring whether one is obliged to do something
- Must + VP ?
- Do I Have to do it?

Expressing prohibition
- Must not + VP
- Do not + VP / No + NP ( No drinks!) / No + Ving (No smoking)


*c) Giving and seeking permission to do something*

Giving permission
- You may / can + VP
- 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
- You are not allowed to

### 3. Expressing and finding out emotional attitudes

Expressing pleasure, liking
- This is very nice / pleasant
- I like / enjoy / love + noun / pronoun / Ving + very much
- A very good + noun
- What I like best is …

Inquiring about pleasure, liking, displeasure, dislike
- Do / Don't you like / enjoy + noun / pronoun / Ving / Vto ?
- Would you like + noun / pronoun / Vto ?

Expressing surprise
- This is a surprise !
- Fancy +Ving…!
- How nice + Vto!
- 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)

Expressing dissatisfaction
- I don 't like this
- **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 / pronoun / Ving
- I'd rather + VP… (than)

Inquiring about preference
- Which do you prefer ?
- Would you prefer + Ving?

Expressing gratitude
- Thank you (very much (indeed))
- It is/was very nice/kind of you (+ Vto)

Expressing sympathy
- I am (so) sorry / glad / delighted + Vto

Expressing intention
- I'm going + Vto
- I'll + Vinf
- I'm thinking of + V ing

Inquiring about intention
- Are you going + V to ?
- Will you + Vinf ?
- Are you thinking of + Ving ?

Expressing want, desire
- I want + noun / pronoun / V to
- I'd like + noun / pronoun / V to
- **May I have + noun / pronoun, please ?**

Inquiring about want, desire
- Do you want + noun / pronoun / V to ?
- Would you like + noun / pronoun / V to ?

## 4. Expressing and finding out moral attitudes

Apologizing
- I am (very) sorry
- Excuse me, please

Granting forgiveness
- That's all right / it's all right now
- It doesn't matter (at all) / forget about it

Expressing approval
- Good! / Excellent! / That's fine!

Expressing disapproval
- It's not very nice
- You shouldn't + Vinf

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 / really sorry + that-clause / if-clause

Expressing indifference
- It doesn't matter
- I don't care
- I don't mind ø / I don't mind + if-clause

Expressing interest
- **I'm interested in**
- **I'd like to know more about**
- **... sounds interesting**
- **Please tell me about ...**

## 5. Getting things done (suasion)

Making suggestions
- Let's + VP
- What about + Ving?
- 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 + Ved (, please) ?
- Would you mind + Ving?
- **Would you be so kind as to ...?**

Inviting others to do something
- What / how about + NP / Ving ?
- Would you like + Vto?

Advising others to do something
- Why don't you + VP?
- You should / **ought to + VP**

Warning others to take care or to refrain from doing something
- Be careful ! watch out! / look out!
- 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 ?

Greeting when introducing people and when being introduced
- This is...
- I'd like you to meet ...
- Hello / How do you do

Taking leave
- Good-bye / bye-bye / good night / cheerio
- I'll see you tomorrow / next week, later etc.

