

### Summary of students' performance by the end of Grade 9

#### Word knowledge

Students recognise, understand and use approximately 2600 active words for listening, speaking, reading and writing, using a dictionary and thesaurus to extend and enhance word choice. They are familiar with common word roots and affixes. They use with accuracy a wide range of phrasal verbs, verbs with gerunds and infinitives, and verbs and adjectives with prepositions.

#### Listening and speaking

Students follow and respond to monologues and dialogues of up to 10 exchanges containing 1–2 main ideas. They understand gist, and details, points of view, moods or intentions in a range of spoken texts with complex utterances on general and abstract topics. They follow discussions or debates between two people on abstract topics and respond to hypothetical statements and questions, weighing consequences, forming preferences and conclusions. They follow persuasive arguments, distinguishing fact from opinion, and recognise the purpose, content and features of more formal language. They understand and respond to conversations where two speakers are requesting and giving information on the telephone, leaving messages, suggesting, advising, warning, stating prohibitions and obligations or regrets; making accusations expressing past hypothetical events making and accepting apologies.

Speak accurately and at length to explain, present opinions, recount, describe and summarise events and plans, using a series of 6–8 clear, connected, utterances. They speak with some degree of fluency, and pronounce words and connected speech clearly and audibly, with attention to English word and sentence stress, inflections and intonation. They interact effectively with other participants, using a range of strategies for communication maintenance and repair. They prepare, present and discuss explanations and descriptions, and present opinions and points of view to persuade. They summarise the main points from texts and discuss possible scenarios in the present and the future. They talk about events in the past, present and future, in a range of appropriate tenses. They suggest, advise, warn, state prohibitions and obligations, instruct, and make and respond to polite, formal requests.

#### Reading and writing

Students read independently and intensively, texts of at least 1000 words, and extensively from graded readers in the 1500–2000 key word range, from the text range identified for Grade 9. They understand the purposes and some features of formal written English. They investigate how authors create settings and portray characters, and evaluate narratives. They read widely for information, from Internet and other sources, identifying sources, skimming and scanning, making detailed notes, comparing and evaluating texts. They read and evaluate publicity texts, distinguishing fact from opinion. They identify and apply typical language and organisational features of narrative, persuasive and discussion texts in analysing, relating and composing texts. They interpret texts, discerning themes, considering

alternatives, comparing, contrasting and interpreting information, and evaluating in relation to preferences or purposes.

Students independently compose texts of at least 15 sentences in three or more connected paragraphs, use a computer to plan, compose, edit and present own writing, and use the full range of punctuation appropriately with 70% accuracy. Drawing on ideas and models from reading, students compose narratives and information texts. They write persuasive texts, in the form of short essays, letters or scripts for oral presentation, and compose short essays, up to 200 words, drawing on work in another curriculum subject or an issue of topical interest, using the organisational features typical of a discussion text to balancing and weigh arguments and reach a conclusion.

### Content and assessment weightings for Grade 9

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.

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### Word knowledge

By the end of Grade 9, students recognise, understand and use approximately 2600 active words for listening, speaking, reading and writing, using a dictionary and thesaurus to extend and enhance word choice. They are familiar with common word roots and affixes. They use with accuracy a wide range of phrasal verbs, verbs with gerunds and infinitives, and verbs and adjectives with prepositions.

#### Students should:

#### 1 Use a range of vocabulary

- 1.1** Use and consolidate the 2100 active vocabulary words from previous grades.
- 1.2** Recognise, understand and use a range of approximately 500 active 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 earlier grades. This can be done by expanding previous topics with new words from Grade 9, and practising language structures and functions introduced in earlier grades with new lexical sets from Grade 9.

Extend topics from previous grades with new words.

- *phrasal verbs: come across, see through, ...*
- *connectives: consequently, similarly, whoever, whenever, likewise, for instance, ...*
- *appearance: huge, identical, ...*
- *people/jobs: consumer, agent, ...*
- *civics: citizen, campaign, ...*
- *law, crime: arrest, inquire, innocent, legal, ...*
- *religion: heaven, spirit, worship, ...*
- *nature: climate, horizon, conserve, inhabit, ...*
- *arts, media, literature: image, leisure, entertain, broadcast, ...*

Introduce new topics.

