

Summary of students' performance by end of Grade 10 Advanced

Word knowledge

Students recognise, understand and use approximately 3500 active words for listening, speaking, reading and writing. They use an advanced learner's English–English dictionary and bilingual dictionaries to support vocabulary development. They apply understanding of word parts, relationships, and context clues to determine the meaning of unfamiliar words, and to extend and generate new vocabulary.

Listening and speaking

Students understand and respond to a range of information given in face-to-face or audio-only situations in monologues and dialogues of up to 12 exchanges containing 3–4 main ideas, seven or more factual details, on unseen but more abstract subjects. They understand and respond to narratives, descriptions and explanations, persuasive arguments, debates and discussions in monologues or dialogues with two or more participants. They follow short lectures and presentations on a range of familiar but abstract subjects. They understand hypothetical propositions in the past and the future with third conditionals and distinguish between different varieties of English.

Students speak a series of about 10 connected utterances with accurate grammar, vocabulary, pronunciation, and appropriate stress and intonation. They actively participate in paired and group discussions as well as more formal discussions. They use a variety of interactive and language repair strategies to maintain and develop conversations of up to 15 minutes. They make predictions and describe long-term or continuous actions; describe possible scenarios in the past, present and future; recount and compare events and experiences using a wide range of past tenses appropriately. They report what people say or believe, and make clear oral presentations of processes, using the passive voice where appropriate. They summarise and evaluate persuasive texts. They apologise, accuse, make polite requests, ask and respond to questions about preferences, give advice, recommend and warn.

Reading and writing

Students read independently and intensively, texts of at least 1200 words, and extensively from graded readers in the 3000+ key word range, from the text range identified for Grade 10 Advanced. They understand a wide range of features of formal written English. They use active comprehension strategies to analyse and infer meanings, synthesise, compare and evaluate ideas. They read widely for information, use advanced features of internet search engines, make and use detailed notes, skim and scan written and screen-based texts to extract information. They understand how language can be manipulated to structure narratives and provide clues for readers. They compare texts, form and present critical opinions of narrative, persuasive and discussion texts.

Students independently write, edit and revise texts of approximately 10–15 sentences with connected paragraphs, varied sentence structure precise

and effective vocabulary choice, and a wide range of cohesive devices to link ideas. They use a full range of punctuation with at least 80% accuracy. They plan and compose extended narratives, using a consistent narrative voice, relating events coherently, including dialogue or reported speech, showing some control of idiomatic and figurative language and drawing the text to an appropriate conclusion. They write information texts, for identified audiences, synthesising and acknowledging evidence from several sources, and essays in the form of discussion texts, balancing arguments and drawing conclusions. They write for a range of functional purposes to report, organise and convey information accurately in letters, instructions, memos, minutes, resumes, proposals and reports. They use of common word-processing software to plan, compose, edit and present writing.

Content and assessment weightings for Grade 10 Advanced

The emphasis given to each of the main strands of English teaching over the course of the school year should be approximately as follows:

Listening and responding	Speaking to communicate and interact	Reading strategies and responding	Writing strategies and composing
20%	30%	20%	30%

Word knowledge standards are not separately weighted. They should be taught by integrating them into the four main strands.

Word knowledge

By the end of Grade 10 Advanced, students recognise, understand and use approximately 3500 active words for listening, speaking, reading and writing. They use an advanced learner's English–English dictionary and bilingual dictionaries to support vocabulary development. They apply understanding of word parts, relationships, and context clues to determine the meaning of unfamiliar words and to extend and generate new vocabulary.

Key standards

Key standards are shown in shaded rectangles, e.g. **1.2**.

Examples

The examples given in italics are intended to clarify the standards.

Students should:

1 Use a range of vocabulary

1.1 Recognise, understand and use of approximately 3500 or more words for listening, speaking, reading and writing, extending and consolidating the active vocabulary words from Grades K–9. Students regularly use these words throughout the year across the four skills, using topics and lexical sets to group them in meaningful, memorable contexts.

Regular recycling of active words should occur throughout the year across the four skills. Recycling should include words from earlier grades, together with new personal interest and topic words.

Topics should be selected by the teacher, to practise structures and functions introduced in earlier grades together with those for Grade 10, drawing on:

- *topics identified for previous grades;*
- *topics and themes being studied in other curricular areas – Arabic, science, social studies, mathematics;*
- *a variety of broader themes relevant to students' interests and social development such as*
 - *energy: natural resources, renewable energy, the ethics of dam-building, population and energy, recycling, oil and politics (curriculum links with science, geography, social studies),*
 - *environment: deforestation, dams, endangered species, GM crops, global warming, etc. (curriculum links with science and geography),*
 - *food: food and culture, food and health, GM crops (curriculum links with science, social studies),*
 - *health: smoking and advertising cigarettes, obesity, diet, HIV/Aids, etc. (curriculum links with health education, social studies, moral education),*
 - *sport: the value of sport, amateur versus professional sport – the Olympic Games (ideals/history), healthy versus unhealthy competition, use of drugs in sport, sponsorship – sport and advertising, sport and business, sport and politics, sporting heroes (curriculum links with social studies, history, health education, moral education),*
 - *travel: what we can learn from travel to other countries/planets, travel in the past, travel in the future, transport problems, space travel (curriculum links with history and social studies).*

A full list of vocabulary for Grades K–9 is given in section 4 of this document. Students should secure knowledge of these words and actively extend their knowledge in relation to particular topics and interests. These lists are not extended through Grades 10–12 where vocabulary extension should be related to particular topics and contexts planned by the teacher.

