

Summary of students' performance by the end of Grade 7

Word knowledge

Students recognise, understand and use approximately 1600 active words for listening, speaking, reading and writing. They have extended their knowledge of phrasal verbs from Grade 6. They understand and spell a variety of affixes for plurals, verb tenses, negation, comparatives, and transforming verbs to nouns, nouns to adjectives, and adjectives to adverbs.

Listening and speaking

Students understand and respond to gist and specific details, in monologues and dialogues of up to 10 exchanges with 1–2 main ideas and four or more pieces of factual detail. They discern speakers' intentions and summarise main points in 'unseen' announcements, information texts, narratives, short presentations, and extracts or simulations from a variety of media (TV, film, Internet, telephone). They understand and respond to a range of functions in conversations where two speakers are making offers, requests, suggestions, asking for permission, expressing likes, dislikes and preferences, giving advice, obligating, prohibiting or warning, making assumptions and deductions, confirming or checking information with question tags, giving opinions, agreeing and disagreeing.

Students speak, joining up to six ideas with cohesive devices for presentations and one-way communication, and participate in dialogues of up to six exchanges. They use a range of strategies for communication maintenance and repair. They prepare and present descriptions, explanations and recounts, using the active and passive simple present tense, a range of modal verbs, articles, time and sequencing connectives and first conditionals. They speak about the future in a variety of ways using *will (may, might)*, *going to*, present continuous, first conditional *if/when + present + will*, and the simple present and future passives. They use present perfect and present perfect continuous with *for/since* to talk about unfinished states and actions. They make assumptions and deductions with *must be/can't be* and express degrees of certainty with *might be/may be/could be*. In discussions, they give opinions, agree, disagree, show partial agreement, invite opinions from others.

Reading and writing

Students read independently and intensively, texts of approximately 750 words, and extensively from graded readers in the 1000–1500 key word range, from the text range identified for Grade 7. They scan for particular information, and skim texts for overall impression and gist. They respond to stories and factual and journalistic recounts with opinions about characters, settings and events, make straightforward inferences, supported by evidence from the text. They read for information, linked to other subjects and topics of interest, and understand the purpose, typical language and text features of non-chronological reports. They read and respond to formal letters, setting out plans and intentions, providing and requesting information, identifying typical features of these texts.

Students independently write short texts of six or more connected sentences applying a range of known spelling strategies for a range of purposes including autobiographical narratives, reporting on events, presenting information in non-chronological forms and making brief notes summarising the gist of a short text, sufficiently clearly to be re-used by the author. They use a computer to structure and present short texts for these purposes.

Content and assessment weightings for Grade 7

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%	25%	25%

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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Students should:

1 Use a range of vocabulary

- 1.1** Use and consolidate the 1350 active vocabulary words from earlier grades.
- 1.2** Recognise, understand and use a range of approximately 250 additional high-frequency words for listening, speaking, reading and writing, using the list of recommended key words for guidance.

Regular recycling of active words should occur throughout the year across the four skills, using topics and lexical sets to group them in meaningful, memorable contexts. Recycling should include words from previous grades. This can be done by expanding earlier topics with new words from Grade 7, and practising language structures and functions from grades K–7 with new lexical sets from Grade 7:

Extend topics and themes from previous grades with new words.

- *entertainment/media: theatre, press, interview, well known, ...*
- *nature: shore, earthquake, ...*
- *environment: protect, reduce environment, vegetation, ...*
- *adventure: adventure, rescue explore, sink, ...*
- *school/study: advantages, disadvantages, think of, mention, ...*
- *work: boss, department, part-time, employ, hire, ...*
- *industry: manufacture, run, trade, goods, ...*
- *disasters: earthquake, emergency, ...*
- *science: biology, chemistry, ...*
- *health: medical, ambulance, ache, ...*
- *time: recently, afterwards, nowadays, century, ...*
- *numbers: maximum, minimum, figure, quantity, ...*
- *phrasal verbs: give up, set off, ...*

Introduce new topics.

- *money: afford, owe, income, wealth, ...*
- *connectives: in order to, otherwise, ...*
- *verbs of speaking and thinking: complain, mention, consider, realise, ...*
- *the world: energy, fuel, hunger, peace, ...*
- *government: nation, flag, politics, vote, ...*

Key standards

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

Examples

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

The recommended key words for this grade are listed at the end of these standards. These lists do not contain all the important grammar words (e.g. verb inflections, conjunctions, pronouns). These are included in the listening and speaking standards to stress the importance of teaching them in context.

A complete list of key words for Grades K–9 is given in section 4 of this document.

- *military: army, navy, take over, defeat, ...*
- *civics: culture, society, punish, obey, ...*
- *character: personality, imagination, generous, thoughtful, ...*
- *meetings/telephone: arrange, attend, ...*

1.3 Extend use of an elementary learners' English–English dictionary, navigating by first and second letters of words.

1.4 From Grade 6, continue collecting and using alternative words/phrases that express similarities and shades of meaning:

- use alternative words/phrases to enhance speaking and writing;

sometimes, occasionally, not very frequently, seldom, ...

think of, come up with, consider, mention, propose, suggest, ...

- use known synonyms and simpler paraphrasing to rephrase words or phrases not known in English.

1.5 Consolidate 80 most common irregular verb past participles and interchange fluently between irregular past tense and past participle when using passives or moving between simple and perfect tenses.

It's been eaten. Who ate it?

1.6 Extend, from Grade 6, collecting phrasal verbs and classifying which can and cannot be split.

Example from Grade 7 recommended word list.

