

Summary of students' performance by end of Grade 11 Foundation

Word knowledge

By the end of Grade 11 Foundation, students recognise, understand and use approximately 3250 active words for listening, speaking, reading and writing. They understand and use bilingual and advanced learner's English–English dictionaries and a thesaurus to support vocabulary development. They apply understanding of word parts, relationships, and context clues to determine the meaning of unfamiliar words, 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, and a discussion in a business-type meeting of about 10–15 minutes. They understand hypothetical propositions in the past and the future with third conditionals and distinguish between different varieties of English.

Students speak in about 10 connected utterances with accurate grammar, vocabulary, pronunciation, and appropriate stress and intonation. They actively participate in informal and more formal discussions. They use interactive and language repair strategies to maintain and develop conversations of up to 15 minutes. They predict and describe long-term or continuous actions; describe possible scenarios in the past, present and future; and 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. They summarise and evaluate persuasive texts. They use hypothetical questions and statements, and a variety of ways expressing plans and predictions in future time. 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 2500+ key word range, from the text range identified for Grade 11 Foundation. They read widely for information, search the Internet, skim and scan written and screen-based texts, and make inferences to interpret and evaluate texts and synthesise information from at least three sources. They understand the purposes features formal written English. They read a variety of narratives, inferring intentions and relationships, and noting how authors create settings, portray characters and points of view, and mark the passage of time. They understand the purposes, organisation and typical language features of persuasive and discussion texts. They compare texts, form and present critical opinions of narrative, persuasive and discussion texts.

Students independently plan and compose their own writing on a variety of topics. They write at least 15 sentences in three or more paragraphs, using the full range of punctuation with at least 80% accuracy. They plan and compose stories and recounts, information and persuasive texts, and formal discussion essays of up to 350 words weighing arguments for and against an idea or issue. They write email in an effective and coherent manner following the typical conventions of the genre. They use common word-processing software to independently plan, compose, edit and present and save their own writing.

Content and assessment weightings for Grade 11 Foundation

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 Foundation, students recognise, understand and use approximately 3250 active words for listening, speaking, reading and writing. They understand and use bilingual and advanced learner's English–English dictionaries and a thesaurus to support vocabulary development. They apply understanding of word parts, relationships, and context clues to determine the meaning of unfamiliar words, to extend, and generate new vocabulary.

Key standards

Key standards are shown in shaded rectangles, e.g. [1.2](#).

Examples

The examples in italics are intended to clarify the standards.

Students should:

1 Use a range of vocabulary

- 1.1** Recognise, understand and use approximately 3250 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),*

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 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

1.3 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 roots from Grades 6–10 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 and roots, 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

-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

- **roots.**

ambul: ambulatory

audi: audience

bene: beneficial

cede: intercede

ceed: succeed

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

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

- pluralisation;
 - changing verb tenses;
 - spelling patterns of consonants.
-

Listening and speaking

By the end of Grade 11 Foundation, 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, and a discussion in a business-type meeting of about 10–15 minutes. They understand hypothetical propositions in the past and the future with third conditionals and distinguish between different varieties of English.

Students speak in about 10 connected utterances with accurate grammar, vocabulary, pronunciation, and appropriate stress and intonation. They actively participate in informal and more formal discussions. They use interactive and language repair strategies to maintain and develop conversations of up to 15 minutes. They predict and describe long-term or continuous actions; describe possible scenarios in the past, present and future; and 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. They summarise and evaluate persuasive texts. They use hypothetical questions and statements, and a variety of ways expressing plans and predictions in future time. 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 factual details
- Recorded narratives / commentaries of 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 unambiguous contexts and situations that may be outside the students' experience, using:

- familiar but abstract topics;
- some unknown vocabulary and language structures – for students to ignore or negotiate;
- cohesive devices (e.g. 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 (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 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 9–11 exchanges which
 - have a meaningful, communicative purpose
 - have a clearly established context and topic
 - use 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 persuasive arguments:

- follow the progression of points;
- infer speaker's point of view and intentions;
- distinguish fact from opinion;
- respond by drawing conclusions and expressing a view.

3.3 Follow lectures and presentations of about 10 minutes on a range of familiar but abstract 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.