1.2 Use an advanced learner's English–English dictionary.

1.3 Use bilingual dictionaries in paper-based format and online to find word meanings. Define new vocabulary in Arabic if there is a direct equivalent or in simple English if there is no equivalent, with alternative English phrases or expressions.

The Concise Oxford English–Arabic Dictionary of Current Usage edited by N. S. Doniach

www.dictionary.com

1.4 Continue to collect and classify speech verbs for reported speech e.g. *promise, wonder*.

I wondered whether he really meant what he said.

2 Develop spelling knowledge

2.1 Understand elements of morphology in order to be able to guess the meanings of unknown words. Consolidate from G6–9 and extend ability to recognise, investigate, and spell root words with a range of affixes; generate new words and guess the meaning of unknown words from affixes, to extend vocabulary and support spelling:

- prefixes;

*aero-: aeronautical, aeroplane
(UK usage)*

ante-: antenatal, antediluvian

aqua-: aquatic, aquarium

audi-: auditory, auditorium

auto-: automatic, automobile

bi-: bilingual, bicycle, binocular

di-: dichotomy

dict-: dictation, dictatorial

hydro-: hydroponics

macro-: macrobiotic

micro-: microcosm

photo-: photosynthesis

prim-: primordial, primary

sub-: subordinate

super-: superordinate

tele-: telescope

*trans-: transitory, transient,
translucent*

tri-: tripod

- suffixes;

Verbs

-cede: intercede

-clude: include

-scribe: describe

-port: transport, export

Nouns

-graph: polygraph, seismograph

-phone: telephone, microphone

- roots.

-gress: progress, regress, digress

-mit: admit, remit, permit

-phone: telephone, microphone

*-press: depress, pressure, impress,
express*

*-scope: telescope, microscope,
periscope*

-vent: advent, invent, prevent

comb-: combine, combination

sign-: signature, signal

2.2 Consolidate and extend understanding and use of common spelling conventions from previous grades for:

- pluralisation;
- marking tenses;
- spelling patterns of consonants.

2.3 Continue to collect and compare and consolidate knowledge of a range of homophones.

bail / bale

heroin / heroine

bite / byte

loan / lone

cache / cash

mean / mien

censor / sensor

principal / principle

discreet / discrete

profit / prophet

foreword / forward

stationary / stationery.

2.4 Continue to collect and compare and extend knowledge of a range of homographs in order to secure and extend understanding and use of these.

axes, bow, console, desert, incense, invalid, minute, record, refuse,.

Word and spelling knowledge referred to in standards 2.2–2.4 is introduced in Grades 7–9 and should be consolidated and extended through Grade 10.

Listening and speaking

By the end of Grade 10 Advanced, students understand and respond to a range of information given in face-to-face or audio-only situations in monologues and dialogues of up to 12 exchanges containing 3–4 main ideas, seven or more factual details, on unseen but more abstract subjects. They understand and respond to narratives, descriptions and explanations, persuasive arguments, debates and discussions in monologues or dialogues with two or more participants. They follow short lectures and presentations on a range of familiar but abstract subjects. They understand hypothetical propositions in the past and the future with third conditionals and distinguish between different varieties of English.

Students speak a series of about 10 connected utterances with accurate grammar, vocabulary, pronunciation, and appropriate stress and intonation. They actively participate in paired and group discussions as well as more formal discussions. They use a variety of interactive and language repair strategies to maintain and develop conversations of up to 15 minutes. They make predictions and describe long-term or continuous actions; describe possible scenarios in the past, present and future; recount and compare events and experiences using a wide range of past tenses appropriately. They report what people say or believe, and make clear oral presentations of processes, using the passive voice where appropriate. They summarise and evaluate persuasive texts. They apologise, accuse, make polite requests, ask and respond to questions about preferences, give advice, recommend and warn.

Text range:

For listening and responding

- Monologues and dialogues of up to 12 exchanges containing 3–4 main ideas and seven or more pieces of factual detail

- Extracts of semi-authentic and authentic listening material from radio broadcasts, commentaries on events and sports, TV programmes, documentaries, films, internet, telephone
- Short presentations, talks, lectures and demonstrations of experiments or processes

Texts should be used in unseen but unambiguous contexts that may be outside the students' experience, using:

- both familiar and abstract topics;
- some unknown vocabulary and language structures for students to ignore or negotiate;
- cohesive devices: lexical fields, sequence markers, link words and time phrases;
- repetitions, redundancy and hesitation of natural speech;
- a good balance of voices, a variety of native and non-native English accents – GB, US, Australian, Middle Eastern, Asian.

