



## English Language Training Programme

Your language skills determine how successful you are on both a professional level and a personal level. Language plays predominant role in achieving your goals. Our 'unique and tailor-made' approach means that we look at each assignment with a new pair of eyes, making sure that we fully understand your desired outcome and objectives. We will not just make you speak "English" we will enhance your "Communication Skills" as well. This special trailer made programme is for all those who are in need to have the different level of skills of speaking and writing English. All learners of different ages and different educational background are welcome to join this programme.

Our English Language Training Programme contents with 12 levels.

Beginner Level (Level 1 to 6)

Intermediate Level (Level 7 to 9)

Advance Level (Level 10 to 12)



**You talk ...  
They Listen ...  
We will give you  
wings to speak ...**

## Read Words, - Read Simple sentences - Read short texts and dialogues

	Level 1 Introductory A	Level 2 Introductory B	Level 3 Elementary A	Level 4 Elementary B	Level 5 Upper Elementary	Level 6 Pre-Intermediate
Language Domain	Targeted Skills	Targeted Skills	Targeted Skills	Targeted Skills	Targeted Skills	Targeted Skills
Active Vocabulary	100	150	150	200	300	300
Conversations	6	6	6	7	8	10
Language Functions	Greeting, thanking, counting, naming objects/ colours / food / & parts of human body. Asking about age. Responding to classroom instructions.. etc. asking where people, animals, objects are	Introducing self and others Telling and - asking the time, talking about age, / family / appearance / hopes, etc., Asking permission / Saying where things are, - Making / Answering questions, giving/ receiving things.	Giving/ receiving things, identifying people/things / Possession. Responding to thanks, talking about dates, days, months, seasons. etc. Welcoming/ congratulating, Talking about the past.	Identifying people/things/ Possessions - Responding to thanks, talking about dates - Talking about the past. - Talking on the phone. making apologies, accepting apologies	Issuing warnings responding to instructions, offering / accepting things, Talking about abilities / inability / feelings / talking about obligations, checking facts. Telling what happened, talking about the future.	Showing sympathy. - Making comparison - Refusing politely, giving reasons. Issuing warnings. Responding to instructions. Offering / accepting things. Talking about abilities / inability / feelings - Telling what happened / talking about the future.
Listening	Listen and understand English spoken by native speakers/ Listen, point and do.	Listen and repeat, after the teacher or a tape, Short Dialogues or texts.	Listen and respond reasonably to instructions.	Understand English spoken by native speakers and respond to instructions.	Respond to requests. Understands daily English spoken by native speakers.	- Understand and respond to instructions uttered by native speakers. - listen and take notes.
speaking	Recite from memory the alphabet. - Greet others - introduce self and others make apologies, counting to 20 - ask where people, animals, objects are. Name objects, colors, food, parts of human body etc..	Express Likes & Dislikes. - Ask simple questions for specific information.	Ask & answer yes / no simple questions. - Act out short dialogues. Understand and give simple instructions and commands.	Read phrases and simple sentence aloud. -Read & answer questions based on a text. Read a short narratives.	Read meaningfully a text & a dialogue. -Guess the meaning of new words from context. - Extract general information from a text.	Read meaningfully a text & a dialogue. - Guess the meaning of new words from context. - Extract general & specific information from a text.

