

Summary of students' performance by end of Grade 11 Advanced

Word knowledge

Students recognise, understand and use approximately 4000 active words for listening, speaking, reading and writing. They systematically use bilingual and advanced learners' English–English dictionaries and thesauruses to support vocabulary development. They understand affixes and roots and use these to guess the meanings of unknown words, and to extend, elaborate on and add precision to meaning.

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 15 exchanges on unseen but more abstract subjects. They understand and respond to persuasive arguments, debates and discussions with two participants, infer points of view, surmise meaning and draw conclusions. They follow lectures, presentations on a range of abstract and/or technical subjects, and discussions in business-type meetings of about 15 minutes; they respond by taking notes or minutes and orally reporting back by summarising points coherently and using reported speech, as appropriate.

Students speak accurately and fluently in a series of up to 12 connected utterances with good control of basic language structures and occasional use of more advanced forms. They recognise and use features of word/sentence stress. They use a variety of interactive and language repair strategies to initiate, maintain and conclude conversations of at least 15 minutes. They talk about situations, choices and possible actions in the past, present and future using the full range of present and future tenses and time phrases as appropriate. They recount and compare events and experiences, and report what people say or believe. They discuss and evaluate films, plays, books, poems. They prepare and make a 10-minute presentation to an audience, on a topic that interests and informs. They summarise and evaluate persuasive texts, speak on technical subjects and report orally on minutes taken from a short business meeting.

Reading and writing

Students read independently and intensively, texts of up to 1500 words, and extensively from appropriately levelled texts, in a variety of genres in the text range identified for Grade 11 Advanced. They skim and scan written and screen-based texts to extract information, make detailed notes from a range of sources and use advanced features of internet search engines. They understand how narratives are structured to create points of view, mark the passage of time and how language is used to imply moods, intentions, relationships and values. They evaluate stories and recounts critically. They read persuasive and discussion texts evaluate arguments, claims and recommendations, to form a balanced view of a text.

Students write, edit and revise texts of at least 20 sentences in a coherent structure with paragraphs, varied sentences and precise language chosen to suit the purpose, and interest the reader. They use a full range of punctuation with approximately 85% accuracy. They plan and compose

narratives, which clearly mark the passage of time, include dialogue or reported speech, portray characters, moods and settings and are drawn to a satisfactory conclusion. They write information texts using and synthesising evidence from reading and other sources, and using ICT organise and present the text in ways that help the reader. They write persuasive texts, presenting arguments and evidence in a logical structure for particular audiences, and compose essays setting out and weighing opposing arguments, to draw a reasoned conclusion. They make detailed notes from listening or reading in the form of summaries for others to use. They use common word-processing software to plan, compose, edit and present writing.

Content and assessment weightings for Grade 11 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 11 Advanced, students recognise, understand and use approximately 4000 active words for listening, speaking, reading and writing. They systematically use bilingual and advanced learners' English–English dictionaries and thesauruses to support vocabulary development. They understand affixes and roots and use these to guess the meanings of unknown words, and to extend, elaborate on, and add precision to meaning.

Students should:

1 Use a range of vocabulary

- 1.1** Recognise, understand and use approximately 4000 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.

Topics should be selected by the teacher, to practise structures and functions introduced in earlier grades together with those for Grade 11, 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*
 - *communication: how we communicate – body language, Braille and sign language; the media; language and culture; English as a 'world' language; bullying; how IT has changed the way we communicate and what will be the long-term effects of these changes (curriculum links with social studies, ICT),*
 - *computers in society: how computers have changed our lives – negative and positive effects; imagine life without computers – discuss what would happen; discuss virtual reality (curriculum links with ICT, social studies),*
 - *human nature: personality; nature versus nurture; bullying; leadership (curriculum links with science and social studies),*
 - *innovation: useful inventions of 20th century; make own inventions and describe how they work; consider whether innovation is always to our benefit (curriculum links with social studies, ICT, science),*
 - *medicine: natural remedies; preventative versus curative medicine – which should have the bigger budget; testing on animals (curriculum links with social studies, science, moral education),*
 - *population: population trends (interpret graphs, statistics, etc.); factors that affect population growth; life expectancy (compare and contrast different countries); what to do about the increasing older population (curriculum links with mathematics and social studies),*
 - *space: what we can learn from space exploration; the cost of space exploration; living in a space colony (curriculum links with science and social studies),*

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.