No object (intransitive)	Plus object (transitive)	Can split?	Example
<i>go away</i>		–	<i>Just go away!</i>
	<i>blow up</i>	yes	<i>They had to blow up the bridge. They had to blow it up.</i>
	<i>turn into</i>	no	<i>It will turn into a beautiful flower.</i>

1.7 Continue collecting and categorising verbs which take gerund, infinitive or both, and start learning rules for special cases.

+ gerund / infinitive / either	Verbs	Examples
+ infinitive	<i>arrange</i>	<i>The driver has arranged to pick them up outside the theatre.</i>
	<i>afford</i>	<i>We couldn't afford to go abroad this year.</i>
	<i>force</i>	<i>We were forced to stop.</i>
	<i>offer</i>	<i>He's offering to help.</i>
+ gerund	<i>give up</i>	<i>The doctor told Jassim's dad to give up smoking.</i>
	<i>be fed up with</i>	<i>Huwaida's fed up with sharing a room with her sisters.</i>
	<i>look forward to</i>	<i>We're looking forward to going on school camp.</i>

+ gerund / infinitive / either	Verbs	Examples
+ either	<i>forget, regret, remember</i>	(+ gerund for preceding actions) <i>I regretted going there.</i> (+ infinitive for actions following) <i>I remembered to buy the fish.</i>

1.8 Collect collocations for *make* and *do*.

make a cake, make an appointment, do the cooking, do a show

2 Develop spelling knowledge

2.1 Consolidate spelling patterns for plural nouns:

- add *-s* to most words;
- add *-es* to most words ending in *-s, -sh, -ch, -x, -o*;
- change *-f* to *-ves*;
- when *-y* is preceded by a consonant, change to *-ies*;
- when *-y* is preceded by a vowel, add *-s*.

2.2 Explore the spelling patterns of double consonants:

- *ll* in *full* becomes *l* when used as a suffix;
grateful, helpful
- for words ending with a single consonant preceded by a short vowel, double the consonant before adding *-ing, -ed, -er, -est*.
sitting, bigger, fattest.

2.3 Spell words with *ce, ci* and *cy* where *c* is /s/ not /k/. Compile spelling rules for soft *c*:

- *ce* at the end of one-syllable words;
face, price
- after *n* or *r*;
France, fierce
- after *-ent/-ant* adjectives to *-ence/-ance* nouns;
silent–silence, distant–distance
- *ci*;
circle, pencil
- *cy* usually for pronouncing /s/ at the end of a multi-syllable word.
democracy, secrecy

2.4 Learn to spell and read words with:

- initial silent letters *wh-, wr-, sc-, kn-*;
what, where; write, wrong, wrap; science, scene; know, knee, knock
- final silent letters *-gn, -ld, -lk, -mb, -lm*;
sign, design, foreign, would, could, should, walk, talk, comb, climb, bomb, calm
- *-st-* in the middle of words.
listen, castle

Spelling skills should be linked, where applicable, to pronunciation. See standards 4.1–4.4 for this grade.

2.5 Consolidate from Grade 6 and extend spellings for the ending /əl/:

- *-le*;
little, bottle, middle, uncle, table
- *-al*;
final, normal, total, animal
- *-el*.
cancel, travel, quarrel, tunnel

2.6 Transform words in a variety of ways:

- changing tenses: *-ed, -ing*;
- negation: *un-, dis-, mis-*;
- making comparatives: *-er, -est, -ish*;
- changing verbs to nouns, nouns to adjectives, adjectives to adverbs.

2.7 Consolidate common suffixes, discover meanings, rules or groupings, extend, experiment and generate new words from root words or discover root words from known words:

- *-y* for changing nouns to adjectives (usually for the weather);
sun-sunny, rain-rainy, wind-windy, air-airy, ...
- *-ly* for changing adjectives to adverbs;
calm-calmly, generous-generously, careful-carefully; recent-recently, occasional-occasionally, ...
- *-ed* or *-ing* for changing verbs into 'active' or 'passive' adjectives;
interested, interesting (interest); amused, amusing (amuse); bored, boring (bore), ...
- *-ful, -less, -able, -al, -ic, -ive* for changing nouns to adjectives;
In each pair below, the word listed first is the primary one found in the recommended vocabulary list:
-ful: peace-peaceful, force-forceful
-less: use-useless, speech-speechless, thought-thoughtless
-able: profit-profitable, afford-affordable, punish-punishable
-al: nation-national, politics-political, normal-norm, environment-environmental
-ic: energy-energetic, system-systematic
-ive: act-active, imagine-imaginative, invent-inventive, protect-protective, create-creative
- *-er, -cian* and *-ist* for changing verbs and nouns to professions;
wait-waiter, sing-singer, teach-teacher, music-musician, politics-politician, art-artist, violin-violinist, physics-physicist
- experiment with adding to known 'subjects' or fields;
work-worker, manufacture-manufacturer, produce-producer, piano-pianist, environment-environmentalist, science-scientist, cartoon-cartoonist, type-typist, magic-magician
- *-ion*, for changing verbs to nouns.
create-creation, complete-completion; conclude-conclusion

- 2.8 Consolidate use and spelling of common prefixes *un-*, *dis-*, *mis-* and *re-*; extend to *in-*, *de-*, *pre-* and *inter-*; use prefix meanings to decode words in text.

inside, income, increase–decrease, describe, decide, destroy, defeat; prefer, prepare, present, prevent; international, interview

- 2.9 Distinguish between the spellings and meanings of common homophones.

to/two/too, they're/their/there, piece/peace, hear/here, where/wear, ...

