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

Grades 4 to 12
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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
- CEFR A1 Level

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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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**

<table>
<thead>
<tr>
<th>Range</th>
<th>Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.</td>
</tr>
<tr>
<td>Fluency</td>
<td>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.</td>
</tr>
<tr>
<td>Interaction</td>
<td>Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.</td>
</tr>
<tr>
<td>Coherence</td>
<td>Can link words or groups of words with very basic linear connectors like ‘and’ or ‘then’.</td>
</tr>
</tbody>
</table>

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.
I. Numbers
   a. Cardinal numbers 1 – 100
   b. Ordinal numbers 1st – 10th
   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.

<table>
<thead>
<tr>
<th>Grade 4, leading to Basic User A1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Skills</strong></td>
</tr>
<tr>
<td>1. Recognise the sounds of the English alphabet</td>
</tr>
<tr>
<td>2. Differentiate between the pronunciation of similar sounds in English, especially those that may cause difficulties for Arabic speakers</td>
</tr>
<tr>
<td>3. Recognise the spoken form of a few short simple words included in short monologues or dialogues consisting of two exchanges</td>
</tr>
<tr>
<td>4. Recognise intonation patterns of statements and questions</td>
</tr>
<tr>
<td>5. Understand short simple questions related to basic personal information</td>
</tr>
<tr>
<td>6. Understand short basic instructions and directions</td>
</tr>
<tr>
<td>7. Discovering rhymes</td>
</tr>
</tbody>
</table>
GRADE 4 TOPICS / VOCABULARY

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

Grade 5, leading to Basic User A1

<table>
<thead>
<tr>
<th>Listening Skills</th>
<th>Speaking Skills</th>
<th>Reading Skills</th>
<th>Writing Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Differentiate between the pronunciation of similar sounds in English</td>
<td>1. Use formulaic language in basic communication functions (e.g. greet, thank)</td>
<td>1. Follow a short simple text while listening to the audio recording</td>
<td>1. Spell accurately a small number of high frequency words</td>
</tr>
<tr>
<td>2. Understand the main idea and/or basic information in short monologues or dialogues consisting of two to four exchanges</td>
<td>2. Ask simple questions about familiar topics</td>
<td>2. Recognise basic rules of punctuation (capital letters, full stops, commas, exclamation marks and question marks.)</td>
<td>2. Write high frequency words to complete a written text at sentence level</td>
</tr>
<tr>
<td>3. Recognise simple intonation patterns</td>
<td>3. Respond to short simple questions by saying 'yes' or 'no' or by giving basic personal information</td>
<td>3. Understand short simple sentences</td>
<td>3. Write short simple phrases to complete a written text at sentence level</td>
</tr>
<tr>
<td>4. Understand simple questions about oneself</td>
<td>4. Produce short simple sentences about people, places and things</td>
<td>4. Understand short simple texts if there is visual support</td>
<td>4. Write short simple words/phrases to complete a paragraph</td>
</tr>
<tr>
<td>5. Understand basic instructions and directions</td>
<td>5. Link ideas with <em>and</em>, <em>but</em>, or</td>
<td>5. Understand the main idea in short simple texts</td>
<td>5. Apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks and question marks)</td>
</tr>
<tr>
<td>6. Appreciate basic rhymes</td>
<td></td>
<td></td>
<td>6. Write short simple sentences to convey basic personal information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Link ideas with <em>and</em>, <em>but</em>, or</td>
</tr>
</tbody>
</table>
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).
1. a, /æ/ as in ‘dates’
2. i, /aɪ/ as in ‘rice’
3. o, /əʊ/ as in ‘rose’
4. ea, /iː/ as in ‘teacher’
5. ea, /e/ as in ‘bread’
6. oo, /uː/ as in ‘food’
7. oo, /u/ as in ‘book’
8. u, /juː/ 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’
<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>LANGUAGE EXPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 make introductions</td>
<td>My name’s Ali. This is Abdullah.</td>
</tr>
<tr>
<td>2 count cardinal numbers 1 - 100 and ordinal numbers 1st-10th</td>
<td>I have got fifty books. He has got a hundred pens. February is the second month of the year.</td>
</tr>
<tr>
<td>3 describe physical appearance</td>
<td>He has got curly hair. I have got a small nose.</td>
</tr>
<tr>
<td>4 identify and express location</td>
<td>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.</td>
</tr>
<tr>
<td>5 express possession</td>
<td>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.</td>
</tr>
<tr>
<td>6 express ability</td>
<td>Can you swim? Yes, I can. / No, I can’t.</td>
</tr>
<tr>
<td>7 ask and answer about number</td>
<td>How many dolls can you see? / Ten.</td>
</tr>
<tr>
<td>8 express likes and dislikes</td>
<td>I like apples. I don’t like rice. Do you like pasta? / Yes, I do. / No, I don’t.</td>
</tr>
<tr>
<td>9 make suggestions</td>
<td>Let’s go to the park.</td>
</tr>
<tr>
<td>10 understand and use commands and requests</td>
<td>Take your umbrella. Stand up.</td>
</tr>
<tr>
<td>11 ask about and tell the time</td>
<td>What time do you get up? At six o’clock.</td>
</tr>
<tr>
<td>12 talk about everyday activities</td>
<td>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.</td>
</tr>
<tr>
<td>13 greet someone politely at different times of the day</td>
<td>Good morning. / Good afternoon. / etc.</td>
</tr>
<tr>
<td>14 talk about activities happening at the moment of speaking</td>
<td>I am playing tennis. Is he reading? / Yes, he is. / No, he isn’t. They aren’t playing basketball.</td>
</tr>
<tr>
<td>15 Talk about a range of familiar topics</td>
<td>See relevant topics.</td>
</tr>
</tbody>
</table>
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)
7. Prepositions of place: on, in, under, next to, between, opposite
8. The verb to have (Affirmative – Negative - Questions – Short answers)
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)
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.

