

Summary of students' performance by end of Grade 12 Foundation

Word knowledge

Students recognise, understand and use approximately 3500 active words for listening, speaking, reading and writing. They systematically use bilingual and advanced learners' English–English dictionaries and thesauruses to support vocabulary development. They apply understanding of word parts, relationships, and context clues to determine the meaning of unfamiliar words and specialised vocabulary. They understand affixes and roots and use these to guess the meanings of unknown words, and to extend, elaborate on and add precision to meaning.

Listening and speaking

Students understand and respond to a range of information on unseen but more abstract subjects given in face-to-face or audio-only monologues and dialogues of up to 15 exchanges. They follow lectures and presentations, identify main and subsidiary points, make notes to aid understanding and formulate relevant questions or comments. They follow the discussion in a business-type meeting of about 15–20 minutes, take minutes and report back orally, using reported speech. 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 and fluently in series of up to 12 connected utterances with good control of basic language structures and appropriate use of more advanced forms. They stay on the topic, express some complex ideas, talk at length at a reasonable speed without undue hesitation. They actively participate in discussions of at least 15 minutes, contributing, challenging, maintaining and developing topics. They talk about probable and possible events and choices using the full range of present and future tenses appropriately. They recount and compare events and experiences using a full range of past tenses, and report what people say or believe. They prepare and make 10-minute presentations to an audience, on topics that interest, inform, and propose ideas or action. They summarise and evaluate persuasive texts.

Reading and writing

Students read independently and intensively, texts of up to 1500 words, and extensively from appropriately levelled texts, in a variety of genres in the text range identified for Grade 12 Foundation. They understand a wide range of features of formal written English and text cohesion. They read widely for information, and skim and scan written and screen-based texts to extract information, and use advanced features of search engines on the Internet. They make detailed notes from a range of sources. They understand how narratives are structured to create points of view and mark the passage of time, and how authors make language choices to imply moods, intentions, relationships and values. They evaluate stories and recounts critically. They read a variety of persuasive and discussion texts evaluating arguments, claims and recommendations, and comparing them to other evidence and beliefs to form a balanced view of a text.

Students independently write, edit and revise texts of approximately 20 sentences in a coherent structure with paragraphs and varied sentence structure. They use precise language chosen to suit the purpose and interest the reader, and also use the full range of punctuation with approximately 90% accuracy. They plan and compose narratives marking the passage of time, including dialogue or reported speech. They portray characters, moods and settings and develop an effective conclusion. They write information texts synthesising evidence from a variety of sources, and also write persuasive arguments in a logical structure for particular audiences. They compose essays of at least 500 words discussing and weighing issues and drawing a reasoned conclusion. After listening to or reading a text, students make detailed summaries for others to use. They write email in an effective and coherent manner following the 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 12 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

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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** Draw on an active repertoire of approximately 3500 or more words for listening, speaking, reading and writing, extending and consolidating the active vocabulary words from Grades K–10. 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 *vertically challenged = short*
passing away = dying

1.4 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

1.5 Consolidate and expand 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.

1.6 Understand and use a range of idiomatic expressions from British and American English:

a piece of cake *call it a day*
at the eleventh hour *cost (someone) an arm and a leg*
be fed up with *drop (someone) a line*
bite off more than one can chew *get up and go*
by the skin of one’s teeth *jump on the bandwagon*

<i>jump the gun</i>	<i>state of the art</i>
<i>jump to conclusions</i>	<i>the bottom line</i>
<i>keep an eye out for</i>	<i>the cutting edge</i>
<i>keep one's chin up</i>	<i>two-faced</i>
<i>make up one's mind</i>	<i>wishy-washy</i>
<i>rub someone up the wrong way</i>	

2 Develop spelling knowledge

2.1 Consolidate understanding of word roots and affixes to extend vocabulary and support spelling. Extend ability to recognise, investigate, and spell root words, generate new words and guess the meaning of unknown words from affixes and roots.