Listening and speaking

By the end of Grade 7, students understand and respond to gist and specific details, in monologues and dialogues of up to 10 exchanges with 1–2 main ideas and four or more pieces of factual detail. They discern speakers' intentions and summarise main points in 'unseen' announcements, information texts, narratives, short presentations, and extracts or simulations from a variety of media (TV, film, Internet, telephone). They understand and respond to a range of functions in conversations where two speakers are making offers, requests, suggestions, asking for permission, expressing likes, dislikes and preferences, giving advice, obligating, prohibiting or warning, making assumptions and deductions, confirming or checking information with question tags, giving opinions, agreeing and disagreeing.

Students speak, joining up to six ideas with cohesive devices for presentations and one-way communication, and participate in dialogues of up to six exchanges. They use a range of strategies for communication maintenance and repair. They prepare and present descriptions, explanations and recounts, using the active and passive simple present tense, a range of modal verbs, articles, time and sequencing connectives and first conditionals. They speak about the future in a variety of ways using *will (may, might), going to*, present continuous, first conditional *if/when + present + will*, and the simple present and future passives. They use present perfect and present perfect continuous with *for/since* to talk about unfinished states and actions. They make assumptions and deductions with *must be/can't be* and express degrees of certainty with *might be/may be/could be*. In discussions, they give opinions, agree, disagree, show partial agreement, invite opinions from others.

Text range:

For listening and responding

- Monologues and dialogues of up to 10 exchanges containing 1–2 main ideas, four or more pieces of factual detail, discernible relations between speakers
- Short extracts of authentic listening material from broadcasts, TV, short documentaries, short films with strong characterisation and story-lines, internet, telephone, short presentations, talks and demonstrations in unseen but clear, predictable contexts and situations that are within students' experience, using
 - familiar topics and familiar key vocabulary

- some unknown vocabulary and language structures for students to discount, ignore or negotiate
- clear cohesion, and connectives where necessary: sequence markers, link words and time phrases
- in-built repetitions, redundancy, hesitation of natural speech (not dense text intended for reading, reading aloud)
- the live voice of the teacher or clear recordings delivered at natural speed but with pauses, clear stress and intonation

For speaking strategies, communication and social interaction

- Up to six ideas joined with cohesive devices for presentations and one-way communication, single exchanges and questions with long and short answers, dialogues of 2–6 exchanges which
 - have a meaningful, communicative purpose
 - have a clearly established context and topic
 - have a range of words from the recommended vocabulary lists
 - balance accuracy and fluency to communicate effectively

Students should:

3 Listen and respond

3.1 Understand and respond to a variety of unseen announcements, information texts and narratives, in the past, present or future:

- understand the purpose or gist;
- identify specific information;

Students listen to a description of a process (e.g. how a product is manufactured) and show comprehension by ordering the steps of the process.
- discern speakers' moods or intentions.

3.2 Understand and respond to audio broadcasts, film or other recorded medium, where listening is prepared and context is clear:

- understand gist;
- identify details, specific information;
- follow straightforward dialogue.

Students listen to a current news broadcast and show comprehension by:

 - *first listening: confirming which lead stories they predicted would be in the news, listing unexpected news items;*
 - *second listening: picking out specific who, where, what, when details for each story;*
 - *third listening: focusing on one interview and summarising the main points.*

3.3 Use context, time phrases, sequence markers and tenses to ascertain when things happened:

- for future: *going to, will, may, might, about to, tomorrow evening, etc.;*
- for present habitual actions: simple present, adverbs of frequency;
- for past: simple past, past continuous, *when* and *while* clauses, *yesterday, ten years ago, etc.;*

- for unspecified time in the past: present perfect with general time phrases *before, ever, never*, etc.;
- for unfinished actions which started in the past but continue now: present perfect, present perfect continuous, *for/since*.

3.4 Understand and respond to a range of functions in conversations where two speakers are:

- making offers and requests, asking for permission to do something with known constructions from previous grades and variations of conditional statements;

If you want, I can help. If you're going to the shops, could you buy some bread?

- inviting or making suggestions, expressing likes, dislikes and preferences with known constructions from previous grades;

How about going to the cinema? I'd rather watch TV.

- giving advice, obligating, prohibiting or warning with known constructions from previous grades, and *ought to, -'d better, if + present + should, have to, must; unless + present + can't*;

They ought to look after the wild animals that live there.

You'd better try the shoes on first.

If he calls again you must get his phone number.

I can't do it unless you help me.

- making assumptions and deductions with *must be, could be, might (may) be, can't be* and giving reasons why;

A: She must be good at foreign languages.

B: Why do you think that?

A: Her dad works for an Australian company, so they've lived in lots of different countries.

- confirming or checking information with question tags

- using rising intonation for less certainty,

You don't eat meat, do you? That's right, but I can have fish.

- falling intonation for more certainty;

This box is really strong isn't it? Yes, that will never break.

- giving opinions, agreeing and disagreeing.

I think ..., If you ask me ..., In my opinion ...

What about you? What do you think? Does everyone agree? Who thinks differently?

I agree/disagree, You're right, I'm sorry but I don't agree,

You may/could be right but ..., I agree but ..., Maybe but ..., I'm not so sure ...