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.

- *water: world's water resources (e.g. simulation on how to solve the world's water problem); problems of damming; look at life along the world's major rivers (curriculum links with science and social studies).*

1.2 Understand and use a range of idiomatic expressions from both UK and US English.

<i>a piece of cake</i>	<i>jump on the bandwagon</i>
<i>at the eleventh hour</i>	<i>keep an eye out for</i>
<i>be fed up with</i>	<i>keep one's chin up</i>
<i>bite off more than one can chew</i>	<i>make up one's mind</i>
<i>by the skin of one's teeth</i>	<i>on the cutting edge</i>
<i>call it a day</i>	<i>rub someone up the wrong way</i>
<i>cost (someone) an arm and a leg</i>	<i>state of the art</i>
<i>drop (someone) a line</i>	<i>the bottom line</i>
<i>get up and go</i>	<i>two-faced</i>
<i>jump the gun</i>	<i>wishy-washy</i>
<i>jump to conclusions</i>	

1.3 Consolidate use of 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 Use an advanced learner's English–English dictionary and a thesaurus in paper-based format and online.

Collins COBUILD English Language Dictionary published by Harper Collins

The Concise Oxford English Thesaurus published by OUP

www.dictionary.com; *dictionary and thesaurus*

Use these resources to:

- find word meanings and alternative words and phrases to enhance speech and writing;
- define new vocabulary in simple English with alternative English phrases or expressions;
- check pronunciation of words and the part of speech.

2 Develop spelling knowledge

2.1 Consolidate understanding of affixes and word roots from Grades 7–10, and extend ability to recognise, investigate, and spell root words with a wider range of affixes; generate new words and guess the meaning of unknown words from affixes, to extend vocabulary and support spelling:

- prefixes;

a-: atypical

agro-: agronomist

andro-: androgynous

Anglo-: Anglo–German relations

anthro-: anthropomorphic

baro-: barometer

biblio-: bibliography
bio-: biotechnology
cardio-: cardiogram
cent-: centimetre
circum-: circumnavigate
co-: coexist
con-: context
contra-: contradict
cosmo-: cosmonaut
deci-: decilitre
demo-: demonstrate
derma-: dermatology
electro-: electromagnetic
ergo-: ergonomic
ethno-: ethnology
Euro-: Eurocentric
exo-: exoskeleton

extra-: extraordinary
fore-: foretell
kilo-: kilogram
maxi-: maximum
mega-: megabyte
mid-: mid-afternoon
milli-: milligram
mini-: minibus
mis-: misunderstand
mono-: monolingual
multi-: multilingual
out-: outdo
quad-: quadruplet
semi-: semicircle
tri-: triangle
ultra-: ultra-modern
uni-: uniform

- **suffixes;**

Verbs

-ate: associate
-cede: intercede
-clude: include
-fy: falsify
-ise: recognise (UK)
-ize: recognize (US)
-port: export
-scribe: proscribe

Nouns

-ance: annoyance
-ant: attendant
-ence: permanence
-ent: incumbent
-ion, -tion, -ation: creation
-ism: communism
-ist: purist

- **roots.**

ambul: ambulatory
audi: audience
bene: beneficial
cede: intercede
ceed: succeed

-ment: statement
-ology: biology
-or: mentor
-ory: repository
-ty: safety

Adjectives

-able: capable
-al: legal
-ar: polar
-ary: stationary
-ial: menial
-ible: responsible
-ic: static
-ine: feminine
-ive: supportive
-ous: porous
-y: pushy

cess: recession
chron: chronological
cide: suicide
cis: incision
cred: credibility