- *agriculture: cereal, spice, sow, cultivate, dense, fertile, ...*
- *describing systems and processes: complex, significant, preliminary, gradual, ...*
- *fitness: diet, drug, fit, tempt*
- *compound adjectives: duty free, worn out, ...*
- *verbs of speaking and thinking: declare, assure, urge, ...*
- *verbs and adjectives with prepositions: derive from, relate to, capable of, obliged to, ...*

#### 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.

1.3

Consolidate from Grades 5–8 and extend ability to recognise, investigate, and spell root words with a range of affixes; generate new words and guess the meaning of unknown words from affixes:

- suffixes;

**Adjectives**

-able, -ible: *recognisable, flexible*

-ful, -less: *forgetful, harmless*

-ing: *boring, frightening*

-ic: *heroic, dramatic, artistic, scientific*

-ive: *productive, aggressive*

-er, -est, -ish: *taller, fattest, reddish*

**Nouns**

-ness: *darkness, business, weakness*

-ity: *authority, majority, reality*

-ist: *cartoonist, environmentalist, scientist*

- prefixes;

un-: *unreliable, unprofessional*

in-: *inappropriate*

im-: *impossible, improper*

de-: *decompose, deskill*

dis-: *disapprove, disappear*

ir-: *irrational, irresponsible*

il-: *illegal, illiterate*

non-: *nonsense, nondescript, inactive*

anti-: *antibiotic, antisocial, anticlockwise*

ex-: *ex-student, ex-president, exchange, excuse;*

pre-: *prehistoric, precede,*

post-: *postgraduate, post-war*

pro-: *proactive, pro-government*

con-: *concede, condense,*

mis-: *misinform, mistranslate*

re-: *replace, rewind, reconfirm*

-tion, -sion, -cian: *information, conclusion, politician*

-ism: *organism, tourism*

-ology: *biology, psychology*

-cy: *presidency, democracy*

-hood: *motherhood, childhood*

-ship: *membership, friendship*

-ing: *a living, a killing*

-th: *growth, fourth*

-ment: *excitement, replacement*

-er, -or: *advisor (adviser), lawyer*

**Verbs**

-ify: *terrify, beautify*

-ise: *computerise, publicise, advertise*

trans-: *trans-form, trans-act*

inter-: *interactive, internet*

sub-: *subway, submarine*

super-: *supersonic, superstar*

bi-: *bicycle, bilingual*

under-: *underwater, underused*

over-: *overpaid, overeat*

semi-: *semi-detached, semi-final*

tele-: *television, telecommunications*

auto-: *autobiography, automatic*

counter-: *counterproductive*

micro-: *microbiotic, microchip*

macro-: *macrocosm, macrobiotic*

photo-: *photographic, photosynthesis*

hydro-: *hydroelectric, hydropower*

Most of these examples show affixes attached to whole words, to make their functions more explicit. Affixes also commonly attach to word roots (e.g. *prevent, confer*). Students should investigate familiar examples of these as well. Work on roots and affixes is further developed in Grades 10–12.

**1.4** Collect and classify more roots of words to extend vocabulary, support spelling and use as clues to predict the meaning of words in context.

- vent (come): *advent, invent, prevent*
- vert (turn): *divert, convert, revert*
- press- (press, push): *depress, impress, pressure*
- phone (voice, sound): *telephone, microphone*
- graph (write, record): *autograph, photograph*
- scope (look at): *telescope, microscope*
- gress (go, walk): *progress, regress, digress*
- sign- (sign): *signature, signal*
- comb-: *combine, combination*
- mit (send): *admit, transmit, permit*
- spect (see, look): *inspect, suspect*
- scribe (write): *describe, transcribe, prescribe*
- port (carry): *deport, import, report*
- clude (shut): *include, conclude*

**1.5** Extend recording and building of transitive/intransitive, split/non-split phrasal verbs and idioms, and consolidate use of phrasal verbs from previous grades.

Transitive phrasal verb	Can split?	Examples
<i>put forward</i>	<i>yes</i>	<i>Why don't you put your ideas forward?</i>
<i>let down</i>	<i>yes</i>	<i>Don't let me down like that again.</i>
<i>come across</i>	<i>no</i>	<i>They'd never come across it before.</i>
<i>go for</i>	<i>no</i>	<i>Go for it!</i>

Intransitive phrasal verb	Can split?	Example
<i>come out</i>	<i>N/a</i>	<i>The photo didn't come out.</i>

**1.6** Extend recording and building of verbs which take the gerund, the infinitive or both, and consolidate use of gerunds and infinitives from previous grades.

- verb + gerund: accuse (someone) of, anticipate, appreciate, cease, do away with, get away with, handle, oppose, resist, witness, vary, take advantage of*
- verb + infinitive: claim, command, confess, desire, elect, enable, influence, proceed, urge*
- verb + gerund/infinitive: neglect, require*

**1.7** Extend recording and building of verbs and adjectives which take prepositions. and consolidate use from previous grades.

