



***English Language Curriculum  
for Elementary, Intermediate  
and Secondary Schools  
in the Kingdom of Saudi Arabia***

***Grades 4 to 12***

***2014-2020***

## Contents

Overview .....	4
Introduction .....	8
Principles underlying the curriculum .....	9
General aims of the curriculum .....	9
Curricular goals .....	9
Levels of language proficiency .....	10
Methodology .....	11
Cultural issues .....	12
New technologies in the ELT classroom .....	12
Assessment .....	13
Curricular objectives of Elementary School .....	14
Topics for Elementary School (Grades 4, 5, 6).....	16
Grade 4 Objectives .....	17
Grade 4 Topics / Vocabulary .....	18
Grade 4 The Alphabet and Phonics .....	19
Grade 4 Functions and Language Exponents .....	20
Grade 4 Grammar Syllabus .....	21
Grade 5 Objectives .....	22
Grade 5 Topics / Vocabulary .....	23
Grade 5 Phonics .....	24
Grade 5 Functions and Language Exponents .....	25
Grade 5 Grammar Syllabus .....	26
Grade 6 Objectives .....	27
Grade 6 Topics / Vocabulary .....	28
Grade 6 Phonics .....	29
Grade 6 Functions and Language Exponents .....	30
Grade 6 Grammar Syllabus .....	32
Curricular objectives of Intermediate School .....	33
Topics for Intermediate School (Grades 7, 8, 9).....	36
Grade 7 Objectives .....	37
Grade 7 Topics / Vocabulary .....	38
Grade 7 Functions and Language Exponents .....	39
Grade 7 Grammar Syllabus .....	41

Grade 8 Objectives .....	42
Grade 8 Topics / Vocabulary .....	43
Grade 8 Functions and Language Exponents .....	44
Grade 8 Grammar Syllabus .....	47
Grade 9 Objectives .....	48
Grade 9 Topics / Vocabulary .....	49
Grade 9 Functions and Language Exponents .....	50
Grade 9 Grammar Syllabus .....	52
Curricular objectives of Secondary School .....	53
Topics for Secondary School (Grades 10, 11, 12).....	56
Grade 10 Objectives .....	57
Grade 10 Topics / Vocabulary .....	58
Grade 10 Functions and Language Exponents .....	59
Grade 10 Grammar Syllabus .....	63
Grade 11 Objectives .....	64
Grade 11 Topics / Vocabulary .....	65
Grade 11 Functions and Language Exponents .....	66
Grade 11 Grammar Syllabus .....	69
Grade 12 Objectives .....	70
Grade 12 Topics / Vocabulary .....	71
Grade 12 Functions and Language Exponents .....	72
Grade 12 Grammar Syllabus .....	76

<b>APPENDIX I</b> Suggested topics relevant to the KSA and Islamic Culture for Elementary, Intermediate and Secondary Schools .....	77
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<b>APPENDIX II</b> Correlations of Grades, CEFR Levels and International Examinations / Teaching Time / Vocabulary .....	78
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# English Language Curriculum for Elementary, Intermediate and Secondary schools in the Kingdom of Saudi Arabia

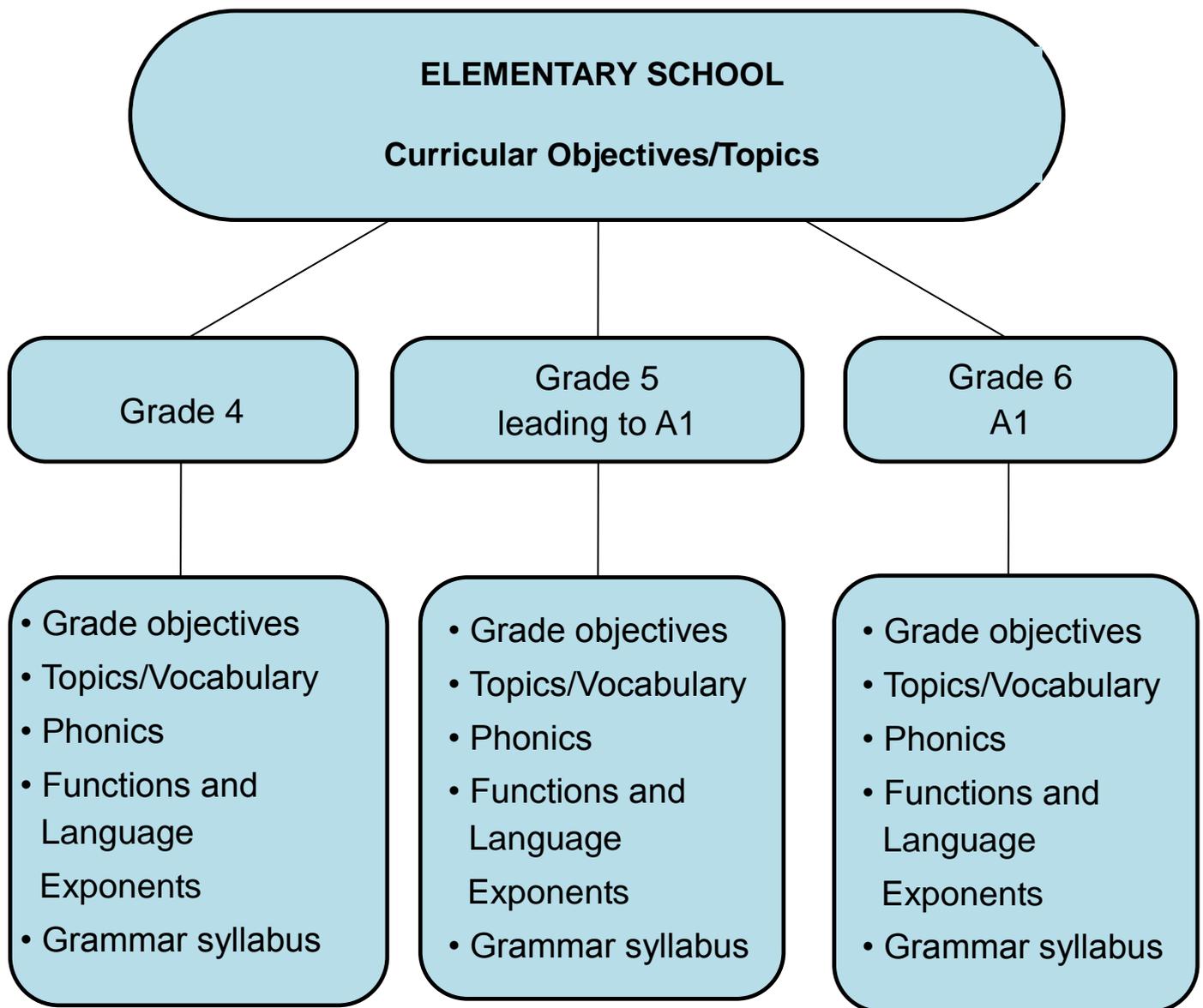
- Introduction
- Principles
- General Aims
- Curricular Goals
- Levels of Language Proficiency
- Methodology
- Cultural Issues
- New Technologies in the ELT Classroom
- Assessment

## Curricular Objectives / Topics

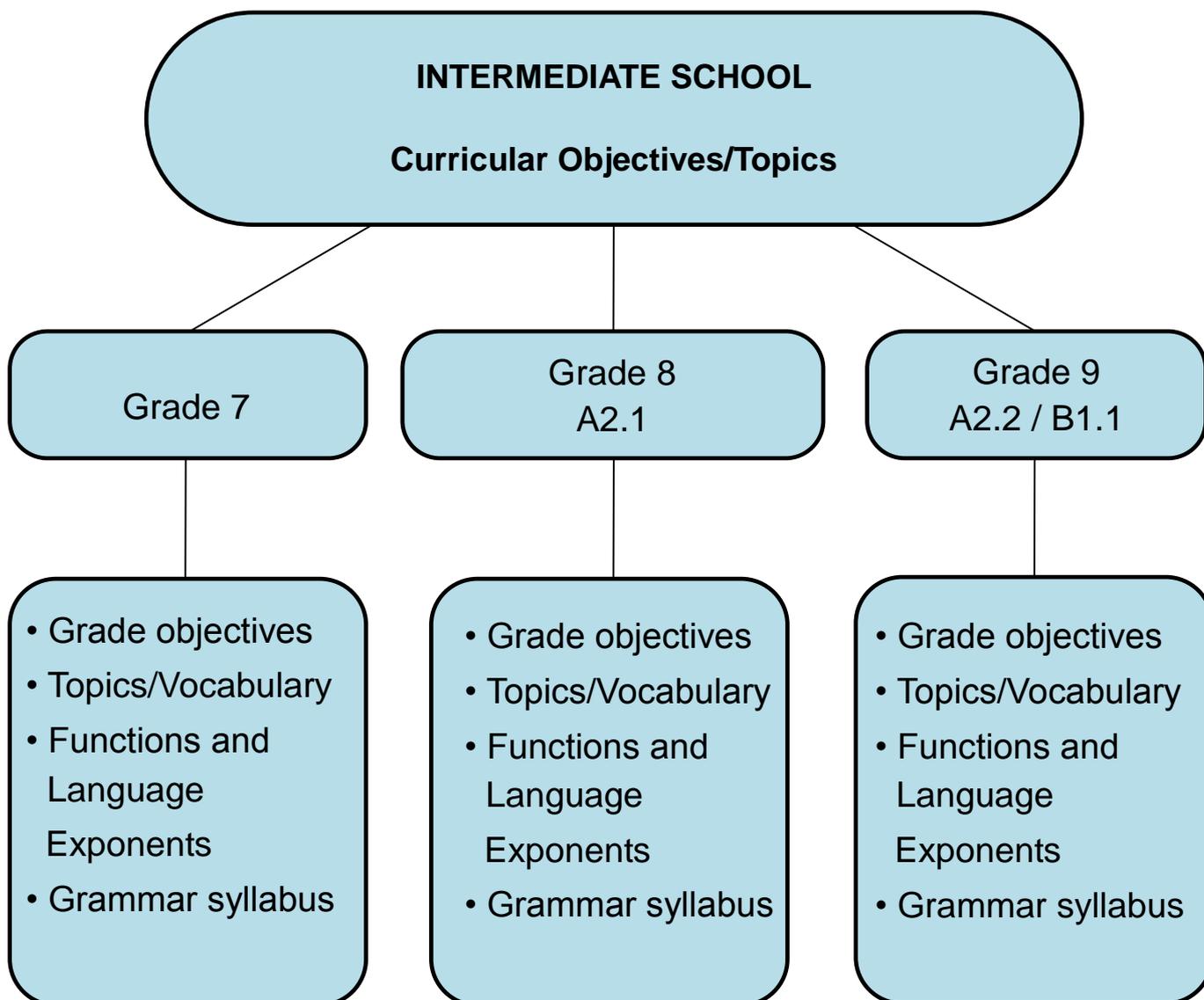
Elementary school

Intermediate school  
CEFR A2.2 / B1.1 Level

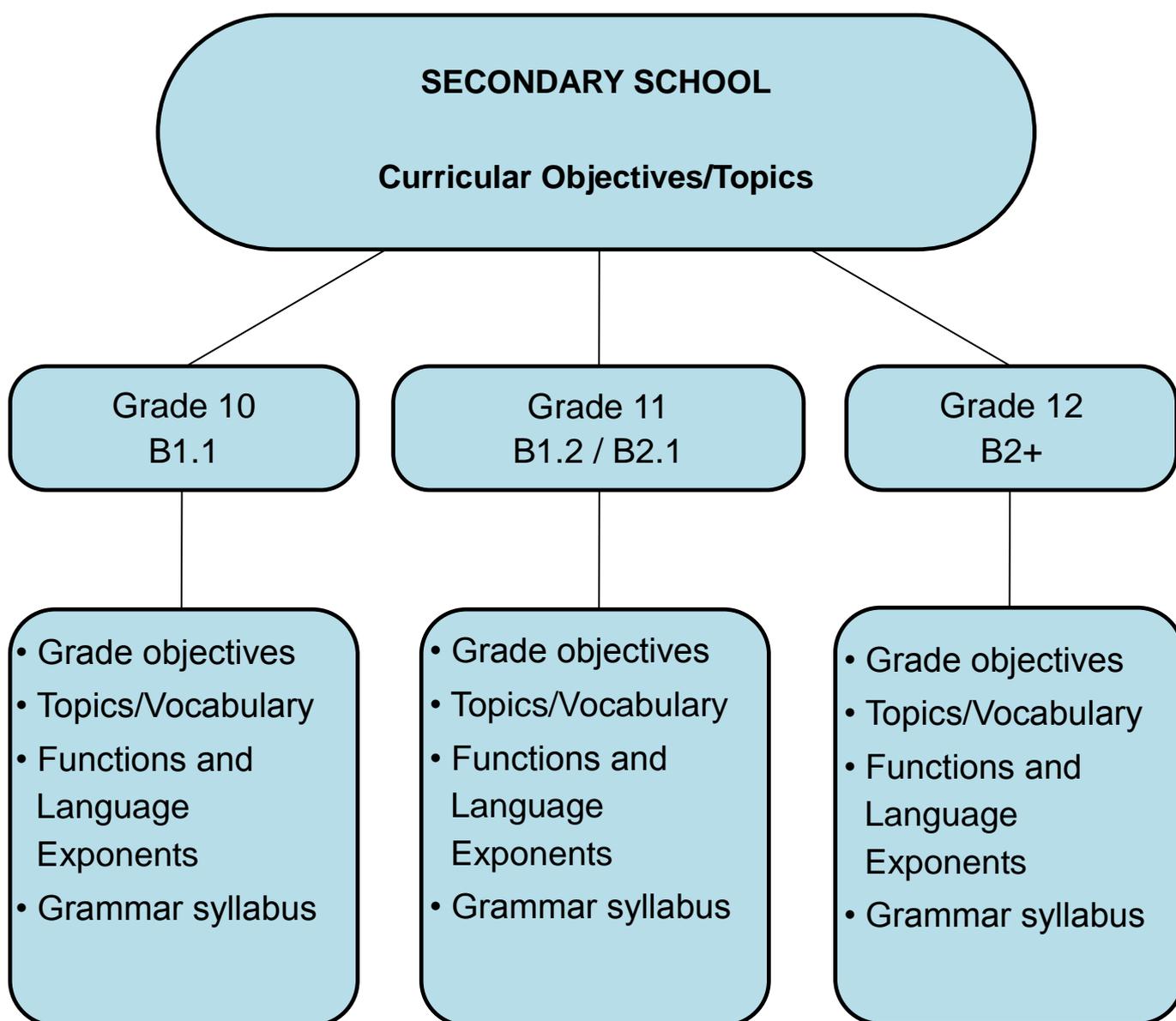
Secondary school



- **Appendix I:** Suggested topics relevant to the KSA and Islamic culture for Elementary, Intermediate and Secondary schools
- **Appendix II:** Correlations Of Grades, CEFR Levels and International Examinations / Teaching Time / Vocabulary



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# **ENGLISH LANGUAGE CURRICULUM FOR ELEMENTARY, INTERMEDIATE AND SECONDARY SCHOOLS IN THE KINGDOM OF SAUDI ARABIA**

## **INTRODUCTION**

Contemporary societies are rapidly transforming and are characterised by dynamic development in all sectors. Simultaneously, societies are becoming increasingly competitive. Within this global context, the knowledge of foreign languages not only promotes the higher values of international understanding and tolerance, but it is also a key to success in the academic sector as well as in the global market.