cycl: recycle

demo: democracy

dict: dictation

duc, duct: reduction

flect, flex: deflection

flu, flux: influence

ject: injection

morph: amorphous

phot: photosynthesis

anct: sanctuary

sec, sect: intersection

therm, thermo: thermometer

tract: attraction

vita: vitality

2.2 Extend from Grade 10, the collection and comparison of homophones.

cede / seed

complement / compliment

core / corps

council / counsel

faze / phase

load / lode

reek / wreak

sign / sine

sink / synch

Listening and speaking

By the end of Grade 11 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 15 exchanges on unseen but more abstract subjects. They understand and respond to persuasive arguments, debates and discussions with two participants, infer points of view, surmise meaning and draw conclusions. They follow lectures, presentations on a range of abstract and/or technical subjects, and discussions in business-type meetings of about 15 minutes; they respond by taking notes or minutes, and orally reporting back by summarising points coherently and using reported speech, as appropriate.

Students speak accurately and fluently in a series of up to 12 connected utterances with good control of basic language structures and occasional use of more advanced forms. They recognise and use features of word/sentence stress. They use a variety of interactive and language repair strategies to initiate, maintain and conclude conversations of at least 15 minutes. They talk about situations, choices and possible actions in the past, present and future using the full range of present and future tenses and time phrases as appropriate. They recount and compare events and experiences, and report what people say or believe. They discuss and evaluate films, plays, books, poems. They prepare and make a 10-minute presentation to an audience, on a topic that interests and informs. They summarise and evaluate persuasive texts, speak on technical subjects and report orally on minutes taken from a short business meeting.

Text range:

For listening and responding

- Monologues and dialogues of up to 15 exchanges containing 4–5 main ideas, eight or more pieces of factual detail
- Recorded narratives and commentaries from radio broadcasts, on events, sports etc.

- Oral descriptions of places, people and processes
- Conversations, debates and arguments with participants defending differing points of view
- Creative genres, spoken poetry, jokes etc.
- Formal and informal announcements
- Extracts of authentic listening material from commentaries on events / sports, news bulletins, TV programmes, documentaries, films, Internet, telephone
- Short presentations, talks, lectures and demonstrations of experiments or processes

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

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

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 12 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 12–13 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 detailed opinions with justification;
- connect to personal experiences.

3.2 Understand and respond to persuasive arguments, debates and discussions with two participants:

- follow the progression of points, despite changes of speaker;
- infer speakers' points of view and intentions;
- surmise meaning where there are gaps in the message, through interruptions, extraneous noise, elision etc.;
- distinguish fact from opinion;
- respond through drawing conclusions, expressing views, agreeing or disagreeing, referring to what was said in the text.

3.3 Follow lectures and presentations of about 15 minutes on a range of abstract and/or technical subjects:

- identify main and subsidiary points;
- use notes to organise points into headings, sub-headings, maps, charts, diagrams etc.;
- select and note relevant detail, using devices such as underlining, boxing etc. to emphasise points;
- make generalisations, draw conclusions;
- formulate questions and comments to
 - seek clarification,
 - contribute views or comments.

3.4 Follow a discussion in a business-type meeting (e.g. a planning meeting, staff meeting) of about 15 minute) noting:

- the progression of points arguments (e.g. from general to specific, tentative to assertive, individual to collective etc.);
- how turn-taking is transacted;
- how participants negotiate points with each other through
 - agreeing, modifying, adding to, disagreeing, offering alternatives etc.,
 - hedging, changing the subject, distracting, fending off etc.;
- the use of formal and informal language to
 - set the tone of the meeting,
 - mark distance, status, respect, disrespect etc.;
- the role of the group leader or chair person;
- formalities of opening, introducing, summarising, concluding, thanking.

Respond by taking minutes, and orally reporting back by summarising points coherently and using reported speech.

4 Develop speaking strategies

4.1 Recognise and use features of word or sentence stress such as pitch (high or low), length (long or short), loudness (loud or soft) and quality (weak or strong). Expand knowledge of functional stress when the part of speech changes.

conduct (n) / *conduct* (v)

convert (n) / *convert* (v)

produce (n) / *produce* (v)

protest (n) / *protest* (v)

4.2 Speak accurately, using a series of up to 12 clear, connected, simple and complex utterances demonstrating:

- accurate and appropriate use of vocabulary and pronunciation, including appropriate stress and intonation;
- control of basic language structures with occasional use of advanced language structures, such as a variety of complex sentences with subordinate clauses, linked with appropriate conjunctions;
- appropriate cohesive devices to link ideas within sentences and organise ideas at discourse level;
- rich content; ideas developed with elaboration and detail, backed by relevant examples and minimised use of redundancy;
- readily comprehensible content, requiring little interpretation, and where pronunciation enhances communication;
- rich use of vocabulary, with some idiomatic expressions.