<i>arch: architect</i>	<i>geo: geology</i>
<i>astr: astronomy</i>	<i>gram: kilogram</i>
<i>avi: aviation</i>	<i>graph: polygraph</i>
<i>chrom: polychrome,</i>	<i>lith: monolith</i>
<i>chron: chronology</i>	<i>log: logistics</i>
<i>crat: democratic</i>	<i>meter: kilometer (US)</i>
<i>cycl: recycling</i>	<i>metre: kilometre (UK)</i>
<i>gen: generation</i>	

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

2.2 Extend from Grade 11, the collection and comparison of homophones.

<i>cede / seed</i>	<i>load / lode</i>
<i>complement / compliment</i>	<i>reek / wreak</i>
<i>core / corps</i>	<i>sign / sine</i>
<i>council / counsel</i>	<i>sink / synch.</i>
<i>faze / phase</i>	

Listening and speaking

By the end of Grade 12 Foundation, students understand and respond to a range of information on unseen but more abstract subjects given in face-to-face or audio-only monologues and dialogues of up to 15 exchanges. They follow lectures and presentations, identify main and subsidiary points, make notes to aid understanding and formulate relevant questions or comments. They follow the discussion in a business-type meeting of about 15–20 minutes, take minutes and report back orally, using reported speech. 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 and fluently in series of up to 12 connected utterances with good control of basic language structures and appropriate use of more advanced forms. They stay on the topic, express some complex ideas, talk at length at a reasonable speed without undue hesitation. They actively participate in discussions of at least 15 minutes, contributing, challenging, maintaining and developing topics. They talk about probable and possible

events and choices using the full range of present and future tenses appropriately. They recount and compare events and experiences using a full range of past tenses, and report what people say or believe. They prepare and make 10-minute presentations to an audience, on topics that interest, inform, and propose ideas or action. They summarise and evaluate persuasive texts.

Text range:

For listening and responding:

- Monologues and dialogues of up to 15 exchanges containing 5–6 main ideas and 10 or more factual details
- 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 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 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 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
 - use 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 narratives, anecdotes, stories, plays and films:

- understand gist, dialogue, moods, relationships and intentions;
- express detailed opinions with justification;
- connect to personal experiences.

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

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

Relate work on persuasive texts to relevant speaking, reading and writing standards for this grade

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

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

3.4 Follow discussion in a business-type meeting of about 15–20 minutes.

a planning meeting, staff meeting

Note:

- the progression of points or arguments (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,
 - hedging (i.e. finding ways of not answering or deflecting the questioner), changing the subject, distracting, fending off (i.e. politely ignoring interruptions or irrelevant points/questions);
- the use of formal and informal language to
 - set the tone of the meeting,
 - mark distance, status, respect, disrespect;
- the role of the group leader or chairperson;
- formalities of opening, introducing, summarising, concluding, thanking.

Take minutes and orally report back by coherently summarising points and using reported speech.

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

- 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;
- facial expression – 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 of the eyes in enabling conversation management, providing feedback when delivering a presentation (to make sure the audience is ‘with you’), turn-taking and yielding, and closing sequences;
- use volume, speed and pace of delivery, and stress, rhythm and intonation to show impatience, encouragement, resolve conflict etc.;
- use non-verbal sounds (e.g. laughter, coughing) to show empathy, superiority, embarrassment etc.;
- use head movements (e.g. nodding) during conversation to indicate comprehension, provide evidence of listening, agreement or disagreement, and as a turn-taking signal.

4 Develop speaking strategies

4.1 Speak accurately, using a series of up to 12 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;
- speech sustained throughout with few pauses or stumbling;
- rich use of vocabulary, with a wide range of idiomatic expressions;
- control of basic language structures with use of advanced language structures (e.g. a variety of complex utterances with subordinate clauses linked with appropriate conjunctions), use of a range of tenses, modals, active and passive voice, gerunds and infinitives;
- ability to deal with unexpected questions or comments.

4.2 Interact in paired and group discussions and more formal discussion:

- actively participate, contributing relevant opinions, examples and suggestions to the discussion;
- challenge ideas and get the interlocutor to justify their point of view where appropriate;

- show independence by initiating new ideas and taking responsibility for keeping the discussion going.

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

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

'old' for 'antique'

- 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 – use of short utterances to show participation or understanding;

uh-huh, yeah, right

- self-repair – self-correction of mistakes;

I met Ahmad yesterday. She ... no ... he was at Carrefour.

- confirmation check – repetition of the interlocutor's statement to check understanding;

- pausing – use of pauses or pause-fillers for taking time to think.

uh ..., er ...

4.4 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 without hesitation and not too slowly.