4 Develop speaking strategies

4.1 Consolidate pronunciation areas from Grades 5–6 to avoid transfer from Arabic:

- phonemes /e/ /æ/ /ʌ/;

bet, bat, but

- /ɔ:/ /əʊ/.

caught, taught, bought, versus wrote, spoke, broke

Extend to pronouncing the following sounds clearly and distinctly:

- aspirated /p/ and non-aspirated /b/;
Packman likes pets; Batman likes bats.
- unvoiced *th* /θ/ and voiced *th* /ð/;
thick and that
- three-element consonant clusters, in the initial position and in the final position.
excuse, asked, street
against

4.2 Show awareness of other participants through recognising the main points made by other speakers and responding in relevant ways:

- asking questions directly related to what has been said to elicit further information;
So how did you get back in the end?
What else did he say?
When did this happen?
You weren't frightened, were you?
- seeking clarification or repetition;
Say that again please. I'm not sure what you mean.
Could you please say that again?
What do you mean by ...?
Are you saying that ...?
- using basic expressions to request or invite views from others, show interest or concern;
Really? That's amazing! That's awful ..., I see ..., Yes, go on ...
What were you saying about ...?
- using non-verbal means to show agreement, disagreement, interest.

4.3 Use strategies for communication maintenance and repair:

- rehearse and organise utterances before speaking;
- repeat attempts;
- notice errors and pause to rephrase;
- use intonation and non-verbal means to clarify expression;
- notice and attempt to correct misunderstandings;
- find different ways of getting the message across even without the vocabulary, by rephrasing unknown words or expressions with known language;
- find new ways of saying things to avoid conversation break down;
- exercise independence from prompts or the teacher, take and invite turns in conversations on own initiative, expand the topic of conversation, personalise and say something 'real', make given contexts more meaningful;
- talk at length, without too many pauses or hesitations.

4.4 Use meta-language to talk about learning English:

- understand and use key concepts of language (gerunds and infinitives, names of tenses etc.: *first conditional, passive*);
- ask for meanings at word and text level;

What's another/a better word for ... ?

What does this bit mean?

- ask for help and clarification with meanings and procedures.

Can you please explain this?

What do we have to do here?

Is this what you want?

5 Speak to communicate and interact

- 5.1** Prepare and present descriptions and explain how things and processes work, using the active and passive simple present tense, a range of modal verbs, use of definite, indefinite and zero articles, sequence connectives and, where appropriate, first conditionals, comparisons, quantifiers with appropriate technical vocabulary.

processes of evaporation, the structure of the human digestive system, the process of chromatography, the formation of rocks, measuring the force of gravity on objects, ...

- 5.2** Consolidate past ability *could* and extend to *was able to* and *managed to*; contrast *could* and *managed to* for continuing and one-off ability in the past; use *was able to* for both types of action.

Houdini could escape from anywhere; in 1897 he managed to escape from a famous prison.

He was able to get out of any locked room or box. On that occasion he was able to break the chains in 20 seconds.

- 5.3** Prepare and present recounts and descriptions of situations and events in the past using:

- active and passive, simple and continuous past tenses;
- past modal verbs;
- definite, indefinite and zero articles;
- connectives and time phrases;
- a range of vocabulary from Grades K–7;
- some use of subordinate clauses for cohesion, emphasis and precision;
- where appropriate, comparisons and adverbs of manner.

Students recount personal experiences or familiar events in the past, events from history, lives of famous people from the past, creation of historical sites, human interest stories from reading, etc.

- 5.4** Speak about events, plans and predictions for the future in a variety of ways using *will (may, might)*, *going to*, present continuous, and first conditional *if/when + present + will*; extend to:

- simple present for the future for timetabled or fixed future events in positive and negative statements, *yes/no* and *wh*-type questions with long and short answers;

See the science standards for Grade 7.

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.

Both *yes/no* and *wh*-type questions can have long or short answers.

The plane leaves at six.

The musicians don't come on till seven.

What time does the play start?

Is National Day on Thursday or Friday next year?

- future passives;

The building won't be finished in time.

The match is going to be shown on TV.

- first conditional with *unless* and *may/might/could* to add degrees of certainty and possibility;

Unless there's a change of plan, we'll meet you at eight.

If the sand storm gets worse, we may have to land in Dubai.

There could be a problem if he doesn't come.

- *be about to* (with or without *just*) for immediate future.

Hurry up! The bus is about to leave.

Shh! The film's just about to start.

Does it leave soon? can be answered: *Yes / Yes, it does* (short answers) or *Yes, it leaves soon* (long answer). *What time does it start?* can be answered: *6 / At 6* (short answers) or *It starts at 6* (long answer).

5.5 Consolidate uses of *it* as an unspecified pronoun:

- when the infinitive of the verb is the subject;

It's better to be early.

It's difficult to cross the road here.

- with impersonal verbs *seem, happen, appear, look, tend to, depend*;

It seems unlikely.

That's how it usually happens.

It tends to get busy around eight o'clock.

Will you come? It depends.

- with time, distance, weather/temperature.

How long does it take?

What time is it?

It's the twenty-third of March.

It's two years since I saw him.

It's full moon.

How far is it?

It's raining.

It's cold in here.

5.6 Consolidate use of present perfect and present perfect continuous with *for/since* to talk about unfinished states and actions which started in the past but continue now.

They've been living in Doha for fifteen years.

Extend to using the present perfect for past (finished) actions and events that happened at unspecified/general times in the past using positive and negative statements, *yes/no* and *wh*-type questions with long and short answers and time phrases *ever, never, before, yet, already, just, recently*:

Have you ever eaten snake? Yes, I have. / No, I haven't.

I've never been to China.

We've seen this film before. We've already seen it.

Haven't they finished yet?