4.3 Interact in group, paired and more formal discussion:

- actively participate, contributing relevant opinions, examples and suggestions to the discussion;
- challenge ideas and get the interlocutor to justify their point of view where appropriate;
- show independence by initiating new ideas and taking responsibility for keeping the discussion going;
- ability to deal with unexpected questions or comments.

4.4 Use a variety of interactive and language repair strategies to initiate, maintain and conclude a conversation of at least 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'
- where necessary, rehearse and organise utterances before speaking;
- stop and restart utterances that are not clear, pause to rephrase;
- paraphrase – use of an L2 phrase to describe the property, function, characteristics, duty, its purpose or an example of it;
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;
pointing to indicate
clapping hands to indicate applause
- comprehension check – use 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?
- back-channel cues– 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 ...

4.5 Speak fluently:

- 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 and allow others to develop their longer turns;
- process and express more complex ideas;
- talk at length without hesitation and not too slowly;

4.6 Use meta-language to talk about learning English:

- understand and use key concepts of modality.

names of tenses: future perfect continuous

advice, obligation, possibility, polite requests

5 Speak to communicate and interact

5.1 Consolidate the ability to talk about situations and events in the future, fixed, planned, spontaneous, predictable, probable or possible, using the full range of present and future tenses and time phrases as appropriate.

5.2 Consolidate and extend ability to describe possible choices, courses of action, in the past, present or future; and weigh up options and consequences. Use hypothetical language with conditionals and appropriate modals and connectives; extend to:

- use of *if only* for wishful thinking in the present and past regrets;
If only the rain would stop.
If only he stopped smoking, he'd feel a lot better.
If only she'd taken my advice!
If only we'd gone by train, we would have arrived on time.
- talking about past hypothetical situations which impact on the present using *if + past perfect + would (do)*.
If I'd been more assertive on the phone, we'd be working in a much better room.
If only you'd kept your mouth shut, we wouldn't be in this mess now.

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.

5.3 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.

5.4 Report what people say or believe:

- summarise monologues, conversations and group discussions;
- use direct quotations for emphasis or effect;
- use a wide range of verbs other than *say*, *tell* and *ask*
 - for reported commands,
advise, beg, command, encourage, invite, order, recommend, remind, requested, urge, warn
 - for reported statements,
add, admit, argue, assure, boast, complain, deny, explain, observe, point out, promise, remark, remind, reply
 - for reported beliefs,
think, believe, be sure
 - for reported questions;
wonder, inquire, want to know, need to know
- extend to using verbs of speech which take the gerund and the infinitive
 - with the gerund,
accuse ... of, admit, deny, apologise for, insist on
The captain apologised for keeping us on the runway for two hours.
 - with the infinitive;
agree, refuse, offer, promise, threaten
Mashael offered to put us up for the night.
- use *whether* as well as *if* in reported *yes/no* questions;
(Should we go or should we stay?) They wondered whether to go or not.
- use the correct sequence of tenses, and appropriate changes in time phrases and demonstrative adjectives.

See Grade 9 standard 5.11 for further examples.

5.5 Critique films, plays, books, poems: discuss and evaluate topics, themes, structure, plot development, setting, language, and characterisation; express opinion and relate to other works in the same genre.

5.6 Address an audience for a variety of presentation purposes:

- greet, introduce the title or subject, the purpose or objective;
Good morning, ladies and gentlemen. Let me start by saying ...
The focus of my presentation ... / The purpose of this talk is ...
- outline the length, organisation, main parts;
This should last about ... / I plan to be brief ...
I've divided my presentation into ... main parts.
The subject can be looked at under the following headings ...
- link ideas, move from the general to the specific;
I'd like to start with ...
Let's move on to ...
That brings me to ...
Now we come to ...