Writing	Read Words, - Read Simple sentences - Read short texts and dialogues.	Read Words, - Read Simple Sentences. - Read short texts and dialogues.	Read Words, - Read Simple sentences - Read various texts of interest. - Read a short narratives.	Read phrases and simple sentence aloud. -Read & answer questions based on a text. Read a short narratives.	Read meaningfully a text & a dialogue. -Guess the meaning of new words from context. - Extract general information from a text.	Read meaningfully a text & a dialogue. - Guess the meaning of new words from context. - Extract general & specific information from a text.
Reading	Write personal names, things, objects/ addresses and simple sentences. ...etc./ Rearrange jumbled words to make a meaningful sentence	Write a phrase, a sentence on issues of interest. - Take classroom dictation Rearrange jumbled words to make a meaningful sentence.	Write a phrase or a sentence on issue of interest. -Rearrange jumbled words to make a meaningful sentence. - write a short & controlled paragraph.	Write answers to simple questions. - Rearrange jumbled words to make a meaningful sentence. - Write simple meaningful sentences. -Write a controlled paragraph	Write answers to simple questions. -Write short sentences describing pictures -Use correctly the basic punctuation marks. - Write short & simple narratives - Write a short letter.	Write answers to all kinds of questions. -Write short sentences describing pictures -Use correctly the basic punctuation marks - Complete a short dialogue, paragraph, or a letter by filling in gaps with words from a list
Grammar and Structures	- Master S+ BE +N Adj. Adv. p. phrase - Master affirmative statements: (this ,that, these, those)+Be+ N, Adj.	-Master S+ BE +N Adj. Adv p. phrase (Negative & Affirmative Statements. -Master imperative	-Master S+ Vt. +N Pron ing. form (Negative & affirmative statements& questions -Use imperative statements.	-Master Yes/ No questions -Wh questions. -There+BE+N. Adv P. phrase.	-Master Tag questions Yes/ No questions -Wh questions. -There+BE+N. +Adv, Prep phrase. -Master some irregular verb conjugation.	Master compound sentences -Passive structure. Yes/ No questions -Wh. questions. -There +BE+N. +Adv Prep. phrase -Master exclamatory sentences.
Textbook	Interchange- Intro. A	Interchange- Intro. B	Interchange- 1 A	Interchange- 1 B	Interchange- 2 A	Interchange- 2 B
Number of Hours	30	30	30	30	30	30

**NOTE : No explicit grammar or grammatical terminology is to be introduced in this stage**

#### Specific Objectives

By Completing the first six grades, learners are expected to:

- Understand the English spoken by native speakers and respond reasonably.
- Understand spoken instructions, directions, short narratives and descriptive passages.
- Act out short dialogues already memorized.
- Participate actively in the class discussion.
- Read aloud fluently and meaningfully extended authentic texts.
- Show understanding of vocabulary through various modes, e .g. drawing, matching words with pictures, Exemplifying, giving synonyms and antonyms.
- Complete fairly extended sentences and short paragraphs by filling in blank spaces from a given list.
- Write answers to various questions based on reading short texts.
- Write a short paragraph describing pictures, drawings, and process or telling events.
- Write a dictated material using correct punctuation.

- Active vocabulary refers to the root or stem of the word. The inflected or derived forms of the stem are not counted as separate words. Unlike active vocabulary items which the learner is expected to manipulate skillfully at the end of each grade, passive vocabulary items are to be learned for recognition purpose only.