What have you just done?

He's recently returned from abroad.

- contrasting present perfect with the simple past;

A: Have you ever been to Paris?

B: Yes, I have.

A: When did you go?

B: I went in 1998.

- using present perfect passives;

The plans haven't been approved yet.

Mexico City has just been hit by an earthquake.

- pronouncing auxiliary verbs *have* and *has* as contractions and weak forms and past participle *been* as a weak form.

/Δv/

How long have you been here?

/ɑv/

I've already seen a doctor.

/bɪn/

He's been waiting for a bus since 11 o'clock.

Weak emphasis is shown by single underline; the double underline indicates the main emphasis. (This non-standard notation is used for technical reasons.)

5.7 Practise greetings, polite requests on the telephone and extend use of formulaic expressions used for telephone conversations.

A: Is Khalil there?

B: May I know who's speaking, please?

A: This is Idris. / It's Idris.

B: Please hold the line while I put you through. ... Her line's engaged. Could you please call back in a few minutes? / Would you like to leave a message? / Give me your number and I'll make sure she gets back to you.

5.8 Consolidate giving advice with *should/shouldn't* and extend to modals *ought to* and *'d better*, in positive and negative statements.

You ought to see a doctor.

She'd better hurry up.

You'd better not go there without a booking.

5.9 Consolidate ways of making requests, giving advice, expressing obligation and prohibition with modal verbs *could, should, have to, must, can't* and extend to first conditional with *if/when/unless* + present + *could, would, should, must, have to, can't*.

If you see Noor tomorrow, could you give her this?

If you want to pass the exam, you should read more.

If they're coming to the film, they'll have to buy a ticket.

You can't come in unless you pay.

5.10 Make assumptions and deductions with *must be/can't be* on a scale of certainty with *might be/may be/could be*.

She must be French.

He could be older than me.

No windows! It can't be very cool in here.

5.11 Consolidate from Grade 6 giving opinions, agreeing and disagreeing with *I think ...*, *I agree/disagree*, *You're right ...* and extend to:

- inviting opinions from others;
- partial agreement, hesitation, uncertainty, polite disagreement.

What about you?

What do you think?

Does everyone agree?

Who thinks differently?

You may/could be right, but ...

I agree, but ...

Maybe, but ...

I'm not so sure ...

5.12 Confirm, assure or check information in a conversation with question tags of known tenses and modals (except for *might*, *may*, *ought*).


You've been here before, haven't you?

It's about to leave, isn't it?

It doesn't finish before midnight, does it?

Experiment with rising or falling intonation in question tags to show varying degrees of certainty: rising for a genuine query or seeking assurance; falling for a statement of fact or emphasis when the speaker knows the answer already.


She can't be Chinese, can she?


She can't be Chinese, can she (because ...)

The question tags *mayn't you?*, *mightn't you?*, *oughtn't you?* are not usually used because they are too difficult to pronounce; the tag *don't you think?* is more commonly used with these verbs.

Reading and writing

By the end of Grade 7, students read independently and intensively, texts of approximately 750 words, and extensively from graded readers in the 1000–1500 key word range, from the text range identified for Grade 7. They scan for particular information, and skim texts for overall impression and gist. They read from screen-based texts, applying known reading strategies to search for identified information. They respond to stories and factual and journalistic recounts with views and opinions about characters, settings and event, make straightforward inferences, supported by evidence from the text. They read for information, linked to other subjects and topics of interest, and understand the purpose, typical language and text features of non-chronological reports. They read and respond to formal letters, setting out plans and intentions, providing and requesting information, identifying typical features of these texts.

Students independently write short texts of six or more connected sentences applying a range of known spelling strategies for a range of purposes including autobiographical narratives, reporting on events, presenting information in non-chronological forms and making brief notes summarising the gist of a short text, sufficiently clearly to be re-used by the author. They use a computer to structure and present short texts.

Text range:

- Autobiographical recounts
- Recounts: anecdotes, accounts of experiences and events
- Notes and summaries
- Elementary learners' English–English dictionary
- Bulletins and reports
- Brochures, advertisements and other publicity information with persuasive content
- Non-chronological information texts
- Screen-based texts: Internet, teletexts, CD-ROMs, multimedia documentaries that combine written text with visuals
- Short formal letters and Email texts, setting out plans, intentions, requests and information
- Graded readers in the 1000–1500 key word range

Students should:

6 Develop reading strategies

6.1 Independently and intensively, read texts of approximately 750 words.

6.2 Continue to read extensively from read graded readers and other appropriately levelled texts drawing on the 1000–1500 key word range; read and return it within a given time period.

After reading, complete comprehension tasks – for example, in a reading log, recording title, author, name of main characters, type of text, likes and dislikes, and personalised vocabulary collected from the book.

6.3 Consolidate and extend scanning skills from Grade 6 to locate particular information, and skim texts for overall impression and gist.

6.4 Extend and apply strategies of self-monitoring and correcting own reading using phonic, spelling, grammatical and contextual cues:

- identifying words from affixes and suffixes and surrounding grammatical clues;
- substituting known synonyms to check sense;
- paying attention to a range of punctuation for expression and meaning – capital letters, full stops, commas, and question and exclamation marks;
- focusing on main clauses by identifying topic sentences for each paragraph and subject and main verb in complex sentences;
- ignoring low-frequency words;
- using repetitions of key unknown words in the text to refine guesses;
- reading on and back 5–10 words for clues in self-defining phrases and clauses;
- recognising parts of speech to identify unknown words and when substituting known synonyms, checking it is the same part of speech.