Article fifty of the Educational Policy of the Kingdom of Saudi Arabia establishes the principles and guidelines for foreign language education in the National Curriculum. The English Language Curriculum for Elementary, Intermediate and Secondary Schools, as it is set out in the following pages, elaborates these principles and guidelines and presents a functional curriculum based on current developments in EFL (English as a foreign language) theory and practice in the fields of curriculum design and teaching methodology.

The curriculum includes what Saudi students should learn by the end of each grade from Grade 4 to Grade 12. It will help schools to plan their curriculum, to design their tests and examinations, and to guide material writers.

## PRINCIPLES UNDERLYING THE CURRICULUM

1. Language is used for communication: teaching a language involves enabling learners to interact socially in a variety of situations and contexts. This is optimally achieved through the integration of the four skills of speaking, listening, reading and writing.
2. Learners' needs and abilities must be taken into consideration.
3. Learners have different individual learning styles.
4. Learners should be involved in meaningful, interactive tasks for optimum effectiveness.

## GENERAL AIMS OF THE CURRICULUM

The general aims of the English Language Curriculum are to:

- a) enable learners to use the language in meaningful contexts
- b) build learners' ability to communicate their ideas fluently, accurately and confidently.

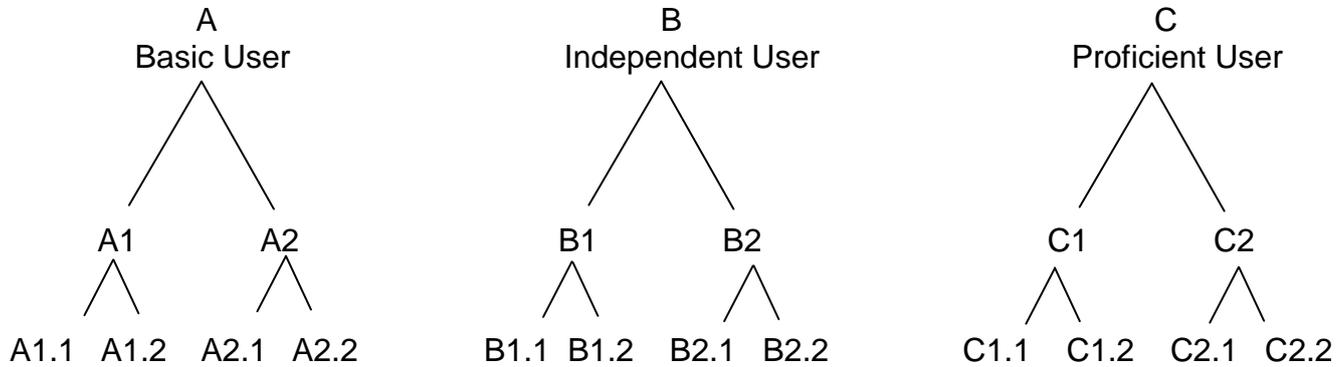
## CURRICULAR GOALS

Through developing their communicative competence in the English language, learners should achieve the following goals which enable them to:

- Goal 1:** explain the tenets of Islam with a vision to promoting international understanding and tolerance.
- Goal 2:** advocate and participate in spreading Islam.
- Goal 3:** promote mutual cultural understanding and respect among nations.
- Goal 4:** enhance their cognitive and problem-solving skills, thus leading to academic and professional advancement.
- Goal 5:** develop an awareness of the significance of English as a means of international communication.
- Goal 6:** develop a positive attitude towards learning the English language.

## LEVELS OF LANGUAGE PROFICIENCY

The Common European Framework of Reference for Languages (CEFR) describes the levels of language proficiency in a scale of three common reference levels (A, B, C) which are subdivided into another six levels: A1, A2, B1, B2, C1, C2. These six levels can be further subdivided into twelve levels. (See diagram below).



## METHODOLOGY

A curriculum is an outline of what is to be learnt. The question of language content, however, cannot be considered in isolation from the question of how the language is to be learnt. The Communicative Approach to language teaching has influenced the field of ELT profoundly and continues to be the most significant point of reference. There are three basic points that constitute the foundations of Communicative Theory and the corresponding approach to teaching, which have a series of practical implications for the materials and methods used in ELT classrooms.

### **The Foundations of Communicative Theory**

- Learners' needs are taken into account.
- There is a shift from a focus on form to a focus on meaning.
- Real world language is used in realistic contexts.

The implications for the methods used in the ELT classroom are:

- Learner-centred work opportunities for collaboration, sharing of ideas, self-assessment and reflection should be encouraged.
- The materials should be relevant to the needs and interests of the learners, as well as motivating and entertaining.
- There should be a variety of texts (dialogues, stories, factual texts, comic strips, e-mails, quizzes, articles, interviews, letters, etc.) and task types (warm-up, post-reading/listening, transferring from verbal to visual information, information gap, pair work and group work, sequencing, role-play, games, etc.) and a variety in the pace of the lesson.

However, the methodology recommended is an eclectic approach which incorporates the most effective elements of various teaching methods, thus providing a framework within which learners learn simultaneously in a number of different ways.

## CULTURAL ISSUES

As English becomes a global language, the question of how to teach culture and which culture to teach becomes more complex. English serves as a language of wider communication and is used as such by a growing number of people who are native speakers of other languages.

Two goals should be taken into consideration regarding culture in language teaching. First, establishing a 'sphere of interculturality' and, secondly, teaching culture as difference.

There is wide consensus that there are three types of cultural information that it is advisable to use in language textbooks and materials. These types of cultural information can broadly be identified as '**source culture materials**' (in which the learners' own culture is used as content); '**target culture materials**' (in which the culture of a country where English is spoken as a first language is used); and finally, '**international target culture materials**' (in which a variety of cultures in English and non-English-speaking countries around the world is used).

## NEW TECHNOLOGIES IN THE ELT CLASSROOM

New technologies can be a useful tool in the ELT classroom and can facilitate the attainment of the goals set by the curriculum. In a communicative approach to language learning, technological aids can promote learner-centred learning and encourage interaction between learners, the teacher and the technology.

Teachers working with technological aids are in a position to incorporate activities that not only take into consideration different learning abilities but also different learning styles and multiple intelligences. Thus, the learning experience is enhanced and made more appealing, which, in turn, results in increased learner motivation.

## **ASSESSMENT**

In addition to the issues of what and how learners are taught, the assessment of learners' progress is crucial in language teaching and learning. There is wide consensus that the following aspects of language learning need to be taken into consideration when assessing learners so that teachers can monitor their learners' progress and provide them with feedback that will facilitate the learning process:

- a)** the development of the four skills of listening, speaking, reading and writing
- b)** the educational goals set by the curriculum
- c)** learning how to learn (which refers to helping students identify effective learning skills and recognising their strengths and weaknesses).

In order to form an overall picture of learners' progress, assessment can be carried out at regular intervals throughout a course by means of quizzes, tests and exams. However, it is crucial that learners' classroom participation, project work, take-home assessment tasks and portfolios are also assessed.

## CURRICULAR OBJECTIVES OF ELEMENTARY SCHOOL

Upon completing Elementary School, learners reach level A1, according to the CEFR scale of reference levels (see page 78). The expectations for this level both on a global scale and for each of the four individual skills are as follows:

### **Global Scale (A1)**

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### **General Linguistic Range**

Has a very basic range of simple expressions about personal details and needs of a concrete type.

### **Vocabulary Range**

Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

### **Grammatical Accuracy**

Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.

### **Phonological Control**

Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

### **Orthographic Control**

Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.

### **Sociolinguistic Appropriateness**

Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying *please*, *thank you*, *sorry*, etc.

### **Listening**

Can recognise familiar words and very basic phrases concerning oneself, one's family and immediate concrete surroundings when people speak slowly and clearly.

### **Reading**

Can understand familiar names, words and very simple sentences; for example, on notices and posters or in catalogues.

## Speaking

### *Qualitative aspects of spoken language use*

<b>Range</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.
<b>Accuracy</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.
<b>Fluency</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
<b>Interaction</b>	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.
<b>Coherence</b>	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.

## Writing

Can write a short, simple postcard/e-mail; for example, sending holiday greetings. Can fill in forms with personal details; for example, entering one's name, nationality and address on a hotel registration form.

## TOPICS / VOCABULARY FOR ELEMENTARY SCHOOL (GRADES 4, 5, 6)

### I. Numbers

- a. Cardinal numbers 1 – 100
- b. Ordinal numbers 1<sup>st</sup> – 10<sup>th</sup>
- c. Cardinal numbers 100 – 1000 (*in hundreds*)

### II. People

- a. Family members and friends

### III. My Life

- a. Parts of the body
- b. Parts of the face
- c. Physical appearance
- d. Personal belongings
- e. Likes and dislikes
- f. Hobbies
- g. Feelings
- h. Free time activities
- i. Everyday activities
- j. Clothes
- k. Holiday activities
- l. Housework

### IV. Colours

(red, green, blue, brown, black, yellow, orange, white, pink, purple)

### V. Animals

- a. Domestic animals
- b. Wild animals

### VI. Time

- a. Time (o' clock, half past, a quarter to, a quarter past, ten thirty)
- b. Days of the week
- c. Parts of the day
- d. Months
- e. Seasons

### VII. School

- a. Classroom objects
- b. Language used in the classroom

### VIII. Sports and Leisure

- a. Types of sport
- b. Toys and games

### IX. Food and drink

- a. Meals
- b. Eating habits

### X. Homes and Houses

- a. Rooms in a house
- b. Items in a house
- c. Furniture
- d. Parts of a house

### XI. The world around us

- a. Places and buildings
- b. Weather
- c. Transport
- d. Directions
- e. Geographical features
- f. Rules (school, library, etc.)

### XII. Work

- a. Jobs
- b. Work related activities

### XIII. Health

- a. ailments (headache, toothache, stomach-ache, earache)

It should be pointed out that the overlapping of topics from one level to another ensures the graded development and expansion of learners' vocabulary (**approximately 750 words**).

**For topics relevant to the KSA and Islamic culture see Appendix I (page 77).**

## GRADE 4 OBJECTIVES

This is a more detailed description of the knowledge and skills referred to in the Curricular Objectives.

<i>Grade 4, leading to Basic User A1</i>			
<i>Listening Skills</i>	<i>Speaking Skills</i>	<i>Reading Skills</i>	<i>Writing Skills</i>
<ol style="list-style-type: none"> <li>1. Recognise the sounds of the English alphabet</li> <li>2. Differentiate between the pronunciation of similar sounds in English, especially those that may cause difficulties for Arabic speakers</li> <li>3. Recognise the spoken form of a few short simple words included in short monologues or dialogues consisting of two exchanges</li> <li>4. Recognise intonation patterns of statements and questions</li> <li>5. Understand short simple questions related to basic personal information</li> <li>6. Understand short basic instructions and directions</li> <li>7. Discovering rhymes</li> </ol>	<ol style="list-style-type: none"> <li>1. Produce the sounds of the English alphabet</li> <li>2. Use formulaic language in basic communication functions (e.g. greet, thank)</li> <li>3. Ask short simple questions about familiar topics</li> <li>4. Respond to short simple questions by saying 'yes' or 'no'</li> <li>5. Respond to short simple questions by giving basic personal information</li> <li>6. Produce short simple phrases/sentences about people and things</li> </ol>	<ol style="list-style-type: none"> <li>1. Become familiar with the direction of English writing</li> <li>2. Recognise the letters of the English alphabet (lower and upper cases)</li> <li>3. Recognise a few short simple words in print</li> <li>4. Recognise Arabic numerals</li> <li>5. Recognise own name in English</li> <li>6. Follow a short simple text while listening to the audio recording</li> </ol>	<ol style="list-style-type: none"> <li>1. Become familiar with the direction of English writing</li> <li>2. Become familiar with the shapes of the letters of the English alphabet</li> <li>3. Write the letters of the English alphabet (lower and upper cases)</li> <li>4. Write Arabic numerals</li> <li>5. Write own name in English</li> <li>6. Write short simple words to complete a written text at sentence level</li> <li>7. Apply basic rules of punctuation (use capital letters, full stops and question marks)</li> </ol>

## GRADE 4 TOPICS / VOCABULARY

*To be assigned in accordance with topic the list in page 16*

It should be pointed out that the overlapping of topics from one level to another ensures the graded development and expansion of learners' vocabulary (**approximately 250 words**).