3.4 Follow a discussion in a business-type meeting (e.g. a planning meeting, staff meeting) of about 10 minutes noting:

- the overall progression of points in the discussion;
- how turn-taking is transacted;
- the use of formal and informal language to
 - set the tone of the meeting,
 - mark distance, status, respect, disrespect etc.;
- formalities of opening, introducing, summarising, concluding, thanking.

Respond by orally reporting back to a third party, using reported speech.

3.5 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 10 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?

3.6 Understand and distinguish between American and British English in terms of:

- pronunciation and spelling (different pronunciation (stress shift), same spelling), grammar, vocabulary;

British

advertisement

I have got

rubbish

American

advertisement

I have gotten

garbage

- dates (e.g. giving date of birth over the telephone).

British

eleven oh-two eighty-eight

American

Oh-two eleven eighty-eight

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

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 about 10 clear, 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;
- 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;

4.3 Use different styles and levels of formality appropriate to the situation.

casual: Coming to my party?

informal: Would you like to come to my party?

formal: You are cordially invited to dinner.

4.4 Interact in paired and group discussions 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;

Did you mean to say that ... ?

- 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.

- using a range of verbal and non-verbal expressions for

– turn-taking,

No, you go on ...

After you ...

– interrupting,

Excuse me, do you mind if I come in here please?

– suggesting;

Might I suggest ..., Maybe ..., Perhaps ...

- showing some ability to deal with unexpected questions or comments.

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'
- 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 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 – 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?
- back-channel cues: 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 fluently:

- stay on the topic and maintain relevance;
- develop the topic cooperatively;
- 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 with only minor hesitation and not too slowly.

4.8 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 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:

- consolidate use of past modals *should, could, would, might have done* to speculate or accuse;

They shouldn't have taken the car.

She could have killed herself.

I wouldn't have done it like.

You might have called.

- consolidate expressing regrets with *wish* + past perfect;

Jaber wishes it had never happened.

I wish you'd been there too!

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

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

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

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 about familiar and important topics from history or science (e.g. 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.

Discuss such scenarios, using conditional and hypothetical language including:

- first, second and third conditionals;
- modals *will, can, could, may, might, be able to* and their negative forms;

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.

- connectives if, when, unless, provided (that), otherwise, suppose, supposing.

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

If we stopped globalisation, more indigenous languages might survive.

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

We drove, otherwise it would have taken much longer.

Supposing the computer hadn't been invented? We wouldn't be able to do much, 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;

advise, beg, command, encourage, invite, order, recommend, remind, request, urge, warn

They urged us to stay.

We were warned not to go there.

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

add, admit, argue, assure, boast, complain, deny, explain, observe, point out, promise, remark, remind, reply

think, believe, be sure

wonder, inquire, want to know, need to know

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

See Grade 9 speaking standards for details.

- 5.6** Address an audience:

- make announcements to an unknown audience about events in the future using 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, present and future time, use of imperatives;

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 ...

- 5.7** Consolidate ability to 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** 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.

- 5.9** Prepare and present to an audience an opinion or point of view intended 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;

It might be possible to ...

You may not believe this but ...

I'm (not) sure that ...

Take my word for the fact that ...

Everyone agrees that ...

- expressions for generalising and highlighting;

as a rule, generally, usually

in particular, especially, such as

- a range of connectives for reasons and consequences.

that's why, because of, due to, as a result of, owing to, therefore, as a consequence, consequently, for this reason

5.10 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 the 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 ... ?

5.11 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 ...

5.12 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.

Please would you ... ?

Perhaps you could ...

I would like you to ...

5.13 Make suggestions, give advice, make strong recommendations, warn and state using a variety of appropriate expressions.

I suggest ...

You could try ...

If I were you ...

I don't think you should ...

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

You needn't ...

You don't have to ...

- 5.15** Make and respond to very polite requests from those of higher status or who are strangers or when what is being requested is sensitive or important using *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 mind looking at this for a moment? Not at all. / With pleasure. / I'm afraid I can't.

Reading and writing

By the end of Grade 11 Foundation, students read independently and intensively, texts of at least 1200 words, and extensively from graded readers in the 2500+ key word range, from the text range identified for Grade 11 Foundation. They read widely for information, search the Internet, skim and scan written and screen-based texts, and make inferences to interpret and evaluate texts and synthesise information from at least three sources. They understand the purposes and features formal written English. They read a variety of narratives, inferring intentions and relationships, and noting how authors create settings, portray characters and points of view, and mark the passage of time. They understand the purposes, organisation and typical language features of persuasive and discussion texts. They compare texts, form and present critical opinions of narrative, persuasive and discussion texts.