Attracting attention
- Excuse me.../ your attention, please


**N.B.** : Exponents in **bold type** are introduced at this level.

# TOPICS AND MATERIALS

| TOPIC AREAS | SUBTOPICS | MATERIALS |
|---|---|---|
| FAMILY LIFE AND RELATIONSHIPS | family composition / relations / roles– boys and girls –feelings – love – generation gap– solidarity – honesty – sports as leisure – women and football | ☐Linear texts:<br><br>prose (descriptive, narrative, persuasive, expository, argumentative) poetry, articles, conversations, dialogues, monologues, dictionary entries, presentations, songs …. |
| SCIENCE AND TECHNOLOGY | computers – Internet – mobile phones– multimedia – inventions – health – communication technologies – medicine– research – the role of technology in the promotion of sports | |
| SOCIAL PROBLEMS | violence – youth problems – famine - discrimination–overpopulation – child labour – poverty - malnutrition – unemployment – sports and gambling | ☐Non-linear texts:<br><br>brochures, maps, graphs, , menus, charts, shopping lists, tickets, timetables, … |
| COMMUNICATING WITH OTHERS | correspondence – e-mail – chatrooms – clubs – friendship – penfriends | |
| SOCIAL LIFE | travel – holidays – leisure activities– entertainment – facilities – hobbies – eating out – D.I.Y. – computer games - consumerism | ☐Visual materials:<br><br>Illustrations, pictures, cartoons… |
| EDUCATION | school life – exams – degrees – qualifications – school and family – virtual schools – e-learning – extracurricular activities | |
| SPORTS | Keeping fit -sporting spirit – hooliganism – amateur vs professional athletes – Olympic games – world championships - sport and education – sports and business – sport as a career – risk management – sports and politics – sports and fame – sports and ethics – doping | ☐Electronic media:<br><br>Educational TV programs (news casts - audio / video tapes, CD-ROMs, DVDs) educational software, Internet sites, podcasts, etc. |
| PROFESSIONAL LIFE | unemployment – jobs – careers –promotion – success – training – competitiveness - sports and business – sport as a career | |
| ATTITUDES AND VALUES | civism – voluntary work – tolerance– standards of conduct – democracy –appropriate behavior - human rights – children's rights – women's rights – equality – citizenship –civil rights –law and order – justice – rights and duties – NGOs - sports and ethics – Sporting spirit | |
| ECOLOGY | quality of life – pollution - environmental issues – Greenpeace | |
| MEDIA AND ARTS | arts - shows – concerts – cinema –music – newspapers – TV , etc. | |

# YEAR 4

The programme will be started from

september 2015

# READING AND LISTENING SKILLS AND STRATEGIES

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
4. Recognize the relationship between form (pronunciation, intonation, grammatical category, syntax, functional exponents, punctuation, capitalization, etc.) 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.)
8. Respond to oral / written input (instructions, directions, different types of texts)
9. Transfer information onto a table, diagram, chart, flow chart, graph, form, etc.
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
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
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 of idiomatic expressions**
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 processes**
31. Tap on different sources to answer specific questions
32. Identify the communicative value of utterances / texts
33. Use the strategy appropriate to the nature of text and / or purpose of reading.
34. Build on prior knowledge to further enhance learning
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, etc.) for specific information
40. Get the gist of extended reading / listening texts.
41. Make notes to get an outline or a summary
42. Develop as an autonomous reader
43. Acquire knowledge of the language (vocabulary, grammar and rules of discourse)

44. Acquire knowledge about a given topic
45. Extract salient points for subsequent use in speaking, writing, portfolio or project work
46. Expanding one's knowledge of the world
47. Develop awareness of aspects of the target culture
48. Compare one's culture to that conveyed in the text
49. Develop appreciation of self, environment and culture
50. Differentiate between fact and opinion
51. Judge the accuracy of information with respect to other sources and / or the reader's knowledge of the world
52. Distinguish between factual statements, ironical statements or exaggeration
53. Evaluate information or ideas (express judgment if information is correct, reasonable, surprising, socially / morally acceptable, relevant, thought-provoking, interesting, biased, etc.)
54. **Infer and evaluate the writer's intention**
55. Evaluate and react to content