## GRADE 4 THE ALPHABET AND PHONICS

### A. The alphabet (A – Z)

### B. Phonics

1. p, /p/ as in '*pencil*'
2. b, /b/ as in '*book*'
3. f, /f/ as in '*feet*'
4. v, /v/ as in '*van*'
5. ch, /tʃ/ as in '*chair*'
6. sh, /ʃ/ as in '*ship*'
7. th, /θ/ as in '*thin*'
8. th, /ð/ as in '*this*'
9. a, /æ/ as in '*cat*'
10. i, /ɪ/ as in '*fish*'
11. e, /e/ as in '*red*'
12. o, /ɒ/ as in '*box*'
13. i, /aɪ/ as in '*kite*'
14. o, /əʊ/ as in '*nose*'
15. a, /eɪ/ as in '*cake*'
16. e, /i:/ as in '*sea*'

## GRADE 4 FUNCTIONS AND LANGUAGE EXPONENTS

	<b>FUNCTIONS</b>	<b>LANGUAGE EXPONENTS</b>
1	greet people	Hello / Hi
2	introduce oneself and inquire about somebody's name	What's your name? I'm Ali. My name's Ali.
3	ask about somebody's well-being and answer about your own well-being	How are you? Fine, thank you.
4	count and read (1-19)	One, two, three, etc. How old are you? I'm ten.
5	count and read in tens (10-100)	Twenty apples, please.
6	ask and answer about somebody's age	How old are you? I'm nine.
7	talk about feelings in short and simple sentences	Are you happy? Yes, I am. / No, I'm not.
8	give and follow simple instructions	Sit down. Don't stand up.
9	identify basic colours (red, blue, black, green, brown, white, yellow)	What colour are they? They're pink.
10	express possession	I've got a pencil. Have you got a pen? Yes, I have. / No, I haven't. I haven't got a computer.
11	talk about likes and dislikes	I like apples. I don't like carrots.
12	ask for something politely and respond	Ten apples, please. Here you are.
13	identify the location of objects	Where's the doll? It's on the bed. It's in the box.
14	express thanks	Thanks.
15	Talk about a range of familiar topics	See relevant topics.

## GRADE 4 GRAMMAR SYLLABUS

1. Question words (What, Who, Where, How)
2. Possessive adjectives (my, your)
3. Demonstratives: this/that/these/those
4. Indefinite articles: a/an
5. Nouns: singular (book) – plural (books)
6. Subject personal pronouns (I, You, He, She, It, We, They)
7. The verb *to be* (Affirmative – Negative - Questions – Short answers)
8. Imperatives (Affirmative-Negative)
9. The verb *to have* (Affirmative – Negative - Questions – Short answers)
10. Prepositions of place: *on, in*
11. Present Simple: the verb *to like* (first and second person singular):  
I like / I don't like / Do you like? Yes, I do./No, I don't.
12. Conjunctions (and)

## GRADE 5 OBJECTIVES

This is a more detailed description of the knowledge and skills referred to in the Curricular Objectives.

<i>Grade 5, leading to Basic User A1</i>			
<i>Listening Skills</i>	<i>Speaking Skills</i>	<i>Reading Skills</i>	<i>Writing Skills</i>
<ol style="list-style-type: none"> <li>1. Differentiate between the pronunciation of similar sounds in English</li> <li>2. Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges</li> <li>3. Recognise simple intonation patterns</li> <li>4. Understand simple questions about oneself</li> <li>5. Understand basic instructions and directions</li> <li>6. Appreciate basic rhymes</li> </ol>	<ol style="list-style-type: none"> <li>1. Use formulaic language in basic communication functions (e.g. greet, thank)</li> <li>2. Ask simple questions about familiar topics</li> <li>3. Respond to short simple questions by saying 'yes' or 'no' or by giving basic personal information</li> <li>4. Produce short simple sentences about people, places and things</li> <li>5. Link ideas with <i>and, but, or</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Follow a short simple text while listening to the audio recording</li> <li>2. Recognise basic rules of punctuation (capital letters, full stops, commas, exclamation marks and question marks.)</li> <li>3. Understand short simple sentences</li> <li>4. Understand short simple texts if there is visual support</li> <li>5. Understand the main idea in short simple texts</li> </ol>	<ol style="list-style-type: none"> <li>1. Spell accurately a small number of high frequency words</li> <li>2. Write high frequency words to complete a written text at sentence level</li> <li>3. Write short simple phrases to complete a written text at sentence level</li> <li>4. Write short simple words/phrases to complete a paragraph</li> <li>5. Apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks and question marks)</li> <li>6. Write short simple sentences to convey basic personal information</li> <li>7. Link ideas with <i>and, but, or</i></li> </ol>

## GRADE 5 TOPICS / VOCABULARY

*To be assigned in accordance with topic the list in page 16*

It should be pointed out that the overlapping of topics from one level to another ensures the graded development and expansion of learners' vocabulary (**approximately 500 words**).

## GRADE 5 PHONICS

1. *a*, /eɪ/ as in 'dates'
2. *i*, /aɪ/ as in 'rice'
3. *o*, /əʊ/ as in 'rose'
4. *ea*, /i:/ as in 'teacher'
5. *ea*, /e/ as in 'bread'
6. *oo*, /u:/ as in 'food'
7. *oo*, /ʊ/ as in 'book'
8. *u*, /ju:/ as in 'computer'
9. *u*, /ʌ/ as in 'duck'
10. Plural nouns: /s/ as in 'cats'
11. Plural nouns: /z/ as in 'birds'
12. Plural nouns: /ɪz/ as in 'dresses'
13. *ch*, /tʃ/ as in 'chair'
14. *sh*, /ʃ/ as in 'sheep'
15. *ph*, /f/ as in 'photo'
16. *wh*, /w/ as in 'white'
17. *pl*, /pl/ as in 'plane'
18. *cl*, /kl/ as in 'clap'
19. *cr*, /kr/ as in 'crisps'
20. *gr*, /gr/ as in 'green'
21. *fr*, /fr/ as in 'friend'
22. *pr*, /pr/ as in 'prince'
23. *bl*, /bl/ as in 'black'
24. *gl*, /gl/ as in 'glass'
25. *fl*, /fl/ as in 'fly'
26. *sl*, /sl/ as in 'sleep'
27. *br*, /br/ as in 'brown'
28. *dr*, /dr/ as in 'dress'
29. *tr*, /tr/ as in 'tree'
30. *st*, /st/ as in 'star'
31. *sp*, /sp/ as in 'spoon'
32. *sn*, /sn/ as in 'snake'
33. *sm*, /sm/ as in 'small'
34. *sw*, /sw/ as in 'swim'

## GRADE 5 FUNCTIONS AND LANGUAGE EXPONENTS

	FUNCTIONS	LANGUAGE EXPONENTS
1	make introductions	My name's Ali. This is Abdullah.
2	count cardinal numbers 1 - 100 and ordinal numbers 1 <sup>st</sup> -10 <sup>th</sup>	I have got fifty books. He has got a hundred pens. February is the second month of the year.
3	describe physical appearance	He has got curly hair. I have got a small nose.
4	identify and express location	Where are the dolls? / They're on the sofa. Where's the school? / It's opposite the park. Is there a library in your town? / Yes, there is.
5	express possession	I have got a board game. Have you got a computer? / Yes, I have. / No, I haven't. Whose shirt is this? / It's Ali's. Her bag is blue.
6	express ability	Can you swim? Yes, I can. / No, I can't.
7	ask and answer about number	How many dolls can you see? / Ten.
8	express likes and dislikes	I like apples. I don't like rice. Do you like pasta? / Yes, I do. / No, I don't.
9	make suggestions	Let's go to the park.
10	understand and use commands and requests	Take your umbrella. Stand up.
11	ask about and tell the time	What time do you get up? At six o'clock.
12	talk about everyday activities	I go to school at 7 o'clock. My mother cooks every day. Does he work in a hospital? / Yes, he does. / No, he doesn't
13	greet someone politely at different times of the day	Good morning. / Good afternoon. / etc.
14	talk about activities happening at the moment of speaking	I am playing tennis. Is he reading? / Yes, he is. / No, he isn't. They aren't playing basketball.
15	Talk about a range of familiar topics	See relevant topics.

## GRADE 5 GRAMMAR SYLLABUS

1. Demonstratives: *this/that/these/those*
2. Articles: *a/an/the*
3. Regular – Irregular plural nouns
4. Adjectives
5. The verb *to be* (Affirmative – Negative - Questions – Short answers)
6. Questions with *What, Who, Where, Whose, How many*
7. Prepositions of place: *on, in, under, next to, between, opposite*
8. The verb *to have* (Affirmative – Negative - Questions – Short answers)
9. Possessive case ('s): *It's Hassan's.*
10. Possessive adjectives (*my, your, his, her, its, our, their*)
11. Modals: *can/can't*
12. Imperatives (Affirmative – Negative)
13. *There is/There are*
14. Prepositions of time: *at, on, in*
15. Present Simple (Affirmative – Negative - Questions – Short answers) – Time expressions (*in the morning / afternoon / evening / at night*)
16. Present Progressive (Affirmative – Negative - Questions – Short answers)
17. *Let's...*
18. Intensifier (*very*)
19. Conjunctions (*and, but, or*)

## GRADE 6 OBJECTIVES

This is a more detailed description of the knowledge and skills referred to in the Curricular Objectives.

<i>Grade 6, Basic User A1</i>			
<i>Listening Skills</i>	<i>Speaking Skills</i>	<i>Reading Skills</i>	<i>Writing Skills</i>
<ol style="list-style-type: none"> <li>1. Differentiate between the pronunciation of similar sounds in English</li> <li>2. Understand the main idea and/or basic information in short monologues or dialogues consisting of two to six exchanges</li> <li>3. Recognise various intonation patterns</li> <li>4. Understand questions about oneself and others</li> <li>5. Understand simple instructions and directions</li> <li>6. Appreciate rhymes</li> </ol>	<ol style="list-style-type: none"> <li>1. Use formulaic language in basic communication functions (e.g. greet, thank)</li> <li>2. Interact in a simple way by asking and answering questions about familiar topics</li> <li>3. Produce simple sentences describing people, places and things</li> <li>4. Give simple instructions and directions</li> <li>5. Use basic language to satisfy needs of a concrete type</li> <li>6. Link ideas with <i>before, then</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise rules of punctuation</li> <li>2. Understand the main idea in short simple texts</li> <li>3. Understand specific information in short simple texts</li> <li>4. Associate verbal with visual information</li> </ol>	<ol style="list-style-type: none"> <li>5. Spell accurately familiar words and short phrases</li> <li>6. Write high frequency words to complete a written text</li> <li>7. Write short phrases to complete a written text</li> <li>8. Write short simple words/phrases to complete a paragraph</li> <li>9. Apply basic rules of punctuation</li> <li>10. Filling in a form with basic personal information</li> <li>11. Write short simple sentences to pass on basic personal information and information about other people</li> <li>12. Write a short simple postcard / e-mail</li> <li>13. Link ideas with <i>before, then</i></li> </ol>

## GRADE 6 TOPICS / VOCABULARY

*To be assigned in accordance with topic the list in page 16*

It should be pointed out that the overlapping of topics from one level to another ensures the graded development and expansion of learners' vocabulary (**approximately 750 words**).

## GRADE 6 PHONICS

1. ph /f/ as in 'photo'
2. gh /f/ as in 'laugh'
3. Present Simple 3<sup>rd</sup> person singular: /s/ as in 'walks'
4. Present Simple 3<sup>rd</sup> person singular: /z/ as in 'reads'
5. Present Simple 3<sup>rd</sup> person singular: /ɪz/ as in 'teaches'
6. ea /i:/ as in 'teacher'
7. ee /i:/ as in 'tree'
8. i, /aɪ/ as in 'rice'
9. i, /aɪ/ as in 'pie'
10. ay, /eɪ/ as in 'play'
11. ai, /eɪ/ as in 'train'
12. oa, /əʊ/ as in 'goat'
13. ow, /əʊ/ as in 'yellow'
14. ou, /aʊ/ as in 'mouth'
15. ow, /aʊ/ as in 'brown'
16. ow, /əʊ/ as in 'window'
17. ow, /aʊ/ as in 'town'
18. ere, /eə/ as in 'where'
19. air, /eə/ as in 'hair'
20. ear, /eə/ as in 'wear'
21. oi, /ɔɪ/ as in 'oil'
22. oy, /ɔɪ/ as in 'toy'
23. ar, /ɑ:/ as in 'car'
24. or, /ɔ:/ as in 'forty'
25. er, /ə/ as in 'brother'
26. u, /ju:/ as in 'huge'
27. ue, /ju:/ as in 'barbecue'
28. ur, /ɜ:/ as in 'purse'
29. ir, /ɜ:/ as in 'bird'
30. nk, /nk/ as in 'bank'
31. ng, /ŋ/ as in 'spring'
32. ck, /k/ as in 'clock'
33. nd, /nd/ as in 'sand'
34. nt, /nt/ as in 'tent'
35. sk, /sk/ as in 'skate'
36. sc, /sk/ as in 'scarf'
37. squ, /skw/ as in 'square'
38. silent gh as in 'night'
39. silent k as in 'knee'

## GRADE 6 FUNCTIONS AND LANGUAGE EXPONENTS

	FUNCTIONS	LANGUAGE EXPONENTS
1	express possession	Have you got twenty pens? Yes, I have. / No, I haven't. Whose bag is this? It's Hasna's. It's hers.
2	describe physical appearance	He is tall and thin. Has he got curly hair? / Yes, he has.
3	express ability	Can you play football? / Yes, I can.
4	count cardinal numbers 100-1000 (in hundreds)	How many books have you got? I have got 300 books.
5	make suggestions	Let's make a cake.
6	ask about and tell the time	What's the time? It's one o'clock. / It's half past one. It's a quarter past one. / It's one fifteen.
7	talk about everyday activities	I always have breakfast in the morning. He sometimes rides his bike to school. Do you watch TV after school? / No, I don't.
8	talk about activities happening at the moment of speaking	Is she reading a book? / Yes, she is. What are they doing? They're playing basketball.
9	identify and express location	Where's the rabbit? It's under the table. The bedroom is upstairs.
10	ask and answer about number and quantity	How much milk do you drink every day? / Two glasses. How many apples do you eat every day? / Three apples.
11	order at a restaurant	What would you like? I'd like some rice, please. Would you like some dessert? Some chocolate cake, please. No, thanks.
12	give directions	Go straight. Then, turn right.
13	talk about the past (events, experiences, etc.)	Where were you yesterday? I was at school yesterday. Was the book boring? / No, it wasn't. We played football yesterday. I didn't eat pasta yesterday. Did you swim yesterday? / Yes, I did.