- refer to visual aids;
You can see from this picture that ...
Note the ... in this diagram.
- signal to end, summarise, recommend, conclude, invite questions;
That brings me to the end of ...
To sum up then ...
Briefly ...
In conclusion ...
As you can see there are some very good reasons for ...
So, I would suggest that ...
I'd like to propose that ...
I'd be glad to try and answer any questions.
- deal with questions and close;
If I understand you correctly, you're saying ...
I didn't quite catch that. Could you repeat the question?
Thank you for listening. I hope you've gained an insight into ...

5.7 Prepare and make to an audience a 10-minute presentation on a topic that interests and informs (current or past events):

the news, health, the natural world, business, economics, industry, social issues, art and culture, science, biography, history

- organise the presentation with a consistent structure;
advantages and disadvantages, argument and counter argument, events and impact, life and achievements
- use appropriate language for introducing, developing main ideas, summarising, and concluding;
- present arguments for and against in a balanced way, supported with evidence and examples;
- recommend, giving reasons as part of the conclusion;
- use presentation skills – speak with few hesitations from notes, use and refer to visuals effectively, be aware of the audience through eye contact, body language, voice projection;
- handle anticipated and unexpected questions from the audience and, where appropriate, maintain a dialogue with them.

5.8 Prepare and present to an audience, or discuss in a simulation, a proposal that convinces or persuades:

a business plan, a community development plan, a new product, an advertising campaign, a course, a holiday, a health regime, an experiment, security measures

- establish and develop a logical and controlled argument;
- consistently use common organisational structures as appropriate;
cause–effect, compare–contrast, problem–solution
- include relevant and memorable evidence;
- use strong, positive language, short utterances for emphasis, and a friendly manner to be convincing;
- be prepared to address counter-arguments or listener bias.

- 5.9 Summarise and evaluate persuasive texts and presentations, distinguishing fact from opinion, seeking clarification, giving relevant feedback, discussing merits, issues, options, preferences and proposing alternatives.
- 5.10 Speak on a technical subject related to other study about the results of research, referring to notes but converting ideas into the spoken medium.
- 5.11 Give an oral report based on minutes taken from a business meeting.
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Reading and writing

By the end of Grade 11 Advanced, students read independently and intensively, texts of up to 1500 words, and extensively from appropriately levelled texts, in a variety of genres in the text range identified for Grade 11 Advanced. They skim and scan written and screen-based texts to extract information, make detailed notes from a range of sources and use advanced features of internet search engines. They understand how narratives are structured to create points of view, mark the passage of time and how language is used to imply moods, intentions, relationships and values. They evaluate stories and recounts critically. They read persuasive and discussion texts evaluate arguments, claims and recommendations, to form a balanced view of a text.

Students write, edit and revise texts of at least 20 sentences in a coherent structure with paragraphs, varied sentences and precise language chosen to suit the purpose, and interest the reader. They use a full range of punctuation with approximately 85% accuracy. They plan and compose narratives, which clearly mark the passage of time, include dialogue or reported speech, portray characters, moods and settings and are drawn to a satisfactory conclusion. They write information texts using and synthesising evidence from reading and other sources, and using ICT organise and present the text in ways that help the reader. They write persuasive texts, presenting arguments and evidence in a logical structure for particular audiences, and compose essays setting out and weighing opposing arguments, to draw a reasoned conclusion. They make detailed notes from listening or reading in the form of summaries for others to use. They use common word-processing software to plan, compose, edit and present writing.