<table>
<thead>
<tr>
<th><strong>Listening Skills</strong></th>
<th><strong>Speaking Skills</strong></th>
<th><strong>Reading Skills</strong></th>
<th><strong>Writing Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Differentiate between the pronunciation of similar sounds in English</td>
<td>1. Use formulaic language in basic communication functions (e.g. greet, thank)</td>
<td>1. Recognise rules of punctuation</td>
<td>5. Spell accurately familiar words and short phrases</td>
</tr>
<tr>
<td>2. Understand the main idea and/or basic information in short monologues or dialogues consisting of two to six exchanges</td>
<td>2. Interact in a simple way by asking and answering questions about familiar topics</td>
<td>2. Understand the main idea in short simple texts</td>
<td>6. Write high frequency words to complete a written text</td>
</tr>
<tr>
<td>3. Recognise various intonation patterns</td>
<td>3. Produce simple sentences describing people, places and things</td>
<td>3. Understand specific information in short simple texts</td>
<td>7. Write short phrases to complete a written text</td>
</tr>
<tr>
<td>4. Understand questions about oneself and others</td>
<td>4. Give simple instructions and directions</td>
<td>4. Associate verbal with visual information</td>
<td>8. Write short simple words/phrases to complete a paragraph</td>
</tr>
<tr>
<td>5. Understand simple instructions and directions</td>
<td>5. Use basic language to satisfy needs of a concrete type</td>
<td></td>
<td>9. Apply basic rules of punctuation</td>
</tr>
<tr>
<td>6. Appreciate rhymes</td>
<td>6. Link ideas with before, then</td>
<td></td>
<td>10. Filling in a form with basic personal information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11. Write short simple sentences to pass on basic personal information and information about other people</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12. Write a short simple postcard / e-mail</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>13. Link ideas with before, then</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 3rd person singular: /s/ as in ‘walks’
4. Present Simple 3rd person singular: /z/ as in ‘reads’
5. Present Simple 3rd person singular: /iz/ as in ‘teaches’
6. ea /iː/ as in ‘teacher’
7. ee /iː/ 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, /əʊ/ 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, /aːr/ as in ‘car’
24. or, /ɔːr/ as in ‘forty’
25. er, /eə/ as in ‘brother’
26. u, /juː/ as in ‘huge’
27. ue, /juː/ as in ‘barbecue’
28. ur, /ɜː/ as in ‘purse’
29. ir, /ɜː/ as in ‘bird’
30. nk, /ŋk/ as in ‘bank’
31. ng, /ŋ/ as in ‘spring’
32. ck, /k/ as in ‘clock’
33. nd, /ŋd/ 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’
<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>LANGUAGE EXPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>express possession</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>describe physical appearance</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>express ability</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>count cardinal numbers 100-1000 (in hundreds)</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>make suggestions</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>ask about and tell the time</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>talk about everyday activities</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>talk about activities happening at the moment of speaking</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>identify and express location</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>ask and answer about number and quantity</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>order at a restaurant</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>give directions</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>talk about the past (events, experiences, etc.)</td>
</tr>
</tbody>
</table>
|   | Express obligation / prohibition discussing rules (school, library, etc.) | Be quiet.  
|   |  | Don’t eat or drink.  
| 14 | 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.  
| 15 | 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.  
| 16 | Talk about a range of familiar topics | See relevant topics.  
| 17 |   |   


GRADE 6 GRAMMAR SYLLABUS

1. The verb to be (Affirmative – Negative – Questions – Short answers)
2. Articles *a/an/the*
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*)
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*
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