5 Speak to communicate and interact

- 5.1** Consolidate the ability to talk about situations and events in the future (fixed, planned, spontaneous, predictable, probable or possible), using the full range of present and future tenses and time phrases as appropriate.
- 5.2** Consolidate and extend ability to describe possible choices and courses of action in the past, present or future, and weigh up options and consequences using hypothetical language with conditionals and appropriate modals and connectives. Extend to:
- use of *if only* for wishful thinking in the present, and for past regrets;
If only the rain would stop.
If only he taken more exercise, he'd feel a lot better.
If only she'd taken my advice!
If only we'd gone by car, we would have arrived on time.
 - talking about past hypothetical situations which impact on the present using *if + past perfect + would (do)*.
If I'd been more assertive on the phone, we'd be working in a much better room.
If only you'd kept your mouth shut, we wouldn't be in this mess now.
- 5.3** Recount and compare events, situations, narratives and personal experiences in the past, using the simple past, past continuous, past perfect and present perfect for the general past, as appropriate.
- 5.4** Report what people say or believe:
- summarise monologues, conversations and group discussions;
 - use direct quotations for emphasis or effect;
 - use a wide range of verbs other than *say*, *tell* and *ask*
 - for reported commands,
advise, beg, command, encourage, invite, order, recommend, remind, request, urge, warn
 - for reported statements,
add, admit, argue, assure, boast, complain, deny, explain, observe, point out, promise, remark, remind, reply
 - for reported beliefs,
think, believe, be sure
 - for reported questions;
wonder, inquire, want to know, need to know
 - extend to using verbs of speech which take
 - the gerund,
accuse (someone) of, admit, deny, apologise for, insist on
The captain apologised for keeping us on the runway for two hours.
 - the infinitive;
agree, refuse, offer, promise, threaten
Mashael offered to put us up for the night.
 - use *whether* as well as *if* in reported *yes/no* questions;
(Should we go or should we stay?) They wondered whether to go or not.
 - use the correct sequence of tenses and appropriate changes in time phrases and demonstrative adjectives.

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.

See Grade 9 standard 5.11 for further examples.

5.5 Address an audience for a variety of presentation purposes:

- greet, introduce the title or subject, the purpose or objective;
Good morning, ladies and gentlemen. Let me start by saying ...
The focus of my presentation is ...
The purpose of this talk is ...
- outline the length, organisation, main parts;
This should last about ...
I plan to be brief ...
I've divided my presentation into ... main parts
The subject can be looked at under the following headings ...
- link ideas, move from the general to the specific;
I'd like to start with ...
Let's move on to ...
That brings me to ...
Now we come to ...
- refer to visual aids;
You can see from this picture that ...
Note the ... in this diagram.
- signal to end, summarise, recommend, conclude, invite questions;
That brings me to the end of ...
To sum up then ...
Briefly ...
In conclusion ...
As you can see there are some very good reasons for ...
So, I would suggest that we ...
I'd like to propose that ...
I'd be glad to try and answer any questions.
- deal with questions and close.
If I understand you correctly, you're saying ...
I didn't quite catch that. Could you repeat the question?
Thank you for listening. I hope you've gained an insight into ...

5.6 Prepare and make to an audience a 10-minute presentation on a topic that interests and informs:

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

- organise the presentation with a consistent structure;
advantages and disadvantages, argument and counter-argument, events and impact, life and achievements
- use appropriate language for introducing, developing main ideas, summarising, and concluding;
- present arguments for and against in a balanced way, supported with evidence and examples;
- recommend, giving reasons as part of the conclusion;

- use presentation skills – speak with few hesitations from notes, use and refer to visuals effectively, be aware of the audience through eye contact, body language, voice projection;
- handle anticipated and unexpected questions from the audience and, where appropriate, maintain a dialogue with them.

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

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

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

5.8 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 presentation of persuasive texts to relevant reading and writing standards for this grade.

Reading and writing

By the end of Grade 12 Foundation, students read independently and intensively, texts of up to 1500 words, and extensively from appropriately levelled texts, in a variety of genres in the text range identified for Grade 12 Foundation. They understand a wide range of features of formal written English and text cohesion. They read widely for information, and skim and scan written and screen-based texts to extract information, and use advanced features of search engines on the Internet. They make detailed notes from a range of sources. They understand how narratives are structured to create points of view and mark the passage of time, and how authors make language choices to imply moods, intentions, relationships and values. They evaluate stories and recounts critically. They read a variety of persuasive and discussion texts evaluating arguments, claims and recommendations, and comparing them to other evidence and beliefs to form a balanced view of a text.

