

Summary of students' performance by end of Grade 12 Advanced

Word knowledge

Students recognise, understand and use at least 4500 active words for listening, speaking, reading and writing. They extensively use bilingual, and advanced learners' English–English dictionaries, thesauruses and dictionaries of idioms to support vocabulary development. They understand a range of common affixes and roots and use these to guess the meanings of unknown words, and to extend and generate new vocabulary. They recognise and use a range of idiomatic forms.

Listening and speaking

Students understand and respond to a range of information given in face-to-face or audio-only situations, in monologue or dialogue of 15 or more exchanges on unseen but more abstract subjects. They understand and respond to persuasive arguments, debates and discussions with two or more participants, and follow longer lectures and presentations on a range of abstract and/or technical subjects. They follow discussion in business-type meetings, taking notes and reporting back in a coherent summary of the main points and agreed actions. They understand the effect of a wide range of paralinguistic features used by speakers on TV, in film, and in live situations.

Students speak accurately using up to 15 utterances with a wide variety of range English structures to report what people say or believe in general, and to report commands and requests. They describe possible choices and courses of action, and weigh up options and consequences using hypothetical language with conditionals, appropriate modals and connectives. They prepare and make clear, coherent informational and persuasive presentations to an audience. They participate in extended discussion, using a wide range of linguistic and paralinguistic strategies and interact in group activities. They conduct interviews and act as the chairperson at meetings where the purpose of speaking is to elicit ideas and get others to speak. They speak with fluency and use a variety of interactive and language repair strategies to maintain a conversation for at least 20 minutes.

Reading and writing

Students read independently and intensively, texts of up to 2000 words, and extensively from appropriately levelled texts, in a variety of genres in the text range identified for Grade 12 Advanced. They recognise a wide range of features of formal written English and discourse cohesion in a variety of genres. They skim and scan texts to find information and confidently use advanced features of internet search engines. They use active comprehension strategies to derive meaning while and after reading.

Students write, edit and revise texts of at least 25 sentences in a coherent structure with paragraphs, varied sentences and precise language chosen to suit the purpose and interest the reader. They formulate writing ideas, identify a topic appropriate to the purpose and audience, and write using the full range of punctuation appropriately with more than 90% accuracy. They

use common word-processing software to plan, compose, edit and present own writing. They make detailed notes both hand-written and on a computer, from listening or reading; from these notes, students present a coherent summary of approximately one third the length of the original. They write compositions of up to 750 words including persuasive and discussion essays, and functional documents that report, organise and convey information. They write email in an effective and coherent manner.

Content and assessment weightings for Grade 12 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 12 Advanced, students recognise, understand and use at least 4500 active words for listening, speaking, reading and writing. They extensively use bilingual, and advanced learners' English–English dictionaries, thesauruses and dictionaries of idioms to support vocabulary development. They understand a range of common affixes and roots and use these to guess the meanings of unknown words, and to extend and generate new vocabulary. They recognise and use a range of idiomatic forms.

Key standards

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

Examples

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

Students should:

1 Use a range of vocabulary

1.1 Recognise, understand and use at least 4500 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 12, 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*
 - *art: what art is, how and by whom art is judged to be 'great', research into famous paintings or painters (curriculum links with art and social studies),*
 - *banking: account, loan, mortgage, savings, cash, deposit, interest, safe, clerk, debt, check, debit,*
 - *computers: keyboard, digital, webmaster, installation, imaging, software, virus, monitor, icon, seek, screen, error,*
 - *conflict: dealing with personal conflict, bullying, racism, reasons for conflict, the UN (curriculum links with social studies, history, personal development),*
 - *culture: what culture is and how it changes, cultural taboos, politeness and culture; music and culture (e.g. punk, hip hop), stereotypes, role of women in different cultures (curriculum links with social studies),*
 - *government: forms of government, dictatorships, monarchies, democracies, republics, power structures, parliaments, government departments and responsibilities, political leaders,*
 - *leadership: the qualities of a good leader, leaders in history, cults (curriculum links with social studies and religion),*
 - *labour: what work is (paid versus unpaid work), fair rewards for labour, exploitation of workers, occupational stereotyping (curriculum links with 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.