- verbs: appeal to, correspond to, derive from, hunt for, impose on, interfere with, relate to, connect to, take account of*
- adjectives: liable to, obliged to, capable of, conscious of*

**1.8** Collect and classify speech verbs for reported speech:

- verbs like *say* with *that*;  
*admit, assume, appreciate, claim, confess, declare, perceived, protest, suppose*  
*He admitted that there was a problem*
- verbs like *ask* and *tell* with person and often the infinitive.  
*command, urge*  
*She urged us not to go.*

### 1.9 Collect and use compound adjectives:

- common compounds;  
*first-class, right/left-handed, brand-new, secondhand, part-time, duty-free*
- compounds for appearance and character;  
*blue-eyed, curly-haired, easy-going, warm-hearted*
- compounds with *well* and *badly*;  
*well-known, well-off, well-made; well-/badly directed, well-written, badly behaved*
- compounds derived from adjective/participle + preposition;  
*burnt-out, broken-down, hard-up, worn-out, built-up*
- paying attention to collocation of opposites.  
*poorly paid / well paid / not well paid*

### 1.10 Extend use of an intermediate learner’s English–English dictionary.

### 1.11 Through own knowledge and use of dictionary and thesaurus, find and use alternative words and phrases to enhance speech and writing.

## 2 Develop spelling knowledge

### 2.1 Collect, and investigate homophones (words with common pronunciations but different spellings).

*eight/ate, grate/great, rain/rein/reign, weather/whether, aloud/allowed, raise/rays, sight/site, sale/sail, waist/waste, fare/fair, scene/seen, through/threw, wait/weight*

### 2.2 Investigate vowel phonemes with the same spellings but different pronunciations. Read the words in context and use context as a clue to meaning and pronunciation.

*ough: tough, through, thought, though*

*oo: foot, pool, poor*

*ow: row/row, bow/bow*

*i: wind/wind, live/live*

*ea: read/read, lead/lead, tear/tear*

*ou: wound/wound*

*or: word, sword*

### 2.3 Collect and compare a range of common homographs (words with the same spellings and more than one meaning). Practise distinguishing the alternative meanings from context of speech and writing.

*bank, book, flat, jam, leaves, last, lead, letter, light, rose, safe, spot, table, train, tug, watch, wave, wind, wound*

Spelling skills should also be linked, where applicable, to pronunciation in standards 4.1–4.6 for this grade.

## Listening and speaking

By the end of Grade 9, students follow and respond to monologues and dialogues of up to 10 exchanges containing 1–2 main ideas. They understand gist, and details, points of view, moods or intentions in a range of spoken texts with complex utterances on general and abstract topics. They follow discussions or debates between two people on abstract topics and respond to

hypothetical statements and questions, weighing consequences, forming preferences and conclusions. They follow persuasive arguments, distinguishing fact from opinion, and recognise the purpose, content and features of more formal language. They understand and respond to conversations where two speakers are requesting and giving information on the telephone, leaving messages, suggesting, advising, warning, stating prohibitions and obligations or regrets, making accusations, expressing past hypothetical events, making and accepting apologies.

Students speak accurately and at length to explain, present opinions, recount, describe and summarise events and plans, using a series of 6–8 clear, connected, utterances. They speak with some degree of fluency, and pronounce words and connected speech clearly and audibly, with attention to English word and sentence stress, inflections and intonation. They interact effectively with other participants, using a range of strategies for communication maintenance and repair. They prepare, present and discuss explanations and descriptions, and present opinions and points of view to persuade. They summarise the main points from texts and discuss possible scenarios in the present and the future. They talk about events in the past, present and future, in a range of appropriate tenses. They suggest, advise, warn, state prohibitions and obligations, instruct, and make and respond to polite, formal requests.

#### **Text range:**

#### **For listening and responding**

- Monologues and dialogues of up to 10 exchanges containing 1–2 main ideas and four or more pieces of factual detail, with discernible relations between speakers
- Extracts of authentic listening material from broadcasts, TV programmes, short documentaries, short films with strong characterisation and story-lines, Internet sources, telephone conversations, short presentations, talks and demonstrations in clear contexts and situations that are within students' experience, using
  - familiar, unfamiliar and abstract topics
  - key vocabulary from all recommended lists
  - 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
  - natural speech with in-built repetitions, redundancy, hesitation and some denser, more formal scripted text
  - the live voice of the teacher or clear recordings delivered at natural speed with natural pauses, stress and intonation

#### **For speaking strategies, to communicate and interact**

- For presentations and discussions of 6–8 ideas joined with cohesive devices, single exchanges and questions with long and short answers, dialogues of up to six exchanges which
  - have a meaningful, communicative purpose
  - have a clearly established context and topic
  - have a range of words from all recommended vocabulary lists
  - balance accuracy and fluency to communicate effectively

## Students should:

### 3 Listen and respond

- 3.1** Understand a range of spoken texts containing complex utterances in a variety of face-to-face and audio (phone, broadcast, TV, film) forms on general and abstract topics with sufficient grasp to:
- understand purpose, gist, and details, and identify key words or expressions;
  - make inferences: infer a point of view, distinguish fact from opinion, discern speakers' moods or intentions, draw conclusions about the text;
  - relate to own experience, form a view, generalise, agree/disagree.
- 3.2** Follow a discussion between two people using context and key words to understand gist and main ideas on:
- an abstract topic where one participant is enquiring and commenting, and the other explaining, demonstrating or directing;
  - a debate on an issue where protagonists hold differing views.
- 3.3** Follow and respond to hypothetical arguments, statements and questions, choosing between options, weighing consequences, forming preferences with reasons.