Both the live voice of the teacher and recordings are delivered at natural speed. There may be some lack of clarity in the recordings and turn-taking may not be easily discerned.

For speaking strategies, communication and social interaction

- Up to 10 points joined with a range of sequencing words for presentations and one-way communication
- Single exchanges and questions with long and short answers
- Dialogues of up to 10 exchanges which
 - have a meaningful, communicative purpose
 - have a clearly established context and topic
 - utilise a range of words from the recommended vocabulary lists for Grades K–9 and the topic vocabulary list
 - extend from controlled to less controlled to fluency practice

Students should:

3 Listen and respond

3.1. Understand and respond to narratives, anecdotes, stories, plays and films:

- understand gist;
- follow dialogue;
- discern speakers' moods, relationships and intentions;
- express opinions and connect to personal experiences.

3.2. Understand and respond to descriptions and explanations of people, places, events and processes:

- identify detail accurately;
- note detail with sufficient precision to re-use without error;
- note logical progression.

3.3. Understand and respond to recounts, commentaries and non-chronological information texts on familiar and unfamiliar topics:

- understand gist and detail;
- relay main points and detail in appropriate sequence to a third party;
- generalise and link to knowledge from other sources;
- transfer information to other contexts.

3.4. Follow short (about 10 minute) lectures and presentations on a range of familiar but abstract and/or technical subjects:

- identify main and some subsidiary points;
- use notes to organise points into headings;
- select and note some relevant detail;
- formulate questions to seek clarification.

3.5 Consolidate understanding of a range of utterances constructed in the passive voice.

The mixture is shaken vigorously ...

The car was hit by the truck.

Unless we do something now, won't the shoreline be eroded by the sea?

It wasn't clear whether the man had been severely beaten or not.

3.6 Understand and respond to hypothetical situations and propositions in the past and the future recognising utterances with:

- third conditionals;

If you'd known, would you have gone? No, like I said, it turned out to be a total waste of time.

- I wish + past perfect;

I wish I'd gone to University, I could have become an engineer.

- future continuous;

What will you be doing ten years from now? I'd like to be working in a bank, but I don't think I'll be married yet.

- future perfect.

Do you think you'll have had any children by then?

3.7 Understand and distinguish between different varieties of English:

- British and American pronunciation and vocabulary;

British

advertisement

got

rubbish

American

advertisement

gotten

garbage

- British and American dates (e.g. giving date of birth over the telephone);

British

eleven oh-two eighty-eight

American

Oh-two eleven eighty-eight

- regional and non-native varieties (Australian, Asian, European) in extended pieces of discourse.

4 Develop speaking strategies

4.1 Speak accurately, using a series of up to 10 connected, simple and complex utterances with:

- accurate and appropriate use of grammar, vocabulary and pronunciation, including appropriate stress and intonation;
- appropriate cohesive devices to link ideas within utterances and organise ideas at discourse level;
- a variety of subordinate clauses, linked with appropriate conjunctions;
- precise delivery of ideas backed by relevant examples and minimised use of redundancy;
- ability to deal with unexpected questions or comments.

4.2 Consolidate knowledge of the use of various ways of expressing emotion through emphasis and use of appropriate stress:

- with the verb *do*;
She does look pretty!
- with interjections;
oh, ah, wow
- with exclamations;
What a lovely dress!
- with 's and *such* ...;
He's such a nice man, so kind!
- with repetition;
It's very, very difficult.
- with rhetorical questions;
Didn't I tell you he wouldn't come!
- with exclamatory questions (i.e. polar questions with emphatic falling tone).
↘
Haven't you grown!

4.3 Be aware of pronunciation change when certain verbs change part of speech.

present (v) / *present* (n)

rebel (v) / *rebel* (n)

protest (v) / *protest* (n)

reject (v) / *reject* (n)

4.4 Use different styles and registers appropriate to the situation:

- style (i.e. variations in formality);
casual: Coming to my party?
informal: Would you like to come to my party?
formal: You are cordially invited to a soirée.
- register (i.e. the differences in language use between people of the same occupation or sharing a field of interest);
- passives and zero conditionals used in descriptions of scientific experiments.
The liquid is heated and then stirred.
If you apply heat to water, it boils.

4.4 Interact in group, paired and more formal discussion:

- actively participate, contributing relevant opinions, examples and suggestions to the discussion;
- show independence by initiating new ideas.

4.5 Show awareness of other participants through:

- recognising the main points made by other speakers and responding in relevant ways;

I accept what you say and would just like to respond ...