- *poverty: what poverty is, material versus spiritual poverty, the causes of poverty, what we can do about poverty (curriculum links with social studies, history, moral education),*
- *property: our most treasured possessions, materialism and consumerism, copyright and intellectual property (e.g. AIDS drugs, cheating in exams) (curriculum links with social studies),*
- *trade: fair trade, globalisation, history of the Silk Road, the English language and international trade, companies, stock markets and shares and shareholders (curriculum links with social studies, history),*
- *values: attitudes and feelings, comparisons of social behaviour in different countries, fairness, equity and privilege, justice, personal liberties, rights, duties and responsibilities, care for self and others.*

1.2 Apply an understanding of word parts, word relationships and context clues to determine the meaning of specialised vocabulary and to understand grade-level vocabulary.

1.3 Recognise and investigate euphemism and connotation.

chemical dependency = drug addiction studio flat or studio apartment = one-room apartment.
downsizing = sacking
passing away = dying vertically challenged = short

Expand their range of idiomatic expressions from both UK and US English using basic English dictionaries of idioms to extend understanding.

1.4 Recognise and use words and phrases from other languages that have been adopted into the English language.

deluxe, pizza, soprano, c'est la vie, siesta, tornado, pasta, cuisine, algebra, bungalow, pyjamas, hamburger,

1.5 Recognise and investigate ways in which English acquires neologisms.

new technology: website, homepage, email, online, download

acronyms: OPEC (Organisation of Petroleum Exporting Countries), NATO (North Atlantic Treaty Organisation), AWOL (absent without leave), quango (quasi-autonomous non-governmental organisation), scuba (self-contained underwater breathing apparatus)

proprietary eponyms: Hoover, Kleenex, Xerox, Band Aid, Biro, Jacuzzi

Some acronyms are names of organisations and written in capitals. Others are common words and often appear in the lower case.

1.6 Consolidate use of bilingual dictionaries in paper-based format and online. Use such dictionaries to find word meanings and alternative words and phrases to enhance speech and writing.. 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

1.7 Determine the meanings and pronunciations of unknown words by using, glossaries, technology and textual features such as definitional footnotes or sidebars.

1.8 Extend use of 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 and look at word etymology as part of vocabulary study in order to increase understanding of morphology.

1.9 Understand and use a range of idiomatic expressions from British and American English.

<i>barking up the wrong tree</i>	<i>my hands are tied</i>
<i>beat around the bush</i>	<i>off the hook</i>
<i>between a rock and a hard place</i>	<i>on the right track</i>
<i>blow your top</i>	<i>on your high horse</i>
<i>break the ice</i>	<i>out of the woods</i>
<i>burn the candle at both ends</i>	<i>out on a limb</i>
<i>bury the hatchet</i>	<i>over the hill</i>
<i>butterflies in your stomach</i>	<i>pass the buck</i>
<i>by the skin of your teeth</i>	<i>play it by ear</i>
<i>don't lose your head</i>	<i>pulled strings</i>
<i>drive me up the wall</i>	<i>raining cats and dogs</i>
<i>foot the bill</i>	<i>skating on thin ice</i>
<i>get off my back</i>	<i>stick your neck out</i>
<i>have a heart</i>	<i>still wet behind the ears</i>
<i>in over your head</i>	<i>swallow your pride</i>
<i>jump the gun</i>	<i>turned a blind eye</i>
<i>keep a stiff upper lip</i>	<i>up in the air</i>
<i>keep it under your hat</i>	<i>up the creek without a paddle</i>
<i>kick the bucket</i>	<i>wild goose chase</i>
<i>left high and dry</i>	<i>you're in the dog-house</i>
<i>let the cat out of the bag</i>	<i>you're pulling my leg</i>
<i>lion's share</i>	

2 Develop spelling knowledge

2.1 Consolidate understanding of roots from Grades 7–11.

<i>arch: architect</i>	<i>gen: generation</i>
<i>astr: astronomy</i>	<i>geo: geology</i>
<i>avi: aviation</i>	<i>gram: kilogram</i>
<i>chrom: polychrome</i>	<i>graph: polygraph</i>
<i>chron: chronology</i>	<i>haemo: haemophilia (UK)</i>
<i>crat: democratic</i>	<i>hemo: hemophilia (US)</i>
<i>cycl: recycling</i>	<i>lith: monolith</i>

A wide range of affixes and roots are exemplified in the word knowledge standards for Grades 7–12.

Extend ability to recognise and spell root words, generate new words and determine the spelling of unfamiliar words from a wide range of affixes.