*Students, as 'trustees' of charitable funds, are presented with proposals to spend the money on worthy causes and must decide who to award a grant to.*

- 3.4** Follow a straightforward persuasive argument – to express a point of view, publicise, complain:
- understand its purpose and main message;
  - distinguish fact from opinion;
  - identify key words or expressions;
  - notice some grammatical features.
- use of imperative to gain audience attention*
- use of present tenses to create urgency and a sense of 'happening now'*
- use of dramatic or exaggerated language*
- use of personal commitment: I believe that ..., If it were up to me, ... Like I said, ...*  
*If you don't believe me, ...*

- 3.5** Recognise and understand the purpose, content and features of more formal language through listening to a variety of announcements, warnings, advice, reminders and prohibitions, impersonal reports, formal invitations, including:
- use of complete utterances;
  - full rather than contracted forms of verbs;
  - the use of full names, titles, nouns, with less use of pronouns;
  - more formal, logical connectives and markers between clauses and sentences;
- thus, therefore, nevertheless, in spite of, ...*
- use of passive voice;
- Your forms will be collected at the end of the meeting.*

- use of modal verbs;  
*could, might, must, would like*
- some typical impersonal expressions.

*We wish to remind all those ...,*

*In the event of / interests of ...,*

*Those in possession of ...*

**3.6** Understand and respond to reported speech in a range of tenses in reports and summaries of statements and discussions.

*Students listen to a recording of what a famous person said and then compare it with how they were reported to have said it in a news report. Students decide how faithful or biased the reporting is.*

**3.7** Understand and respond to predictions and plans for the future expressed in a variety of future tenses including the future continuous *will be (doing)*.

*Students listen to a newspaper's prediction about what will be happening in the world or in their lives twenty years in the future.*

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

- making and answering telephone calls, requesting and giving information on the telephone, leaving messages;
- making suggestions, giving advice, warning, stating prohibitions and obligations using a variety of appropriate expressions, and extend to concession/absence of obligation;

*I suggest ..., You could try ..., If I were you ..., I don't think you should ..., You're (not) supposed to ..., It's time to ..., ... needs doing, You ought to ...*

*You don't have to ..., You needn't ...*

- talking about regrets, making accusations and expressing past hypothetical events with past modals, *should, could, might have done* and *I wish + past perfect*;
- making and accepting apologies.

*I didn't mean to ...*

*I'd like to apologise for ...*

*I'm truly sorry about ...*

*I'm so sorry if ...*

*Please don't worry about it ...*

*Never mind. It can't/couldn't be helped.*

## 4 Develop speaking strategies

**4.1** Speak accurately and at length to explain, present opinions, recount, describe and summarise events and plans, using a series of 6–8 clear, connected, utterances with:

See standards 5.1–5.9 for this grade.

- accurate and appropriate use of grammar, vocabulary and pronunciation;
- cohesive devices to link ideas (cause, result, etc.) within utterances and organise ideas at discourse level;
- where appropriate, more than one subordinate clause, joined with coordinating or subordinating conjunctions (as above);

- precise delivery of ideas backed by relevant examples and minimised use of redundancy;
- ability to deal with unexpected questions or comments.

**4.2** Pronounce words, utterances and connected speech at length, clearly and audibly, without significant interference from Arabic, paying particular attention to English:

- word stress on two- and multi-syllable words, unstressed and silent vowels;
- sentence stress (end of sentence and information words), weak forms (*be*, auxiliary and modal verbs), linking (final vowels to initial consonants; final vowels to initial vowels), and contractions (with *be*, *have*, *would* and *not*);
- inflections: endings for third person singular simple present tense -s, plural nouns, regular -ed simple past tense;
- rising and falling intonation for requests, questions and question tags;
- pronunciation of specific vowel, consonant and consonant cluster sounds which are problematic for Arabic speakers of English: phonemes /e/ /æ/ /ʌ/; /ɔ:/ /əʊ/; aspirated /p/ and non-aspirated /b/; voiced th /θ/ and unvoiced th /ð/; /dʒ/ /ʒ/; /dʒ/ /tʃ/; three-element consonant clusters.