## English Course Outline for Intermediate Level - Level 7 to Level 9

	Level 2 Introductory B	Level 4 Elementary B	Level 6 Pre-Intermediate
Language Domain	Targeted Skills	Targeted Skills	Targeted Skills
	400	400	400
Language Functions	<ul style="list-style-type: none"> <li>- Telling / asking the time.</li> <li>- Accepting and refusing offers</li> <li>- Asking for and giving advice.</li> <li>- Asking for and expressing preference</li> <li>- Describing people's lives and work.</li> <li>- Talking about likes and dislikes.</li> <li>- Congratulating and expressing pleasure</li> <li>- describing process, colours, actions, materials... etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Asking for and offering help.</li> <li>- Accepting and refusing offers.</li> <li>- Describing height and weight.</li> <li>- Expressing obligation/regret/ approval/ disapproval/ invitation/ admiration disagreement/persuading/ .</li> <li>- Describing places and things.</li> <li>- Expressing blame, gratitude, excuses, and concern.</li> </ul>	<ul style="list-style-type: none"> <li>- Expressing promise/ suggestions/ -Making comparisons.</li> <li>- Accepting and refusing offers.</li> <li>- Narrating a sequence of events.</li> <li>- Expressing obligation/regret/ approval/ preference/ wants/ advice/ late advice/ blame/polite request/ agreement/ disagreement/persuading/ .</li> <li>- Getting facts from a table.</li> <li>- Reporting past events.</li> </ul>
Listening	<ul style="list-style-type: none"> <li>- Listen &amp; understand short utterances &amp; dialogues.</li> <li>- Understand the gist of a recorded material.</li> <li>- Understand the gist of a movie.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen &amp; understand utterances &amp; dialogues on different issues</li> <li>- Understand and follow directions and simple explanations uttered by native speakers.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen &amp; understand recorded material uttered by native speakers.</li> <li>- Listen to a mini- talks and take notes.</li> <li>- understand the details of a listening material.</li> <li>- Listen and understand 80% of news bulletin</li> </ul>
speaking	<ul style="list-style-type: none"> <li>- Express himself on issues of his interest</li> <li>- Understand recoded materials by native speakers and answer questions on it.</li> <li>- Recite from memory social conversations.</li> </ul>	<ul style="list-style-type: none"> <li>Express himself on issues of his interest.</li> <li>- Understand recoded materials by native speakers and answer questions on it.</li> <li>- Recite from memory social conversations...etc</li> </ul>	<ul style="list-style-type: none"> <li>- Act out dialogues in life-like situations.</li> <li>- Give talks on topics of his interest.</li> <li>- Talk to speakers of English on general &amp; personal issues.</li> <li>- Participate in debates.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>- Read short utterances &amp; dialogues.</li> <li>- Read and understand a short story.</li> <li>- Skim a text for general information.(Skim)</li> <li>- Read a text for specific information.(Scan)</li> <li>- Read and understand a simplified literary work.</li> </ul>	<ul style="list-style-type: none"> <li>Express himself on issues of his interest.</li> <li>- Understand recoded materials by native speakers and answer questions on it.</li> <li>- Recite from memory social conversations...etc</li> </ul>	<ul style="list-style-type: none"> <li>- Act out dialogues in life-like situations.</li> <li>- Give talks on topics of his interest.</li> <li>- Talk to speakers of English on general &amp; personal issues.</li> <li>- Participate in debates.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>- Write a dictated paragraph using correct punctuation marks.</li> <li>- Write a letter, a post card an invitation,.. etc.</li> <li>- Write a guided paragraph, a dialogue</li> <li>- Fill in official forms like a CV... etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Write a letter, a post card, a poster , an invitation, a memo, an- e. mail..... etc.</li> <li>- Write a guided paragraph, a dialogue. etc</li> <li>- Fill in official forms...etc.</li> <li>- Write a short summary of a topic of interest.</li> </ul>	<ul style="list-style-type: none"> <li>- Write formal and informal letters.</li> <li>- Write an essay of three paragraphs on a wide range of subjects.</li> <li>- Write a short narrative .</li> <li>- E-mail others on topics of common interest.</li> <li>- Write a description of a process.</li> </ul>