Students independently write, edit and revise texts of approximately 20 sentences in a coherent structure with paragraphs and varied sentence structure. They use precise language chosen to suit the purpose and interest the reader, and also use the full range of punctuation with approximately 90% accuracy. They plan and compose narratives marking the passage of time, including dialogue or reported speech. They portray characters, moods and settings and develop an effective conclusion. They write information texts synthesising evidence from a variety of sources, and also write persuasive arguments in a logical structure for particular audiences. They compose essays of at least 500 words discussing and weighing issues and drawing a reasoned conclusion. After listening to or reading a text, students make detailed summaries for others to use. They write email in an effective and coherent manner following the 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
- Functional texts, CVs, forms, reports
- Bilingual and advanced learners' English–English dictionaries and a thesaurus in print and online
- Functional and workplace documents (e.g. instructions, technical manuals, travel schedules, business memoranda)
- ICT-based texts from the Internet, CD-ROMs
- Graded readers in the 3250 key word range

Students should:

6 Develop reading strategies

6.1 Independently and intensively, read texts of at least 1500 words.

6.2 Read extensively from appropriately levelled texts, in a variety of genres in the text range identified for Grade 12 Foundation.

6.3 Recognise a wide range of features of formal written English through reading a variety of genres.

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

Note:

- 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 examples.

6.4 Recognise a wide range of features of discourse cohesion:

- reference;
pronouns: he, she, it, they, him, etc.
demonstratives: that, those
article: the, a, an
other items: such as

- 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 ...
- 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 to indicate 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

6.5 Use advanced features of search common engines:

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

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

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

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

6.8 Extend use active comprehension strategies to derive meaning while reading by:

- formulating and clarifying questions;
- evaluating predictions made in pre-reading and making adjustments;
- predicting outcomes, stating reasonable generalisations, and drawing conclusions based on prior knowledge and information gained while reading;
- inferring attitudes, relationships and drawing generalisations from the text;
- comparing and contrasting different parts of the text;
- referring to the text for evidence of conclusions or opinions;
- using self-monitoring strategies while reading;
pausing, rereading, consulting other sources, reading ahead, asking for help
- relating the text to prior personal experience 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 and analysing the sequence of events;
- recognising and stating the main idea or central element in a given reading selection, noting details that support the main idea or central element;
- discussing similarities and differences and using evidence cited from the text(s);
- evaluating cause-and-effect relationships;
- evaluating statements as fact or opinion.

7 Read and respond

7.1 From Grade 11 Foundation, continue to investigate through reading and comparing a range of narratives, how authors create settings and portray characters and events through the use of:

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

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

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

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

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

That morning, it rained again.

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

- recognise how first and third person viewpoints are represented;
- experiment with changing the point of view in extracts or short narratives to
 - tell the same story from the perspective of another character,
 - convert an unknown narrator's voice into the voice of a character,
 - convert third person into first person narratives and vice versa.

7.3 Understand how narratives are structured, noting how paragraphs and chapters are used to separate, sequence and link the text:

- to structure the content of the story by marking significant events, characters, shifts of setting, new episodes, changes in perspective or point of view, new episodes in the story, sub-plots;
- to indicate the passage of time in a variety of ways (e.g. sequencing, flashbacks, marking simultaneous time);
- to create emphasis and capture the reader's interest.

7.4 From selected narratives, make notes, draw diagrams etc. to capture the main points and sequence of each chapter or paragraph. Present, orally or in writing, a brief evaluation.

Link this work on summarising to texts to speaking standards 5.2 – 5.4, as appropriate.

7.5 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;
- make detailed legible notes in a form which
 - suits the purpose (e.g. written, diagrammatic, abbreviated) sufficiently to structure an essay or presentation, with main points and accurate detail,
 - combines information from different sources coherently;
- compare and evaluate
 - different texts on the same topics,
 - information presented in different screen and hard-copy text forms.

7.6 From Grade 11 Foundation, continue to read persuasive texts in a variety of genres presenting and arguing for a particular point of view, comparing the organisation and language features of texts serving similar purposes:

to complain or criticise, to argue an issue of concern, to plead for support, to defend a point of view, to expose an injustice, to publicise, to sell:

- identify and critically understand emotive and persuasive language and how it is used to manipulate perceptions
 - persuasive words and phrases,
surely, it wouldn't be very difficult
 - persuasive definitions,
No-one but a complete idiot would ...
Every right-thinking person would ...
The real truth is ...
 - rhetorical questions,
Are we expected to ...?
Where will supplies come from in future?
 - condescension, concession, pandering,
Naturally, it will take time for local people to adjust.
 - deliberate ambiguities (often found in advertisements);
Probably the safest system in the world.
Known to cure irritations of the skin.
The professionals' choice ...
- respond to, evaluate and criticise a range of persuasive texts, referring to the texts for evidence
 - assess the validity of the point of view presented in relation to its internal coherence and objectivity, distinguishing fact from opinion,
 - evaluate arguments, claims, and recommendations comparing them to other evidence, beliefs and values,
 - analyse the use of persuasive language intended to imply or create half truths or pseudo-truths.