**4.3** Show awareness of other participants through:

- recognising the main points made by other speakers and responding in relevant ways;
- repeating or paraphrasing what was said to check meaning;
- asking follow-up questions;
- using basic expressions to request or invite views from others and to show interest;

*I see. Yes, go on.*

- using verbal and non-verbal expressions to show (dis)agreement, interest or ignorance;
- using a range of verbal and non-verbal expressions for

- turn-taking,

*After you ...*

- interrupting,

*May I come in here please?*

*Could I just say/add ...?*

- suggesting.

*I suggest ..., Maybe ..., Perhaps ...*

**4.4** Use strategies for communication maintenance and repair:

- rehearse and organise utterances before speaking;
- stop and restart utterances that are not clear, pause to rephrase;
- paraphrase or seek alternatives for unknown words or expressions;
- notice and attempt to correct misunderstandings.

- 4.5** Speak with some degree of fluency:
- stay on the topic and maintain relevance;
  - take longer turns and allow others to develop their longer turns;
  - talk at length without too many hesitations and not too slowly;
  - negotiate meaning, and keep talking.

- 4.6** Use meta-language to talk about learning English:
- understand and use key concepts of language;  
*prefix/suffix, gerunds, infinitives, reported speech*  
*names of tenses: future continuous, past perfect, past perfect continuous*
  - ask for help at text level.  
*discuss the drafting process with peers*  
*point out/suggest possible improvements*

## 5 Speak to communicate and interact

- 5.1** Prepare, present and discuss an explanation or description of a process, an event, a topic of interest or a project undertaken to interest and inform.

- 5.2** Prepare and present an opinion, point of view or justification intended to convince or persuade.

- 5.3** Summarise and relate main points in sequence from a text heard, read or seen using some key words or expressions from the text.

- 5.4** Discuss and evaluate the feelings, behaviour and intentions of characters from books or films.

- 5.5** Discuss possible scenarios in the present and the future, based on hypothesis and supposition, using first and second conditionals with *if*, *unless*, *could* and *might*:

- familiar and important topics from other subjects e.g. health issues;  
*If mosquitoes were controlled, millions of children wouldn't die of malaria every year.*
- personal desires and aspirations;  
*If you could have anything you wanted, what would it be?*  
*I wouldn't go to Japan unless I had lots of money.*
- planning and arranging with others to do something;  
*We can have a barbecue provided it doesn't rain.*
- weighing alternatives and options.  
*If you took the exam a second time, you might pass.*  
*Using renewable energy sources might work in other countries but ...*

- 5.6** Consolidate ability to talk with reasonable accuracy and fluency about events in the future using present and future tenses, and extend to future continuous (*will/may/might/won't be (do)ing*) in positive and negative statements, and *yes/no* and *wh*-type questions with long and short answers:

- to make predictions;  
*What will you be doing ten years from now? I might be travelling around the world.*  
*Will you still be living in Doha in twenty years time? Probably. But I hope I won't be doing a boring job.*

Link work on standards 5.1 and 5.2, as appropriate to reading standards 7.5 and 7.6 for this grade.

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.

- to describe continuous or long term actions in the future and contrast with *will* (simple) future for one-off actions;

*How will I recognise you? I'll be wearing a blue suit.*

- with attention to time phrases.

*ten years from now, in ten years time, when I'm 25, by the time he's 40*

- 5.7** Consolidate ability to talk with reasonable fluency about events in the past using past tenses: simple past, past continuous, past perfect, past perfect continuous, present perfect for unspecified past, using irregular past and past participle verb forms accurately.

*Recount and compare personal experiences, social events, situations and narratives.*

- 5.8** Consolidate ability to talk with reasonable accuracy and fluency about unfinished actions which started in the past but continue in the present using present perfect and present perfect continuous with *for* and *since*.

- 5.9** Consolidate ability to talk with reasonable accuracy and fluency about events in the present using present continuous and simple present tenses.

- 5.10** Consolidate ability to use reported commands and extend:

- with verbs like *order, convince, encourage, beg, advise, invite*;

*He ordered us to leave.*

*She convinced us not to go to Spain for our holidays.*

- with passives.

*I was advised not to travel without insurance.*

- 5.11** Recount what has been said by using reported speech in positive and negative statements with *say* and *tell*, with appropriate changes to tense, time phrase and demonstrative adjectives.

*(I'm happy.) She said she was happy.*

*(I've been living here all my life.) He told me he'd been living there all his life.*

*(Nazir: I'll meet you tomorrow.) Nazir told us (that) he'd meet us the following day.*

*(I posted it yesterday.) She said she'd posted it the previous day.*

- 5.12** Recount what has been asked by using reported *yes/no* questions with *if* and *wh*-type questions, with *ask* and *want/need to know*, with appropriate changes to word order, sequence of tenses, time phrases and demonstrative adjectives.