The level of reading facility for graded reading should be about 90–95% (i.e. in a 1000-word text, 50–100 words may need to be worked out from context, using the strategies in standard 6.4 for this grade.

Students should develop and apply their knowledge of phonics and spelling conventions in reading.

6.5 Recognise, through reading and re-telling, some key differences between spoken and written language, and frame oral language in a writer's voice, using complete sentences, typical constructions and expressions drawn from reading.

6.6 Read from screen-based texts, applying known reading strategies to search for identified information.

7 Read and respond

7.1 Read and respond to a variety of autobiographical recounts (recollections, anecdotes, personal histories) using:

- past, present and present perfect tenses;
- past and present modals;
- active and passive voices;
- reported speech;
- simple and complex sentences.

Comment on the text and relate to own experience.

7.2 Read for gist and main points in reports of events from a variety of narrative reports of events from newspapers and periodicals; skim journalistic text using headlines, photographs, graphics and captions; scan paragraphs to identify:

- use of a wide range of narrative language, tenses, time markers, choice of words and phrases to portray people and settings;
- how information can be captured in a few words, in headlines, captions, quotations, media graphics.

7.3 Respond to stories and factual recounts with views and opinions about characters, settings and events, relating it to own experience and making straight forward inferences, supported by evidence from the text:

- identifying the relationship between the author and the intended audience;
- concluding what the main point is, made by a series of arguments;
- identifying generalisations made in the text;
- describing the relationship between characters;
- inferring that one event caused another.

7.4 Read and respond to information texts:

- revise and consolidate understanding of the main features of non-chronological reports from Grade 5; read a more extended range for information, linked to other subjects and topics of interest;
- understand the purposes of non-chronological information texts – to provide information by describing people, places and things;
texts about deserts, birds, the fire service, ...
- identify common language features
 - zero article and *many, most, some*, usually for generalisations,
Plants and animals have developed special ways of living in deserts. Most desert animals hide during the day.

Connect these reading responses to activities related to speaking standards 5.1–5.11 for this grade.

Work on information texts should draw on texts related to topics of study in other curricular areas (e.g. science, history and social studies).

Link this work to speaking standard 5.1 for this grade.

- definite article *the* for specific examples,
Some can store water in their bodies for a long time like the kangaroo rat and the camel.
- indefinite article *a/an* for general definitions,
An oasis is an area of land in a desert where plants are able to grow because there is water from an underground spring or a well.
- written mostly in the present tense,
The fire engine has hoses and a water pump.
Sparrows are very common in ...
Desert plants grow quickly and produce seeds before the sand dries out.
- use of the passive for generalisation and objectivity;
The water is pumped by ...
Sand grains are blown up one side and rolled down the other side.
- identify some features of text organisation
 - general opening statements followed by more detailed description,
Opening statements: Sparrows are birds ..., The fire service was started 150 years ago ...
Following statements: Sparrows have feathers ... The shape of their beaks helps them to ... They nest in ... When the summer is over ...
 - use of headings and subheadings, organisation into paragraphs to separate information, diagrams and illustrations to support the text,
 - precise quantitative descriptions and comparisons using a wide range of quantifiers with appropriate technical vocabulary for measures.
The Nile is the longest river, at 6695 km. The river that contains the most water is the Amazon in South America. Every second it carries about 12 000 cubic metres of water into the Atlantic Ocean.

7.5

Read and respond to formal letters, setting out plans and intentions and providing and requesting information, identifying some of their typical, formal features:

- standard opening and closing expressions;
Dear Sir/Madam ...
I look forward to hearing from you ...
- a range of polite expressions for introducing the matter, confirming, requesting, responding, apologising, excusing, thanking, offering;
Thank you for your letter dated 13 January ...
I am writing to inform you / let you know that ...
As we agreed by telephone ...
We would very much like to ...
I apologise for not writing sooner but I have been ...
Please don't hesitate to contact me.
- use of conditional language;
I would be grateful if you could ...
When we receive ...
Whether there are ...
Although we have not seen ...
Unfortunately we won't be able to ... unless ...

Please let me know if you have any ...

As we don't usually ... we'll have to ...

- using a variety of verb forms and tenses with time markers.

We usually deliver on Mondays and Thursdays.

We are planning to visit the site tomorrow.

Your class starts next week.

Congratulations! You have just won first prize.

I have been meaning to contact you for several weeks now.

8 Develop writing strategies

8.1 Independently apply a range of spelling strategies:

- phonic segmentation of multi-syllabic words;
- known spelling patterns and conventions;
- breaking words into segments of meaning – suffixes, prefixes, words within words;

impossible, export, revision, suitable, personality, headache, midnight

- analogies with other known words;

light, night

- using visual skills, for example recognising common letter strings and checking critical features (Does it look right shape, length?);
- using a simple dictionary to check spellings and word meanings;
- using the spell-checker on a computer;
- identifying mis-spelt words and recurring errors in own writing, keeping personal correction logs and setting goals for improvement.

8.2 Extend paragraphing skills from Grade 6, to organise and sequence independent narrative and other information writing into meaningful sections with the reader in mind.

8.3 Extend use of punctuation from Grade 6, and extend use of commas to mark clause boundaries:

- in non-defining subordinate clauses;

Ibn Batuta, who came from North Africa, was the most famous early Arab explorer.

- in clauses of addition or exemplification;

A lot of adventure stories were written about them, including 'Sinbad the Sailor' and 'The Thousand and One Nights'.

- in time and place clauses.