<b>14</b>	Express obligation / prohibition discussing rules (school, library, etc.)	Be quiet. Don't eat or drink.
<b>15</b>	talk about future plans	What is he going to do on Monday? He's going to buy a book. He isn't going to buy a ball.
<b>16</b>	compare people, animals, etc.	The cat is smaller than the horse. Tom is taller than Jim. The cheetah is the fastest animal in the world. Ali is the best student in the class.
<b>17</b>	Talk about a range of familiar topics	See relevant topics.

## GRADE 6 GRAMMAR SYLLABUS

1. The verb to be (Affirmative – Negative – Questions – Short answers)
2. Articles *a/an/the*
3. Question words (*What / Who / Where / Whose / Why*)
4. The verb to have (Affirmative – Negative – Questions – Short answers)
5. Modals *can/can't*
6. Present Simple (Affirmative – Negative – Questions – Short answers)
7. Adverbs of frequency (*always, sometimes, never*)
8. Present Progressive (Affirmative – Negative – Questions – Short answers)
9. Prepositions of place (*on, in, under, next to, between, opposite, in front of, behind*)
10. Possessive adjectives / Possessive case ('s)
11. Possessive pronouns (*mine, yours, his, hers*)
12. There is / There are
13. Countable – Uncountable nouns: *some – any*
14. How much + uncountable nouns? / How many + countable nouns?
15. I'd like...
16. Subject / Object personal pronouns (*I, you, he, she, etc. / me, you, him, her, etc.*)
17. Imperatives (Affirmative - Negative)
18. Past Simple of the verb *to be* (Affirmative – Negative – Questions – Short answers)
19. There was/were / There wasn't/weren't
20. Past Simple of regular and irregular verbs (Affirmative – Negative – Questions – Short answers)
21. Future *going to*
22. Comparative and Superlative form of adjectives
23. Prepositions of time: *in, on, at, before, after*
24. Intensifiers (*so, very*)
25. Conjunctions (*because, or, and, but*)

## **CURRICULAR OBJECTIVES OF INTERMEDIATE SCHOOL**

Upon completing Intermediate School, learners reach level A2.2 / B1.1, according to the CEFR scale of reference levels (see page 78). The expectations for this level both on a global scale and for each of the four individual skills are as follows:

### **Global Scale A2.2 / B1.1**

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

### **General Linguistic Range**

Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics. Has enough language to get by, with sufficient vocabulary to express oneself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.

### **Vocabulary Range**

Has a sufficient vocabulary to express oneself with some circumlocutions on most topics pertinent to one's everyday life such as family, hobbies and interests, work, travel, and current events.

### **Vocabulary Control**

Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.

### **Grammatical Accuracy**

- Communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother tongue influence. Errors occur, but it is clear what one is trying to express.
- Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.

### **Phonological Control**

Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

### **Orthographic Control**

Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

### **Sociolinguistic Appropriateness**

Can perform and respond to a wide range of language functions, using their most

common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.

### **Flexibility**

- Can adapt one's expression to deal with less routine, even difficult, situations.
- Can exploit a wide range of simple language flexibly to express much of what one wants.

### **Turntaking**

- Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
- Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

### **Thematic Development**

Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.

### **Coherence and Cohesion**

Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

### **Spoken Fluency**

- Can express oneself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', one is able to keep going effectively without help.
- Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

### **Propositional Precision**

- Can convey simple, straightforward information of immediate relevance, getting across which point one feels is most important.
- Can express the main point one wants to make comprehensibly.

### **Listening**

Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

### **Reading**

Can understand texts that consist mainly of high frequency everyday or job-related language. Can understand the description of events, feelings and wishes in personal letters.

## Speaking

<b>Qualitative aspects of spoken language use</b>	
<b>Range</b>	Has enough language to get by, with sufficient vocabulary to express oneself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.
<b>Accuracy</b>	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.
<b>Fluency</b>	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
<b>Interaction</b>	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.
<b>Coherence</b>	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

## Writing

Can write simple connected text on topics which are familiar or of personal interest.  
Can write personal letters describing experiences and impressions.

## TOPICS/VOCABULARY FOR INTERMEDIATE SCHOOL (GRADES 7, 8, 9)

### I. Numbers

- a. Cardinal numbers 1-1000
- b. Ordinal numbers
- c. Money / Prices
- d. Sizes
- e. Numbers over 1000

### II. Education / School

- a. Classroom objects
- b. Language used in classroom
- c. School subjects
- d. School facilities

### III. People

- a. Family
- b. Friends
- c. Relationships
- d. Famous people

### IV. Colours

### V. The world

- a. Countries
- b. Nationalities
- c. Places and buildings
- d. Weather
- e. The environment
- f. Travel and transport
- g. Geographical features
- h. Points of the compass
- i. Space
- j. Sights
- k. Natural disasters
- l. Directions
- m. Adventure
- n. Nature
- o. Culture

### VI. Work

- a. Jobs

### VII. Time

- a. Time
- b. Months
- c. Seasons
- d. Days of the week
- e. Parts of the day

### VIII. Sports

- a. Types of sports
- b. Facilities / equipment
- c. Adventure
- d. Fitness

### IX. My life

- a. Personal belongings
- b. Clothes
- c. Accessories
- d. Fashion
- e. Parts of the body
- f. Physical appearance
- g. Likes and dislikes
- h. Housework / Chores
- i. Hobbies
- j. Feelings
- k. Free time activities
- l. Personality
- m. Everyday activities
- n. Shopping

### X. Animals

- a. Domestic animals
- b. Wild animals
- c. Animals' habitats

### XI. Homes and houses

- a. Rooms in a house
- b. Items in a house

- c. Crockery & cutlery
- d. Parts of a house
- e. Furniture / Appliances
- f. Types of houses

### XII. Food

- a. Food and drink
- b. Meals
- c. Eating habits
- d. Recipes / Cooking
- e. Culture

### XIII. Special days

- a. Events and celebrations
- b. Culture

### XIV. Holidays

- a. Holiday equipment
- b. Holiday activities
- c. Types of holidays
- d. Day trips and excursions
- e. Adventure

### XV. Science and technology

- a. Computers
- b. Mobile phones
- c. Experiments

### XVI. Health

- a. Illnesses / Ailments
- b. Accidents and injuries
- c. Safety and danger
- d. Fitness

### XVII. The arts

- a. Literature
- b. Visual arts
- c. Culture

It should be pointed out that the overlapping of topics from one level to another ensures the graded development and expansion of learners' vocabulary (**approximately 2200 words**).

**For topics relevant to the KSA and Islamic culture see Appendix I (page 77).**

## GRADE 7 OBJECTIVES

This is a more detailed description of the knowledge and skills referred to in the Curricular Objectives.

<i>Grade 7, Understanding User A1</i>			
<i>Listening Skills</i>	<i>Speaking Skills</i>	<i>Reading Skills</i>	<i>Writing Skills</i>
<ol style="list-style-type: none"> <li>1. Differentiate between the pronunciation of similar sounds in English</li> <li>2. Understand the main idea and/or basic information in short monologues or dialogues</li> <li>3. Recognise various intonation patterns</li> <li>4. Understand questions about familiar topics</li> <li>5. Understand simple instructions and directions</li> </ol>	<ol style="list-style-type: none"> <li>1. Use formulaic language in basic communication functions (e.g. greet, thank)</li> <li>2. Interact in a simple way by asking and answering questions about familiar topics</li> <li>3. Produce simple sentences describing people, places and things</li> <li>4. Give simple instructions and directions</li> <li>5. Use basic language to satisfy needs of a concrete type</li> <li>6. Link ideas with <i>and</i>, <i>but</i>, <i>then</i></li> <li>7. Indicate time (next Monday, last week, in June, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognise basic rules of punctuation</li> <li>2. Understand the main idea in very short simple texts on familiar topics</li> <li>3. Understand specific information in very short simple texts on familiar topics</li> <li>4. Understand sequence</li> <li>5. Transfer from verbal to visual information</li> <li>6. Transfer information from a text to a table</li> </ol>	<ol style="list-style-type: none"> <li>1. Write simple isolated phrases and sentences</li> <li>2. Deal with certain aspects of writing (punctuation, spelling, syntax)</li> <li>3. Link ideas with <i>and</i>, <i>but</i>, <i>then</i></li> <li>4. Write short simple words/phrases to complete a paragraph</li> <li>5. Write a paragraph to pass on basic personal information and information about other people</li> <li>6. Fill in a form with basic personal information</li> <li>7. Write short simple postcards and e-mails</li> </ol>

## GRADE 7 TOPICS / VOCABULARY

*To be assigned in accordance with topic the list in page 36*

It should be pointed out that the overlapping of topics from one level to another ensures the graded development and expansion of learners' vocabulary (**approximately 1100 words**).

## GRADE 7 FUNCTIONS AND LANGUAGE EXPONENTS

	FUNCTIONS	LANGUAGE EXPONENTS
1	identify and refer to people and objects	This is my father. He is tall and slim. He has got short hair. This is my umbrella. It is blue.
2	understand and use commands and requests	Talk in pairs. Open your books. Look at the board.
3	identify and express location	Where is the sofa? It's next to the bookcase. There is a bathroom downstairs.
4	address others, make introductions and exchange basic personal information	Hi, Karim! Nice to meet you. This is Tom. He's from Australia. I'm twelve years old. What's your phone number? It's ... I have got two brothers.
5	express opinion, preference, like and dislike	What's your favourite sport? Basketball. Do you like dates? Yes, I do. They're tasty. I enjoy playing tennis but I hate playing basketball. Do you like shopping? No, I don't. I think it's boring. What about you?
6	express possession	Is this your pen? No, it's Omar's pen. It's his. The children have got new watches.
7	express ability	Can you swim? No, I can't.
8	tell the time	What's the time? It's half past four.
9	make requests and ask for permission	Can I use your computer? I'm sorry, you can't. Can you give me your book? Sure, no problem.
10	ask and answer about number and quantity	How much orange juice have we got? One bottle. How many glasses of milk do you drink a day? Two.
11	describe feelings	I am happy. I was very surprised. Were you excited?

1 2	discuss future plans	Where are you going to go on holiday? Dubai. Are you leaving tomorrow? Yes, I am.
1 3	ask for and give reason	Why is she crying? Because she lost her camera.
1 4	make comparisons	Train tickets are cheaper than aeroplane tickets. Bus tickets are the cheapest of all. This book is more interesting than that book.
1 5	express obligation/prohibition	Don't touch the animals. We must study for the test. You mustn't eat or drink in class.
1 6	talk and write about habitual actions and routines	I always brush my teeth in the morning. He tidies his room at the weekend.
1 7	talk and write about current events and activities	I'm talking on the phone now.
1 8	distinguish between habitual actions, routines and current events, activities	She usually eats a sandwich for lunch but today she is eating some soup.
1 9	talk and write about past events and activities	Did you go out yesterday? No, I didn't. I never go out on weekdays. Where were you last night? I was at Sami's house.
2 0	make, accept and refuse offers	Would you like a soft drink? Yes, please. I'd like a lemonade.
2 1	distinguish between present and past activities and events	Omar usually goes to the park on Wednesdays but last week he went on Thursday.
2 2	discuss a range of familiar topics	See relevant topics.

## GRADE 7 GRAMMAR SYLLABUS

1. Demonstratives: *this/that/these/those*
2. Regular – Irregular plural nouns
3. Articles (*a/an/the*)
4. Possessive adjectives (*my, your, his, her, its, our, their*) / Possessive Case ('s)
5. Question words (*Who, What, Where, Why, Whose, How, When*)
6. The verb *to be* (Affirmative – Negative – Questions – Short answers) - *There is / There are*
7. The verb *to have* (Affirmative – Negative – Questions – Short answers)
8. Modals: *can/can't - must / mustn't*
9. Prepositions of place (*on, in, under, next to, between, in front of, behind*) / Prepositions of time (*at, on, in, before, after*)
10. Present Simple (Affirmative – Negative – Questions – Short answers) – Time expressions (*in the morning/afternoon/evening/at night*), Adverbs of frequency.
11. Subject / Object personal pronouns (*I, you, he / me, you, him, etc.*)
12. Imperatives (Affirmative / Negative)
13. Countable and uncountable nouns - *some/any/a(n)* - *How much / How many*
14. Future *going to* and Present Progressive with future meaning
15. *like/love/enjoy/hate + ing*
16. Present Progressive (Affirmative – Negative – Questions – Short answers).
17. Comparative and superlative forms
18. Past Simple (Affirmative – Negative – Questions – Short answers) - (the verb *to be, there was / there were, regular and irregular verbs*) Time expressions
19. Past Simple vs. Present Simple
20. *I'd like + noun*
21. Intensifiers (*very, quite*)
22. Conjunctions (*and, but, or, so, because, than, etc.*)

## GRADE 8 OBJECTIVES

This is a more detailed description of the knowledge and skills referred to in the Curricular Objectives.