*(Is the room big enough?) He asked if the room was big enough.*

*(Are you coming to the party?) They wanted to know if we were coming to the party.*

*(Where's the library?) She wanted to know where the library was.*

*(How long does it take?) The students needed to know how long it took.*

*(So what were you doing yesterday?) Then I asked him what he'd been doing the day before.*

- 5.13** Consolidate from Grade 8 making suggestions, giving advice, warning, stating prohibitions and obligations:

- using a variety of appropriate expressions;

*I suggest ..., You could try ..., If I were you ..., I don't think you should ..., You're (not) supposed to ..., It's time to ..., ... needs doing, You ought to ...*

- extend to concession/absence of obligation with *don't have to ...* and *needn't*.

*You're supposed to fill in this form but you don't have to attach your photo anymore.*

*The last section needs signing. You needn't worry about the rest – I'll do it.*

#### 5.14 Make and respond to polite, formal requests and give instructions, in face-to-face and telephone situations to:

- introduce self and state need;

*My name is ... and I am trying to make an appointment with/get through to/find out about ...*

- use a range of appropriate phrases for requests;

*Please would/could ...?*

*Perhaps you could ...*

*I would like you to ...*

*Would it be possible to ...?*

*I wonder if you could ...?*

*Would you mind (+ing)?*

- respond with appropriate information, or actions, giving alternatives where appropriate;
- thank and close the conversation.

## Reading and writing

By the end of Grade 9, students read independently and intensively, texts of at least 1000 words, and extensively from graded readers in the 1500–2000 key word range, from the text range identified for Grade 9. They understand the purposes and some features of formal written English. They investigate how authors create settings and portray characters, and evaluate narratives. They read widely for information, from Internet and other sources, identifying sources, skimming and scanning, making detailed notes, comparing and evaluating texts. They read and evaluate publicity texts, distinguishing fact from opinion. They identify and apply typical language and organisational features of narrative, persuasive and discussion texts in analysing, relating and composing texts. They interpret texts, discerning themes, considering alternatives, comparing, contrasting and interpreting information, and evaluating in relation to preferences or purposes.

Students independently compose texts of at least 15 sentences in three or more connected paragraphs, use a computer to plan, compose, edit and present own writing, and use the full range of punctuation appropriately with 70% accuracy. Drawing on ideas and models from reading, students compose narratives and information texts. They write persuasive texts, in the form of short essays, letters or scripts for oral presentation, and compose short essays, up to 200 words, drawing on work in another curriculum subject or an issue of topical interest, using the organisational features typical of a discussion text to balancing and weigh arguments and reach a conclusion.

### Text range:

- Narrative: stories, factual recounts, newspaper and magazine articles, other reports on a range of unfamiliar information topics
- Information texts
- Persuasive texts: stating opinions and promoting a point of view - adverts
- Notes and summaries
- Intermediate learners' English–English dictionary and simple thesaurus
- ICT-based texts: Internet, CD-ROMs
- Newspaper and magazine articles, other reports on a range of unfamiliar information topics
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- Emails for a variety of formal and informal purposes
- Graded readers in the 1500–2000 word range

### Students should:

## 6 Develop reading strategies

**6.1** Independently and intensively, read texts of at least 1000 words.

**6.2** Continue to read extensively from read-graded readers and other appropriately levelled texts drawing the 1500–2000 key word range; read and return it within a given time period.

**6.3** Use, as a matter of course, strategies developed in Grades 4–8 for guessing the meaning of unknown words in context.

**6.4** Recognise contexts, purposes and features of formal English through reading, for example, notices and announcements, letters, reports, essays and critical reviews, noting particularly:

- increased distance and impersonal style for an unspecified audience;
- higher levels of formality in written English than in spoken English;
- language features including
  - use of discourse markers for explicit logical organisation, *therefore, accordingly, subsequently, in fact, nonetheless*
  - complete sentences rather than elliptical forms,
  - frequent use of modal verbs to express possibility, condition, politeness, etc.,
  - use of passive voice for impersonal and general effects, and to emphasise nouns and noun phrases by bringing them to the beginning of sentences as the topic for attention.

**6.5** Prepare to research information by reviewing what they already know, what they need to know, and where and how they will look to find out.

**6.6** Search and navigate the Internet to derive predetermined and specific information from a variety of sources; collate by downloading, cutting, pasting, etc. to form a coherent text.

The level of reading facility for graded reading should be about 90–95% (i.e. in a 1500-word text, 75–150 words may need to be worked out from context.

## 7 Read and respond

### 7.1 Interpret and evaluate texts:

- discern the overall message or theme;
- consider alternative actions, outcomes, etc. to those in the text;
- compare and contrast information in texts;
- interpret a real-world application of information in texts;
- evaluate in relation to preferences or purposes.

Connect these reading responses to activities related to speaking standards 5.1–5.14 for this grade.