Grammar and Structures	<ul style="list-style-type: none"> <li>- Yes/ no questions</li> <li>Wh. questions (wh; how long, often, many/</li> <li>- Do- insertion (Does he like cabbages?)</li> <li>- Imperative sentences. (Go out).</li> <li>Exclamatory sentences (how nice it is!)</li> <li>- Compound sentences (having And, but, or).</li> <li>- Sentence processes. (Passive sentences, reported speech, tag questions.)</li> <li>- Word classes. (Nouns singular &amp; plural, Verbs and auxiliaries, adjectives, adverbs, Pronouns, determiners, prepositions, articles &amp; conjunctions).</li> </ul>	<ul style="list-style-type: none"> <li>- Yes/ no questions</li> <li>Wh. questions (wh; how long, often, many)</li> <li>- Do- insertion (Does he like cabbages?)</li> <li>- Imperative sentences. (Go out.)</li> <li>Exclamatory sentences (How nice it is!)</li> <li>- Compound sentences (having and, but, or.)</li> <li>- Sentence processes. (Passive sentences, reported speech, tag questions.)</li> <li>- Word classes. (Nouns singular &amp; plural, Verbs and auxiliaries, adjectives, Adverbs, pronouns, determiners prepositions, articles &amp; conjunctions) quantifiers and intensifiers.</li> </ul>	<ul style="list-style-type: none"> <li>- Tenses (form and meaning)</li> <li>- Complex sentences with nominal clauses (Finite &amp; non- finite)</li> <li>- Number: invariable Ns/ regular &amp; irregular plurals/ rules of spelling &amp; pronunciation/ foreign plurals</li> <li>- Verb forms: (one word verb and phrasal verbs or two word verbs.)</li> <li>- Sentence processes. (Passive sentences, reported speech, tag- questions.)</li> <li>- Word classes. (Nouns singular &amp; plural, verbs and auxiliaries, adjectives, adverbs, pronouns , determiners prepositions, articles &amp; conjunctions.) Quantifiers and intensifiers.</li> </ul>
Textbook	Interchange 3A	Interchange 3 B	Headway A
Number of Hours	30	30	30

### Specific Objectives

By the End of the Intermediate levels, learners are expected to:

- Understand specially prepared material recorded by native speakers and answer questions on it.
  - Understand and respond to recorded material by native speakers on topics related to their needs and interest and ask appropriate questions on it.
  - Take down notes from a listening material and write a summary of its content.
  - Use appropriate language forms to give advice, give instructions, warn, regret, blame and complain.....etc.
  - Read silently with comprehension different types of texts at a reasonable speed.
  - Utilize the internet to look for information related to their study needs and interest.
  - Use skillfully monolingual and bilingual dictionaries.
  - Skim and scan a text of general interest.
  - Write a meaningful paragraph extracted from jumbled sentences.
  - Write a three – paragraph essay describing a scene pictorially represented.
- Active vocabulary refers to the root or stem of the word. The inflected or derived forms of the stem are not counted as separate words. Unlike active vocabulary items which the learner is expected to manipulate skillfully at the end of each grade, passive vocabulary items are to be learned for recognition purpose only.