# SPEAKING AND WRITING SKILLS AND STRATEGIES

1. Demonstrate internalization of language, ideas and information in speaking / writing
2. Pronounce / spell properly at word, sentence and discourse levels
3. Produce appropriate intonation patterns in statements and questions
4. Repeat chunks of language for fluency and accuracy
5. Read out / write money, quantities and dimensions (length, width, size, area, etc.) decimals, coefficients, dates, phone numbers, fractions, etc.
6. Demonstrate appropriate use of social skills as well as communication strategies required in interactional contexts: Use conversational strategies for opening/closing conversations, taking and giving turns, holding the floor, switching topics as well as repair and body language
7. Take part in conversations / role plays / simulations/class debates to develop fluency and inter-personal skills
8. Make / respond to requests, invitations, offers, suggestions, apologies, etc.
9. Express / respond to warning, regret, blame, surprise, obligation, etc.
10. Seek / give advice
11. Give / write directions (using a map, a schedule, etc.)
12. Make statements about facts / concrete situations
13. Ask for / give information appropriately according to context
14. Exchange information in real or simulated situations through telephone conversations, letters or e-mail, etc.
15. Express opinion / judgments about specific issues / topics
16. Express certainty / uncertainty / necessity
17. **Ask for support, make a complaint using the proper discourse strategies**
18. Produce descriptions or captions to match illustrations related to a specific topic area
19. Produce physical/moral description of self, family and friends
20. Compare objects, people, places, moods, feelings and attitudes
21. Describe a sequence of actions, events and steps of a process with/without explicit cohesion
22. Describe habits and conditions
23. Talk about future events and plans
24. Produce guided summaries using notes, an outline or a gapped text
25. Produce a summary of the main points of an oral presentation or a written text
26. Summarize information from various linear / non linear, oral and / or written sources
27. Paraphrase oral / written input
28. Report actions, incidents, events
29. Produce reports from notes, observation, table, chart, etc.
30. Support one's opinion with arguments
31. Use a range of discourse strategies to persuade people, orally or in writing, to do something
32. Defend a cause, a claim (express the claim and present the defense)
33. Reinvest new words/expressions from core vocabulary and new structures in one's speech / writing
34. Use connectors of explanation, comparison, contrast, cause, consequence, to achieve cohesion / coherence at sentence, paragraph and text levels
35. Use language forms appropriate to different communicative situations (register)
36. Produce an outline for a description, a narration, an argumentation or a comparison / contrast essay / talk
37. Select information from more than one source and reinvest it in speech or writing
38. Work in pairs /groups to perform a task such as solving a problem
39. Reinvest real world knowledge and experience in one's speech / writing
40. Express one's appreciation of peers' contribution (praise/tactful evaluation/interest)
41. Give a short speech / a prepared oral presentation relating to information presented non verbally (in an illustration, chart, diagram, graph)
43. Use writing conventions accurately and appropriately: spelling, capitalization and punctuation marks
44. Apply the writing process to produce <u>4</u> compositions a year (**200-250 words**)

# 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, +one, body, thing, where
5. Tags
6. Have got = have
7. Place of adjectives
8. Comparatives and superlative (short and long forms, irregular forms)
10. Comparison and contrast (whereas, although, however, unlike, etc.)
11. Regular and irregular adverbs
12. Present continuous with future meaning
13. The future
14. The present perfect
15. The present perfect continuous
16. The present perfect vs the simple past
17. The simple past with ago, then, at that time
18. The past progressive
18. The past perfect
20. The simple past vs the past perfect
21. Used to **vs to be used to doing something**
22. Like/enjoy/avoid/practise + V + ing
23. Possessive pronouns
24. To + infinitive, in order to + infinitive, so that + clause
25. Quantifiers (a few, a little, a lot, too few, too many, too little, too much)
26. The passive
27. Reported speech
28. Compounding
29. Affixation
30. Let sb do sth / make sb do sth / have sb do sth / want sb to do sth
31. **Phrasal verbs**
32. Reflexive pronouns
33. Reciprocal pronouns
34. Unless
35. If + present = present / future ; If + simple past = present conditional ; **If + past perfect =(conditional 3)**
36. Would like + infinitive ; would like + noun phrase + full infinitive
37. Quite + adjective ; very + adj ; too + adj ; adj + enough
38. So + adjective / adverb + that
39. Relative clauses with who, that, which, where, when, whose, whom, of which
40. Restrictive clauses **and non restrictive clauses**
41. Still, no longer, no more, any longer, any more
42. Linkers (therefore, as a result, that's why, before, then, after, besides, moreover)
43. Not only…. but also
44. Modals (may, can, must, could, might, should, ought to, had better, need, needn't, **should have, could have**)
45. **Verb + gerund vs verb+Vto / verb + V inf**
46. Be able to, be capable of
47. **Double comparative (More and more + adjective, less and less + adjective**

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

# Communicative Functions and Exponents

### 1. Imparting and seeking factual information

Identifying
- Demonstrative pronouns / adjectives (this, that, these, those) + 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)

Correcting
- Negative sentences with not / 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 / long / 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
- **There 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
- **As far as I am concerned**

*b) 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.

Disagreeing
- I don't agree / I don't think so / No / That's incorrect
- That's not the point / question / problem
- Oh no, ...

Inquiring about agreement or disagreement
- Do you agree? / Do you think so, too? / Don't you agree? / Don't you think so?

Interrupting
- Just a minute...
- Sorry to interrupt (you) ...

Giving in
- All right, then
- OK, you're right

Denying something
- No (adverb)
- Negative sentences with not, never, no, nobody, nothing

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 / pronoun + gerund / + that + clause
- I have forgotten (to bring my glasses, etc.)

Inquiring whether someone remembers or has forgotten something or someone
- Do you remember + noun / pronoun / + gerund / + that-clause
- Have you forgotten to (bring your glasses, etc.)