**Qualitative aspects of spoken language use**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Range</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td>Uses reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations.</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</td>
</tr>
<tr>
<td><strong>Interaction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Coherence</strong></td>
<td>Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Grade 7, Understanding User A1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Skills</strong></td>
</tr>
<tr>
<td>1. Differentiate between the pronunciation of similar sounds in English</td>
</tr>
<tr>
<td>2. Understand the main idea and/or basic information in short monologues or dialogues</td>
</tr>
<tr>
<td>3. Recognise various intonation patterns</td>
</tr>
<tr>
<td>4. Understand questions about familiar topics</td>
</tr>
<tr>
<td>5. Understand simple instructions and directions</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
It should be pointed out that the overlapping of topics from one level to another ensures the graded development and expansion of learners’ vocabulary (approximate 1100 words).
<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>LANGUAGE EXPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 identify and refer to people and objects</td>
<td>This is my father. He is tall and slim. He has got short hair. This is my umbrella. It is blue.</td>
</tr>
<tr>
<td>2 understand and use commands and requests</td>
<td>Talk in pairs. Open your books. Look at the board.</td>
</tr>
<tr>
<td>3 identify and express location</td>
<td>Where is the sofa? It's next to the bookcase. There is a bathroom downstairs.</td>
</tr>
<tr>
<td>4 address others, make introductions and exchange basic personal information</td>
<td>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.</td>
</tr>
<tr>
<td>6 express possession</td>
<td>Is this your pen? No, it's Omar's pen. It's his. The children have got new watches.</td>
</tr>
<tr>
<td>7 express ability</td>
<td>Can you swim? No, I can't.</td>
</tr>
<tr>
<td>8 tell the time</td>
<td>What's the time? It's half past four.</td>
</tr>
<tr>
<td>9 make requests and ask for permission</td>
<td>Can I use your computer? I'm sorry, you can't. Can you give me your book? Sure, no problem.</td>
</tr>
<tr>
<td>10 ask and answer about number and quantity</td>
<td>How much orange juice have we got? One bottle. How many glasses of milk do you drink a day? Two.</td>
</tr>
<tr>
<td>11 describe feelings</td>
<td>I am happy. I was very surprised. Were you excited?</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>12</strong></td>
<td><strong>discuss future plans</strong></td>
</tr>
<tr>
<td></td>
<td>Where are you going to go on holiday? Dubai. Are you leaving tomorrow? Yes, I am.</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td><strong>ask for and give reason</strong></td>
</tr>
<tr>
<td></td>
<td>Why is she crying? Because she lost her camera.</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td><strong>make comparisons</strong></td>
</tr>
<tr>
<td></td>
<td>Train tickets are cheaper than aeroplane tickets. Bus tickets are the cheapest of all. This book is more interesting than that book.</td>
</tr>
<tr>
<td><strong>15</strong></td>
<td><strong>express obligation/prohibition</strong></td>
</tr>
<tr>
<td></td>
<td>Don’t touch the animals. We must study for the test. You mustn’t eat or drink in class.</td>
</tr>
<tr>
<td><strong>16</strong></td>
<td><strong>talk and write about habitual actions and routines</strong></td>
</tr>
<tr>
<td></td>
<td>I always brush my teeth in the morning. He tidies his room at the weekend.</td>
</tr>
<tr>
<td><strong>17</strong></td>
<td><strong>talk and write about current events and activities</strong></td>
</tr>
<tr>
<td></td>
<td>I’m talking on the phone now.</td>
</tr>
<tr>
<td><strong>18</strong></td>
<td><strong>distinguish between habitual actions, routines and current events, activities</strong></td>
</tr>
<tr>
<td></td>
<td>She usually eats a sandwich for lunch but today she is eating some soup.</td>
</tr>
<tr>
<td><strong>19</strong></td>
<td><strong>talk and write about past events and activities</strong></td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td><strong>20</strong></td>
<td><strong>make, accept and refuse offers</strong></td>
</tr>
<tr>
<td></td>
<td>Would you like a soft drink? Yes, please. I’d like a lemonade.</td>
</tr>
<tr>
<td><strong>21</strong></td>
<td><strong>distinguish between present and past activities and events</strong></td>
</tr>
<tr>
<td></td>
<td>Omar usually goes to the park on Wednesdays but last week he went on Thursday.</td>
</tr>
<tr>
<td><strong>22</strong></td>
<td><strong>discuss a range of familiar topics</strong></td>
</tr>
<tr>
<td></td>
<td>See relevant topics.</td>
</tr>
</tbody>
</table>
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)
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)
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
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.