### 7.2 Recognise through reading and comparing a range of narratives how authors create settings and portray characters through the use of:

- vocabulary to capture degrees or shades of meaning;  
*seep, drip, leak, flow, pour, flood, deluge, ...*  
*surprise, astonish, amaze, astound, disturb, shock, ...*
- more expressive verbs;  
*'hurried' instead of 'went'*  
*'confided' instead of 'told'*  
*'smashed' instead of 'hit'*
- awareness of some uses of figurative language
  - rhyme, onomatopoeia,  
*crash, smash*  
*bang, flash, crunch*
  - similes,  
*as keen as mustard ..., as light as a feather ...*
  - alliteration.  
*... with a hard, heavy thud of his hand ...*  
*... and there she stayed, still and silent in the soft light of the dawn.*

### 7.3 Recognise how time is marked and sequenced in stories and other narratives, through the use of verb tenses, through connecting words and phrases.

*while, before, in the meantime, when, by the end of, during ...*

### 7.4 Summarise stories through diagrams and charts which identify main characters and events and show the sequence and duration of time pictorially.

### 7.5 Read widely for information:

- prior to reading identify key questions and possible sources;
- use skimming and scanning strategies to
  - identify key information,
  - distinguish relevant from irrelevant detail;
- synthesise information from at least two sources;
- make detailed legible notes in a form which suits the purpose – written, diagrammatic, abbreviated – sufficient to structure an essay;
- compare and evaluate at least two different texts on the same topic.

Link work on this standard, as appropriate, to speaking standard 5.1 for this grade.

## 7.6 Read and understand persuasive texts:

- read a variety of texts presenting and arguing for a particular point of view
  - understand a range of purposes for persuasive writing,  
*to complain or criticise, argue an issue of concern, plead for support, defend a point of view, expose an injustice, publicise, sell*
  - identify typical contexts where persuasion would be used,  
*letters to newspapers, evidence to enquiries, leaflets or fliers, advertisements, tourist publicity*
  - distinguish between fact and opinion in reading, referring to the text for evidence;
- understand how persuasive arguments are typically organised
  - an opening statement,  
*People should cut down the use of cars.*
  - a sequence of supporting arguments,  
*In the first place, they overcrowd the roads. As well as that, they pollute ... If fewer people used their cars , ...*
  - reiteration of the case to persuade;  
*It is obvious that ...*
- read and evaluate a variety of publicity and advertising texts noting the use of persuasive language, how opinion can be disguised as fact and half-truths presented as facts, referring to the texts for evidence.

Link work on this standard, as appropriate, to speaking standard 5.2 for this grade.

## 7.7 Read a wide variety of notes and summaries in different forms to interpret and use as models for own note-taking, including:

- formal summaries for others to read in bullets or continuous text;
- telegraphic notes for personal use based on key words and main ideas from a text;
- pictorial and diagrammatic notes.

*timelines, pictorial symbols with captions, flowcharts, concept maps*

Compare a variety of notes on, or summaries of, the same text with the original, to evaluate their clarity and effectiveness.

## 8 Develop writing strategies

### 8.1 Retell or relate texts in ways that would make sense if written down:

- orientating the audience;
- sequencing information;
- using complete sentences;
- using appropriate dialogue language;  
*in direct speech: she asked, he replied, they shouted*  
*in reported speech: they said that ..., she wanted to know if ...*
- using appropriate tenses and connectives for different purposes – narrating, presenting information, instructing.

### 8.2 Plan a piece of writing in note or diagrammatic form showing the main points in sequence.

**8.3** Independently apply a range of spelling strategies including:

- phonic segmentation of multi-syllabic words;
- applying known spelling patterns and conventions;
- breaking words into segments of meaning, for example, suffixes and prefixes, words within words;  
*inconsiderate, consequently, overcrowded, ...*
- by analogy with other known words;  
*rough, tough*
- using visual skills, for example recognising common letter strings and checking critical features (does it look the right shape, length, etc.?);
- using a dictionary to check spellings and word meanings;
- using the spell-checker on a computer;
- identifying mis-spelt words and mistakes in grammar accuracy in own writing (keep personal correction logs, learn how to spell recurring problem words, set goals for correcting recurring grammatical errors).

Students should apply spelling knowledge from standards 2.1–2.3 for this grade and from previous grades.

**8.4** Use the full range of punctuation appropriately with 70% accuracy.

**8.5** Use and experiment with new vocabulary from recommended word lists and independent reading to discover collocations, word order and the way words work in written sentences.

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

**8.7** Use a computer to plan, compose, edit and present own writing.

## **9 Compose written texts**

**9.1** Independently compose texts of up to 15 sentences in 3 or more connected paragraphs, as appropriate to the purpose.

