ELT General Goals & Objectives

Secondary Stage
Benchmarks in education are statements of points along the path toward learning a new skill or set of skills. They can provide a basis for tracking progress and marking achievement of identified standards or goals. Benchmarks serve as content and/or performance markers for all students relative to a particular standard or goal. Not all learners, however, are expected to meet all benchmarks at the same time or in the same way.

The benchmarks of teaching English at the secondary stage are based on the philosophy of teaching English in Kuwait, and, thus, are derived from the General Goals of ELT in the country. As students move into the secondary stage, their affective and cognitive development will accelerate. Students of this age are becoming far more independent and interested in the world around them, and will want to express their opinions and feelings in the process. Between the age of 11 and 15 cognitive development gathers momentum at this time of their lives, so it is essential that students are given plenty of opportunity to solve problems and exercise their higher-order thinking skills, both individually and cooperatively, while working together in pairs and groups. Nevertheless, teenage students still need constant support and reassurance.

The materials in the course take these factors into consideration. Materials are presented in a sophisticated format, while texts are challenging but lively and motivating, using real photographs, factual texts from various sources, and stories and dialogues that students can readily identify with. This reflects the age and maturity of the students, who will be able to bring their own knowledge to the course and discuss the various issues it raises. In doing this, the four skills will be integrated while students' knowledge of grammar and vocabulary is expanded. The pace of material is varied to ensure students are never bored, while language is constantly recycled and revised to ensure it is thoroughly learned.

Teaching English at the Secondary Stage takes into account the general goals of education in Kuwait and emphasizes:

- **Pride in Islam.**
- **Love and patriotism to Kuwait.**
- **Appreciation of Arab values, traditions and culture.**
- **Correlation to other school subjects.**
- **Self-esteem, cooperative spirit, self-awareness and interactive skills.**
- **Appreciation of nature & awareness of environmental problem.**
- **Self-evaluation, critical thinking abilities and independent thinking skills.**
- **Global outlook, international perspective, historical perspective and research skills.**
- Team-working skills, self-confidence and decision making skills.
- Communication skills and solving problems practically and creatively.
- E-learning and internet research skills.
- Awareness of other cultures and human rights.
- Predictive and inferential skills.

Grade Ten Benchmarks:

By the end of grade ten, students should have achieved the following benchmarks:

A. Speaking

- speak clearly, confidently, fluently and accurately on a wide variety of topics, in a variety of situations using the appropriate register for different audiences and purposes.
- use different voice levels, phrasing and intonation when speaking in a variety of situations.
- use the vocabulary, structures and grammar of standard spoken English and be able to use them fluently and accurately and with increasing assurance.
- share ideas and participate in pair work and group discussions to offer information, to clarify ideas and support a position.

B. Listening

- listen attentively to gain, comprehend, interpret and communicate information.
- listen and respond to instructions to finish a wide variety of tasks.
- apply skills and strategies of the process of listening to build up comprehension of listened-to texts.

C. Reading

- read a range of fiction and non-fiction texts including a wide variety of text types, such as newspaper articles, e-mails, letters, stories and dialogues, with fluency and accuracy, applying a broad array of reading skills and strategies when reading for information, comprehension, interpretation, analysis and evaluation.
- use phonological and phonemic awareness to read with fluency and accuracy.
- show ability to understand how a broad range of grammatical features of the English language affect meaning.
- use word analysis and vocabulary skills to increase reading comprehension and fluency.
- use skills and strategies of the reading process to comprehend a wide variety of fiction and non-fiction grade-level texts.
D. Writing

- communicate in clear and appropriate written English for a wide variety of purposes and audiences, and in the appropriate register, producing various written forms and genres.
- use a variety of spelling strategies in order to spell words individually and in context.
- complete writing tasks to demonstrate understanding and correct use of various language structures, punctuation and word usage.
- practise using interpretive, analytical, critical and problem-solving skills, including higher-order thinking skills, to inform a variety of writing modes: expressive, expository, functional, persuasive and research-based.
- develop a personal writing style of increasing fluency and elegance.
- use the writing process to produce well-organised composition of different modes and functions.

Grade Eleven Benchmarks:

By the end of grade eleven, students should have achieved the following benchmarks:

A. Speaking

- speak clearly, confidently, fluently and accurately on a wide variety of topics, in a variety of situations using the appropriate register for different audiences and purposes.
- use different voice levels, phrasing and intonation when speaking in a variety of situations.
- use the vocabulary, structures and grammar of standard spoken English and be able to use them fluently and accurately and with increasing assurance.
- share ideas and participate in pair work and group discussions to offer information, to clarify ideas and support a position.