#### Grade 8, Understanding User A2

<table>
<thead>
<tr>
<th><strong>Listening Skills</strong></th>
<th><strong>Speaking Skills</strong></th>
<th><strong>Reading Skills</strong></th>
<th><strong>Writing Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Differentiate between the pronunciation of similar sounds in English</td>
<td>- Use formulaic language in order to communicate limited information in simple everyday situations</td>
<td>- Understand the main idea in short, simple texts on familiar topics</td>
<td>- Write simple phrases and sentences linked with simple connectors such as and, but, because</td>
</tr>
<tr>
<td>- Understand the main idea and/or basic information in short monologues or dialogues</td>
<td>- Link ideas with <em>and, then, but, because</em></td>
<td>- Understand specific information in short, simple texts on familiar topics</td>
<td>- Deal with certain aspects of writing (spelling, punctuation, purpose, syntax, paragraphing)</td>
</tr>
<tr>
<td>- Recognise various intonation patterns</td>
<td>- Manage simple, routine exchanges; ask and answer questions and exchange ideas and information on familiar topics</td>
<td>- Understand sequence</td>
<td>- Give personal information (name, age, etc.)</td>
</tr>
<tr>
<td>- Understand information in short messages and announcements which are delivered slowly and clearly</td>
<td>- Give and follow simple instructions and directions</td>
<td>- Transfer from verbal to visual information</td>
<td>- Write about everyday aspects of their environment (people, animals, places, living conditions, etc.)</td>
</tr>
<tr>
<td>- Understand directions relating to how to get from one place to another</td>
<td>- Use simple phrases to satisfy needs of a concrete type</td>
<td>- Transfer information from a text to a table</td>
<td>- Write short simple notes and messages conveying simple information related to matters of immediate need</td>
</tr>
<tr>
<td></td>
<td>- Deal with common aspects of everyday life (e.g. travel, eating, shopping) and get simple information</td>
<td>- Understand text cohesion (personal pronouns used as reference items)</td>
<td>- Write short simple informal letters and e-mails (giving news, thanking, apologising, inviting, accepting or refusing an invitation, describing experiences)</td>
</tr>
<tr>
<td></td>
<td>- Ask for repetition and clarification to fill in gaps in understanding</td>
<td>- Find specific, predictable information in simple everyday material such as advertisements, menus, etc.</td>
<td>- Write short simple descriptions of people, activities and events</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>LANGUAGE EXPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 talk and write about habitual actions, routines and permanent situations</td>
<td>How often do you play tennis? Twice a week. I never play tennis. Ali lives in Riyadh.</td>
</tr>
<tr>
<td>2 talk and write about current activities and temporary states</td>
<td>I’m staying with my aunt in Jeddah this summer. She’s talking on the phone now. I know the answer.</td>
</tr>
<tr>
<td>3 express emotions</td>
<td>I feel down. I was so embarrassed. Were you worried?</td>
</tr>
<tr>
<td>4 make requests / ask for, give and refuse permission</td>
<td>Will you do me a favour? Could you open the door, please? Can/May I leave the room? No, you may not.</td>
</tr>
<tr>
<td>5 describe / define people and things</td>
<td>This is the thobe that I bought yesterday. He is good-looking and outgoing.</td>
</tr>
<tr>
<td>6 distinguish between current activities and habitual actions</td>
<td>He usually plays football in the afternoon but today he is watching TV.</td>
</tr>
<tr>
<td>7 express preference / like / dislike / desire</td>
<td>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.</td>
</tr>
<tr>
<td>8 talk about, write about habitual actions in the past and understand the sequence of past events / experiences</td>
<td>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.</td>
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<td>9</td>
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</tr>
<tr>
<td>10</td>
<td>express opinion / agreement, disagreement – find things in common</td>
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</tr>
<tr>
<td>11</td>
<td>describe the manner of an activity or degree of intensity</td>
</tr>
<tr>
<td>12</td>
<td>offer (help, etc.) / accept and refuse offers</td>
</tr>
<tr>
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<tr>
<td>13</td>
<td>ask about and identify location / ask for and give directions</td>
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<td></td>
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<tr>
<td>14</td>
<td>make comparisons</td>
</tr>
<tr>
<td>15</td>
<td>express possibility in the present or future</td>
</tr>
<tr>
<td></td>
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<tr>
<td>16</td>
<td>discuss future plans</td>
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<td></td>
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</tr>
<tr>
<td>17</td>
<td>make predictions, promises, on-the-spot decisions, requests and offers</td>
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<tr>
<td>18</td>
<td>describe conditions and their results</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>ask for and give advice – make suggestions</td>
</tr>
<tr>
<td>20</td>
<td>ask and answer about number and quantity</td>
</tr>
<tr>
<td>21</td>
<td>express obligation, lack of obligation and prohibition</td>
</tr>
<tr>
<td>22</td>
<td>invite and accept or refuse an invitation – thank and apologise</td>
</tr>
<tr>
<td>23</td>
<td>link past and present time</td>
</tr>
<tr>
<td>24</td>
<td>express possession</td>
</tr>
<tr>
<td>25</td>
<td>Discuss a range of familiar topics</td>
</tr>
</tbody>
</table>
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
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
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
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.

### Grade 9, Understanding User A2-B1.1

<table>
<thead>
<tr>
<th>Listening Skills</th>
<th>Speaking Skills</th>
<th>Reading Skills</th>
<th>Writing Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Differentiate between similar sounds in English</td>
<td>1. Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations</td>
<td>1. Understand the main ideas and specific information in straightforward factual texts on subjects related to one’s interests</td>
<td>1. Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence</td>
</tr>
<tr>
<td>2. Understand the main idea and/or basic information in monologues or dialogues</td>
<td>2. Deal with common aspects of everyday life (e.g. travel, eating, shopping) and obtain information needed</td>
<td>2. Understand the description of events, feelings and wishes in personal letters/e-mails</td>
<td>2. Deal with certain aspects of writing (paragraphing, purpose, audience, cohesion, coherence)</td>
</tr>
<tr>
<td>3. Recognise various intonation patterns</td>
<td>3. Manage less routine situations (in a post office, bank, etc.); ask and answer questions and check and confirm information</td>
<td>3. Find and understand relevant information in everyday material such as letters and brochures</td>
<td>3. Write notes and short messages conveying simple information</td>
</tr>
<tr>
<td>4. Understand straightforward factual information about common everyday topics</td>
<td>4. Establish social contact: greetings and farewells; introductions; giving thanks</td>
<td>4. Understand sequence</td>
<td>4. Write informal letters and e-mails (giving news, inviting, asking for and giving information, describing experiences, asking for and giving advice)</td>
</tr>
<tr>
<td>5. Follow straightforward short talks on familiar topics provided these are delivered slowly and clearly</td>
<td>5. Give and follow detailed instructions and directions</td>
<td>5. Transfer from verbal to visual information</td>
<td>5. Write an account of an event</td>
</tr>
<tr>
<td>6. Follow detailed directions</td>
<td>6. Initiate, maintain and close a conversation on familiar or everyday topics</td>
<td>6. Transfer information from a text to a table</td>
<td>6. Narrate a story</td>
</tr>
<tr>
<td>7. Logically link ideas by using a variety of connectors</td>
<td>7. Ask for repetition, clarification or elaboration to fill in gaps in understanding</td>
<td>7. Understand text cohesion</td>
<td>7. Write short story essays on familiar topics</td>
</tr>
<tr>
<td>8. Ask for repetition, clarification or elaboration to fill in gaps in understanding</td>
<td>8. Briefly give reasons and explanations for opinions, plans and actions</td>
<td>8. Guess the meaning of unknown words</td>
<td>8. Write short simple essays on familiar topics</td>
</tr>
<tr>
<td>10. Produce a series of sentences:</td>
<td>• to describe people and places in detail</td>
<td>1. Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• to describe experiences, events (real or imaginary), daily routines, future plans, arrangements, past activities, everyday aspects of their environment, dreams, hopes, ambitions, etc.</td>
<td>2. Deal with certain aspects of writing (paragraphing, purpose, audience, cohesion, coherence)</td>
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</tr>
<tr>
<td></td>
<td>• to express and ask for opinion on topics of interest including cultural topics (e.g. the plot of a book)</td>
<td>3. Write notes and short messages conveying simple information</td>
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</tr>
<tr>
<td></td>
<td>• to express and respond to feelings (e.g. surprise, happiness, interest)</td>
<td>4. Write informal letters and e-mails (giving news, inviting, asking for and giving information, describing experiences, asking for and giving advice)</td>
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<tr>
<td></td>
<td>• to politely express agreement and disagreement</td>
<td>5. Write an account of an event</td>
<td>5. Narrate a story</td>
</tr>
<tr>
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<td>• to describe people and places in detail</td>
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<td>8. Ask for repetition, clarification or elaboration to fill in gaps in understanding</td>
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<tr>
<td></td>
<td>10. Produce a series of sentences:</td>
<td>• to express and respond to feelings (e.g. surprise, happiness, interest)</td>
<td>• to politely express agreement and disagreement</td>
</tr>
</tbody>
</table>