Students independently plan and compose their own writing on a variety of topics. They write at least 15 sentences in three or more paragraphs, using the full range of punctuation with approximately 80% accuracy. They plan and compose stories and recounts, information and persuasive texts, and formal discussion essays of at least 350 words weighing arguments for and against an idea or issue. They write email in an effective and coherent manner following the typical conventions of the genre. They use common word-processing software to independently plan, compose, edit and present and save their own writing.

Text range:

- Narratives (e.g. stories, factual recounts, newspaper reports, magazine articles, journal reports, bulletins)
- Information texts
- Persuasive texts stating opinions and promoting a point of view (e.g. adverts)
- Discussions, debates and arguments

- Notes and summaries
- Letters and emails
- Bilingual and advanced learner's English–English dictionaries and a thesaurus in print and online
- ICT-based texts from the Internet, CD-ROMs
- graded readers drawing the 2500+ 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 wide range of features of formal written English through reading a variety of genres.

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

Note in particular:

- purpose and intended audience;
- language features
 - use of a wide range of discourse markers for explicit logical organisation,
 - frequent use of modal verbs to express possibility, condition, and to stress the distance of the speaker,
possibility: may, might
condition: would, if
politeness: could you ... ?
 - wider use of passive voice and indirect forms.

See standard 6.4 for this grade below for examples.

- 6.4** Recognise features of discourse cohesion:

- reference;
 - pronouns *he, she, it, they, him*
 - demonstratives *that, those*
 - 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 common search engines to 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.

6.6 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 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 and collocate correctly with the noun;
- vocabulary to capture degrees or shades of meaning;
unbroken silence, hard melting heat, in a trembling whisper, creep, tiptoe, stroll, saunter, walk, jog, run, sprint
- more precise, powerful or expressive verbs;
- 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.

These criteria are exemplified in the read and respond standards for Grade 10 Foundation.

- 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 Investigate some of the ways in which time is structured in narratives (e.g. chronological order, flashbacks, events in simultaneous time, 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 the 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.

7.5 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 three sources;
- make detailed legible notes in a form which suits the purpose (e.g. 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.

7.6 From Grade 10 Foundation, extend understanding of persuasive texts which present and argue a particular point of view:

letters to lobby or complain, leaflets and adverts to recruit, newspaper articles to persuade readers to take a position on a controversial issue

- understand how persuasive arguments are typically organised as
 - 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, ...
 - typical language features such as use of the simple present tense,
 - focus on the general rather than the particular (e.g. cars, not a particular car),
 - use of logical connectives,

so, thus, this shows that, however, furthermore
 - text-referring words,

Crime is increasing. The problem is getting worse every day.
Could the war have been avoided? This is the question everyone is asking.

alternatives issue, fact, argument, approach, position, point
 - reiteration of the case.

It is obvious that ...

7.7 Evaluate the strength of the claims in a range of persuasive texts, paying attention to the use of language and the objectivity and relevance of points made. Distinguish between fact and opinion, and refer to the texts for evidence.

Relate this work to the speaking standards for this grade.

7.8 From Grade 10 Foundation, extend reading of discussion, debate and argument texts which present and balance arguments from differing viewpoints:

- understand the purpose and typical organisational features of these texts;
- recognise and understand the use of typical language features;
- form a view on any conclusions or recommendations presented, relating them to own views and values, and referring to evidence in the text for justification.

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

7.9 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 Consolidate and extend techniques to retell or relate 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 Extend ability to plan a piece of writing in note or diagrammatic form showing the main points in sequence.

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

8.4 Use the full range of punctuation appropriately with at least 80% 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.

Spelling strategies are listed in standard 8.3 in Grade 10 Foundation.

9 Compose written texts

9.1 Independently compose texts of at least 15 sentences in a coherent structure using:

- three or more 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;
- 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;

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, the knowledge and skills learned from reading and analysing texts.

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

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

9.4 Extend writing of persuasive texts in a variety of forms.

letters to newspapers, statements of evidence to enquiries, 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:

- 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,
 - 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,

Customers are reminded ...

We are pleased to announce ...

- 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’;
- read 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 texts, diagrams, charts

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