Text range:

- Narrative: stories, factual recounts, newspaper reports, magazine articles, journal reports, bulletins
- Information texts
- Persuasive texts: stating opinions and promoting a point of view - adverts
- Discussion, debate and argument
- Notes and summaries
- Bilingual and advanced learners' English–English dictionaries and a thesaurus both print and online
- Functional and workplace documents (e.g., instructions, technical manuals, travel schedules, business memoranda)

- ICT-based texts: Internet, CD-ROMs
- Graded readers drawing the 3500 key word range

Students should:

6 Develop reading strategies

- 6.1** Independently and intensively, read texts of up to 1500 words.
- 6.2** Read extensively from appropriately levelled texts, in a variety of genres in the text range identified for Grade 11 Advanced.
- 6.3** Recognise a wide range of features of formal written English through reading a variety of genres.

notices and announcements, formal letters, reports, essays, critical reviews, journal articles

Note particularly:

- purpose and intended audience;
- language features
 - use of discourse markers for explicit logical organisation,
 - frequent use of modal verbs to express possibility, condition, and to stress the distance of the speaker;

See standard 6.4 for this grade.

possibility: may, might,

condition: would, if

politeness: could you ...?

- wider use of passive voice and indirect forms.

6.4 Recognise features of discourse cohesion:

- reference;

pronouns: he, she, it, they, him

demonstratives: that, those

the article: the

other items: such as

- ellipsis;

We went to the shop and then [we went] home.

- substitution;

Are you coming tonight? I think so.

- enumeration;

First ..., second ..., finally

- linking conjunctions which express

- identity to indicate sameness,

that is, that is to say, in other words

- opposition to indicate a contrast,

but, yet, however, nevertheless, still, though, although, whereas, in contrast, rather

- addition to indicate continuation,

and, too, also, furthermore, moreover, in addition, besides, in the same way, again, another, similarly, a similar, the same

- cause and effect,
therefore, so, consequently, as a consequence, thus, as a result, hence, it follows that, because, since, for
- indefinites to indicate a logical connection of an unspecified type.
in fact, indeed, now

6.5 Use advanced features of search common engines:

- + searches – a plus sign before common words (e.g. *where, of, how*) or a number, makes sure it is included in the search;
statue + of liberty returns information about the Statue of Liberty
- – searches – a minus sign before a word excludes the word from a search;
bass –music finds information about the fish
- ~ searches – a tilde sign before a word makes the search engine look for synonyms;
~food ~facts returns information about nutrition and cooking
- phrase searches – putting a phrase into quotation marks makes sure the search engine returns only results containing the exact phrase;
- or searches – putting *or* between two items makes sure the search engine looks for pages containing either of the items;
- domain restrict – putting the word *site* before a specific URL in the search box ensures the search engine returns only results from that site.
admission site:www.stanford.edu returns information about admission to Stanford University

6.6 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.

6.7 Skim and scan written and screen-based texts for information. Interpret and evaluate the texts:

- in terms of reading purpose (i.e. deciding what they need to know and reading appropriately);
- knowing how deeply to read the document (i.e. skimming, scanning or studying);
- using active reading techniques (e.g. highlighting or marginal notes to identify key points and comment on a text);
- using the table of contents for reading magazines and newspapers, and clipping useful articles;
- recognising different article types and understanding how to extract information from them;
- using indexes, pictures, tables of contents, and glossaries to help assimilate information.

6.7 Use active comprehension strategies to derive meaning while reading by:

- formulating and clarifying questions;
- evaluating predictions made in pre-reading and making adjustments;
- predicting outcomes, stating reasonable generalisations, and drawing conclusions based on prior knowledge and information gained while reading;

- inferring attitudes, relationships and drawing generalisations from the text;
- comparing and contrasting different parts of the text;
- referring to the text for evidence of conclusions or opinions;
- using self-monitoring strategies while reading (e.g. pausing, rereading, consulting other sources, reading ahead, asking for help);
- relating the text to prior personal experiences or opinions as well as previously read print and non-print texts.

7 Read and respond

7.1 From Grade 10 Foundation, extend investigations of how authors create settings and portray characters and events through use of:

- adjectives and adjectival phrases which pre- or post-modify;
- vocabulary to capture degrees or shades of meaning;
- more precise, powerful or expressive verbs;
- uses of figurative language and personification.

Compare and evaluate some of these devices in relation to the author's intentions and the impact on the reader.

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 and how this affects its structure and the reader's response;
- recognise how the same incidents in stories can be told from other points of view;
- understand that stories commonly have an unknown narrator and recognise how this is marked in the text through the use of third person references to characters, places and events;

Yasir thought carefully about how he would explain the new arrival ...