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GRADE 9 TOPICS / VOCABULARY

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).
<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>LANGUAGE EXPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 make comparisons</td>
<td>Ironing is more boring than doing the washing-up. Julia isn’t as outgoing as her sister. Karim drives more carefully than Omar.</td>
</tr>
<tr>
<td>2 discuss past habits and situations</td>
<td>Who did you visit yesterday evening? We visited our grandparents. My grandfather used to collect stamps when he was young.</td>
</tr>
<tr>
<td>3 define people, places and things</td>
<td>He’s the boy who/that won the race. That’s the school where my father works.</td>
</tr>
<tr>
<td>4 express conditions and their results – talk about imaginary situations</td>
<td>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.</td>
</tr>
<tr>
<td>5 refer to number and quantity</td>
<td>To make an omelette, you need: four eggs, half a cup of milk, ¼ teaspoon salt and some butter.</td>
</tr>
<tr>
<td>6 Discuss habitual actions, routines and current activities and distinguish between temporary and permanent activities / situations</td>
<td>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.</td>
</tr>
<tr>
<td>7 discuss future plans and talk about the future</td>
<td>Are you coming with us tomorrow evening? If I finish my homework, I’ll come with you.</td>
</tr>
<tr>
<td>8 give and follow instructions</td>
<td>First, take a piece of paper and fold it in half.</td>
</tr>
<tr>
<td>9 talk about experiences linking past and present time</td>
<td>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.</td>
</tr>
<tr>
<td>10 describe feelings</td>
<td>I was surprised that my brother won the race.</td>
</tr>
<tr>
<td>11 narrate and sequence past actions and events</td>
<td>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.</td>
</tr>
<tr>
<td>12 find things in common</td>
<td>Both Fatima and Reema like chocolate but neither of them like fruit.</td>
</tr>
<tr>
<td>13 express result</td>
<td>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.</td>
</tr>
<tr>
<td>14</td>
<td>ask for confirmation / agree and disagree</td>
</tr>
<tr>
<td>15</td>
<td>express opinion / agree and disagree</td>
</tr>
<tr>
<td>16</td>
<td>carry out a telephone conversation</td>
</tr>
<tr>
<td>17</td>
<td>offer and make requests</td>
</tr>
<tr>
<td>18</td>
<td>express obligation, lack of obligation and prohibition</td>
</tr>
<tr>
<td>19</td>
<td>ask for, give and refuse permission</td>
</tr>
<tr>
<td>20</td>
<td>make deductions</td>
</tr>
<tr>
<td>21</td>
<td>stress the action in a sentence rather than the agent</td>
</tr>
<tr>
<td>22</td>
<td>ask for and give information</td>
</tr>
<tr>
<td>23</td>
<td>report commands and requests</td>
</tr>
<tr>
<td>24</td>
<td>express possibility</td>
</tr>
<tr>
<td>25</td>
<td>express ability</td>
</tr>
<tr>
<td>26</td>
<td>express purpose</td>
</tr>
<tr>
<td>27</td>
<td>invite and make arrangements / suggestions</td>
</tr>
<tr>
<td>28</td>
<td>ask for and give advice</td>
</tr>
<tr>
<td>29</td>
<td>discuss a range of familiar topics</td>
</tr>
</tbody>
</table>
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
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)
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**

<table>
<thead>
<tr>
<th>Range</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.</td>
</tr>
<tr>
<td>Fluency</td>
<td>Can express oneself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.</td>
</tr>
<tr>
<td>Interaction</td>
<td>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.</td>
</tr>
<tr>
<td>Coherence</td>
<td>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</td>
</tr>
</tbody>
</table>