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

- give a reasoned and critical opinion of the text in terms of both content and style, and validity while recognising
 - the structure and organisation of the text,
 - the typical language features;

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

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

7.8 Read 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 and writing standards 3.4 and 9.8 for this grade.

8 Develop writing strategies

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

8.2 Consolidate ability to independently apply skills of spelling using own knowledge, spelling strategies, dictionaries and spell-checks.

Spelling strategies are listed in Grade 10 Foundation.

8.3 Use the full range of punctuation appropriately with approximately 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.

9 Compose written texts

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

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

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

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

- construct a coherent story plan showing the main characters, the progression of events and the conclusion, as a basis for writing a full version;
- select and present themes and topics in ways that capture the reader’s interest;
- relate events coherently showing the passage and duration of time in a clear chronological sequence;
- select vocabulary precisely to portray characters and create moods and settings;
- include dialogue or reported speech as appropriate;
- use a variety of complex and simple sentence forms to create interest, emphasis, tension;
- draw the narrative to an effective conclusion;
- structure the text in paragraphs which break the narrative into coherent and connected parts.

9.3 From Grade 11 Foundation, consolidate ability to 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 more than two written sources;
- select vocabulary and typical language to suit the purpose;
- use ICT to organise and present the text attractively and in ways that help the reader, using headings, lists, paragraphs, diagrams and, where possible, illustrations that are drawn, scanned or pasted as appropriate.

9.4 From Grade 11 Foundation, extend writing of persuasive texts.

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

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

- structure the argument with
 - titles and introductory statements to capture the reader’s attention,
 - clearly articulated position,
 - supporting arguments and elaboration,
 - conclusions to reiterate or summarise;
- select persuasive language which
 - addresses the audience directly with statements and rhetorical questions,
 - You may be thinking ...*
 - So why doesn’t someone take action?*
 - suggests objectivity,
 - It is generally agreed ...*
 - It is thought that ...*
 - This car is simply the best ...*

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

- expresses obligation and necessity using modal verbs,
need, must, will, have to
- connects points logically,
so, thus, therefore, consequently
- reiterates points,
In other word ...
So you see ...
To put it another way ...
- expresses certainty;
No doubt there are ...
I believe ...
As a matter of fact ...
- use ICT to organise and present persuasive writing to particular audiences
 - use formatting to capture interest and emphasise key messages,
 - structure points and paragraphs,
 - illustrate,
 - compare.

9.5

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

- organisational features typical of a discussion text to balance and weigh arguments
 - an introduction which states issues,
 - the arguments in favour plus supporting evidence or examples,
 - the arguments against plus supporting evidence or examples,
 - an alternative structure which presents a point-by-point argument and counter-argument,
 - a conclusion which summarises and weighs the arguments, draws a conclusion or makes a recommendation;
- formal written English typical of the styles used in discussions and debates
 - the present simple, predominantly for generalisation and non-specificity,
 - the use of general terms and zero articles,
There are ...
Most people believe ...
Clouds form every day.
 - discourse markers for explicit logical organisation,
therefore, accordingly, subsequently, in fact, nonetheless, however
 - complete sentences rather than elliptical forms,
 - frequent use of modal verbs to express possibility, condition, politeness,
 - use of passive voice for impersonal and general effects, and to emphasise the topic for attention,
 - reported rather than direct speech,

- exemplification and extension,
for instance, as a case in point, similarly, likewise
- text which moves from the general to the specific.
Most people believe that cars pollute the atmosphere but in this case ...
Most pilots are against this. Captain X, who flies a Boeing 747, ...

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

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

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

- telegraphic or pictorial notes based on key words and the main ideas, and 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 formal summary, about one third the length of the original and in written or diagrammatic form, that is sufficiently clear and coherent for others to read unaided by the author.

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

- requests for information asking precise questions in a style that is attractive to the reader and easy to understand;
letters, emails, questionnaires, forms
- letters of complaint using formal English in firm, clear but courteous language, making clear the nature of the problem and the assistance or response that is expected;
- instructions and directions using typical language and the organisational features of procedural texts
 - non-personal direct language,
 - active, imperative verbs,

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

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.
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