Then, in 1996, my parents moved to Doha.

Mount Kea, in the Pacific Ocean, is taller than Mount Everest.

8.4 Consolidate, from Grade 6, use of defining relative clauses with *who*, *which*, *that* and *whose* referring to the subject.

The film is about a boy who rescues his friends.

It's a festival which falls on the full moon.

She's the girl whose brother works in Bahrain.

Students should apply spelling knowledge from standards 2.1–2.9 for this grade and from previous grades

Extend to:

- optional use of *who, which, that, whose* clauses referring to the object;

The boat [which/that] we were travelling in began to sink.

It's a festival [which/that] everyone loves.

- *where* and *when* clauses.

Let's go to that place [where] they sell fresh fish.

It was a time [when] nobody travelled by car.

8.5 Use independent composition strategies as a matter of habit:

- rehearsing sentences before composing;
- re-reading during and after composition to monitor and check for sense and accuracy;
- amending and clarifying to improve, producing first and final drafts as a matter of course.

8.6 Make brief notes from reading, using words or brief sentences to summarise the gist of a short text, in a form that is sufficiently legible and clear to make it re-useable by the author.

Investigate ways of deleting words from sentences to reduce them to note form while still retaining their meaning, and compose notes in telegraphic language which capture the essence of ideas.

8.7 Use a computer to structure and present short texts for different purposes:

- using the spell-checker, and applying independent spelling knowledge when selecting from alternatives presented;
- accessing the thesaurus to seek and use alternative words and expressions;
- cutting and pasting to organise and reshape texts;
- applying layout features – paragraphs, bullets, lists, headings and fonts.

9 Compose written texts

9.1 Independently write short texts consisting of six or more sentences and at least two paragraphs in sequential and connected texts using, as appropriate:

- simple, compound and complex sentences;

It was a really big earthquake.

We didn't want to leave our furniture but we had to.

People like us, whose houses were destroyed, got money from the government.

- a range of subordinating conjunctions

- for condition with *if, when, unless,*

If we don't protect the environment, we'll destroy our planet.

When you pay our prices, you get value for money.

Unless they make a profit, they won't be able to hire more people.

- for concession with *though, although* and *even though*;

I like playing handball even though I'm not very good at it.

Although she's lived in lots of different places, she likes it here the best.

The standards for writing closely reflect those for reading. Students should apply their knowledge about the purpose, organisation and typical language features of texts they have read in the composition of their own writing.

- connecting words and phrases to link sentences
 - [and] in addition, apart from, as well as.
 - [but] however, though.
 - [so] as a result, in order to ..., so that;

As well as famous female film stars and singers, there have been famous women scientists, politicians and businesswomen. However, it is often hard for women to be as successful as men.
- a range of personal and impersonal pronouns for cohesion in writing, *who, whose, that, some, others, it*;

Some plants can grow with very little water. Others need to be wet all the time.
- pre- and post-modifying words and phrases to add precision and descriptive effect to nouns.

Young, energetic volunteers needed for holiday camp work.

- 9.2** Write autobiographical narratives to relate personal experiences, known stories, topical events.
- 9.3** Describe a transaction between two people (e.g. parent and child, shop assistant and customer), to include details of the setting and dialogue with appropriate adjectival adverbial words and phrases, and dialogue verbs, using accurate punctuation.
- 9.4** Report on events in the style of a newspaper with headlines, in short precise sentences and with more than one paragraph to sequence the text.
- 9.5** Write non-chronological information texts to describe or explain something.
- 9.6** Develop posters, leaflets or advertisements to publicise and persuade.
- 9.7** Write formal letters requesting, or responding to, information, invitations, complaints.
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Key words for Grade 7

The parts of speech given for each word are the typical or most common word classes for the use of the words, relevant to this grade.

abroad <i>adv</i>	ambulance <i>n</i>	bend <i>v</i>
accent <i>n</i>	annoy <i>v</i>	biology <i>n</i>
account <i>n</i>	annual <i>adj</i>	blame <i>v</i>
ache <i>n</i>	area <i>n</i>	blow up <i>v</i>
active <i>adj</i>	army <i>n</i>	bomb <i>n</i>
actual(ly) <i>adj, adv</i>	arrange <i>v</i>	boss <i>n</i>
advantage/dis <i>n</i>	article <i>n</i> (magazine)	bush <i>n</i>
adventure <i>n</i>	as if <i>conj</i>	calendar <i>n</i>
affect <i>v</i>	at least <i>adv</i>	call off <i>v</i>
afford <i>v</i>	attack <i>v, n</i>	calm <i>adj</i>
afterwards <i>adv</i>	attend <i>v</i>	cancel <i>v</i>
ahead <i>adv</i>	back out <i>v</i>	cash <i>n, v</i>
air force <i>n</i>	bang <i>n, v</i>	century <i>n</i>
already <i>adv</i>	bargain <i>n, v</i>	certain <i>adj</i>