- repeating or paraphrasing what was said to check meaning;
- asking follow-up questions;
- using basic expressions to request or invite views from others and to show interest;

I see ...

Yes, go on ...

- using verbal and non-verbal expressions to show (dis)agreement, interest or ignorance.

Well, actually, I would have to (dis)agree with you there.

That's very interesting, do go on ...

I am not familiar with that, maybe you could tell me more.

4.6 Use a variety of interactive and language repair strategies to initiate, maintain and conclude a conversation of up to 15 minutes involving a variety of linguistic and paralinguistic communication strategies:

- approximation – use of an L2 word, which shares the essential feature of the target word;

'old' for 'antique'

- rehearsing and organising utterances before speaking;
- stop and restart utterances that are not clear, pause to rephrase;
- paraphrase – use of an L2 phrase to describe a property, function, characteristic, duty, purpose or an example;

Something you put your food in to make it cold (refrigerator).

- appeal for assistance (either implicit or explicit);

What do you call this in English? It's er ... er ... er ...

- gesture – use of facial expression or head shaking if there is a lack of understanding;

- mime – use of gestures as well as verbal output to convey meaning;

clapping hands to indicate applause

- comprehension check – a use of a variety of expressions to check a partner's understanding;

Right? Okay? Do you understand?

- clarification request – a request for repetition or explanation;

What do you mean? Again, please.

Pardon? You're leaving this Saturday?

- use of short utterances to show participation or understanding;
uh-huh, yeah, right
- self-repair – self-correction of mistakes;
I met Ahmad yesterday. She ... no ... he was at Carrefour.
- confirmation check – repetition of the interlocutor’s statement to check understanding;
- pausing – use of pauses or pause-fillers, for taking time to think.
uh ..., er ...

4.7 Speak with increasing fluency:

- stay on the topic and maintain relevance;
- cooperatively develop the topic;
- show independence by eliciting more from the interlocutor;
- negotiate meaning and keep talking;
- take longer turns;
- begin to process and express more complex ideas.

4.8 Use meta-language to talk about learning English:

- understand and use key concepts of language.

modality: advice, obligation, possibility

names of tenses: future perfect, third conditional

5 Speak to communicate and interact

5.1 Consolidate the ability to make predictions, describe continuous or long term actions in the future and contrast with specific actions and future states, using the future continuous, the *will* future and appropriate time phrases.

Twenty years from now I'll still be the same person. I'll be dressing in the same way and working at the same job. I might not be living in the same house but you'll still recognise me.

Extend to talking about finished actions in the future using the future perfect and future perfect continuous: *will have done* and *will have been doing*, in positive and negative statements, *yes/no* and *wh*-type questions with long and short answers and appropriate time phrases.

Two hundred years from now, the sea will have risen twelve metres and the Maldives will have disappeared.

Don't have the party in May – I won't have finished my exams by then.

Will you have found the right job by then? I hope so.

By the end of next week, how long will you have been living here? Three and a half months.

5.2 Talk about the hypothetical past:

- speculate and make accusations using past modals, *should, could, would, might have done*;

They shouldn't have taken the car.

She could have killed herself.

I wouldn't have done it like.

You might have called.

Grammar should be taught in context. Most of the structures and functions for each grade are embedded in the speaking standards, and reflected in the listening, reading and writing standards.

The grammar for each grade is summarised in section 5 of this document.

- express regrets with *wish* + past perfect;

Jaber wishes it had never happened.

I wish you'd been there too!

- talk about past unreal possibilities with the third conditional, in positive and negative statements, *yes/no* and *wh*-type questions with long and short answers.

If the ambulance had arrived on time, he wouldn't have died.

If there hadn't been so much traffic, we might have made it in time.

If they'd changed the music, would you have stayed? Yes, I would have.

What would your dad have done? He would have called the police.

5.3 Discuss possible scenarios in the past, present and future, based on hypothesis and supposition:

- familiar and important topics from history or science;
environmental issues such as GM crops, globalisation, health
- personal desires and aspirations;
- planning and arranging with others to do something;
- weighing alternatives, options and consequences.

Use conditional and hypothetical language including:

- first, second and third conditionals;
- modals *will, can, could, may, might, be able to*, and their negative forms;
- connectives *if, when, unless, provided (that), otherwise, suppose/supposing*.

There's no reason we can't have clean production provided that it costs the same.

If you could have anything you wanted, what would it be?

If we stopped globalisation, more native languages might survive.

We drove to the shops, otherwise it would have taken much longer.

Supposing the computer hadn't been invented? We wouldn't have progressed very far.

5.4 Recount and compare events, situations, narratives and personal experiences in the past, using the simple past, past continuous, past perfect and present perfect for the general past, as appropriate.

5.5 Report what people say or believe:

- summarise monologues, conversations and group discussions;

He talked about his journey. He told us how he crossed the desert alone.

Basically, what he said was ...

Most people thought that ...