Listening and speaking

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Students speak accurately using up to 15 utterances with a wide variety of range English structures to report what people say or believe in general, and to report commands and requests. They describe possible choices and courses of action, and weigh up options and consequences using hypothetical language with conditionals, appropriate modals and connectives. They prepare and make clear, coherent informational and persuasive presentations to an audience. They participate in extended discussion, using a wide range of linguistic and paralinguistic strategies and interact in group activities. They conduct interviews and act as the chairperson at meetings where the purpose of speaking is to elicit ideas and get others to speak. They speak with fluency and use a variety of interactive and language repair strategies to maintain a conversation for at least 20 minutes.

Text range:

For listening and responding

- Monologues and dialogues of 15 or more exchanges containing 5–6 main ideas, 10 or more pieces of factual detail
- Oral descriptions of places, people and processes
- Conversations, debates and arguments with participants defending differing points of view
- Creative genres, spoken poetry, jokes, radio plays etc.
- Formal and informal announcements
- Extracts of authentic listening material from commentaries on events and sports, news bulletins, TV programmes, documentaries, films, Internet, telephone
- Short informational presentations, talks, lectures and demonstrations of experiments or processes

Text should be used in unseen but unambiguous 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 and time phrases;
- repetitions, redundancy and hesitation of natural speech;
- a balance of voices, a variety of native and non-native English accents – GB, US, Australian, Middle Eastern, Asian - and voices from both genders 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 13 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 more than 13–14 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–11 and the topic vocabulary list
 - focus on practice to progress from less controlled to greater fluency

Students should:

3 Listen and respond

3.1 Understand and respond to stories, plays and films:

- understand gist, dialogue, moods, relationships and intentions;
- plan and write a critical analysis.

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

- follow the progression of points, taking account of unpredicted moves;
- attend to the developing message or argument, 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;
- distinguish fact from opinion;
- respond through drawing conclusions, forming views, agreeing or disagreeing, referring to what was said in the text.

Link this to work on persuasive texts and relevant reading and writing standards for this grade.

3.3 Follow longer (about 20 minutes) lectures and presentations 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. and link points using asterisks, arrows, side notes;
- understand detail and select or discard according to relevance;
- generalise and link to knowledge from other sources;
- formulate questions and comments to
 - seek clarification,
 - contribute views or comments,
 - take issue.

3.4 Follow a discussion in a 20-minute, business-type meeting (e.g. a planning meeting, a staff meeting etc.) noting:

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

Respond by taking notes and orally reporting back to a third party, writing a report or memo, using reported speech in a coherent summary of the main points and listing action points, responsibilities and follow-up.

3.5 Understand the effect of a wide range of paralinguistic features used by speakers on TV, in film, and in live situations:

meetings, presentations, seminars etc.

- body language;
be aware of appropriateness and inappropriateness of ‘mirroring’ to show empathy, hand covering the mouth or crossed arms to show criticism or defensiveness etc.
- facial expressions;
be aware of the differences in consciously-used facial gestures to show frustration, anger, confusion or encouragement
- eye contact and gaze;
be aware of the role in enabling conversation management, providing vital feedback when delivering a presentation to make sure the audience is ‘with you’, turn-taking and yielding, and in closing sequences.
- the volume, speed or pace of words, stress, rhythm, intonation;
to show impatience, encouragement, to resolve conflict etc.
- non-verbal sounds;
laughter or coughing to show empathy, superiority, embarrassment etc.
- head movements.
nodding in conversation to indicate comprehension and evidence of listening, agreement/disagreement and as a turn-taking signal.

4 Develop speaking strategies

4.1 Speak accurately, using a series of 12 or more clear, connected, simple and complex utterances with:

- accurate and appropriate use of grammar, vocabulary and pronunciation, including appropriate stress and intonation;
- control of basic language structures and use of advanced language structures: a variety of complex utterances with subordinate clauses, linked with appropriate conjunctions, use of all tenses, active and passive voice, modals, conditionals, gerunds and infinitives;
- appropriate cohesive devices to link ideas within utterances and organise ideas at discourse level;
- readily comprehensible content, requiring little interpretation; and where pronunciation enhances communication;
- speech sustained throughout with few pauses or stumbling;

4.2 Interact in group, paired and more formal discussion:

- actively participate, contributing relevant opinions, examples and suggestions to the discussion;
- challenge ideas, cross-examine, get the interlocutor to justify their position, use ‘flaws’ in the interlocutor’s argument to present a new case where appropriate;
- show independence by initiating new ideas.

4.3 Use a variety of interactive and language repair strategies to initiate, maintain and conclude a conversation of at least 20 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’
- 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 – a use of a variety of expressions to check a partner’s understanding;
Right? Okay? Do you understand?
- clarification request – a request made 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 ...