chain <i>n</i>	flow <i>v, n</i>	maximum <i>n, adj</i>
charge <i>n, v</i>	fond of <i>adj</i>	medical <i>adj</i>
chemistry <i>n</i>	forbid <i>v</i>	memory <i>n</i>
coin <i>n</i>	force <i>n, v</i>	mention <i>v</i>
come back <i>v</i>	fortunately <i>adv</i>	method <i>n</i>
complain <i>v</i>	frequent <i>adj</i>	midnight <i>n</i>
consider <i>v</i>	fuel <i>n</i>	minimum <i>n, adj</i>
couple <i>n</i>	full time <i>adj</i>	mix up <i>v</i>
create <i>v</i>	further(more) <i>conj</i>	moment <i>n</i>
culture <i>n</i>	general <i>adj</i>	nation <i>n</i>
curve <i>n</i>	generous <i>adj</i>	national <i>adj</i>
deal with <i>v</i>	gentle <i>adj</i>	nationality <i>n</i>
decrease <i>v</i>	get back <i>v</i>	navy <i>n</i>
defeat <i>v, n</i>	get together <i>v</i>	nowadays <i>adv</i>
delicious <i>adj</i>	give up <i>v</i>	obey <i>v</i>
deliver <i>v</i>	go away <i>v</i>	occasionally <i>adv</i>
democracy <i>n</i>	goods <i>n</i>	offer <i>v</i>
democratic <i>adj</i>	government <i>n</i>	officer <i>n</i>
department <i>n</i>	grateful <i>adj</i>	official <i>adj, n</i>
desert <i>n</i>	greet <i>v</i>	opinion <i>n</i>
design <i>v</i>	guest <i>n</i>	ordinary <i>adj</i>
detail <i>n</i>	habit <i>n</i>	organisation <i>n</i>
direction <i>n</i>	hire <i>v</i>	organise <i>v</i>
dive <i>v</i>	hopeful <i>adj</i>	otherwise <i>conj</i>
do without <i>v</i>	hunger <i>n</i>	out of date <i>adj</i>
domestic <i>adj</i>	imagination <i>n</i>	over <i>adj</i>
drown <i>v</i>	improve <i>v</i>	owe <i>v</i>
due to <i>prep</i>	in fact <i>adv</i>	package <i>n</i>
dust <i>n</i>	in order to <i>adv</i>	part time <i>adj</i>
earthquake <i>n</i>	in other words <i>adv</i>	partly <i>adv</i>
emergency <i>n</i>	including <i>adv</i>	peace <i>n</i>
employ <i>v</i>	income <i>n</i>	personality <i>n</i>
energy <i>n</i>	index <i>n</i>	physics <i>n</i>
environment <i>n</i>	instead of <i>prep</i>	planet <i>n</i>
ever <i>adv</i>	international <i>adj</i>	political <i>adj</i>
examine <i>v</i>	interview <i>v, n</i>	politics <i>n</i>
excellent <i>adj</i>	issue <i>n</i>	population <i>n</i>
excuse <i>n</i>	item <i>n</i>	position <i>n</i>
explore <i>v</i>	jealous <i>adj</i>	practical <i>adj</i>
extra <i>adj</i>	land <i>v</i>	prefer (to) <i>v</i>
fed up with <i>adj</i>	law <i>n</i>	present <i>n, adj, v</i>
feed <i>v</i>	lead <i>v</i>	press <i>v, n (news)</i>
fetch <i>v</i>	likely <i>adj</i>	prevent <i>v</i>
figure <i>n</i>	lonely <i>adj</i>	prison <i>n</i>
fine <i>adj</i>	look forward to <i>v</i>	prize <i>n</i>
fit <i>v</i>	lovely <i>n</i>	process <i>n</i>
flag <i>n</i>	manufacture <i>v</i>	professional <i>adj</i>
flight <i>n</i>	matter <i>v</i>	profit <i>n, v (from)</i>

project <i>n</i>	send in <i>v</i>	thought <i>n</i>
propose <i>v</i>	service <i>n</i>	thoughtful <i>adj</i>
protect <i>v</i>	set off <i>v</i>	total <i>n, adj</i>
punish <i>v</i>	shock <i>v, n</i>	trade <i>v, n</i>
quantity <i>n</i>	shore <i>n</i>	transport <i>n</i>
quarrel <i>n</i>	show off <i>v</i>	try on <i>v</i>
rather <i>adv</i>	society <i>n</i>	tunnel <i>n</i>
realise <i>v</i>	soldier <i>n</i>	turn into <i>v</i>
recent(ly) <i>adj, adv</i>	solve <i>v</i>	unit <i>n</i>
reduce <i>v</i>	sort of <i>adj</i>	unless <i>conj</i>
regret <i>v</i>	speech <i>n</i>	up-to-date <i>adj</i>
relax <i>v</i>	store <i>n, v</i>	vegetation <i>n</i>
remove <i>v</i>	strike <i>v, n</i>	vehicle <i>n</i>
repair <i>v</i>	suggest <i>v</i>	view <i>n</i>
reply <i>v</i>	surface <i>n</i>	vote <i>v</i>
request <i>v</i>	switch <i>n</i>	voyage <i>n</i>
rescue <i>v</i>	switch on/off <i>v</i>	war <i>n</i>
reservation <i>n</i>	take (time) to <i>v</i>	warning <i>n</i>
reserve <i>v</i>	take over <i>v</i>	wealth <i>n</i>
reward <i>n, v</i>	take part in <i>v</i>	weapon <i>n</i>
risk <i>n, v</i>	tax <i>v, n</i>	well known <i>adj</i>
run <i>v (operate)</i>	temporary <i>adv</i>	whether <i>conj</i>
scene <i>n</i>	tend to <i>v</i>	wrap <i>v</i>
search (for) <i>v, n</i>	theatre <i>n</i>	yet <i>adv</i>
seldom <i>adv</i>	think of <i>v</i>	

These words are mainly ‘content’ words. They do not include all the verb inflections, pronouns, conjunctions and common word groupings that are appropriate for this grade. These are exemplified in the speaking standards, to emphasise the importance of teaching them in context.