In the end they all decided to ...

- use direct quotations for emphasis or effect;

So then Noor said, 'You'd better not go there' and we all laughed.

- use reported commands with verbs other than *say, tell* and *ask*, and active and passive voice;

He begged us to stay.

She invited us to go with her.

I was advised not to bring too much luggage.

- use reported statements and questions with verbs of speech and thought other than *say, tell and ask*;

She promised to look into the problem.

No-one believed that he was guilty.

Samer was sure he could get the job done in time.

We wondered how long it would take.

- use the correct sequence of tenses, and appropriate changes in time phrases and demonstrative adjectives.

See Grade 9 speaking standards for details.

5.6 Discuss and evaluate topic, themes, plot development, setting, and characterisation in books, plays or films.

5.7 Prepare and present a description of a process of several steps that is related to study in other subjects, using the passive voice.

Warm water is poured into a beaker and copper sulphate is added. The liquid is then placed in a flask. It is heated, more copper sulphate added, and the flask shaken. This is repeated until no more copper sulphate will dissolve.

5.8 Address an audience:

- make announcements to an unknown audience about events in the future with a variety of tenses, and active and passive voice;

The meeting starts at 10 o'clock and we will be discussing the current situation.

Refreshments will be served downstairs in the reception area.

There'll be time to look around the plant after that.

- give clear directions and instructions, using relevant text organisation features including a statement of the objective, use of imperatives and present and future time;

We're here today to decide on ...

I'm going to explain our position on ...

The focus of the meeting will be ...

Please save any questions to the end.

- make polite requests for information or directions using appropriate expressions and modals.

I'd like to ask you all to ...

I would be grateful if everyone could ...

We would like to request that ...

5.9 Prepare and make to an audience a five-minute presentation on a topic that interests and informs:

current events, health, the natural world, business and economics, social issues, art and culture, science

- organise the presentation and use appropriate language features to introduce, develop ideas, give examples and conclude;
- use presentation skills – speak with few hesitations from notes, use visuals, be aware of the audience through eye contact, body language and voice projection;
- handle questions from the audience.

5.10 Prepare and present to an audience an opinion or point of view to convince or persuade, in a series of complete utterances with appropriate use of:

- first and second person language;

If you ask me ...

What I think is ...

In my opinion ...

It's my opinion that ...

You may already know that ...

You will be aware that ...

What you may not have considered is ...

- expressions to indicate degrees of certainty;

perhaps, maybe

It is possible that ...

It is probable that ...

definitely ...

You may not believe this but ...

I'm (not) sure that ...

Take my word for the fact that ...

Everyone agrees that ...

- connectives for reasons and consequences.

that's why ..., because (of) ..., due to ..., as a result of ..., owing to ...,

because of this ..., as a result ..., therefore, as a consequence ..., consequently, for this reason ...

5.11

Summarise and evaluate persuasive texts:

magazine features or short documentaries on protecting endangered species, eating healthily, visiting Morocco, plans to redevelop the port area of an old city

- discuss merits, intentions, accuracy and effectiveness;
- distinguish fact from opinion and give reasons for views, drawing on evidence from the text;
- give feedback, seek clarification, weigh up options, state preferences;
- discuss alternatives in proposals for business, social and community purposes.

It was well put together and quite believable.

I liked the way they used the photographs.

I wonder what is meant by ...

Of the two options they've given us, I prefer option two.

It sounds like a good idea but what about ...

Have you considered ...?

5.12

Apologise using a variety of polite phrases (and link to expressions which take gerund or infinitive), with intensifiers *really, truly, so*.

I'm sorry about what happened.

I'm sorry about breaking the glass.

I'm sorry if I spoke out of turn.

I didn't mean to upset you.

I'd like to apologise for missing the appointment.

I really didn't mean to ...

I'm truly sorry about ...

I'm so sorry if ...

Accept apologies.

Please don't worry about it.

Never mind.

It can't/couldn't be helped.

Accuse.

You should have done it.

I wish you hadn't ...

- 5.13** Make and respond to very polite requests to those of higher status and/or strangers or when what is being requested is sensitive or important with *Would it be possible to ...*, *Would you mind + ing* and *I wonder if you'd mind ... + ing*.

Would it be possible to borrow the car for a day? Of course. / I'd rather you didn't.

Would you mind dropping me off on the way? Not at all. / Certainly. / I'm sorry but ...

I wonder if you'd possibly mind looking at this for a moment? Not at all. / With pleasure. / I'm afraid I can't.

- 5.14** Ask and respond to questions about interests, preferences, abilities and to polite, formal requests using appropriate expressions.

Do you like the theatre?

Do you enjoy playing tennis? Yes, indeed, very much so.

Please would ...?

Perhaps you could ...

Would you ...

I would like you to ...

- 5.15** Give strong advice, make strong recommendations, warn and state using a variety of appropriate expressions.

I don't think you should ...

If I were you ...