**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.
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.

Grade 10, Independent User Level B1.1

<table>
<thead>
<tr>
<th>Listening Skill</th>
<th>Speaking Skill</th>
<th>Reading Skill</th>
<th>Writing Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognise various intonation patterns</td>
<td>1. Use a variety of vocabulary and structures in order to successfully communicate information in everyday situations</td>
<td>1. Understand the main ideas and specific information in straightforward factual texts on subjects related to one's interests</td>
<td>1. Write straightforward connected texts on familiar topics, by linking a series of shorter discrete elements into a linear sequence</td>
</tr>
<tr>
<td>2. Understand the main idea and/or specific information in monologues or dialogues about common everyday topics</td>
<td>2. Deal with common aspects of everyday life (e.g. travel, eating, shopping) and get the information needed</td>
<td>2. Understand the description of events, feelings and wishes in personal letters/e-mails</td>
<td>2. Deal with specific aspects of writing (paragraphing, purpose, audience, cohesion, coherence)</td>
</tr>
<tr>
<td>3. Follow straightforward short talks on familiar topics provided these are delivered slowly and clearly</td>
<td>3. Manage less routine situations (in a post office, bank, etc.); ask and answer questions and check and confirm information</td>
<td>3. Understand the main points in newspaper and magazine articles on familiar topics</td>
<td>3. Write notes and short messages conveying simple information</td>
</tr>
<tr>
<td>4. Understand the main ideas in radio or TV programmes, such as interviews and news reports</td>
<td>4. Establish social contact: greetings and farewells; introductions; giving thanks</td>
<td>4. Transfer from verbal to visual information</td>
<td>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)</td>
</tr>
<tr>
<td>5. Understand clearly articulated questions</td>
<td>5. Give and follow detailed instructions and directions</td>
<td>5. Transfer information from a text to a table</td>
<td>5. Write an account of an event</td>
</tr>
<tr>
<td>6. Follow detailed directions and instructions</td>
<td>6. Initiate, maintain and close a conversation on familiar or everyday topics</td>
<td>7. Understand text cohesion</td>
<td>6. Narrate a story</td>
</tr>
<tr>
<td></td>
<td>7. Logically link ideas by using a variety of connectors</td>
<td>8. Guess the meaning of unknown words</td>
<td>7. Write short simple essays on familiar topics</td>
</tr>
<tr>
<td></td>
<td>8. Ask for repetition, clarification or elaboration to fill in gaps in understanding</td>
<td>9. Find and understand specific information in simple everyday material such as letters, brochures, etc.</td>
<td>8. Write short descriptions of people, places and events</td>
</tr>
<tr>
<td></td>
<td>9. Briefly give reasons and explanations for opinions, plans and actions</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>10. Discuss and compare alternatives in order to reach a decision</td>
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</tr>
<tr>
<td></td>
<td>11. Produce a series of sentences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• to describe people, places and things in detail</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• to describe experiences, events (real or imaginary), daily routines, future plans, arrangements, past activities, everyday aspects of one’s environment, dreams, hopes, ambitions, etc.</td>
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<tr>
<td></td>
<td>• to express and ask for opinion on topics of interest including cultural topics (e.g. the plot of a book)</td>
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<td></td>
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</tr>
</tbody>
</table>
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).
<table>
<thead>
<tr>
<th>Functions</th>
<th>Language Exponents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 exchange basic personal information</td>
<td>Where are you from? I'm from the KSA. What's your address/phone number?, etc. It's 35 Clifton Ave./555-5055.</td>
</tr>
<tr>
<td>2 express commands/requests</td>
<td>Don't open your books yet. Write your name at the top of the page, please.</td>
</tr>
<tr>
<td>3 greet and say goodbye, introduce oneself and ask about one's health</td>
<td>Good morning. How are you? I'm fine, thanks. Hello, I'm Jameel. I'm a dentist.</td>
</tr>
<tr>
<td>4 identify objects and express possession</td>
<td>Which is your pen? That one over there is mine.</td>
</tr>
<tr>
<td>5 make comparisons; find similarities and differences; describe the manner in which something happens</td>
<td>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.</td>
</tr>
<tr>
<td>6 express feelings and emotions</td>
<td>I was frightened/surprised/embarrassed, etc.</td>
</tr>
<tr>
<td>7 discuss habitual actions, routines and current activities and distinguish between temporary and permanent activities / situations</td>
<td>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.</td>
</tr>
<tr>
<td>8 express opinion and agree/disagree</td>
<td>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.</td>
</tr>
</tbody>
</table>
|   | 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 outside.  
What size is this shirt?  
It's a small/medium/large. |
|---|---------------------------|---|
| 10 | ask for, understand and give directions/instructions | Where's the supermarket?  
It's straight ahead, next to the supermarket.  
Add some water to the mixture. |
| 11 | express preference | 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. |
| 12 | discuss past habits and situations; narrate and sequence past events | 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. |
| 13 | refer to and link past and present time | 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. |
| 14 | express necessity, obligation, lack of obligation and prohibition | 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. |
| 15 | express possibility, ability, make requests and ask for permission | 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? |
| 16 | ask for information (politely) | Excuse me. Could you tell me what time the train for Brighton leaves? |
| 17 | discuss future arrangements and make predictions, on the spot decisions, promises and requests | 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. |
| 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. |
| 28 | 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. |
| 29 | to express uncertainty and ask for confirmation | You have met my parents, haven't you?  
Nasir doesn't speak French, does he? |
| 30 | 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.