Expressing understanding or lack of it
- **I see**
- **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 ?**
- **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 / pronoun
- NP + cannot + VP
- **No doubt + declarative sentence**
- I certainly think / believe + that + clause
- I'm not at all sure if ...
- OK but ...

Inquiring about how certain / uncertain others are of something
- Are you sure + ø / that clause ?
- Do you think + ø / that clause ?

Expressing whether one is / is not obliged to do something
- I must + VP (similarly with we)

Inquiring whether one is obliged to do something
- Must I / do I have to + VP (similarly with we)

Expressing whether others are / are not obliged to do something
- Must + VP
- NP + have / not + VP (other persons)
- It is (not) necessary

### d) Giving and seeking permission to do something

Giving permission
- You may / can + VP
- 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
- You are not allowed to
- Don't + VP

## 3. Expressing and finding out emotional attitudes

Expressing pleasure, liking
- This is very nice / pleasant
- I like/enjoy/love + noun / pronoun / Ving + very much
- A very good + noun
- **What I like best is ...**

Inquiring about pleasure, liking, displeasure, dislike
- Do / Don't you like / enjoy + noun / pronoun / Ving / Vto?
- Would you like + noun / pronoun / Vto

Expressing surprise
- This is a surprise ! / What a surprise! / it's surprising! / I'm surprised + that-clause
- Fancy +Ving...!
- How nice + Vto!

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 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 / regret
- That's a (great) pity
- I'm very sorry + V to + that clause

### 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 / Ving
- I'd rather + VP + (than)

### Inquiring about preference
- Which do you prefer ?
- Would you prefer + Ving?

### Expressing gratitude
- Thank you (very much (indeed))
- It is / was very nice / kind of you (+ Vto)

### Expressing sympathy
- I am (so) sorry / glad / delighted + Vto

### Expressing intention
- I'm going + Vto
- I'll + Vinf
- 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 + Vinf ?
- Are you thinking of + Vinf ?

### Expressing want, desire
- I want + noun / pronoun / V to
- I'd like + noun / pronoun / V to
- May I have + noun / pronoun, please ?

Inquiring about want, desire
- Do you want + noun / pronoun / V to?
- Would you like + noun / pronoun / V to?

## 4. Expressing and finding out moral attitudes

Apologizing
- I am (very) sorry
- 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 + VP

Expressing blame
- **Should (not) have + Past Participle**

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
- **... 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)

<u>Making suggestions</u>
- Let's + VP
- What about + Ving?
- We could / might + VP

<u>Requesting others to do something</u>
- Please + VP / Could you (please) + VP / Would you (please) + VP?
- Can I have + NP + Ved (, please) ?
- Would you mind + Ving?

<u>Inviting others to do something</u>
- What / how about + NP / Ving ?
- Would you like + Vto?

<u>Advising others to do something</u>
- Why don't you + VP?
- You should + VP

<u>Warning others to take care or to refrain from doing something</u>
- Be careful!
- Mind + NP ! (e.g. Mind your head!)
- Don't + VP
- Look out!

<u>Instructing or directing others to do something</u>
- Imperative sentences

### 6. Socializing

<u>Greeting when meeting people</u>
- Hello / good morning (afternoon / evening)
- Hello / how are you ?
- (I'm fine, thank you) how are you ?

<u>Greeting when introducing people and when being introduced</u>
- This is ...
- I'd like you to meet...
- Hello / How do you do / pleased/glad to meet you / nice meeting you

<u>Taking leave</u>
- Good-bye / bye-bye / good night / cheerio
- I'll see you tomorrow / later / next week, etc.

<u>Attracting attention</u>
- Excuse me...
- Your attention, please

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## TOPICS AND MATERIALS

| TOPIC AREAS | SUBTOPICS | MATERIALS |
|---|---|---|
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| SOCIAL PROBLEMS | violence – youth problems – famine - discrimination–overpopulation – child labour – poverty - malnutrition – unemployment – sports and gambling | []Non-linear texts:<br><br>brochures, maps, graphs, , menus, charts, shopping lists, tickets, timetables, ... |
| COMMUNICATING WITH OTHERS | correspondence – e-mail – chatrooms – clubs – friendship – penfriends | |
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| ECOLOGY | quality of life – pollution - environmental issues – Greenpeace | |
| MEDIA AND ARTS | arts - shows – concerts – cinema –music – newspapers – TV , etc. | |