- 5.16** Use *ought* for obligation and negative of *need* and *have to* to express absence of obligation.

You don't have to ...

You needn't ...

Reading and writing

By the end of Grade 10 Advanced, students read independently and intensively, texts of at least 1200 words, and extensively from graded readers in the 3000+ key word range, from the text range identified for Grade 10 Advanced. They understand a wide range of features of formal written English. They use active comprehension strategies to analyse and infer meanings, synthesise, compare and evaluate ideas. They read widely

for information, use advanced features of internet search engines, make and use detailed notes, skim and scan written and screen-based texts to extract information. They understand how language can be manipulated to structure narratives and provide clues for readers. They compare texts, form and present critical opinions of narrative, persuasive and discussion texts.

Students independently write, edit and revise texts of approximately 10–15 sentences with connected paragraphs, varied sentence structure precise and effective vocabulary choice, and a wide range of cohesive devices to link ideas. They use a full range of punctuation with at least 80% accuracy. They plan and compose extended narratives, using a consistent narrative voice, relating events coherently, including dialogue or reported speech, showing some control of idiomatic and figurative language and drawing the text to an appropriate conclusion. They write information texts, for identified audiences, synthesising and acknowledging evidence from several sources, and essays, in the form of discussion texts, balancing arguments and drawing conclusions. They write for a range of functional purposes to report, organise and convey information accurately in letters, instructions, memos, minutes, resumes, proposals and reports. They use of common word-processing software to plan, compose, edit and present writing.

Text range:

- Narrative: stories, factual recounts, newspaper reports, magazine articles, bulletins, etc.
- Information texts
- Persuasive texts: stating opinions and promoting a point of view – adverts
- Discussion, debate and argument
- Notes and summaries
- Letters and emails
- Advanced learner’s English–English dictionary and bilingual dictionaries and a thesaurus both print and online
- ICT-based texts: Internet, CD-ROMs
- Graded readers drawing the 3000+ key word range

Students should:

6 Develop reading strategies

- 6.1** Independently and intensively, read texts up to 1200 words long.
- 6.2** Read extensively from appropriately levelled texts, in the 2500 key word range, in a variety of genres and organised in paragraphs and chapters.
- 6.3** Recognise a range of features of formal written English through reading.

notices and announcements, letters, reports, essays, critical reviews

Note in particular:

- purpose and intended audience;
- language features
 - use of discourse markers for explicit logical organisation,
but, however, therefore, accordingly, subsequently ...

- complete sentences rather than elliptical forms,
- frequent use of modal verbs to express possibility,
may, might
- condition,
would, if
- politeness,
Could you ...?
- use of more formal vocabulary items,
'observe' instead of 'see'
- use of passive voice.

6.4 Search the Internet for information related to a text, infer information from evidence in the text, read, understand and respond to written arguments. Collate by downloading, cutting, pasting etc. to form a coherent whole.

6.5 Use active reading strategies:

- use techniques (e.g. highlighting a paper text) to pick out key points and remain focused on the material;
- use indexes, pictures, tables of contents, and glossaries to help locate and assimilate information;
- skim and scan written and screen-based texts for information;
- discern the overall message or theme;
- consider alternative actions, outcomes, etc. to those in the text;
- compare and contrast text information;
- interpret a real-world application of text information;
- evaluate in relation to preferences or purposes.

7 Read and respond

7.1 Read a variety of narratives and investigate how authors create settings and portray characters through the use of:

- adjectives and adjectival phrases which pre- or post-modify and collocate correctly with the noun;
the small, busy office
the car with the go-faster stripes
- vocabulary to capture degrees or shades of meaning;
seep, drip, leak, flow, pour, flood, deluge, ...
surprise, astonish, amaze, astound, disturb, shock, ...
- more precise, powerful or expressive verbs;
informed instead of told
growled, groaned, whispered etc. instead of said
stumbled, rushed, flew etc. instead of went
- some uses of figurative language
 - alliteration,
With a hard, heavy thud of his hand ...
And there she stayed, still and silent in the soft light of the dawn.

- assonance and rhyme,
*Then she stopped, dropped the stick, hopped towards him and cocked her head,
as if to say ...*
*He ran across the embers in four short steps, then walked into the water to
soothe his poor, scorched feet.*
- onomatopoeia,
bang, crash, smash, buzz, trickle, flash
- similes,
as keen as mustard
as light as a feather
- metaphors,
you are the sunshine of my life
candle in the wind
life in the fast lane
drowning in money
- personification;
The thunder storm grumbled and growled.
whispering trees, angry clouds, vengeful sea

- ordering of phrases and clauses in sentences to emphasise particular elements.

*Silently, she crept down the stairs, peering through the darkness. What could it be?
What could it be? She crept down the stairs, peering silently through the darkness.*

7.2 Recognise that a narrative can be presented from different perspectives:

- identify, by reference to the text, the point of view from which a narrative is told;
- recognise how the same incidents in stories can be told from other points of view.