<i>Grade 8, Understanding User A2</i>			
<i>Listening Skills</i>	<i>Speaking Skills</i>	<i>Reading Skills</i>	<i>Writing Skills</i>
<ul style="list-style-type: none"> <li> Differentiate between the pronunciation of similar sounds in English</li> <li> Understand the main idea and/or basic information in short monologues or dialogues</li> <li> Recognise various intonation patterns</li> <li> Understand enough to be able to meet needs of a concrete type</li> <li> Understand information in short messages and announcements which are delivered slowly and clearly</li> <li> Understand directions relating to how to get from one place to another</li> </ul>	<ol style="list-style-type: none"> <li>1. Use formulaic language in order to communicate limited information in simple everyday situations</li> <li>2. Link ideas with <i>and, then, but, because</i></li> <li>3. Manage simple, routine exchanges; ask and answer questions and exchange ideas and information on familiar topics</li> <li>4. Give and follow simple instructions and directions</li> <li>5. Use simple phrases to satisfy needs of a concrete type</li> <li>6. Deal with common aspects of everyday life (e.g. travel, eating, shopping) and get simple information</li> <li>7. Ask for repetition and clarification to fill in gaps in understanding</li> <li>8. Handle very short social exchanges: greetings and farewells; introductions; giving thanks, responding to news</li> <li>9. Produce a short series of sentences:               <ul style="list-style-type: none"> <li>• to describe or present people, places, experiences, events, possessions, daily routines, future plans, arrangements, past activities, likes/dislikes, everyday aspects of their environment, etc.</li> <li>• to express opinion on a familiar subject</li> <li>• to make and respond to invitations, suggestions and apologies</li> <li>• to discuss plans and make arrangements</li> <li>• to agree and disagree with others</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the main idea in short, simple texts on familiar topics</li> <li>2. Understand specific information in short, simple texts on familiar topics</li> <li>3. Understand sequence</li> <li>4. Transfer from verbal to visual information</li> <li>5. Transfer information from a text to a table</li> <li>6. Understand text cohesion (personal pronouns used as reference items)</li> <li>7. Find specific, predictable information in simple everyday material such as advertisements, menus, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write simple phrases and sentences linked with simple connectors such as <i>and, but, because</i></li> <li>2. Deal with certain aspects of writing (spelling, punctuation, purpose, syntax, paragraphing)</li> <li>3. Give personal information (name, age, etc.)</li> <li>4. Write about everyday aspects of their environment (people, animals, places, living conditions, etc.)</li> <li>5. Write short simple notes and messages conveying simple information related to matters of immediate need</li> <li>6. Write short simple informal letters and e-mails (giving news, thanking, apologising, inviting, accepting or refusing an invitation, describing experiences)</li> <li>7. Write short simple descriptions of people, activities and events</li> </ol>

## GRADE 8 TOPICS / VOCABULARY

*To be assigned in accordance with topic the list in page 36*

It should be pointed out that the overlapping of topics from one level to another ensures the graded development and expansion of learners' vocabulary (**approximately 1650 words**).

## GRADE 8 FUNCTIONS AND LANGUAGE EXPONENTS

	FUNCTIONS	LANGUAGE EXPONENTS
1	talk and write about habitual actions, routines and permanent situations	How often do you play tennis? Twice a week. I never play tennis. Ali lives in Riyadh.
2	talk and write about current activities and temporary states	I'm staying with my aunt in Jeddah this summer. She's talking on the phone now. I know the answer.
3	express emotions	I feel down. I was so embarrassed. Were you worried?
4	make requests / ask for, give and refuse permission	Will you do me a favour? Could you open the door, please? Can/May I leave the room? No, you may not.
5	describe / define people and things	This is the thobe that I bought yesterday. He is good-looking and outgoing.
6	distinguish between current activities and habitual actions	He usually plays football in the afternoon but today he is watching TV.
7	express preference / like / dislike / desire	Do you like watching TV? I can't stand watching TV. I'd like to go to Makkah. Which do you prefer, tea or lemonade? Tea, please.
8	talk about, write about habitual actions in the past and understand the sequence of past events / experiences	He never travelled alone when he was young. I was walking down the road when I saw the accident. What happened yesterday? Tom broke his leg and we took him to hospital.

<b>9</b>	express ability in the past	I could draw well when I was five.
<b>10</b>	express opinion / agreement, disagreement – find things in common	I don't like coffee. Neither do I. I think it's horrible.
<b>11</b>	describe the manner of an activity or degree of intensity	Andrew drives very carefully.
<b>12</b>	offer (help, etc.) / accept and refuse offers	Would you like some ice cream? Yes, please. Do you want a cup of tea? No, I don't. Can I help you carry your bags?
<b>13</b>	ask about and identify location / ask for and give directions	Is there a post office near here? Yes. It's on Maple Road, opposite the library. How do I get there? Go straight on and turn right at the traffic lights.
<b>14</b>	make comparisons	The Amazon River is longer than the Mississippi River but the Nile is the longest river in the world. Football is more popular than basketball. These shoes are too small for me. I need a bigger size.
<b>15</b>	express possibility in the present or future	It might rain tomorrow. He may be at home but I'm not sure.
<b>16</b>	discuss future plans	What are you going to do tomorrow? I'm going to visit my grandmother. We're flying to Riyadh on Monday.
<b>17</b>	make predictions, promises, on-the-spot decisions, requests and offers	This abayah is very cheap. I'll buy it. I'm sorry. I won't make the same mistake again. I think he'll become a doctor when he grows up. I'll help you with your homework. Will you open the window, please?
<b>18</b>	describe conditions and their results	If it rains, I won't go to the park. If you recycle paper, you save trees.

19	ask for and give advice – make suggestions	I failed the test. What should I do? You should study harder. Perhaps you should ask your teacher for help. Let's / Why don't we go to the park?
20	ask and answer about number and quantity	How many people went to the festival? There were lots of people at the festival. How much sugar do you want in your tea? Just a little.
21	express obligation, lack of obligation and prohibition	We don't have to go to school tomorrow because it's Friday. We must do our homework before we go out. You can't / mustn't take photographs in the museum.
22	invite and accept or refuse an invitation – thank and apologise	Would you like to come to my house after school tomorrow? I'd love to come to your house tomorrow. Thanks for the invitation. I'm sorry. I can't make it.
23	link past and present time	I've lived here since I was a child. Have you ever seen a crocodile? Yes, I have.
24	express possession	Is that your mobile phone? No. It's not mine. It's Ali's. This is Tom and Mark's house. These are Tom's and Mark's books.
25	Discuss a range of familiar topics	See relevant topics.

## GRADE 8 GRAMMAR SYLLABUS

1. *like/love/enjoy/hate/can't stand + ing*
2. *would like/want + to*
3. Present Simple – Time expressions – Adverbs of frequency
4. Revision of question words (Who, Whose, What, Where, Why, How, When)
5. Prepositions of time (at, on, in, before, after, until), place (on, in, under, in front of, behind, opposite, between, next to) and movement (up, down, into, out of, through, towards, past, from ... to, around)
6. Past Simple – regular and irregular verbs – time expressions
7. Subject and Object personal pronouns
8. Present Progressive – Stative verbs
9. Past Progressive (Affirmative – Negative – Questions – Short answers) – Time clauses
10. Adverbs of manner
11. Possessive case – Possessive adjectives / pronouns
12. Conditionals (Zero conditional, Type 1)
13. Modals: *can – could – should – may – might – must / have to*
14. Comparative and superlative forms
15. Future *will* (Affirmative – Negative – Questions – Short answers) – Future *going to* – Present Progressive with future meaning – Time expressions
16. Present Perfect Simple (Affirmative – Negative – Questions – Short answers) – Time expressions
17. too-enough
18. Relative pronouns (who, which, that)
19. So/Neither
20. Countable and uncountable nouns – some / any / no – much / many / a lot of / lots of – a few / a little – How much / How many
21. Imperatives
22. Intensifiers (*very, quite, really*)
23. Conjunctions (*and, but, or, so, because, than, when, while, etc.*)

## GRADE 9 OBJECTIVES

This is a more detailed description of the knowledge and skills referred to in the Curricular Objectives.

<i>Grade 9, Understanding User A2-B1.1</i>			
<i>Listening Skills</i>	<i>Speaking Skills</i>	<i>Reading Skills</i>	<i>Writing Skills</i>
<ol style="list-style-type: none"> <li>1. Differentiate between similar sounds in English</li> <li>2. Understand the main idea and/or basic information in monologues or dialogues</li> <li>3. Recognise various intonation patterns</li> <li>4. Understand straightforward factual information about common everyday topics</li> <li>5. Follow straightforward short talks on familiar topics provided these are delivered slowly and clearly</li> <li>6. Follow detailed directions</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations</li> <li>2. Deal with common aspects of everyday life (e.g. travel, eating, shopping) and obtain information needed</li> <li>3. Manage less routine situations (in a post office, bank, etc.); ask and answer questions and check and confirm information</li> <li>4. Establish social contact: greetings and farewells; introductions; giving thanks</li> <li>5. Give and follow detailed instructions and directions</li> <li>6. Initiate, maintain and close a conversation on familiar or everyday topics</li> <li>7. Logically link ideas by using a variety of connectors</li> <li>8. Ask for repetition, clarification or elaboration to fill in gaps in understanding</li> <li>9. Briefly give reasons and explanations for opinions, plans and actions</li> <li>10. Produce a series of sentences:               <ul style="list-style-type: none"> <li>• to describe people and places in detail</li> <li>• to describe experiences, events (real or imaginary), daily routines, future plans, arrangements, past activities, everyday aspects of their environment, dreams, hopes, ambitions, etc.</li> <li>• to express and ask for opinion on topics of interest including cultural topics (e.g. the plot of a book)</li> <li>• to express and respond to feelings (e.g. surprise, happiness, interest)</li> <li>• to politely express agreement and disagreement</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests</li> <li>2. Understand the description of events, feelings and wishes in personal letters/e-mails</li> <li>3. Find and understand relevant information in everyday material such as letters and brochures</li> <li>4. Understand sequence</li> <li>5. Transfer from verbal to visual information</li> <li>6. Transfer information from a text to a table</li> <li>7. Understand text cohesion</li> <li>8. Guess the meaning of unknown words</li> </ol>	<ol style="list-style-type: none"> <li>1. Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence</li> <li>2. Deal with certain aspects of writing (paragraphing, purpose, audience, cohesion, coherence)</li> <li>3. Write notes and short messages conveying simple information</li> <li>4. Write informal letters and e-mails (giving news, inviting, asking for and giving information, describing experiences, asking for and giving advice)</li> <li>5. Write an account of an event</li> <li>6. Narrate a story</li> <li>7. Write short simple essays on familiar topics</li> <li>8. Write short descriptions of people, places and events</li> <li>9. Write a postcard / e-mail</li> </ol>

## GRADE 9 TOPICS / VOCABULARY

*To be assigned in accordance with topic the list in page 36*

It should be pointed out that the overlapping of topics from one level to another ensures the graded development and expansion of learners' vocabulary (**approximately 2200 words**).

## GRADE 9 FUNCTIONS AND LANGUAGE EXPONENTS

	FUNCTIONS	LANGUAGE EXPONENTS
1	make comparisons	Ironing is more boring than doing the washing-up Julia isn't as outgoing as her sister. Karim drives more carefully than Omar.
2	discuss past habits and situations	Who did you visit yesterday evening? We visited our grandparents. My grandfather used to collect stamps when he was young.
3	define people, places and things	He's the boy who/that won the race. That's the school where my father works.
4	express conditions and their results – talk about imaginary situations	If we miss the bus, we will be late for school. If I were you, I would study harder. We won't leave before you arrive.
5	refer to number and quantity	To make an omelette, you need: four eggs, half a cup of milk, $\frac{1}{4}$ teaspoon salt and some butter.
6	Discuss habitual actions, routines and current activities and distinguish between temporary and permanent activities / situations	She reads books in her free time. We don't go to school on Thursdays. He is playing football now. Do you want to go swimming? No, I hate swimming. When we go to the park, we usually play football but today we are playing tennis.
7	discuss future plans and talk about the future	Are you coming with us tomorrow evening? If I finish my homework, I'll come with you.
8	give and follow instructions	First, take a piece of paper and fold it in half.
9	talk about experiences linking past and present time	Have you ever ridden a camel? Yes, I have. I have ridden a camel twice. How long have you lived here? I've lived here for three years.
10	describe feelings	I was surprised that my brother won the race.
11	narrate and sequence past actions and events	While I was watching TV, my brother was eating. When Omar arrived at the station, the train had already left. We were having dinner when the telephone rang.
12	find things in common	Both Fatima and Reema like chocolate but neither of them like fruit.
13	express result	I missed the bus so I had to walk all the way home. It was such a hot day that we went to the beach.

14	ask for confirmation / agree and disagree	You didn't paint your room by yourself, did you? Actually, yes I did. Have we met before? / Yes, we have.
15	express opinion / agree and disagree	In my opinion, travelling by plane is better than travelling by train. I agree. Travelling by plane is fast and comfortable. I think there are more advantages to the Internet than disadvantages.
16	carry out a telephone conversation	Hello, could I speak to Ali, please? I'm afraid he's not here now. Can I take a message?
17	offer and make requests	May I carry your bags for you? Could you help me with my homework? Will you do me a favour?
18	express obligation, lack of obligation and prohibition	We must leave now. It's not far; we don't need to take a taxi. You mustn't take photographs in the museum.
19	ask for, give and refuse permission	Can I borrow your camera? Yes, of course. No, I'm afraid you can't.
20	make deductions	Emily got an A in her exam. She must be very happy. I just saw Jamal at the supermarket. He can't be home yet.
21	stress the action in a sentence rather than the agent	These shoes were made in Spain. Where are dates produced? In the KSA.
22	ask for and give information	Could you please inform me how much the course costs? It costs 300 riyals.
23	report commands and requests	My mother told me to finish my homework. Who asked you to open the window? John asked me to open the window.
24	express possibility	Omar might visit his uncle in Jeddah in June.
25	express ability	Lamya is able to speak three foreign languages.
26	express purpose	We went to the mall to do our shopping.
27	invite and make arrangements / suggestions	Would you like to come to my house for dinner tonight? Why don't we meet at the park and have a picnic?
28	ask for and give advice	What should I do? I think you should apologise to your teacher.
29	discuss a range of familiar topics	See relevant topics.