B. Listening

- listen attentively to gain, comprehend, interpret and communicate information.
- listen and respond to instructions to finish a wide variety of tasks.
- apply skills and strategies of the process of listening to build up comprehension of listened-to texts.

C. Reading

- read a range of fiction and non-fiction texts including a wide variety of text types, such as newspaper articles, e-mails, letters, stories and dialogues, with fluency and accuracy, applying a broad array of reading skills and strategies when reading for information, comprehension, interpretation, analysis and evaluation.
- use phonological and phonemic awareness to read with fluency and accuracy.
- show ability to understand how a broad range of grammatical features of the English language affect meaning.
• use word analysis and vocabulary skills to increase reading comprehension and fluency.
• use skills and strategies of the reading process to comprehend a wide variety of fiction and non-fiction grade-level texts.

D. Writing
• communicate in clear and appropriate written English for a wide variety of purposes and audiences, and in the appropriate register, producing various written forms and genres.
• use a variety of spelling strategies in order to spell words individually and in contexts.
• complete writing tasks to demonstrate understanding and correct use of various language structures, punctuation and word usage.
• practice using interpretive, analytical, critical and problem-solving skills, including higher-order thinking skills, to inform a variety of writing modes: expressive, expository, functional, persuasive and research-based.
• develop a personal writing style of increasing fluency and elegance.
• use the writing process to produce well-organised composition of different modes and functions.

Grade Twelve Benchmarks:

By the end of grade Twelve, students should have achieved the following benchmarks:

A. Speaking
• Speak clearly, confidently, fluently and accurately on a wide variety of topics, in a variety of situations using the appropriate register for different audiences and purposes.
• Use different voice levels, phrasing and intonation when speaking in a variety of situations.
• Use the vocabulary, structures and grammar of standard spoken English and be able to use them fluently and accurately and with increasing assurance.
• Share ideas and participate in pair work and group discussions to offer information, to clarify ideas and support a position.

B. Listening
• Listen attentively to gain, comprehend, interpret and communicate information.
• Listen and respond to instructions to finish a wide variety of tasks.

C. Reading
• Read a range of fiction and non-fiction texts including a wide variety of text types, such as newspaper articles, e-mails, letters, stories and dialogues, with fluency and
accuracy, applying a broad array of reading skills and strategies when reading for information, comprehension, interpretation, analysis and evaluation.

- Use phonological and phonemic awareness to read with fluency and accuracy.
- Show ability to understand how a broad range of grammatical features of the English language affect meaning.
- Use word analysis and vocabulary skills to increase reading comprehension and fluency.
- Use skills and strategies of the reading process to comprehend a wide variety of fiction and non-fiction grade level texts.

D. Writing

- Communicate in clear and appropriate written English for a wide variety of purposes and audiences, and in the appropriate register, producing various written forms and genres.
- Use a variety of spelling strategies in order to spell words individually and in context.
- Complete writing tasks to demonstrate understanding and correct use of various language structures, punctuation and word usage.
- Practise using interpretive, analytical, critical and problem solving skills, including higher order thinking skills, to inform a variety of writing modes: expressive, expository, functional, persuasive and research-based.
- Develop a personal writing style of increasing fluency and elegance.
- Use the writing process to produce well-organized composition of different modes and functions.

VII Competencies and Sub-competencies

Grade 10 Competencies and Sub-competencies:

By the end of the course, students will be able to:

A. Listening

- Understand most questions, statements, and conversation on familiar topics at normal speed.
- Comprehend straightforward factual information about common everyday or job related topics.
- Identify general meaning and specific details.
- Develop vocabulary based on non-academic and academic topics.
- Understand the essential content of basic messages, greetings, advertising, and public statements.
- Demonstrate comprehension of various literary genres through verbal as well as written responses.
- Understand formal and informal language.
- Participate effectively in discussions if language complexity suits students' level.

**Sub-competencies:**
- Correctly follow multiple step oral directions.
- Follow a conventional conversational model.
- Listen for specific information.
- Listen to infer meaning.
- Listen and predict.
- Listen for main ideas / gist.
- Listen and understand text organisation.
- Listen to get the details of the text.
- Listen and solve problems.
- Listen to give opinions.