7.3 Identify some of the ways in which time is structured in narratives (e.g. by chronological order, flashbacks, events in simultaneous time, and time slips – stories within stories). Recognise how the text makes this clear through the use of verb tenses, connecting words and phrases, ordering simultaneous events in sequential paragraphs or chapters.

while, before, in the meantime, when, by the end of, during ...

Summarise a range of narratives through diagrams and charts which identify main characters and events and show the sequence and duration (i.e. time intervals) of time pictorially.

7.4 Trace the development of themes, ideas and events through stories and infer underlying moods, intentions and values by reference to the text. Evaluate stories and other narratives, presenting and justifying views orally and in written summaries, drawing on evidence from the texts in relation to standards 7.1–7.3 above.

Relate this work to the speaking standards for this grade.

7.6 Read widely for information:

- prior to reading, identify key questions and possible sources;
- use skimming and scanning strategies to
 - identify key information,
 - distinguish relevant from irrelevant detail;

- synthesise information from at least three sources;
- make detailed legible notes in a form which suits the purpose – written, diagrammatic, abbreviated – sufficiently to structure an essay;
- evaluate
 - at least three different texts on the same topic,
 - the reliability and relevance of information from a given source.

7.7 Read and understand a variety of persuasive texts presenting and arguing for a particular point of view:

- understand a range of purposes for persuasive writing;

to complain or criticise, to argue an issue of concern, to plead for support, to defend a point of view, to expose an injustice, to publicise, to sell
- identify typical contexts where persuasion would be used;

letters to newspapers, evidence to enquiries, leaflets, advertisements, tourist publicity
- distinguish between fact and opinion in reading, referring to the text for evidence;
- understand how persuasive arguments are typically organised
 - an opening statement,

People should cut down the use of cars.
 - a sequence of supporting arguments,

In the first place, they overcrowd the roads. As well as that, they pollute. If fewer people used their cars ...
 - reiteration of the case to persuade;

It is obvious that ...
- read and evaluate a variety of publicity and advertising texts noting the use of persuasive language, how facts can be manipulated and half-truths presented as facts, referring to the texts for evidence.

Relate this work to the speaking standards for this grade.

7.8 Read a variety of discussion, debate and argument texts which present and balance arguments from differing viewpoints:

- understand the purpose and typical organisational features of these texts
 - an introduction stating the question at hand,
 - the arguments on one side, with evidence and examples to support the case,
 - the arguments on the other side, with evidence or examples to support this case,
 - an alternative structure may present as alternating point-by-point arguments, with each point individually set against the opposing view,
 - a summary of the arguments leading to a conclusion with a recommendation for further action,
 - an alternative structure may start with the conclusion, then give a summary of the arguments to support that conclusion with a recommendation for further action;
- recognise and understand the use of typical language features
 - use of the present simple tense,

- impersonal, formal style with frequent use of passive voice and modals for objectivity and to distance the author,
- logical connectives (*therefore, so, however*) and other features of cohesion such as pronominal reference, sequencing through paragraphs,
- text moves from the general to the specific,
- lexical field related to subject matter;
- form a view on any conclusions or recommendations presented in the argument, relating them to own views and values, referring to evidence in the text for justification.

Relate this work to the speaking standards for this grade.

7.9 Read a variety of examples of notes and summaries, comparing them with the original text to recognise:

- how notes and summaries capture and order the main points to show how they are related using connectives, lists, arrows;
- the telegraphic or concise nature of the language used;
- the purpose of the notes (e.g. who will use them and by why);
- the formatting and organisation (e.g. a complete short narrative, bullet points, diagrams);
- use examples as models for writing own notes (see writing composition standards below).

7.10 Read a variety of letters and emails noting the degrees of formality used and relating this to the purpose and intended audiences.

8 Develop writing strategies

8.1 Extend techniques from Grade 9 for retelling ideas in ways that make sense as written texts:

- orientating the audience;
This story takes place a long time ago.
- sequencing information, chronologically, logically, in order of importance, relevance etc;
- using complete sentences;
- using appropriate and expressive dialogue language or reported speech as appropriate;
she asked, he replied, they shouted, they said that
- using appropriate tenses and connectives (e.g. for narrating or instructing).

8.2 Extend ability to plan a piece of writing in note or diagrammatic form showing the main points in sequence.

8.3 Independently apply a range of spelling strategies including:

- phonic segmentation of multi-syllabic words;
- applying known spelling patterns and conventions;
- breaking words into segments of meaning (e.g. suffixes and prefixes, words within words);

inconsiderate, consequently, overcrowded

Students should be drawing on their knowledge of words and word parts developed throughout the grades.

- by analogy with other known words;
rough, tough
- using visual skills (e.g. recognise common letter strings and check critical features – whether it looks the right shape, length, etc.);
- use a dictionary to check spellings and word meanings;
- using the spell-checker on a computer and cross-check the options offered to select the correct one;
- identify mis-spelt words and mistakes in grammar accuracy in own writing;
- keep and use personal correction logs, learn methods of spelling recurring problem words.