That morning, it rained again.

Through the haze, she could just make out the shape of the car.

- recognise how first and third person viewpoints are represented;
- experiment with changing the point of view in extracts or short narratives.

tell the same story from the perspective of another character

convert an unknown narrator's voice into the voice of a character

convert third person into first person narratives and vice versa.

7.3 Trace the development of themes, ideas and events through a story and infer underlying moods, relationships, intentions and values. Form a critical opinion of a story by relating it to own views and preferences, comparing and synthesising information from different parts of the text to justify opinions.

Relate this work to speaking standard 5.5 for this grade.

7.4 Read widely for information:

- prior to reading, identify key questions and possible sources;

- use skimming and scanning strategies to
 - identify key information,
 - discern relationships between ideas,
 - distinguish relevant from irrelevant detail,
 - check information to ensure detail is correct;
- synthesise information from a range of at least three sources;
- make detailed legible notes in a form which
 - suits the purpose – written, diagrammatic, abbreviated – sufficiently to structure an essay or presentation, with main points and accurate detail,
 - combine information from different sources coherently;
- compare and evaluate
 - different texts on the same topics,
 - information presented in different screen and hard-copy text forms.

Relate this work to speaking standard 5.7 for this grade.

7.5 From Grade 10 Advanced, continue to read a variety of persuasive texts presenting and arguing for a particular point of view, comparing the organisation and language features of texts serving similar purposes:

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 and critically understand emotive and persuasive language and how it is used to manipulate perceptions by using
 - persuasive words and phrases,
 - Surely, no-one would expect ...*
 - It wouldn't be very difficult to ...*
 - persuasive definitions,
 - No-one but a complete idiot would ...*
 - Every right-thinking person would ...*
 - The real truth is ...*
 - rhetorical questions,
 - Are we expected to ... ?*
 - Where will supplies come from in future ... ?*
 - condescension, concession, pandering,
 - Naturally, it will take time for local people to adjust ...*
 - deliberate ambiguities (often found in advertisements).
 - Probably the safest system in the world ...*
 - Known to cure irritations of the skin ...*
 - The professionals' choice ...*

7.6 Respond to, evaluate and criticise persuasive texts, referring to the texts for evidence:

- assess the validity of the point of view presented in relation to its internal coherence and objectivity, distinguishing fact from opinion;
- evaluate arguments, claims and recommendations, comparing them to other evidence, beliefs and values beyond the text;
- analyse the use of persuasive language intended to imply half truths or pseudo-truths.

Relate this work to listening and speaking standards 3.2, 5.8 and 5.9 for this grade.

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

- give a reasoned and critical opinion of the text in terms of both content and style and validity recognising
 - the structure and organisation of the text,
 - the typical language features;
- respond to, evaluate and criticise a range of discussion texts, commenting on
 - the presentation of the arguments and weighing of evidence, views,
 - bias and point of view,
 - the validity of the conclusions drawn in relation to the internal coherence and objectivity of the arguments,
 - the use of language to infer, imply, objectify, persuade etc.;
- present, justify and defend a short oral evaluation to others using notes made from reading and drawing on the evidence from the text(s).

Details of typical language and organisational features of discussion texts are given in the read and respond standards for Grade 10 Foundation and Advanced.

7.8 Read a variety of functional texts noting the text organisation and degrees of formality used and relating this to the purpose and intended audiences.

CVs and letters of application

instructions, technical manuals, travel schedules, business memoranda

formal reports and records of meetings, proceedings, enquiries

Relate this work to listening and speaking standards 3.4 and 5.11 for this grade.

8 Develop writing strategies

8.1 Consolidate and extend techniques from Grade 9 for retelling ideas in ways that make sense as written texts through:

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

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

8.3 Extend ability to independently apply skills of spelling – using own knowledge, spelling strategies, dictionaries and spell-checkers.

Spelling strategies are listed in Grade 10 Advanced.

8.4 Use the full range of punctuation appropriately with 85% accuracy.

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

8.6 Consolidate use of 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;
- print.

8.7 Insert pictures, diagrams, files into documents, scan pictures and text documents using optical character recognition software.

