

ENGLISH CURRICULUM FOR 9th GRADE

General aims	Topics	2. Listening and Speaking	3. Writing	4. Reading
<p>In conformity with the principles outlined in the National Charter for Education and Training, the general aims of the middle school curriculum can be summarized as follows:</p> <ul style="list-style-type: none"> - to contribute to the achievement of the aims related to education in general and the teaching of languages in particular; - to develop competencies as demonstrable application of knowledge, skills, strategies, abilities and study-skills acquired by individual learners; - to raise learners' awareness of the gains of learning a foreign language; - to give them the opportunity to develop cross-cultural communication competency; - to enable learners to discover the learning strategies that suit them best, so that they can learn more effectively, and by extension, take over more responsibility for their own learning; - to give them a sense of confidence in the use of English for communication. 	<p>Teachers must cover at least the following topics according to their appearance in the textbooks in use. These topics are sensitive to students' cognitive, social and psychological:</p> <ol style="list-style-type: none"> 1. Hello/greetings 2. At school 3. Family 4. Home 5. Clothes 6. Food and drinks 7. Transport 8. Sports 9. Hobbies 10. Health <p>Teachers must also cover five units each semester with the average of 6 hours a unit. Four hours are to be devoted to assessment. Time permitting, teachers might present all or some of the topics /units left in the textbooks in use.</p>	<p>Learners will demonstrate the ability to</p> <ul style="list-style-type: none"> - identify the general idea (s) of spoken text [Listening for gist]; - listen to a whole spoken text very carefully for specific information [Listening for detail]; - listen and respond thoughtfully and respectfully to others; - speak clearly and expressively, using correct pronunciation and intonation; - understand and use spoken language appropriate to the topic, purpose, and audience; 	<p>Learners will demonstrate the ability to</p> <ul style="list-style-type: none"> - write a single paragraph (10) with a topic sentence that expresses a basic idea, with several sentences that develop or support the main idea; - write a single paragraph describing a person, a place, or a thing; - write a letter or an email to give information; - write a simple conversation or dialogue. 	<p>Learners will demonstrate the ability to</p> <ul style="list-style-type: none"> - read a text quickly to understand the main idea(s) [skimming]; - scan a text for a specific information [scanning]; - use linguistic information in a text to infer word meanings [structural analysis, contextual clues]; - use information in a text to recognize referents

Functions	Grammar	Vocabulary
<p>Teachers are also advised to present the following language functions according to their appearance in the textbooks in use:</p> <ul style="list-style-type: none"> - Greetings and introducing - Asking for and giving information - Describing (i) people, (ii) things and (iii) places - Expressing likes and dislikes - Asking for and telling the time - Asking for and giving permission - Making and responding to suggestions - Expressing ability - Accepting and refusing offer - Asking for and giving advice - Expressing obligation - Apologizing 	<p>By the end of the course, learners will be able to (i) recognize the forms, (ii) understand the meanings, (iii) and uses of the structures listed below.</p> <ul style="list-style-type: none"> • Imperative; • To be (affirmative/negative/ interrogative) • Possessive adjectives/ genitive • Demonstratives • Indefinite/ definite articles • Simple present simple affirmative/ negative/ interrogative; • Count /non-count nouns; • Have got / has got • There is / there are; some/ any • use adverbs of frequency with the present simple: always, often, sometimes, occasionally, rarely never, usually, seldom. • present continuous/ affirmative / negative/ interrogative • Can/ can't / may/ may not/ must/ mustn't/ should / shouldn't • to make and respond to suggestions using : Let's/Let's not. • Prepositions of place and time. 	<p>By the end of the third year, students should be able to understand and use vocabulary items related to the topics listed above.</p>

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