4.4 Speak fluently:

- stay on the topic and maintain relevance;
- use rich content – ideas developed with elaboration and detail, backed by relevant examples and minimised use of redundancy;
- 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 at normal speed;
- deal with unexpected questions or comments.

5 Speak to communicate and interact

5.1 Use language and organisational features of formal English to report what people say, believe, command, ask about and request, by summarising monologues and conversations, using direct quotations where appropriate, reported speech and embedded questions with a wide range of verbs of speech and appropriate word order, tenses, time phrases and cohesion.

5.2 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.

5.3 Use a variety of functional phrases to enhance a presentation to an audience for greeting, introducing, stating the purpose, giving an overview, linking ideas, referring to visuals, summarising, recommending, concluding and dealing with questions.

Good morning, ladies and gentlemen. Let me start by saying ...

The focus of my presentation ... / The purpose of this talk is ...

I've divided my presentation into ... main parts. / The subject can be looked at under the following headings ...

I'd like to start with ...

Let's move on to ... / That brings me to ... / Now we come to ...

You can see from this picture that ... / Note the ... in this diagram.

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 we ... / I'd like to propose that ...

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.

I'd be glad to try and answer any questions.

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 ...

5.4 Prepare and make to an audience a 15-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 more than one point of view supported with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
- present a clear and distinctive perspective on the subject;
- draw from and cite sources and consider the validity and reliability of sources;
- recommend, giving reasons as part of the conclusion;
- use appropriate visual materials and available technology to enhance presentation;
diagrams, charts, headlines, photos
overhead projector, flipchart, Powerpoint presentation, poster presentation
- use presentation skills: speak with few hesitations from notes, refer to and exploit 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.

5.5 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;
- organise the presentation with a consistent structure;
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;
- use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, reason, pathos and logic;
- differentiate between evidence and opinion to support position and to address counter-arguments or listener bias.

5.6 Summarise and evaluate persuasive texts and presentations, distinguishing fact from opinion, seeking clarification, giving relevant feedback, discussing merits, issues, options, preferences and proposing alternatives.

Link this to work on persuasive texts and relevant reading and writing standards for this grade.

- 5.7 Speak on a technical subject related to other study as a result of research, referring to notes but converting ideas into the spoken medium.
- 5.8 Give an oral report based on minutes taken from a business meeting.
- 5.9 Conduct interviews and act as chairperson for meetings where the purpose of speaking is to elicit ideas and get others to speak:
- draw out a variety of points of view from the interlocutor or the group and get a balance of opinions;
 - use a variety of questioning techniques to elicit information;
 - seek clarification and get the interlocutor to restate ideas and opinions;
 - take responsibility for keeping the discussion going.
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Reading and writing

By the end of Grade 12 Advanced, Students read independently and intensively, texts of up to 2000 words, and extensively from appropriately levelled texts, in a variety of genres in the text range identified for Grade 12 Advanced. They recognise a wide range of features of formal written English and discourse cohesion in a variety of genres. They skim and scan texts to find information and confidently use advanced features of internet search engines. They use active comprehension strategies to derive meaning while and after reading.

Students write, edit and revise texts of at least 25 sentences in a coherent structure with paragraphs, varied sentences and precise language chosen to suit the purpose and interest the reader. They formulate writing ideas, identify a topic appropriate to the purpose and audience, and write using the full range of punctuation appropriately with more than 90% accuracy. They use common word-processing software to plan, compose, edit and present own writing. They make detailed notes both hand-written and on a computer, from listening or reading; from these notes, students present a coherent summary of approximately one third the length of the original. They write compositions of up to 750 words including persuasive and discussion essays, and functional documents that report, organise and convey information. They write email in an effective and coherent manner.

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
- Bilingual and advanced learners' English–English dictionaries and a thesaurus both print and online
- Functional texts, CVs, forms, reports
- ICT-based texts: Internet, CD-ROMs
- Short plays, poems etc.

- Functional and workplace documents (e.g., instructions, technical manuals, travel schedules, business memoranda)
- Graded readers drawing the 3500+ key word range

Students should:

6 Develop reading strategies

- 6.1 Independently and intensively read texts of at least 2000 words.
- 6.2 Read extensively from appropriately levelled texts, in a variety of genres in the text range identified for Grade 12 Advanced.
- 6.3 Identify and interpret 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, including at whom the text is aimed and what the result is;
- language features including
 - 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 examples.