## GRADE 9 GRAMMAR SYLLABUS

1. *some/any/no/every* and their compounds
2. The article *the*
3. Comparative and superlative forms of adjectives/adverbs and other forms of comparison (*as & ... & as*)
4. Present Simple – Time expressions
5. Present Progressive – Present Progressive with future meaning – Time expressions – Stative Verbs
6. Past Simple / Used to – Time expressions
7. Past Progressive – Time expressions
8. Present Perfect Simple – Time expressions – *How long?, for/since – have been/have gone*
9. Conditional Sentences Type 1 – Type 2
10. Time Clauses (Present, Future, Past)
11. Relative Pronouns (*who, which, that*) – Relative adverb (*where*)
12. Passive Voice (Present, Past)
13. Questions (Question Tags, Subject - Object Questions, Negative Questions, Indirect Questions)
14. Past Perfect Simple (Affirmative – Negative – Questions – Short answers) – Time expressions
15. Reported Speech (Commands, Requests)
16. Modal verbs
17. Reflexive Pronouns
18. Clauses of result (*so & adjective / adverb & (that) / such & (a/an) (&adjective) & noun (&that)*)
19. All/Both/Neither/None/Either
20. Prepositions of time, place and movement
21. Full and bare infinitive
22. *-ing* form
23. Future *will*
24. Intensifiers (*very, quite, really, etc.*)
25. Conjunctions (*and, but, or, so, because, than, when, while, as, etc.*)

## **CURRICULAR OBJECTIVES OF SECONDARY SCHOOL**

Upon completing Secondary School, learners reach level B2+, according to the CEFR scale of reference levels (see page 78). The expectations for this level both on a global scale and for each of the four individual skills are as follows:

### **Global Scale B2+**

Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express oneself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

### **General Linguistic Range**

Can select an appropriate formulation from a broad range of language to express oneself clearly, without having to restrict what one wants to say.

### **Vocabulary Range**

Has a good command of a broad lexical repertoire, allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.

### **Vocabulary Control**

Occasional minor slips, but no significant vocabulary errors.

### **Grammatical Accuracy**

Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.

### **Phonological Control**

Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.

### **Orthographic Control**

Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.

### **Sociolinguistic Appropriateness**

Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.

Can follow films employing a considerable degree of slang and idiomatic usage.

Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

**Flexibility**

Can adjust what one says and the means of expressing it to the situation and the recipient, and adopt a level of formality appropriate to the circumstances.

**Turntaking**

Can select a suitable phrase from a readily available range of discourse functions to preface one's remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.

**Thematic Development**

Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

**Coherence and Cohesion**

Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

**Spoken Fluency**

Can express oneself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.

**Propositional Precision**

Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/uncertainty, belief/doubt, likelihood, etc.

**Listening**

Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. Can understand television programmes and films without too much effort.

**Reading**

Can understand long and complex factual and literary texts, appreciating distinctions of style. Can understand specialised articles and longer technical instructions, even when they do not relate to one's field.

## Speaking

### *Qualitative aspects of spoken language use*

<b>Range</b>	Has a good command of a broad range of language allowing one to select a formulation to express oneself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what one wants to say.
<b>Accuracy</b>	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.
<b>Fluency</b>	Can express oneself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
<b>Interaction</b>	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate one's own contributions skilfully to those of other speakers.
<b>Coherence</b>	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

## Writing

Can express oneself in clear, well-structured text, expressing points of view at some length. Can write about complex subjects in a letter, an essay or a report, underlining what one considers to be the salient issues. Can select style appropriate to the reader in mind.

## TOPICS / VOCABULARY FOR SECONDARY SCHOOL (GRADES 10, 11, 12)

### **I. The Human body/mind**

- a. Parts of the body
- b. Intelligence
- c. Physical and mental well-being

### **II. People - Relationships**

- a. Clothes / fashion
- b. Appearance
- c. Personality
- d. Heroes
- e. Prominent figures
- f. Celebrities
- g. Relationships between family, friends, colleagues, neighbours, schoolmates, etc.
- h. Personal experiences

### **III. Cultural issues**

- a. Traditions
- b. Customs
- c. Celebrations
- d. Festivals
- e. Cultural differences/diversity

### **IV. Education**

- a. Study
- b. Learning
- c. School

### **V. Entertainment - Leisure**

- a. Sports
- b. Hobbies
- c. Extracurricular activities

### **VI. Health - Fitness**

- a. Health problems
- b. Medicine
- c. Physical fitness
- d. Safety and emergency services
- e. Accidents
- f. Injuries

### **VII. History**

- a. Historical monuments
- b. Historic figures

### **VIII. Lifestyles - Aspects of modern life**

- a. Urban / rural
- b. Homes – Houses – Accommodation
- c. Motivation
- d. Success
- e. Failure
- f. Fame
- g. Fortune
- h. Humour
- i. Laughter

### **IX. Science / Technology**

- a. Scientific research / developments
- b. Technological progress

### **X. The arts**

- a. Creativity
- b. Visual arts
- c. Museums and galleries

### **XI. Books and literature**

### **XII. The media - Communication**

### **XIII. Nature - The environment - Ecology**

- a. The Earth
- b. Geographical features
- c. The weather
- d. Natural disasters
- e. Strange phenomena
- f. Environmental awareness
- g. Environmental problems
- h. Conservation
- i. Plant and animal life

### **XIV. Travel - Tourism - Holidays**

- a. Types of holidays
- b. Holiday destinations
- c. Means of transport

### **XV. Employment**

- a. Work
- b. Jobs
- c. Careers
- d. Qualifications

### **XVI. News – Current affairs**

### **XVII. Crime – Punishment – The law**

### **XVIII. The universe**

- a. The planetary system
- b. Space travel
- c. Extraterrestrial life

### **XIX. Money**

- a. Business
- b. Commerce
- c. Economics
- d. Finances
- e. Prices

### **XX. Shopping**

- a. Consumerism
- b. Marketing and advertising
- c. Shopping habits

### **XXI. Food**

- a. Cooking
- b. Recipes

It should be pointed out that the overlapping of topics from one level to another ensures the graded development and expansion of learners' vocabulary (**approximately 4000 words**).

**For topics relevant to the KSA and Islamic culture see Appendix I (page 77)**

## GRADE 10 OBJECTIVES

This is a more detailed description of the knowledge and skills referred to in the Curricular Objectives.

<i>Grade 10, Independent User Level B1.1</i>			
<i>Listening Skill</i>	<i>Speaking Skill</i>	<i>Reading Skill</i>	<i>Writing Skill</i>
<ol style="list-style-type: none"> <li>1. Recognise various intonation patterns</li> <li>2. Understand the main idea and/or specific information in monologues or dialogues about common everyday topics</li> <li>3. Follow straightforward short talks on familiar topics provided these are delivered slowly and clearly</li> <li>4. Understand the main ideas in radio or TV programmes, such as interviews and news reports</li> <li>5. Understand clearly articulated questions</li> <li>6. Follow detailed directions and instructions</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations</li> <li>2. Deal with common aspects of everyday life (e.g. travel, eating, shopping) and get the information needed</li> <li>3. Manage less routine situations (in a post office, bank, etc.); ask and answer questions and check and confirm information</li> <li>4. Establish social contact: greetings and farewells; introductions; giving thanks</li> <li>5. Give and follow detailed instructions and directions</li> <li>6. Initiate, maintain and close a conversation on familiar or everyday topics</li> <li>7. Logically link ideas by using a variety of connectors</li> <li>8. Ask for repetition, clarification or elaboration to fill in gaps in understanding</li> <li>9. Briefly give reasons and explanations for opinions, plans and actions</li> <li>10. Discuss and compare alternatives in order to reach a decision</li> <li>11. Produce a series of sentences:               <ul style="list-style-type: none"> <li>• to describe people, places and things in detail</li> <li>• to describe experiences, events (real or imaginary), daily routines, future plans, arrangements, past activities, everyday aspects of one's environment, dreams, hopes, ambitions, etc.</li> <li>• to express and ask for opinion on topics of interest including cultural topics (e.g. the plot of a book)</li> <li>• to express and respond to feelings (e.g. surprise, happiness, interest)</li> <li>• to politely express agreement and disagreement</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests</li> <li>2. Understand the description of events, feelings and wishes in personal letters/e-mails</li> <li>3. Understand the main points in newspaper and magazine articles on familiar topics</li> <li>4. Understand sequence</li> <li>5. Transfer from verbal to visual information</li> <li>6. Transfer information from a text to a table</li> <li>7. Understand text cohesion</li> <li>8. Guess the meaning of unknown words</li> <li>9. Find and understand specific information in simple everyday material such as letters, brochures, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence</li> <li>2. Deal with specific aspects of writing (paragraphing, purpose, audience, cohesion, coherence)</li> <li>3. Write notes and short messages conveying simple information</li> <li>4. Write informal letters and e-mails (giving news, asking for and giving information, describing experiences, asking for and giving advice, expressing feelings, making suggestions, giving directions)</li> <li>5. Write an account of an event</li> <li>6. Narrate a story</li> <li>7. Write short simple essays on familiar topics</li> <li>8. Write short descriptions of people, places and events</li> </ol>

## GRADE 10 TOPICS / VOCABULARY

*To be assigned in accordance with topic the list in page 56*

It should be pointed out that the overlapping of topics from one level to another ensures the graded development and expansion of learners' vocabulary (**approximately 2800 words**).

## GRADE 10 FUNCTIONS AND LANGUAGE EXPONENTS

	Functions	Language Exponents
1	exchange basic personal information	Where are you from? I'm from the KSA. What's your address/phone number?, etc. It's 35 Clifton Ave./555-5055.
2	express commands/requests	Don't open your books yet. Write your name at the top of the page, please.
3	greet and say goodbye, introduce oneself and ask about one's health	Good morning. How are you? I'm fine, thanks. Hello, I'm Jameel. I'm a dentist.
4	identify objects and express possession	Which is your pen? That one over there is mine.
5	make comparisons; find similarities and differences; describe the manner in which something happens	Skiing is easier than ice-skating. I think that skiing is the most dangerous sport of all. Watching football isn't as fun as playing it. Hassan runs as fast as Mohammed but he can't jump as high as Mohammed. John is a careless driver. He drives carelessly.
6	express feelings and emotions	I was frightened/surprised/embarrassed, etc.
7	discuss habitual actions, routines and current activities and distinguish between temporary and permanent activities / situations	I play video games in my free time. The shops aren't open on Fridays. He's doing his homework at the moment. She's studying French this year. He usually plays tennis in the evenings, but today he's studying for a test.
8	express opinion and agree/disagree	I believe that geometry is a boring subject. So do I. I disagree. In my opinion it is very interesting. You're right. I also think it is difficult.
9	refer to size and quantity	Is there any sugar in this cereal? No, there's no sugar in it. We don't have much time to write so many invitations, so let's hurry up. There are very few people inside the café, but there are a few sitting at tables

		<p>outside.          What size is this shirt?          It's a small/medium/large.</p>
10	ask for, understand and give directions/instructions	<p>Where's the supermarket?          It's straight ahead, next to the supermarket.          Add some water to the mixture.</p>
11	express preference	<p>Do you prefer buying books from e-shops or from the local bookshop?          I prefer buying them from e-shops because it's more convenient.</p>
12	discuss past habits and situations; narrate and sequence past events	<p>Omar was studying in his room all afternoon yesterday.          He stopped studying at seven o'clock to have dinner.          While he was studying, his sister was watching TV.          As soon as he finished dinner, he started studying again.          By the time we arrived at the airport, the plane had left.</p>
13	refer to and link past and present time	<p>My cousin is a doctor and he has been working at this hospital for five years.          We've just had lunch, so we're not hungry now.          Omar's not here. He's gone to Doha.          Oh, I've been there twice.          I've already seen that documentary. I saw it yesterday.          Tom has been sending e-mails all morning. So far, he has sent ten e-mails.</p>
14	express necessity, obligation, lack of obligation and prohibition	<p>It's getting late. I must leave now.          Do you really have to leave now?          We need to get a visa to enter Qatar, but we don't need to/needn't get it before we travel; we can get it there.          You mustn't bring food into the museum.</p>
15	express possibility, ability, make requests and ask for permission	<p>It may/might/could rain this afternoon.          Can I take photographs in the museum?          May I see your driving licence, please?          He wasn't able to find tickets for the final match.          Could you do me a favour, please?</p>
16	ask for information (politely)	<p>Excuse me. Could you tell me what time the train for Brighton leaves?</p>
17	discuss future arrangements and make predictions, on the spot decisions, promises and requests	<p>My cousins are coming to Jeddah to visit us next week.          We are going to take them to see all the sights of the city.          When Abdullah is eighteen, he will be able to get a driving licence.          He won't win the race.          Will you help me lift this box?          These shoes are just what I'm looking for. I'll buy them.          I'll never do it again, believe me.</p>

18	stress the action in a sentence rather than the agent	Are these cars made in Korea? The Four Fountains Mall was built in 2008.
19	express degree	It's too early to go to the library. It isn't open yet. I think it's warm enough to go swimming.
20	express enthusiasm, interest, result and surprise and make exclamations	How exciting! This is such an interesting book that I can't stop reading it. What a surprise! Haven't you been to the Kingdom Centre before? This is so much fun!
21	make and respond to suggestions	Let's go for a walk along the corniche. I can't. I have to do my homework. How about going out for dinner tonight? Great idea!
22	carry out transactions (e.g. bank, hotel, appointments, airport, etc.)	I'd like to exchange dollars into riyals. I'd like to open an account. I want to deposit/withdraw money into/from my account. I would like to make an appointment with the dentist for tomorrow. I'm afraid he's booked up. He's available on Wednesday at 5pm.
23	discuss conditions and their results, discuss imaginary situations	If my sister needs help with her homework, I'll help her. If I knew the answer to that question, I would tell you. If I were a millionaire, I would give a lot of money to charities. Salim will leave if/when his father calls him.
24	express reason	Why did you leave school early yesterday? Because I wasn't feeling very well.
25	express wishes/regret	I wish I didn't have so much homework to do. I wish I could stay longer, but I can't.
26	ask for and give advice	I've cut myself with the knife. What should I do? You had better wash the cut with soap and warm water and put on a plaster. How can I deal with this problem? I think you shouldn't work so hard.
27	report statements, questions, commands and requests	Salman said that he would visit his grandparents on Thursday. My mother asked me what I wanted for dinner.