## English Course Outline for Advanced Levels - Level 10 to Level 12

### Level 10 Advanced

### Level 11 Upper Advanced A

### Level 12 Upper Advanced B

Language Domain	Targeted Skills	Targeted Skills	Targeted Skills
	500	500	500
Language Functions	<ul style="list-style-type: none"> <li>-Blaming, persuading, complaining, promising, giving instructions, predicting, seeking and giving information, reporting events &amp;activities, stating purpose.</li> <li>- Asking for permission, comparing, contrasting, conceding, concluding, and expressing certainty. Expressing opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about preferences, describing people's appearances and characters, checking facts, expressing intention.</li> <li>-classifying, contrasting, exemplifying, expressing wishes, expressing possibility, inferring</li> <li>-Asking for permission, comparing, contrasting, conceding, concluding, expressing certainty, expressing opinions.</li> </ul>	<ul style="list-style-type: none"> <li>- Making inferences, expressing possibility, exemplifying, suggesting, and expressing necessity. Talking about preferences, describing people's appearances and characters, checking facts, expressing intention.</li> <li>-Approving, disapproving, complaining, promising, giving instructions, predicting, seeking and giving information, reporting events &amp;activities and stating purpose.</li> <li>- Asking for permission, comparing, contrasting, conceding, concluding, and expressing certainty, giving late advice.</li> </ul>
Listening	<p>Understand questions, statements spoken at a normal speed. Listen with comprehension to a speech on a topic of interest.</p>	<ul style="list-style-type: none"> <li>-Understand situational dialogues. Get the gist of a recorded various texts. Listen with comprehension to a telephone call</li> <li>-Understand economic, social and weather reports broadcast on the TV.</li> </ul>	<p>Practice oral expression and engage in debates on a wide range of topics.</p> <ul style="list-style-type: none"> <li>- Respond to oral presentations e.g. visual and authentic lectures, commentaries, reports, and instructions. as well as other sources of information.</li> <li>- Understand recoded material by native speakers and answer questions on it.</li> <li>- Interview a native speaker to get specific information.</li> </ul>
speaking	<p>Practise oral expression and engage in debates on a wide range of topics.</p> <ul style="list-style-type: none"> <li>-Respond to oral presentations e.g. visual and authentic lectures, commentaries, reports, and instructions. as well as other sources of information.</li> <li>-Understand recoded material by native speakers and answer questions on it.</li> <li>-Engage in conversations on every day subjects.</li> </ul>	<ul style="list-style-type: none"> <li>-Take part in conversations on daily life and topics of interest.</li> <li>-Ask different questions about a speech or a lecture. Express language functions ,such as suggesting, advising, asking for permission, etc..</li> <li>-Understand recoded material by native speakers and answer questions on it.</li> <li>-Engage in conversations on every day subjects.</li> </ul>	<p>Practice oral expression and engage in debates on a wide range of topics.</p> <ul style="list-style-type: none"> <li>- Respond to oral presentations e.g. visual and authentic lectures, commentaries, reports, and instructions. as well as other sources of information.</li> <li>- Understand recoded material by native speakers and answer questions on it.</li> <li>- Interview a native speaker to get specific information.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>- Read silently with comprehension and at a reasonable speed a variety of texts.</li> <li>- Get the gist of various types of texts.</li> <li>- Develop the skills of skimming and scanning various types of texts. Read and understand newspapers and magazines in English</li> <li>- Distinguish the various writing modes: Descriptive, narrative, expository argumentative including technical texts.</li> <li>- Read a simplified and famous literary work</li> </ul>	<ul style="list-style-type: none"> <li>-Read silently with comprehension and at a reasonable speed a variety of texts.</li> <li>-Get the gist of various types of texts.</li> <li>-Develop the skills of skimming and Scanning various types of texts.</li> <li>-Distinguish the various writing modes: descriptive, arrative, expository argumentative including technical texts.</li> <li>-Develop the, skills of word study, text analysis and dictionary usage.</li> <li>-Read a simplified and famous literary work</li> </ul>	<ul style="list-style-type: none"> <li>- Read silently with comprehension and at a reasonable speed a variety of texts.- Get the gist of various types of texts.</li> <li>- Develop the skills of skimming and scanning various types of texts. - Distinguish various writing modes: Descriptive, narrative, expository argumentative including technical texts. - Develop the skills of word study, text analysis, and dictionary usage. - Identify the attitude, tone, mood etc. of The writer and respond accordingly.</li> <li>- Distinguish facts, fallacies, opinions and attitudes.</li> <li>- Read authentic literary work.</li> </ul>