- 6.4 Identify and interpret a wide range of features of discourse cohesion:

- reference;
 - pronouns: he, she, it, they, him*
 - demonstratives: that, those*
 - the article: the*
 - other items: such as*
- 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.
- concession indicating a willingness to consider the other side,
admittedly, I admit ..., true ..., I grant ..., of course, naturally, some people believe ..., it has been claimed that ..., there are those who would say ...
- exemplification to indicate a shift from a more general or abstract idea to a more specific or concrete idea;
for example, for instance, after all, an illustration of, even, indeed, in fact, it is true, of course, specifically, to be specific, that is, to illustrate, truly.
- other cohesive features;
- ellipsis;
We went to the shop and then [we went] home
- substitution;
Are you coming tonight? I think so.
- lexical cohesion;
repetition, synonymy, antonymy, collocation.
- enumeration.
First ..., second ..., finally

6.5 From Grade 11, extend use of advanced features of common search 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.

6.8 Extend use of 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 and 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.

6.9 Use active comprehension strategies to derive meaning after reading by:

- indicating, analysing, and evaluating the sequence of events;
- recognising and stating the main idea or central element in a given reading selection and noting details that support it;
- identifying the author’s purpose and analysing to determine if it is met;
- discussing similarities and differences and using evidence cited from the text or various texts;
- analysing and evaluating the text to find contextual support for
 - responses to questions,
 - assistance in formulating ideas and opinions,
 - supporting personal responses;
- evaluating cause and effect relationships;
- evaluating statements as fact or opinion;
- evaluating and reflecting on comprehension strategies utilised to make meaning from texts.

7 Read and respond

7.1 Extend work on narratives from Grade 11 Advanced, to understand:

- how authors choose language to influence readers;

- how narratives are differently structured, noting how paragraphs and chapters are used separate, sequence and link the text;
- how the point of view in narratives varies and can be manipulated for effect.

7.2 Trace the ways in which authors provide clues for readers to:

- prepare them for new episodes in the plot;
- indicate motives, wishes, attitudes, relationships between characters;
- point the reader to significant characters, places, events in the story;
- indicate how the story might end.

7.3 Infer underlying moods, intentions and values in stories and other narratives. Form and present a critical opinion of a text by:

- comparing and synthesising information from different parts of the text;
- comparing the text with other relevant texts on the same or similar themes, by the same author or in similar genre;

adventure, suspense, science fiction

compare a book with a film or TV version

- relating the text to own views or preferences.

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 sources;
- seek and research sources beyond those immediately available (e.g. through wider Internet searches, enquiring directly in emails or letters, researching in directories, libraries);
- 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,
 - include accurate details of sources for acknowledgement, reference and cross-checking;
- compare and evaluate
 - different texts on the same topic,
 - information presented in different screen and hard copy text forms,
 - the relevance, reliability and validity of information used, bearing in mind its source, justification and purpose.

Link work on critical opinions to the speaking standards for this grade.

Link these evaluations to speaking standard 5.4 for this grade.

7.5 Consolidate ability to read persuasive texts critically by analysing the organisational and language features of particular texts and by comparing a variety of texts serving similar purposes paying particular attention to:

- the purpose and typical organisation of persuasive arguments ranging from seriously held concerns to sales or publicity materials;

Link this to work to relevant, speaking and writing standards for this grade.

- the organisation of the text to show
 - how the points and arguments are structured, supported, linked and reiterated,
 - arguments in short essays, articles, formal letters of concern or complaint;
- emotive and persuasive language and how it is used to manipulate perceptions.

7.6 Respond to, evaluate and criticise a range of persuasive texts, drawing on evidence from the text to illustrate and justify views:

- assess the validity of the point of view presented in relation to its internal coherence and objectivity, distinguishing fact from opinion;
- evaluate arguments, claims recommendations etc, comparing them to other evidence, beliefs and values;
- analyse the use of figurative and persuasive language intended to attract the reader, or imply half truths;
- compare and contrast texts on similar themes, alternative versions of the same theme, or with the same purpose;
- present a balanced and objective evaluation of a persuasive argument to others, on an issue of topical or personal concern.

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

- analyse texts in relation to
 - structure and organisation,
 - typical language features;
- evaluate the text in terms of
 - the presentation of the arguments, weighing of evidence, reasons and views,
 - the validity of the conclusions in relation to the coherence and objectivity of the arguments presented,
 - the relationship of arguments, claims, recommendations etc, to other evidence, beliefs and values,
 - the use of language to infer, imply, objectify, persuade etc.,
 - bias and point of view,
 - comparison with other texts on similar themes or alternative versions with the similar purposes;
- make notes while reading, and write a short critique (e.g. in the form of a response) drawing on evidence from the text(s);
- 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 Advanced.