		My teacher told me not to talk during the test. Emily asked her sister to help her make a cake.
<b>28</b>	define and give information about people, things and places	The man who is standing next to the car is my father. This is the place where we come to ride our bicycles. The mobile phone which is on your desk is Alan's.
<b>29</b>	to express uncertainty and ask for confirmation	You have met my parents, haven't you? Nasir doesn't speak French, does he?
<b>30</b>	discuss a range of familiar topics	See relevant topics.

## GRADE 10 GRAMMAR SYLLABUS

1. Articles (*a/an/the*)
2. Subject Personal Pronouns - Object Personal Pronouns – Reflexive Pronouns
3. Questions – *wh*-questions, question tags, negative questions, indirect questions
4. Plurals - Determiners (This – These / That – Those) There is – There are
5. Possessive Pronouns – Possessive adjectives – Possessive case
6. Quantifiers (*some/any/no/every* and their compounds - *much/many/a lot of/lots of/(a) little/(a) few*)
7. Present Simple – Time expressions
8. Present Progressive – Time expressions – Stative verbs
9. Past Simple – *used to* - Time expressions
10. Imperative
11. Modal verbs (*can, could, be able to, may, might, must, mustn't, have to, don't have to, need (to), needn't, don't need to*)
12. Past Progressive
13. Comparative and Superlative forms of adjectives and adverbs – Other forms of comparison (*as & adj. & as*), (*not as & adj. & as*)
14. Present Perfect Simple – Time expressions – *since/for, yet/already* – *have gone / have been*
15. Time Clauses (Present – Future – Past) with *when, while, as, after, before, until, as soon as*)
16. Future *will* – Future *going to* – Time Expressions – *will have to, will be able to*
17. *too / enough* – *one / ones*
18. Relative clauses (Relative pronouns: *who, which, that* – Relative adverb: *where*)
19. Full and bare infinitive
20. *-ing* form
21. Let's... / How about...? / Why don't we/you...?
22. *So / Neither / Too / Either*
23. *Should(n't) / Had better*
24. Exclamatory sentences
25. Clauses of result
26. Past Perfect Simple – Time expressions
27. Passive Voice (Present Simple – Past Simple)
28. Conditional Sentences Types 1 & 2 – *if vs when*
29. Present Perfect Progressive – Time expressions
30. Reported Speech (Statements – Questions – Commands and Requests)
31. Wishes and unreal past (I wish)
32. Prepositions of time, place and movement
33. Intensifiers (*very, really, quite, too, enough, etc.*)
34. Conjunctions (*and, but, or, so, because, than, when, while, as, as soon as, before, etc.*)

## GRADE 11 OBJECTIVES

This is a more detailed description of the knowledge and skills referred to in the Curricular Objectives.

<i>Grade 11, Independent User Level B1.2 / B2.1</i>			
<i>Listening Skill</i>	<i>Speaking Skill</i>	<i>Reading Skill</i>	<i>Writing Skill</i>
<ol style="list-style-type: none"> <li>1. Understand the main idea and/or specific information in monologues or dialogues about familiar and less familiar topics</li> <li>2. Follow talks on topics which are reasonably familiar</li> <li>3. Understand most interviews, news reports and documentaries broadcast on the radio or TV provided they are delivered in standard English</li> <li>4. Understand instructions and announcements on a variety of topics provided they are delivered in standard English and at a normal pace</li> <li>5. Identify a speaker's attitude, opinion and feelings</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate information in everyday situations fluently and accurately</li> <li>2. Manage less routine situations (check and confirm information, make a complaint, persuade, explain a problem, etc.)</li> <li>3. Establish social contact in formal and informal situations</li> <li>4. Give and follow detailed instructions and directions</li> <li>5. Initiate, maintain and close a conversation on familiar and less familiar topics</li> <li>6. Logically link ideas by using a variety of connectors</li> <li>7. Ask for clarification or elaboration to check understanding and fill in gaps in communication</li> <li>8. Justify one's opinion by giving reasons, explanations and examples</li> <li>9. Present a problem clearly, discuss it and make a decision by reflecting on advantages and disadvantages</li> <li>10. Produce clear coherent speech:               <ul style="list-style-type: none"> <li>• to describe experiences and events and stress their importance</li> <li>• to express and ask for opinion on topics of interest including abstract concepts (e.g. friendship)</li> <li>• to express and respond to a variety of feelings</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Read independently, adjusting one's approach to the type of text and the purpose of reading</li> <li>2. Understand the main points and specific information in factual texts on a variety of topics</li> <li>3. Understand facts, feelings and wishes in letters/e-mails</li> <li>4. Understand the main points in newspaper and magazine articles on current affairs or topics of professional interest</li> <li>5. Understand long and linguistically complex texts (including examples of contemporary literature) and locate specific information</li> <li>6. Exploit verbal and non-verbal cues accompanying a text to facilitate comprehension</li> <li>7. Understand text cohesion</li> <li>8. Guess the meaning of unknown words</li> <li>9. Make inferences</li> <li>10. Understand long, complex instructions related to topics of professional interest</li> </ol>	<ol style="list-style-type: none"> <li>1. Write clear detailed texts on a variety of topics which are relevant to one's interests, by linking a series of discrete elements</li> <li>2. Deal with specific aspects of writing (paragraphing, purpose, audience, register, cohesion, coherence)</li> <li>3. Write notes and messages conveying simple information</li> <li>4. Write formal and informal letters and e-mails (giving news, asking for and giving information, giving advice, expressing feelings, making suggestions, expressing opinion, making a complaint or a request, etc.)</li> <li>5. Narrate a story</li> <li>6. Write an essay or report (presenting one's ideas/arguments and justifying them)</li> <li>7. Write detailed descriptions of events and experiences</li> <li>8. Write a book review</li> </ol>

## GRADE 11 TOPICS / VOCABULARY

*To be assigned in accordance with topic the list in page 56*

It should be pointed out that the overlapping of topics from one level to another ensures the graded development and expansion of learners' vocabulary (**approximately 3300 words**).

## GRADE 11 FUNCTIONS AND LANGUAGE EXPONENTS

1	Functions	Language exponents
1	discuss general truths, habitual actions, routines and current activities; distinguish between temporary and habitual/permanent situations	The sun rises in the east. I want to do well in my exams. She usually has tea in the morning, but this morning she is having coffee.
2	express possibility, necessity and absence of necessity	He might travel abroad this summer. She needs to / has to / must study harder. You don't have to / needn't buy any bread; we've got enough.
3	define and give information about people, places and things	Budapest, which is situated on the Danube River, is a beautiful city. Ibrahim is the boy who won the poetry contest.
4	ask for and give advice / warn	What should I do? I think you should tell the truth. You had better dress warmly; it's cold out. You had better not tell your brother you lost his camera.
5	discuss past habits and situations; narrate and sequence past events	Dennis used to go to the gym every day, but now he doesn't have time. While we were swimming in the sea, we saw a shark. It was a beautiful summer day. The sun was shining and children were playing in the park. The match had already started when we arrived at the stadium. The boys were hot and thirsty because they had been playing on the beach all morning.
6	express obligation and prohibition	You have to / must be here at eight o'clock sharp. You mustn't be late.
7	link past and present time	We have been living in this neighbourhood since 2009. I haven't finished my homework yet.
8	ask for, understand and give instructions/directions	Could you tell me how to get to the National Museum? Walk down Castle Street and turn left into River Road. It's on your right, opposite the bank.
9	stress an action rather than the doer of the action	You will be informed of any changes in plans. Our room was being cleaned when we returned. It is said that he is a very generous man.
10	refer to timetables, arrangements and intentions	The train to Bristol leaves at 12:15. I'm playing tennis with Saed tomorrow afternoon. Are you going to study abroad?
11	carry out transactions (e.g. at a hotel, airport, shop, etc.)	Are there any aisle seats available? I would like to check in/out, please. Can I pay in cash? Charge it to my credit card.
12	express uncertainty and ask for confirmation	I'm late, aren't I? He's not your brother, is he?
13	express a promise, offer, request, warning, spontaneous decision	Don't worry. I'll have everything ready by the time you're back. I'll take care of the children until you return. Will you water the plants while I'm away? I will tell your parents the next time you are late.

		Look at those lovely roses. I'll buy some for my mother.
14	make deductions about the present and the past	My father is not at home. He must still be at the office. You can't have seen Salman at the park. He's in bed with the flu.
15	discuss future events; refer to actions that will be in progress at / completed before a particular time in the future	My mother will probably go shopping tomorrow. This time on Sunday we'll be driving to Jeddah. I hope I'll have finished my homework by the time the football match starts. He will phone me as soon as he gets home.
16	discuss conditions and their results (general truths, likeliness/unlikeliness); refer to unreal or imaginary situations in the present and the past	When you heat ice, it melts. The turkey will be tough unless you cook it slowly. If I were you, I'd buy a new car. If I had seen him, I would have spoken to him.
17	express regret / criticism about present and past events/situations	I wish I could come with you to the museum tomorrow, but I have to finish my project. I wish I had taken my umbrella with me. If you had studied harder, you would have passed the exam. If we had left earlier, we wouldn't have missed the plane.
18	express wishes	I wish I had a brother or a sister. I wish you could come with me to Taif. Why don't you ask your parents if they will let you come?
19	describe people/things/manner and make comparisons	The children are very quiet today. They are playing quietly in their room. Tom runs faster than Ed, but Jeff runs the fastest of all. This book isn't as interesting as I thought it would be. The weather is getting worse and worse.
20	refer to number and quantity	There are plenty of sandwiches and a lot of lemonade, so there's enough for everyone. I haven't got much time, so let's finish quickly. Mum needs a few more eggs for the cake. She is shy and has very few friends.
21	express opinion	I believe that playing sports is more fun than watching them on TV. I don't think that it's a good idea to spend so much money on a car.
22	express preference/feelings and make suggestions	I'd rather not go out for lunch. Let's just have something simple at home. I'm exhausted. I think we should either take a break or stop and continue tomorrow.
23	express enthusiasm	That's wonderful news! I was so happy to hear that you will be visiting us!
24	report statements, questions and commands	Afaf accused Hamza of breaking the vase. My father asked me if I knew where his sunglasses were. Our teacher told us to open our books.
25	discuss services/actions which one arranges to be done for one	Our neighbours had their house redecorated last year. My sister will have her portrait painted by a famous artist.
26	express contrast/antithesis, reason and purpose	Although we are good friends, we don't see each other very often. As it was getting late, they decided to leave. Abdullah did his homework on Wednesday so that he could have the weekend

		free.
<b>27</b>	ask for information (informally and formally)	What time do the shops open? I'd like to know how to get to the library.
<b>28</b>	identify and specify people, places and things	There is a beautiful park in our neighbourhood. Many people go jogging in the park. He went to university in the USA.
<b>29</b>	express familiarity with / acceptance of actions/situations	I'm used to waking up early in the morning. You will have to get used to studying long hours.
<b>30</b>	discuss a range of familiar topics	See relevant topics.

## GRADE 11 GRAMMAR SYLLABUS

1. Present Simple – Time expressions
2. Questions – Question words – Indirect questions – Question tags
3. Comparisons – Various forms of comparison (*as + adj./adv. + as – not so/as + adj./adv. + as – less/the least + adjective / adverb (comparative + and + comparative)*)
4. Relative clauses – Defining and non-defining
5. Articles (*a/an/the/zero article*) – Nouns (*Countable and Uncountable*) – Quantifiers (*some/any/no/(a) few/(a) little/much/many/a lot of*)
6. Present Progressive – Stative Verbs – Time expressions
7. Adjectives – Adverbs of manner
8. Past Simple – Time expressions
9. *Used to – Be/Get used to*
10. Past Progressive
11. Present Perfect Simple – Time expressions
12. Present Perfect Progressive – Time expressions
13. Modal verbs (*must, have to, need, may, might, could, can't, should, ought to*) – *would rather / had better*
14. Future Tenses (Future *will*, Future *going to*, Future Progressive, Future Perfect) – Time expressions – Time Clauses
15. Infinitive and *-ing* form
16. Causative form
17. Modal verbs + have + past participle
18. Conditional Sentences (Zero Conditional, Types 1, 2 and 3)
19. Past Perfect Simple – Time expressions
20. Clauses of Reason, Concession and Purpose
21. Past Perfect Progressive – Time expressions
22. Reported Speech
23. Passive Voice (Present – Past – Future)
24. *All / Both / Neither / None*
25. *both... and... / neither... nor... / either... or...*
26. Unreal Past (*I wish / if only*)
27. Intensifiers (*very, really, quite, too, enough, far, much, a lot, etc.*)
28. Conjunctions (*and, but, or, so, because, than, when, while, as, as soon as, before, after, etc.*)

## GRADE 12 OBJECTIVES

This is a more detailed description of the knowledge and skills referred to in the Curricular Objectives.