Writing	- Write a guided essay using correct punctuation marks. - Write appropriate business and personal letters, post cards invitations... etc. - Fill in official forms of all types. - E. mail others on topics related to their academic and non-academic needs.	- Write a three- paragraph essay using correct punctuation marks. - Write a summary of an authentic text. etc. - Fill in official forms of all types. - E.mail others on topics related to their academic and non-academic needs. - Translate from English into Arabic& vice versa. - Transform tabular information into a Paragraph form.	- Write a four- paragraph essay on a wide range of subjects. - Write a short narrative story. - Write a three-paragraph essay of 200 words. - E-mail others on topics of common interest. - Transform tabular information into a Paragraph form. - Translate from English into Arabic & vice versa.
Grammar and Structures	- Lexical verbs: forms (V, V+s, V+ed, V+ing, V+ en,) regular and irregular. -Tenses: present simple/present progressive/ present perfect/ simple future/ future perfect / past simple/ past progressive/ past perfect. - Passive voice : (Statements /imperative / questions) - Reported speech (statements and questions) - Reporting verbs. - Determiners: a/ an/ the/ some/ any/ this/ that/ these/ those/ my/ our/ his/ ...etc. every/ each/ neither/ either/ all (of)/ both (of)/ other/others/ the others/ another. -Prepositions of: place, manner (with, in, Like) & time. -Subordinators: A- Simple : after, before, although, as, when, while, if, once, since, for, till, until. B- Compound: In order to, so as to, so that, in order that, as soon as, as long as. -Comparative structures of all types. -Conditional sentences of all types.	- Lexical verbs: forms (V, V+s, V+ed, V+ing, V+ en,) regular and irregular. - Tenses: present simple/ present progressive/present perfect/simple future/future perfect past simple/ past progressive/ past perfect. - Passive voice : (Statements /imperative / questions) - Reported speech (statements and questions) - Reporting verbs. - Determiners: a/ an/ the/ some/ any/ this/ that/ these/ those/ my/ our/ his/ ...etc. every/ each/ neither/ either/ all (of)/ both (of)/ other/others/ the others/ another. - Prepositions of: place, manner (with, in, Like) & time. - Subordinators: A. Simple: after; before, although, as, when, while, if, once, since, for, till, until. B. Compound: In order to, so as to, so that, In order that, as soon as, as long as. - Adjectival modifiers: (very, too, extremely, mighty, rather, and so.) - Subject-verb agreement. -Complex noun phrase. -Comparative structures of all types. -Conditional sentences of all types.	Restrictive and non- restrictive clauses. - Relative pronouns. - Non- finite clauses (ing, / participles) - The use of coordinators (and, or, but, either...or, neither...nor, both...and) - Tenses: present simple/ present progressive/ present perfect/ simple future/future perfect past simple/past progressive/ past perfect. - Passive voice : (Statements /imperative / questions) - Reported speech (statements and questions) - Reporting verbs. - Subordinators: A. Simple: after; before, although, as, when, while, if, once, since, for, till, until. B. Compound: In order to, so as to, so that, In order that, as soon as, as long as. -Adjectival modifiers: (very, too, extremely, mighty, rather, and so). - Subject-verb agreement. -Complex noun phrase. - Comparative structures of all types. - Conditional sentences of all types. -Catenative verbs (V1 +V2 base) (V1 +V2+ing) (V1+V2 base or V2 ing.)
Textbook	Headway, Part B.	TOEFL , 1	TOEFL. 2
Number of Hours	30	30	30

### Specific Objectives

By Completing the Advanced levels, learners are expected to:

- Converse and argue in various contexts, on both a personal and academic level.
- Give presentation on issues related to their study and personal needs.
- Read with comprehension authentic and non- authentic texts of different registers in an academic context.
- Summarize information from different sources and media.
- Invest various contextual and grammatical clues to predict and understand deeply the contents of reading passages.
- Develop the skills of word study, text analysis and dictionary usage.
- Develop independent learning strategies, especially those relevant to exams.
- Write a well organized essay of 150 words on non- technical topics with varied rhetorical focuses, such as argumentation, persuasion, exposition, narration, etc.
- New IBT test components:

1	Reading	3 - 5 passages, 12 - 14 questions each	60-100 mins
2	Listening	4 - 6 lectures, 6 questions each   2 - 3 conversations, 5 questions each	60-90 mins
3	Speaking	6 tasks, 2 independent and 2 integrated	20 mins
4	Writing	1 integrated task   1 independent task	50 mins

- Active vocabulary refers to the root or stem of the word. The inflected or derived forms of the stem are not counted as separate words. Unlike active vocabulary items which the learner is expected to manipulate skillfully at the end of each grade, passive vocabulary items are to be learned for recognition purpose only.