7.9 Read and evaluate a variety of functional texts noting the 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 standard 3.4 and writing standard 9.6 for this grade.

8 Develop writing strategies

8.1 Develop writing ideas through:

- discussion, from reading, of films, pictures, broadcasts, personal experience;
- preparing material from background reading, interviews or surveys, observations, personal knowledge;
- constructing a plan, writing in note or diagrammatic form showing the main points in sequence;
- choosing a style to suit the purpose and intended audience.

8.2 Independently apply a range of spelling strategies – using own knowledge, spelling strategies, dictionaries and spell-checks.

Spelling strategies are listed in Grade 10 Advanced.

8.3 Use the full range of punctuation appropriately with more than 90% accuracy.

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

8.5 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.

8.6 Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, and which includes techniques to enhance the final product:

- principles of design;
margins, tabs, spacing, columns, fonts
- graphics.
drawings, tables charts, graphs

9 Compose written texts

9.1 Independently compose texts of at least 25 sentences in a coherent structure with:

- 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, plan and compose extended narratives based on known or imagined stories, personal experiences or recounts of events, showing ability to:

- select and use a narrative voice consistently;
use first or third person narration, address the reader indirectly or directly as an absent narrator or using the perspective of a character

- select and present themes and topics in ways that capture a reader’s interest;
- provide clues in the text for readers which signal forthcoming actions, events, draw the reader to predict and make assumptions, and lead towards a conclusion;
- relate events coherently showing the passage and duration of time, and demonstrating some ability to present events in non-sequential ways;
simultaneous events, beginning with the most significant events and building the story around them, starting with the conclusion or outcome of the story
- include dialogue or reported speech as appropriate;
- select vocabulary precisely to portray characters and create moods and settings;
- show some control of idiomatic and figurative language;
- 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 clear 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;
- tailor the text to a particular audience;
information about teeth for dental patients, a guide for visitors to Doha, a leaflet about the elephant for children visiting the zoo
- synthesise information from a range of sources;
books, journals, magazines, the internet, maps, photographs, film, video, broadcasts, personal knowledge
- select vocabulary and typical language to suit the purpose;
- organise texts in ways appropriate to their content by chronology, priority, comparison and signpost this clearly for the reader;
- use ICT to organise and present the text attractively and in ways that help the reader, using headings, lists, paragraphs, diagrams and, where possible, illustrations that are drawn, scanned or pasted as appropriate;
- follow basic conventions of recording and acknowledging sources in footnotes, bibliographies or forewords by attributing reported speech, mentioning a book, website, author in the text, as relevant.

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 11 Advanced extend writing of persuasive texts, in a variety of forms.

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

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

- structure the argument clearly with
 - titles and introductory statements to capture the reader’s attention,

- clearly articulated position,
- supporting arguments and elaboration,
- conclusions to reiterate or summarise,
- use appropriate language devices to persuade;
- acknowledge sources of evidence and views – in the text, as footnotes, in a list or short bibliography, as appropriate to the text;
- 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;
- experiment with presenting the same argument in different forms or converting one form to another, showing ability to adapt the language and organisation of the text to differing purposes.

change a flier into a web-page

change a short essay into speech

9.5 Extend ability to write essays drawing on work in another curriculum subject or an issue of topical interest, in the form of a discussion text, with balanced arguments and a conclusion based on evidence and reasons, and using features of formal written language:

- organisational features typical of a discussion text to balance and weigh arguments, and draw a conclusion
 - an introduction which states issues,
 - the arguments in favour and against plus supporting evidence or examples,
 - 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;
- acknowledgement of sources – in the text, as footnotes, in a list or short bibliography, as appropriate to the text.

Present essays in final form as edited and word-processed with suitable text organisation using sub-sections, paragraphs, headings, diagrams, and illustrations as appropriate to the topic and structure of the argument.

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

- requests for information asking precise questions in a form that is attractive to the reader and easy to understand;
 - letters, emails, questionnaires, and 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,

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

- 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;
 - resumes and CVs, using and modifying templates and completing with detailed and accurate information relevant to the purpose for which the text was requested;
 - proposals in written and/or diagrammatic form setting out objectives, means, intended actions, requests for agreement or permission in language appropriate to the audience;
 - reports of discussions, meetings in the form of summaries, minutes, action points edited and corrected for others to read as a formal accurate record.
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Link this work to listening standard 3.4 for this grade.