### Grade 11, Independent User Level B1.2 / B2.1

<table>
<thead>
<tr>
<th>Listening Skill</th>
<th>Speaking Skill</th>
<th>Reading Skill</th>
<th>Writing Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the main idea and/or specific information in monologues or dialogues about familiar and less familiar topics</td>
<td>1. Communicate information in everyday situations fluently and accurately</td>
<td>1. Read independently, adjusting one’s approach to the type of text and the purpose of reading</td>
<td>1. Write clear detailed texts on a variety of topics which are relevant to one’s interests, by linking a series of discrete elements</td>
</tr>
<tr>
<td>2. Follow talks on topics which are reasonably familiar</td>
<td>2. Manage less routine situations (check and confirm information, make a complaint, persuade, explain a problem, etc.)</td>
<td>2. Understand the main points and specific information in factual texts on a variety of topics</td>
<td>2. Deal with specific aspects of writing (paragraphing, purpose, audience, register, cohesion, coherence)</td>
</tr>
<tr>
<td>3. Understand most interviews, news reports and documentaries broadcast on the radio or TV provided they are delivered in standard English</td>
<td>3. Establish social contact in formal and informal situations</td>
<td>3. Understand facts, feelings and wishes in letters/e-mails</td>
<td>3. Write notes and messages conveying simple information</td>
</tr>
<tr>
<td>4. Understand instructions and announcements on a variety of topics provided they are delivered in standard English and at a normal pace</td>
<td>4. Give and follow detailed instructions and directions</td>
<td>4. Understand the main points in newspaper and magazine articles on current affairs or topics of professional interest</td>
<td>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.)</td>
</tr>
<tr>
<td>5. Identify a speaker’s attitude, opinion and feelings</td>
<td>5. Initiate, maintain and close a conversation on familiar and less familiar topics</td>
<td>5. Understand long and linguistically complex texts (including examples of contemporary literature) and locate specific information</td>
<td>5. Narrate a story</td>
</tr>
<tr>
<td>6. Logically link ideas by using a variety of connectors</td>
<td>6. Exploit verbal and non-verbal cues accompanying a text to facilitate comprehension</td>
<td>6. Exploit verbal and non-verbal cues accompanying a text to facilitate comprehension</td>
<td>6. Write an essay or report (presenting one’s ideas/arguments and justifying them)</td>
</tr>
<tr>
<td>7. Ask for clarification or elaboration to check understanding and fill in gaps in communication</td>
<td>7. Understand text cohesion</td>
<td>7. Make inferences</td>
<td>7. Write detailed descriptions of events and experiences</td>
</tr>
<tr>
<td>8. Justify one’s opinion by giving reasons, explanations and examples</td>
<td>8. Guess the meaning of unknown words</td>
<td>8. Understand long, complex instructions related to topics of professional interest</td>
<td>8. Write a book review</td>
</tr>
<tr>
<td>9. Present a problem clearly, discuss it and make a decision by reflecting on advantages and disadvantages</td>
<td>9. Make inferences</td>
<td></td>
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<tr>
<td>10. Produce clear coherent speech:</td>
<td>10. Write detailed descriptions of events and experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• to describe experiences and events and stress their importance</td>
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<tr>
<td>• to express and ask for opinion on topics of interest including abstract concepts (e.g. friendship)</td>
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<tr>
<td>• to express and respond to a variety of feelings</td>
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</tbody>
</table>
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).
<table>
<thead>
<tr>
<th>Functions</th>
<th>Language exponents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 discuss general truths, habitual actions, routines and current activities; distinguish between temporary and habitual/permanent situations</td>
<td>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.</td>
</tr>
<tr>
<td>2 express possibility, necessity and absence of necessity</td>
<td>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.</td>
</tr>
<tr>
<td>3 define and give information about people, places and things</td>
<td>Budapest, which is situated on the Danube River, is a beautiful city. Ibrahim is the boy who won the poetry contest.</td>
</tr>
<tr>
<td>4 ask for and give advice / warn</td>
<td>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.</td>
</tr>
<tr>
<td>5 discuss past habits and situations; narrate and sequence past events</td>
<td>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.</td>
</tr>
<tr>
<td>6 express obligation and prohibition</td>
<td>You have to / must be here at eight o'clock sharp. You mustn't be late.</td>
</tr>
<tr>
<td>7 link past and present time</td>
<td>We have been living in this neighbourhood since 2009. I haven't finished my homework yet.</td>
</tr>
<tr>
<td>8 ask for, understand and give instructions/directions</td>
<td>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.</td>
</tr>
<tr>
<td>9 stress an action rather than the doer of the action</td>
<td>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.</td>
</tr>
<tr>
<td>10 refer to timetables, arrangements and intentions</td>
<td>The train to Bristol leaves at 12:15. I'm playing tennis with Saed tomorrow afternoon. Are you going to study abroad?</td>
</tr>
<tr>
<td>11 carry out transactions (e.g. at a hotel, airport, shop, etc.)</td>
<td>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.</td>
</tr>
</tbody>
</table>
|   | 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.  

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<p>| | | |</p>
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</table>
| 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. |
| 27 | ask for information (informally and formally) | What time do the shops open?  
I'd like to know how to get to the library. |
| 28 | 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. |
| 29 | 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. |
| 30 | discuss a range of familiar topics | See relevant topics. |
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
22. Reported Speech
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+**