9 Compose written texts

9.1 Independently compose texts of at least 20 sentences in a coherent structure using:

- connected paragraphs, as appropriate to the text;
- varied sentence structure, and choice of words and phrases for precision and effect;
- cohesion markers, such as lexical repetition, reference, ellipsis and substitution and use of pronouns for reference and cohesion.

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;
- select vocabulary precisely to portray characters and create moods and settings;
- include dialogue or reported speech as appropriate;
- 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 more than two written sources;
- select vocabulary and typical language to suit the purpose;
- use ICT to organise and present the text attractively and in ways that help the reader, by appropriately using headings, lists, paragraphs, diagrams, and illustrations that are drawn, scanned or pasted.

These writing composition 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.

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

9.4 From Grade 10 Advanced, extend writing of persuasive texts.

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

Argue for or against a particular view on an issue of topical, or personal interest, in a variety of forms:

- structure the argument with
 - titles and introductory statements to capture the reader’s attention,
 - a clearly articulated position,
 - supporting arguments and elaboration,
 - conclusions to reiterate or summarise;
- select persuasive language which
 - addresses the audience directly with statements and rhetorical questions,
You may be thinking ...
So why doesn’t someone take action?
 - suggests objectivity,
It is generally agreed ...
It is thought that ...
This car is simply the best ...
 - expresses obligation and necessity using modal verbs,
need, must, will, have to
 - connects points logically,
so, thus, therefore, consequently
 - reiterates points,
in other words ...
so you see ...
to put it another way ...
 - expresses certainty;
No doubt there are ...
I believe ...
As a matter of fact ...
- 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 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,
 - the arguments in favour and against plus supporting evidence or examples,
 - alternatively, a point-by-point argument and counter-argument,

- 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,
 - frequent use of modal verbs to express possibility, condition; politeness,
 - use of passive voice for impersonal and general effects and to emphasise the topic for attention,
 - reported rather than direct speech,
 - exemplification and extension,
 - for instance, as a case in point, similarly, likewise*
 - text which moves from the general to the specific.
 - Most people believe that cars pollute the atmosphere but in this case ...*
 - Most pilots are against this ... Captain X, who flies a Boeing 747 ...*

9.6 Consolidate and extend ability to write email in an effective and coherent manner following all the conventions of the genre:

- be concise and to the point with sentences a maximum of 15–20 words;
- use accurate spelling, and appropriate grammar and punctuation through using and checking the solutions presented in a spelling and grammar checker;
- use templates for frequently used responses;
- using proper structure and layout with short paragraphs and blank lines between each paragraph;
- including the message thread by clicking ‘Reply’, instead of ‘New Mail’;
- read the email before sending it;
- use the Bcc: field when sending large mailings;
- taking care with abbreviations and emoticons – use only in informal emails;
- use active instead of passive voice;
- keep language gender neutral.

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

- telegraphic or pictorial notes based on key words and main ideas from a text for personal use;

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

- written, pictorial and diagrammatic notes to summarise or explain a text to others;

timelines, pictorial symbols with captions, flow charts, concept maps

- a formal summary in written and/or diagrammatic form, approximately one third the length of the original, and sufficiently clear and coherent for others to read unaided by the author.

9.8 Write for a range of functional purposes to report, organise and convey information accurately:

- requests for information asking precise questions in a style that is attractive to the reader and easy to understand;

letters, emails, questionnaires, forms

- letters of complaint using formal English in firm, clear but courteous language, making clear the nature of the problem and the assistance or response that is expected;

- instructions and directions using typical language and organisational features of procedural texts

- non-personal direct language,
- active, imperative verbs,
- sequencing connectives,
- a clear statement of intended outcome and equipment needed followed by a series of ordered steps;

routes to places, assembling things, recipes, and working procedures

- memos (on email, handwritten or for public notice-board display) either using existing templates or designing and adapting the memos to suit the purpose, and making clear the addressee, topic or subject and date, and reminding, requesting or informing in concise but informal language, suited to the role and status of the audience.

See Grade 8 read and respond standards for typical features of instructional texts.