**B. Speaking**

**Competencies:**
- Express himself / herself with relative ease on familiar topics effectively without help.
- Participate effectively, sometimes with pauses in social and academic conversations by asking / answering questions and soliciting information.
- Use tone of voice and gestures to enhance meaning in conversation.
- Recognise and begin to use appropriate stress and intonation patterns.
- Apply common grammatical patterns in speech.
- Use new vocabulary in speech.
- Use oral communication to identify and organise academic information
- Use some cohesive words and phrases to link ideas when speaking.
- Self-correct basic vocabulary and simple grammatical structures while speaking.
- Instruct an audience in how to perform a simple task.
- Recognise the difference between formal and informal speech.
- Begin to use common idiomatic expressions appropriately.
- Answer instructional questions with supporting details.
- Negotiate meaning by questioning, restating, and describing.
- Retell important information from visual and oral presentations.
- Restate the main idea of oral presentations, stories, and simplified informational text.
- Prepare and deliver short oral presentations on topics from a variety of common sources.
**Sub-competencies:**

- Exchange information on different topics.
- Talk about hobbies.
- Debate on an issue.
- Plan a day and talk about it.
- Talk about personal achievements and ambitions.
- Exchange biographical information.
- Talk about a story from own viewpoint.
- Talk about different life styles.
- Ask for further information.
- Give directions.
- Make plans / predictions.
- Make offers.
- Make suggestions.
- Make invitations.
- Ask for direction to places.
- Ask and give instructions to make things.

**C. Reading**

**Competencies:**

- Read straightforward texts on subjects related to his / her field and interest with satisfactory level of comprehension.
- Read texts and draw inferences.
- Use various reading strategies to make predictions and achieve comprehension.
- Read and identify basic textual clues or features (e.g., title, table of contents, chapter headings, charts, graphics and index).
- Recognise English language sentence structures.
- Recognise the use of more complex verb tenses in context.
- Comprehend the use of active and passive voice.
- Demonstrate an increased knowledge of academic content vocabulary in simplified text.
- Use contextual clues to understand and respond to informational text.
- Recognize point of view in simple text.
- Read and understand instructive, narrative and descriptive text.
- Recognise different genres of literature.
- Skim quickly through text locating relevant details.
- Develop reading fluency.
- Read aloud with fluency and expression any text appropriate for early independent readers.
• Skim efficiently for relevant information in a given text.
• Read and understand persuasive, critical, argumentative, and expository texts.

❖ Sub-competencies:
• Read for purpose.
• Read signs from around the world.
• Read and answer a questionnaire.
• Read and identify main ideas and basic literary elements in short simple texts.
• Read to link ideas with previous information.
• Read for specific information.
• Read to evaluate a text.
• Read to make predictions.
• Read and understand different styles.
• Read, identify and understand different genres.
• Use vocabulary strategies to discern the meaning of words, for example, roots, affixes, word classification, etc.
• Identify elements of fiction and non-fiction by using information from a text.
• Identify main ideas, topic sentences, from supporting details.
• Use reference materials such as dictionaries.

D. Writing
❖ Competencies:
• Write in a variety of forms i.e. narratives, content area reports, letters and autobiography.
• Use a variety of print for social communication i.e. notes, invitations, letters, e-mails and diary entries.
• Take notes in some detail on familiar topics and respond to personal questions using relevant vocabulary and common structures.
• Distinguish between formal and informal expressions in writing.
• Express fairly accurately present and future time.
• Demonstrate knowledge of phonemes and word families by correctly writing new words.
• Develop strategies for guided / semi-guided free-writing.
• Develop an awareness of the use of complex sentence styles and varied conventions in writing.
❖ Sub-competencies:
• Write invitations, postcards and personal notes
• Use e-mail appropriately for social communications
• Write a report based on a discussion
• Write notes for a lecture
• Write questions to obtain biographical data
- Write a newspaper article
- Write instruction to work things
- Write a recipe
- Rewrite a story from a different point of view
- Write description of places, people and events
- Write a story using its features
- Rewrite news stories
- Write a summary, a diary, a book review
- Write a questionnaire
- Write a dialogue
- Write to paraphrase
- Write paragraphs on familiar topics and on previously learned academic content using the elements of a paragraph
- Compose multi-paragraph essays using writing process with guidance

Grade 11 Competencies: and Sub-competencies:

By the end of the course, students will be able to:

A. Listening

- **Competencies**
  - Understand standard spoken in English on both familiar and unfamiliar topics encountered in personal, social, academic, or vocational life
  - Infer meaning on vocabulary, based on academic and non-academic topic.
  - Comprehend academic questions spoken at normal speed with occasional difficulty
  - Demonstrate comprehension of various literary genres through verbal as well as written responses
  - Understand academic language conventions across the content areas with occasional difficulties and restatements
  - Catch with some effort much of what is said but may find difficulties in communicating effectively in discussions especially if the language spoken is not modified to suit level

- **Sub-Competencies:**
  - Respond appropriately in social conversations with peers on familiar / unfamiliar topics.
  - Listen to oral presentations and identify key details and concepts.
  - Respond to oral instructions requiring classification and application of information.
• Listen to catch up with the news.
• Listen to give directions.
• Listen to express opinion and make recommendations.
• Listen to express obligation/prohibition/criticism/advise etc.
• Listen and interpret information

B. Speaking

❖ Competencies

• Speak the language in most situations
• Recognize and use appropriate stress and intonation patterns
• Use cohesive words and phrases to link ideas when speaking
• Use a variety of complex sentence patterns to convey emotions and thoughts
• Respond appropriately when participating in group discourse by adapting language and communication behaviours to the situation to accomplish a specific purpose
• Negotiate meaning by questioning, restating, soliciting information and paraphrasing
• Use formal and informal speech in appropriate contexts
• Paraphrase important information from visual and oral presentations
• Use oral communication to identify, organize, compare, contrast, infer meaning
• Predict and analyze academic information
• Support informed opinions in social and academic conversations.

❖ Sub-Competencies:

• Participate in telephone conversations
• Express criticism
• Express opinions
• Make recommendations
• Express obligations
• Put events in correct order
• Narrate events
• Take part in debates
• Summarize events
C. Reading

❖ Competencies

- Scan quickly through texts locating relevant details
- Read for information and description, follow a sequence of events and react to that information
- Locate and interpret main ideas and details in material written for general public
- Develop reading fluency
- Use various reading strategies to extend, achieve comprehension
- Demonstrate and increased knowledge of academic content vocabulary
- Interact with text before, during and after reading
- Begin to understand elements of poetry
- Recognize more complex English language sentence structures
- Use contextual clues to understand and respond to informational text
- Identify and demonstrate knowledge of various rhetorical strategies, e.g. expressive, argumentative, critical
- Recognize and respond to characteristics of different literary genres with assistance such as fiction, non-fiction, adventure, comedy ...etc.
- Identify and demonstrate knowledge of various types of communication in simplified text, e.g. expressive, informational, argumentative, critical.

❖ Sub-Competencies:

- Identify main ideas about written text
- Draw inferences about written texts
- Use vocabulary strategies to discern the meaning of words, e.g. roots, affixes, word maps, context, clues
- Identify elements of fiction, non-fiction and support by using information from the text e.g., introduction, conclusion, elaboration
- Identify literary elements e.g. plot, setting, theme and mood.
- Identify literary elements for example. plot, theme, characters, setting, mood, conflict, climax, resolution ...etc
D. Writing

❖ Competencies

- Write detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.
- Write social correspondence, take notes, write summaries, and describe with factual topics.
- Write coherent paragraphs using cohesive devices.
- Write using appropriate word choice.
- Use a variety of complex sentence styles and varied grammatical conventions (e.g.; clauses; variety of verb tenses).
- Demonstrate organization by supporting a central idea.
- Produce written expressions of opinion and reactions to information from variety of media.
- Write an organized and focused composition with supporting details on familiar with and previously studied topics.
- Write multi-paragraph essays expressing reactions to print, non-print text and personal experiences.

❖ Sub-Competencies:

- Write news report.
- Write essay showing advantages and disadvantages.
- Write cause and effect type of essays.
- Write informal and formal letters.
- Write to compare and contrast.
- Develop persuasive writing.
- Write expository essays.
- Write letters of complaint.
- Write a film review.
- Write research paper with proper documentation

Grade 12 Competencies and Sub-competencies:

By the end of the course, students will be able to:

A. Listening

❖ Competencies

- Understand spoken language with minimum difficulties, live or broadcast, on both familiar and unfamiliar topics encountered in
social, academic or vocational life.

- Understand announcements and messages on concrete and abstract topics spoken at normal speed.
- Follow most lectures, discussions and debates with relative ease.
- Respond appropriately when participating in group discourse by adapting language and communication behaviours to the situation to accomplish a specific purpose.