<table>
<thead>
<tr>
<th><strong>Listening Skill</strong></th>
<th><strong>Speaking Skill</strong></th>
<th><strong>Reading Skill</strong></th>
<th><strong>Writing Skill</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand speech on a variety of topics - familiar and unfamiliar - even when the language is complex (e.g. idiomatic expressions)</td>
<td>1. Communicate complex information fluently and accurately on a wide range of topics</td>
<td>1. Read independently adjusting one’s approach depending on the type of text and the purpose of reading</td>
<td>1. Write clear detailed texts on a variety of topics</td>
</tr>
<tr>
<td>2. Follow complex interactions on familiar and less familiar topics</td>
<td>2. Participate effectively in formal and informal discussions on familiar and unfamiliar topics</td>
<td>2. Understand texts belonging to a wide range of genres including literature, correspondence, news reports, etc.</td>
<td>2. Deal with specific aspects of writing (paragraphing, purpose, audience, style, register, cohesion, coherence, organisation)</td>
</tr>
<tr>
<td>3. Follow talks on familiar and less familiar topics</td>
<td>3. Give and follow detailed instructions and directions reliably</td>
<td>3. Understand the main idea and specific details in long and linguistically complex texts</td>
<td>3. Write notes and take messages</td>
</tr>
<tr>
<td>4. Understand most interviews, news reports and documentaries broadcast on the radio or TV</td>
<td>4. Logically link ideas by using a variety of connectors and cohesive devices</td>
<td>4. Understand text cohesion</td>
<td>4. Write formal and informal letters and e-mails effectively, communicating information and feelings</td>
</tr>
<tr>
<td>5. Understand instructions and announcements on a variety of topics</td>
<td>5. Ask for clarification or elaboration to check understanding and fill in gaps in communication</td>
<td>5. Guess the meaning of unknown words</td>
<td>5. Write a clear, well-structured essay or report presenting one’s views/arguments and justifying them by giving examples</td>
</tr>
<tr>
<td>6. Identify a speaker’s attitude, opinion and feelings even when they are expressed indirectly</td>
<td>6. Present a problem clearly, discuss it and make a decision by reflecting on advantages and disadvantages</td>
<td>6. Understand attitudes, feelings, etc. implicitly expressed and make inferences</td>
<td>6. Write clear, detailed descriptions of events (real or imaginary) and experiences</td>
</tr>
<tr>
<td>7. Produce clear elaborate speech:</td>
<td>7. Justify one’s opinion on a wide range of topics by giving reasons, explanations and examples</td>
<td>7. Understand long, complex instructions</td>
<td>7. Summarise longer texts</td>
</tr>
<tr>
<td>- to describe experiences, events and feelings in detail and stress their importance</td>
<td>- Understand text cohesion</td>
<td>- Guess the meaning of unknown words</td>
<td>- Write a clear, well-structured essay or report presenting one’s views/arguments and justifying them by giving examples</td>
</tr>
<tr>
<td>- to express and ask for opinion on topics of interest including abstract concepts (e.g. education)</td>
<td>- Understand the main idea and specific details in long and linguistically complex texts</td>
<td>- Understand attitudes, feelings, etc. implicitly expressed and make inferences</td>
<td>- Write clear, detailed descriptions of events (real or imaginary) and experiences</td>
</tr>
<tr>
<td>- Communicate complex information fluently and accurately on a wide range of topics</td>
<td>- Read independently adjusting one’s approach depending on the type of text and the purpose of reading</td>
<td>- Understand long, complex instructions</td>
<td>- Summarise longer texts</td>
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</tbody>
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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).
<table>
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<tr>
<th>Functions</th>
<th>Language exponents</th>
</tr>
</thead>
</table>
| **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, likeliness/unlikeliness) 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. |
| 26 | 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. |
| 27 | 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. |
| 28 | express reason | Feeling ill, I decided not to go to work. |
| 29 | 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? |
| 30 | 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
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

<table>
<thead>
<tr>
<th>GRADES</th>
<th>CEFR LEVELS</th>
<th>INTERNATIONAL EXAMINATIONS</th>
<th>TEACHING TIME (32 WEEKS)</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Annual (4 hrs/week)</td>
<td>Credit system (5 hrs/week)</td>
</tr>
<tr>
<td>12</td>
<td>B2+</td>
<td>FCE (Cambridge ESOL) / Michigan ECCE / IELTS Level 4.5 and approaching Level 5 / TOEFL score of 400 and approaching TOEFL score of 500 / TOEFL IBT score 87-109</td>
<td>Approximately 130 hours</td>
<td>Level 6 → 80 hrs * Optional courses</td>
</tr>
<tr>
<td>11</td>
<td>B1.2 / B2.1</td>
<td>PET (Cambridge ESOL)</td>
<td>Approximately 130 hours</td>
<td>Level 4 → 80 hrs / Level 3 → 80 hrs / Level 2 → 80 hrs / Level 1 → 80 hrs</td>
</tr>
<tr>
<td>10</td>
<td>B1.1</td>
<td></td>
<td>Approximately 130 hours</td>
<td>Level 4 → 80 hrs / Level 3 → 80 hrs / Level 2 → 80 hrs / Level 1 → 80 hrs</td>
</tr>
<tr>
<td>9</td>
<td>A2.2 / B1.1</td>
<td>KET (Cambridge ESOL)</td>
<td>(4 hrs / week) approximately 130 hours</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>A2.1</td>
<td></td>
<td>(4 hrs / week) approximately 130 hours</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>A1.2</td>
<td></td>
<td>(4 hrs / week) approximately 130 hours</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>A1.1</td>
<td>YLE Movers (Cambridge ESOL)</td>
<td>(2 hrs / week) approximately 65 hours</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Leading to A1</td>
<td>YLE Starter (Cambridge ESOL)</td>
<td>(2 hrs / week) approximately 65 hours</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Leading to A1</td>
<td></td>
<td>(2 hrs / week) approximately 65 hours</td>
<td></td>
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</tbody>
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