8.4 Use the full range of punctuation with approximately 80% accuracy.

8.5 Independently review and edit own writing with the needs of an identified audience in mind.

8.6 Use common word-processing software such as Microsoft Word to plan, compose, edit and present own writing:

- create, open, save and close documents;
- find files;
- type, edit, find and replace;
- cut, copy and paste;
- format paragraphs, pages and full documents;
- check grammar and spelling.

9 Compose written texts

9.1 Independently compose texts of approximately 10–15 to sentences in a coherent structure using:

- three connected and coherent paragraphs;
- varied sentence structure, and choice of words and phrases for precision and effect;
- connecting words and phrases to link sentences cohesively.

9.2 Drawing on experiences of reading, compose narratives based on known or imagined stories, personal experiences or recounts of events, showing ability to:

- construct a coherent story plan showing the main characters, the progression of events and the conclusion, as a basis for writing a full version;
- select and present themes and topics in ways that capture the reader's interest;
- relate events coherently showing the passage and duration of time in a clear chronological sequence;
- include dialogue or reported speech as appropriate;
- select vocabulary precisely to portray characters and create moods and settings;

These standards are linked to the reading standards and follow the same text types so that students can learn to apply, in their written compositions, knowledge and skills learned from reading and analysing texts.

- use a variety of complex and simple sentence forms to create interest, emphasis, tension;
- draw the narrative to an effective conclusion;
- structure the text in paragraphs which break the narrative into coherent and connected parts.

9.3 Drawing on experience of reading, compose information texts which present information based on personal knowledge or research, showing ability to:

- construct a plan in the form of notes, a summary, a flow-chart, concept map etc. showing the main elements and the connections between them, as a basis for writing;
- synthesise information from two written sources;
- extend ability from Grade 9 to select vocabulary and typical language to suit the purpose including a range of connectives for addition, contrast, reason, purpose, result, condition, concession;

in addition, moreover

however, although, even though, in spite of/despite the fact that, whereas, on the other hand

because (of), since, as, due to, caused by, as a result of, led to, brought about by consequently, nevertheless, nonetheless

- enhance precision of writing through using a wide range of quantifying words and expressions;
- use ICT to organise and present the text attractively.

9.4 From Grade 9, extend writing of persuasive texts, which argue for or against a particular view on an issue of topical, or personal interest, in a variety of forms:

letters to newspapers, statements of evidence to enquiries, fliers and leaflets to lobby views, short essays on given topics, scripts for oral presentation

- use titles and introductory statements to capture the reader’s attention and win sympathy for the arguments;
- articulate a clear position in an introduction;
- provide supporting arguments (e.g. as points plus elaboration);
- support points using personal views, anecdotes and evidence as appropriate;
- conclude by reiterating or summarising;
- use ICT to organise and present persuasive writing to particular audiences
 - use formatting to capture interest and emphasise key messages,
 - structure points and paragraphs,
 - illustrate,
 - compare.

9.5 Compose short essays drawing on work in another curriculum subject or an issue of topical interest, using:

- organisational features typical of a discussion text to balance and weigh arguments
 - an introduction which states issues,

Language features of explanatory and non-chronological information texts are exemplified in the reading comprehension standards for Grades 7–8.

- the arguments in favour and against plus supporting evidence or examples,
- a conclusion which summarises and weighs the arguments, draws a conclusion or makes a recommendation;
- formal written English typical of the styles used in discussions and debates
 - the present simple, predominantly for generalisation and non-specificity,
 - the use of general terms and zero articles,
 - There are ...*
 - Most people believe ...*
 - Clouds form every day.*
 - discourse markers for explicit logical organisation,
 - therefore, accordingly, subsequently, in fact, nonetheless, however*
 - complete sentences rather than elliptical forms.

9.6 Write email in an effective and coherent manner following the typical conventions of the genre:

- be concise and to the point with sentences containing a maximum of 15–20 words;
- use accurate spelling, and appropriate grammar and punctuation by using and checking the solutions presented in a spelling and grammar checker;
- include the message thread by clicking ‘Reply’, instead of ‘New Mail’;
- reading the email before sending it.

9.7 Make detailed notes (either hand-written or on a computer) from listening or reading. From these notes, present a coherent summary of approximately one third the length of the original, in the form of:

- telegraphic or pictorial notes based on key words and the main ideas from a text for personal use;
- written, pictorial and diagrammatic notes to summarise or explain a text to others;
 - timelines, pictorial symbols with captions, flow charts, concept maps*
- a short coherent summary in the form most appropriate for ease of communication, which captures the main ideas in a sufficiently clear form for others to read and understand.

continuous text, diagrams, charts

Note-making may also be linked to the listening standards for this grade.