**Sub-Competencies:**

- Initiate conversation that includes wide range of active listening strategies,
- Respond to higher-order skills questions i.e. Comparison, inference and evaluation.
- Initiate oral classroom interaction requiring comparison, inference, generalization, explanation, point of view, debate and discussion.
- Respond appropriately to oral communication that contains language subtleties i.e. use of register and shifting point of view.
- Respond to oral instructions containing higher-order constructs such as conditional statements.
- Listen to solve problems, make decisions and carry out tasks.

**B. Speaking**

**Competencies**

- Understand and participate in almost any conversation with the rage of experience and with a high degree of fluency.
- Sustain conversation, give detailed descriptions, instructions and presentations on a wide range of subjects related to his / her field of interest expanding and providing supporting ideas.
- Use new vocabulary in speech.
- Engage and initiate more extensive social and classroom discourse with peers and adults on unfamiliar topics by asking and answering questions, restating ideas, and soliciting information.
- Use description, comparison, figurative language and other appropriate strategies purposefully to elaborate ideas.
- Use a variety of sentence patterns to convey emotions, present ideas, elaborate and negotiate meaning.
- Express opinions in a logical and coherent manner.
- Prepare and deliver presentations and reports across content areas and pass on detailed information reliably.
Sub-Competencies:

- Report and comment on news / events.
- Accept / reject suggestions and give reasons.
- Evaluate
- Make informed choices / decisions
- Talk about a film, book, documentary from own points of view.
- Express alternative point of view i.e. discus TV Programmes
- Debate
- Share information
- Give instructions
- Give presentations

C. Reading

Competencies

- Scan texts in order to locate information and gather information from different parts of the text or from different texts in order to fulfill a specific task.
- Read at a normal rate of speed standard newspaper items addressed to the general reader
- Quickly identify the content and relevance of news items, article and reports on a wide range of topics, deciding whether closer study is worthwhile.
- Understand in detail longer, more complex texts appreciating distinctions of style and implicit as well as explicit meaning.
- Gain new knowledge form material on unfamiliar topics in areas of a general nature.
- Interpret hypotheses, supported opinions and conjectures.
- Use contextual, grammatical and lexical cues to infer attitude, mood, intentions and anticipate what will come next.
- Recognize and respond to characteristics of different literary genres with assistance such as fiction, non-fiction adventure, comedy.... Etc.
- Identify and demonstrate knowledge of various types of communication. (e.g. Expressive, informational, argumentative, critical)
- Interpret and evaluate representative text to deepen understanding of literature.
- Understand and use elements of poetry.

Sub-Competencies:

- Read to form opinions and attitudes.
- Read and answer detailed questions.
- Identify the main ideas about written text using detailed sentences.
- Draw inferences about written text using detailed sentences.
• Analyze modified text by drawing conclusions and making inferences.
• Evaluate pieces of literature to select examples of figurative language.
• Interpret and respond to literary works using appropriate and effective reading strategies.
• Identify elements of fiction and non-fiction and support by using information from the text.
• Identify a variety of text types such as persuasive, argumentative, cause and effect, and expository texts.
• Utilize reference materials for research purposes (e.g. encyclopaedia, internet, thesaurus, English dictionary)

D. Writing

❖ Competencies:
• Write an essay or report, which develops and argument systematically with appropriate highlighting of significant points and relevant supporting details.
• Use the written language effectively in most exchanges.
• Write short papers and express statements of positions, points of view and arguments. Good control of structure, spelling and vocabulary.
• React to and reflect upon point, non-print text and personal experiences by examining situations from both subjective and objective perspectives.
• Evaluate problems, examine cause/effect relationships, different ideas and/or solutions to problems.
• Defend argumentative positions on literary and non-literary issues by using support and elaboration.
• Interpret and evaluate experiences, literature, language and ideas.
• Write reviews of films, books, plays.
• Demonstrate understanding of selected literature through interpretation and analysis.
• Apply conventions of grammar and language usage.

❖ Sub-Competencies:
• Use appropriate format to assigned genre audience and purpose.
• Write for social communication using appropriate language.
• Express opinion through articles, letters and essays.
• Make suggestions and recommendations in letters and essays.
• Write official letters (authority, application forms, complaints, apology and recommendation).
• Write descriptive articles.
• Write reviews on films, books, restaurants and products.
• Write argumentative essay showing pros and cons.