### *Grade 12, Independent / Proficient User, Level B2+*

<i>Listening Skill</i>	<i>Speaking Skill</i>	<i>Reading Skill</i>	<i>Writing Skill</i>
<ol style="list-style-type: none"> <li>1. Understand speech on a variety of topics - familiar and unfamiliar - even when the language is complex (e.g. idiomatic expressions)</li> <li>2. Follow complex interactions on familiar and less familiar topics</li> <li>3. Follow talks on familiar and less familiar topics</li> <li>4. Understand most interviews, news reports and documentaries broadcast on the radio or TV</li> <li>5. Understand instructions and announcements on a variety of topics</li> <li>6. Identify a speaker's attitude, opinion and feelings even when they are expressed indirectly</li> </ol>	<ol style="list-style-type: none"> <li>1. Communicate complex information fluently and accurately on a wide range of topics</li> <li>2. Participate effectively in formal and informal discussions on familiar and unfamiliar topics</li> <li>3. Give and follow detailed instructions and directions reliably</li> <li>4. Logically link ideas by using a variety of connectors and cohesive devices</li> <li>5. Ask for clarification or elaboration to check understanding and fill in gaps in communication</li> <li>6. Justify one's opinion on a wide range of topics by giving reasons, explanations and examples</li> <li>7. Present a problem clearly, discuss it and make a decision by reflecting on advantages and disadvantages</li> <li>8. Produce clear elaborate speech:               <ul style="list-style-type: none"> <li>• to describe experiences, events and feelings in detail and stress their importance</li> <li>• to express and ask for opinion on topics of interest including abstract concepts (e.g. education)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Read independently adjusting one's approach depending on the type of text and the purpose of reading</li> <li>2. Understand texts belonging to a wide range of genres including literature, correspondence, news reports, etc.</li> <li>3. Understand the main idea and specific details in long and linguistically complex texts</li> <li>4. Understand text cohesion</li> <li>5. Guess the meaning of unknown words</li> <li>6. Understand attitudes, feelings, etc. implicitly expressed and make inferences</li> <li>7. Understand long, complex instructions</li> </ol>	<ol style="list-style-type: none"> <li>1. Write clear detailed texts on a variety of topics</li> <li>2. Deal with specific aspects of writing (paragraphing, purpose, audience, style, register, cohesion, coherence, organisation)</li> <li>3. Write notes and take messages</li> <li>4. Write formal and informal letters and e-mails effectively, communicating information and feelings</li> <li>5. Write a clear, well-structured essay or report presenting one's views/arguments and justifying them by giving examples</li> <li>6. Write clear, detailed descriptions of events (real or imaginary) and experiences</li> <li>7. Summarise longer texts</li> </ol>

## GRADE 12 TOPICS / VOCABULARY

*To be assigned in accordance with topic the list in page 56*

It should be pointed out that the overlapping of topics from one level to another ensures the graded development and expansion of learners' vocabulary (**approximately 4000 words**).

## GRADE 12 FUNCTIONS AND LANGUAGE EXPONENTS

	Functions	Language exponents
1	discuss present time (habitual actions, routines, current activities and general truths); distinguish between temporary and habitual/permanent situations	The Earth goes round the Sun. Here comes the bus. Maloney hits the ball and runs to first base. The weather is getting warmer. Maram is taking a literature course this term. He usually works the day shift, but tonight he is working the night shift.
2	discuss future plans, intentions or events; express spontaneous decisions; make predictions/promises/threats/warnings	Omar is travelling to Europe next week. This time tomorrow I'll be playing tennis with Ikram. I think the conference will be a great success. I promise that next time I'll be more careful. Don't do that again or you'll regret it. It is about to rain. Are you going to come with me? I will have read this book by the end of the week. By December he will have been working for our company for two years. As soon as I get home, I will check my e-mail.
3	express annoyance and dissatisfaction	She is always complaining about something or other. Who has been using my laptop? I wish the children would stop making so much noise!
4	indicate degree or extent	He is too young to get a driving licence. This flat isn't big enough for a family with three children.
5	refer to past habits, permanent states and repeated actions in the past; narrate and sequence past events and situations	We had dinner at a Lebanese restaurant yesterday. He worked for a shipping company from 2006 to 2011. The children were playing in the garden while their parents were having coffee on the veranda. While I was sleeping, someone broke into my flat. She used to eat a lot of sweets, but she is on a diet now. We would always visit our grandparents at the weekends. Zayed made sure he had finished all his work before he left the office. Nuha explained that she hadn't been speaking to her aunt on the phone but her grandmother.
6	refer to expectations that existed in the past	I was sure that Jenny would win the short story competition.
7	compare and contrast people and situations	Majed is slightly taller than Saif. The weather was getting colder and colder. The more you study, the better you'll do in your exams.
8	link past time to present	Have you been teasing your sister again? I've been to the Smithsonian Museum but not to the Museum of Modern Art.

		Mr Evans has gone out and won't be back until 3pm. This is the most delicious pie I have ever eaten. He has been working on his science project all week.
9	express certainty and possibility	It will be sunny and warm with temperatures in the mid thirties. We might visit our cousins in Dammam.
10	express ability and permission	Mark can speak fluent Arabic and French. May I use this telephone? You can't take reference books out of the library.
11	express obligation, prohibition and absence of obligation	I really must try to lose weight. Do we have to leave now? No, we don't have to. You mustn't park here.
12	express opinion and agreement/disagreement	The way I see it, lorries should not be allowed to drive through the city centre during rush hour. You are absolutely right about that. I'm afraid I don't agree with you about that.
13	make requests and offer to do something	Can you get some milk on your way back home? Could/Would you tell me the time, please? I'll help you clean up the mess.
14	make deductions about the present and the past	Fatima and Hanauf can't be in the same class. They're not the same age. Your parents must have been very happy to hear that you got a promotion.
15	discuss conditions and their results (general truths, likelihood/unlikelihood) refer to unreal or imaginary situations in the present and past	When/If you buy ten tickets, you get one free. If you want some coffee, I'll make some. Serviced regularly, your car will run smoothly and without problems. You can go fishing with your father as long as you do your homework first. If I had more time, I would do some volunteer work for a local charity. Sometimes he treats his colleagues as if they were children. I'd rather you had asked for permission before you borrowed my car.
16	express preference	Which do you prefer: chocolate ice cream or vanilla ice cream? Actually, I like both of them. Neither of them; strawberry is my favourite flavour. I don't like ice cream so I'd prefer to have something else for dessert.
17	define people, places and things and give additional information about them	Employees who are absent because of illness must inform their supervisor. Mansour, who is my best friend, is on the football team. The town where I was born is famous for its harbour. The silk produced in south-east Asia is of the highest quality.

18	express criticism / regret and complain	You shouldn't have borrowed your father's car without asking him first. I shouldn't have eaten so much. If you had been driving more carefully, you wouldn't have had an accident. If I had woken up earlier, I wouldn't have missed my flight. It's high time you got a job. I wish I had taken my umbrella with me.
19	refer to past intentions that were not realised	Yusuf was going to buy a new car, but he changed his mind.
20	emphasise	Only when you've been there will you realise what a beautiful city Istanbul is. Under no circumstances should you enter this area without permission.
21	discuss problems and suggest solutions; give advice; make suggestions and recommendations	I have a problem and I need some good advice. Please help me decide what to do. If I were you, I would explain what happened and apologise. Hasan had better see a doctor about the pain in his knee. You should try the new Chinese restaurant that opened near our office. I definitely recommend it. Why don't you call and make a reservation now?
22	stress an action rather than the doer of an action	The museum was being renovated so we couldn't visit it. This method is believed to be more effective. The robber was seen leaving the bank. The children were not allowed to go to the park.
23	persuade someone to do something	Majed got his older brother to help him with his geometry homework.
24	report statements, questions and commands	Alan said that he had been working very hard for the past three weeks. The teacher accused Bob of cheating in the test. My mother asked me to help her with the cooking. The coach wanted to know if I was going to join the football team.
25	express contrast/antithesis, result and purpose	Despite the heat, we visited all the sights of the city. Even though Reema was sleepy, she didn't go to bed until she had finished her history project. He has such a lot of books that he needs another bookcase. I can't eat this soup; it's too hot. We took the underground in order to avoid getting stuck in a traffic jam. Take some sandwiches with you in case you get hungry. This is a special utensil for peeling potatoes.

<b>26</b>	discuss services/actions which one arranges to be done for one	We are planning to have our new house designed by a well-known architect. My grandmother always has her meals served to her in bed.
<b>27</b>	express wishes	I wish I didn't have to leave now. Jameel wishes his family wasn't moving to Taif. Karen wishes she could speak Japanese. If only I were taller.
<b>28</b>	express reason	Feeling ill, I decided not to go to work.
<b>29</b>	refer to number and quantity	Afaf bought a loaf of bread, a kilo of cheese and a bottle of milk. There was a lot to do and very little time to do it in. There is hardly any sugar in the cupboard. How much luggage will you check in, sir?
<b>30</b>	discuss a range of familiar topics	See relevant topics.

## GRADE 12 GRAMMAR SYLLABUS

1. Present Simple
2. Present Progressive
3. Questions and Question words
4. Articles (*a/an/the*) – Nouns (Countable and Uncountable) – Quantifiers (*some/any/no/many/much/a lot (of)/lots (of)/ plenty (of)/(a) few/(a) little*)
5. Comparisons (Comparative – Superlative) – Other forms of comparison (*as + adj./adv. + as / not so/as + adj./adv. + as / the + comparative, the + comparative / comparative + and + comparative*)
6. Relative clauses (*who, whom, which, that, whose, where, when*)
7. Present Perfect Simple
8. Present Perfect Progressive
9. Modal verbs (*will – can – can't – could – be able to – may – might – must – need to – have to – should – ought to – had better*)
10. Past Simple
11. Past Progressive
12. Past Perfect Simple
13. Past Perfect Progressive
14. Participle clauses (present / past participles)
15. Future tenses (Future *will*, Future *going to*, Future Progressive, Future Perfect Simple, Future Present Progressive)
16. Time clauses (*as soon as, when, after, before, until, by the time, as, while*)
17. Infinitive and *-ing* form
18. Modal verbs + have + Past Participle
19. Passive Voice (Present – Past – Future)
20. Clauses of concession, result and purpose
21. *used to – would – was/were going to – was/were about to*
22. Unreal Past (*wish/if only/as if/would rather/it's high time/it's about time/ as though*)
23. Causative form
24. Inversion
25. Conditional Sentences (Zero Conditional, Types 1, 2 and 3)
26. Reported Speech (Statements – Questions – Commands – Requests)
27. Intensifiers (*very, really, quite, too, enough, far, much, a lot, rather, a little, slightly, etc.*)
28. Conjunctions (*and, but, or, so, because, than, when, while, as, as soon as, before, after, until, whenever, if, unless, since, either, neither, although, so that, as long as, though, as if, not only...but, etc.*)

## **APPENDIX I – SUGGESTED TOPICS RELEVANT TO THE KSA AND ISLAMIC CULTURE FOR ELEMENTARY, INTERMEDIATE AND SECONDARY SCHOOLS**

1. A tour in a Muslim country
2. A tour in a city in the KSA (eg. Makkah, Madinah, etc.)
3. Agriculture in the KSA
4. Airports and seaports in the KSA
5. The Arabic language
6. Arabic literature
7. Education in the KSA
8. Family in Islam
9. Famous Muslim leaders
10. The Gulf Cooperation Council
11. Hajj
12. Islamic civilisation
13. Islamic organisations
14. Kings of the KSA
15. Made in the KSA
16. The Pillars of Islam
17. The Prophet Mohammed, peace be upon him
18. Famous people in the KSA
19. The Shora Council
20. Great Muslim crafts
21. Sports in the KSA
22. Stories from Arab culture
23. The expansion of the two Holy Mosques
24. The role of the KSA in spreading Islam
25. The spreading of Islam throughout the world
26. Tourism in the KSA
27. Transport in the KSA
28. Universities and colleges in the KSA
29. Human rights in Islam
30. Saudisation in the private sector

**APPENDIX II: CORRELATIONS OF GRADES, CEFR LEVELS AND INTERNATIONAL EXAMINATIONS / TEACHING TIME / VOCABULARY**

GRADES	CEFR LEVELS	INTERNATIONAL EXAMINATIONS	TEACHING TIME (32 WEEKS)		VOCABULARY	
			Annual (4 hrs/week)	Credit system (5 hrs/week)		
12	B2+	<ul style="list-style-type: none"> <li>• <b>FCE</b> (Cambridge ESOL) / Michigan <b>ECCE</b></li> <li>• <b>IELTS Level 4.5</b> and approaching <b>Level 5</b></li> <li>• <b>TOEFL</b> score of <b>400</b> and approaching <b>TOEFL</b> score of <b>500</b></li> <li>• <b>TOEFL iBT</b> score <b>87-109</b></li> </ul>	Approximately 130 hours	Level 6 → 80 hrs * Optional courses		approximately 4000 words
				Level 5 → 80 hrs		
11	B1.2 / B2.1	PET (Cambridge ESOL)	Approximately 130 hours	Level 4 → 80 hrs	160 hours in total	approximately 3300 words
				Level 3 → 80 hrs		
10	B1.1		Approximately 130 hours	Level 2 → 80 hrs	160 hours in total	approximately 2800 words
				Level 1 → 80 hrs		
9	A2.2 / B1.1	KET (Cambridge ESOL)	(4 hrs / week)	approximately 130 hours		approximately 2200 words
8	A2.1		(4 hrs / week)	approximately 130 hours		approximately 1650 words
7	A1.2		(4 hrs / week)	approximately 130 hours		approximately 1100 words
6	A1.1	YLE Movers (Cambridge ESOL)	(2 hrs / week)	approximately 65 hours		approximately 750 words
5	Leading to A1	YLE Starter (Cambridge ESOL)	(2 hrs / week)	approximately 65 hours		approximately 500 words
4	Leading to A1		(2 hrs / week)	approximately 65 hours		approximately 250 words