**9.2** Drawing on ideas and models from 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, progression of events and the conclusion, as a basis for writing a full version;
- write in connected and coherent sentences showing sequentially the sequence of events;
- portray key characters in simple descriptive language giving some insight into their physical features and attitudes, as appropriate to the story;
- draw the narrative to an effective conclusion;
- structure the text in paragraphs which break the narrative into coherent and connected parts.

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.

**9.3** Drawing on experience of reading, compose information texts which present information based on personal knowledge or research, showing ability to:

- select vocabulary and typical language to suit the purpose
  - general statements using zero article and present tense,  
*Rainfall is essential to sustain life.*

See reading standards in Grades 7–9.

- logically ordered steps to describe or explain,  
*When the air temperature warms up, the water on the ground ... This makes the vapour ... which causes the ...*
- general statements and frequent use of the passive voice,  
*The water is absorbed by ...*
- use of connectives signalling time, and logical or causal relations,  
*first, next, finally*  
*because, so, thus, as a result*
- use of subordinating conjunctions for addition, contrast, reason, purpose, result, condition, concession;  
*in addition, too, as well (as)*  
*however, although, even though*  
*because (of), since, as*  
*as a result of, consequently*  
*nevertheless*
- use IT to organise and present the text attractively.

**9.4** Write persuasive texts, in the form of short essays, letters or scripts for oral presentation, arguing for or against a particular view on an issue of topical, or personal interest:

- use titles and introductory statements to capture the reader’s attention and win sympathy for the arguments;  
*Stay healthy and get rich!*  
*Five hundred children die every day because of ...*  
*If we continue to over-fish the oceans, very soon there will be no fish left at all.*
- articulate a clear position in an introduction;  
*The development of another shopping centre in the city will add to congestion and do little to increase choice.*
- provide supporting arguments in the form of points plus elaboration;  
*Eggs contain protein. Protein is necessary because ...*
- conclude by reiterating or summarising.  
*We have seen that ...*  
*So it must be clear that ...*

**9.5** Compose short essays, up to 200 words, drawing on work in another curriculum subject or an issue of topical interest, using the organisational features typical of a discussion text to balancing and weigh arguments, and drawing a conclusion:

- an introduction which states issues;
  - the arguments in favour, plus supporting evidence or examples;
  - the arguments against, plus supporting evidence or examples (alternatively presented as point-by-point argument and counter-argument);
  - conclusion: summary to weigh the cases, conclusion or recommendation.
-

# Key words for Grade 9

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

abolish <i>v</i>	capture <i>v</i>	convert <i>v</i>
access <i>n</i>	case <i>n</i> (situation)	courage <i>n</i>
accomplish <i>v</i>	caution <i>n</i>	course <i>n</i>
according (to) <i>prep</i>	cease <i>v</i>	crawl <i>v</i>
account <i>v</i> (take ~ of)	cereal <i>n</i>	crisis <i>n</i>
accuse <i>v</i>	ceremony <i>n</i>	crucial <i>adj</i>
acquire <i>v</i>	challenge <i>n, v</i>	cultivate <i>v</i>
adequate <i>adj</i>	character <i>n</i>	current <i>adj</i>
admit <i>v</i> (accept truth)	charge <i>adj</i> (in ~ of)	deceive <i>v</i>
adopt <i>v</i>	chase <i>v, n</i>	declare <i>v</i>
agency <i>n</i>	cheat <i>v, n</i>	defect <i>n</i>
agent <i>n</i>	cheer <i>v</i> (shout)	definite <i>adj</i>
agriculture <i>n</i>	chief <i>adj</i> (main)	degree <i>n</i> (college)
aid <i>n, v</i>	circumstance(s) <i>n</i>	deliberate <i>adj</i>
alarm <i>n</i>	civilisation <i>n</i>	delicate <i>adj</i>
alike <i>adj</i>	claim <i>v, n</i> (to state; a reward)	delighted <i>adj</i>
alternative <i>adj</i>	class <i>n</i> (society)	demand <i>n</i>
amateur <i>n</i>	climate <i>n</i>	(vs supply)
amaze <i>v</i>	climax <i>n</i>	dense <i>adj</i>
ambition <i>n</i>	clue <i>n</i>	departure <i>n</i>
ancient <i>adj</i>	coincide <i>v</i>	depressed <i>adj</i>
anticipate <i>v</i>	collapse <i>v, n</i>	(emotion)
anxious <i>adj</i>	colleague <i>n</i>	derive from <i>v</i>
apart <i>prep</i>	column <i>n</i>	descend <i>v</i>
appeal (to) <i>v, n</i>	come across <i>v</i>	desire <i>n, v</i>
apply <i>v</i> (use/put)	come into <i>v</i>	destruction <i>n</i>
appoint <i>v</i>	come out <i>v</i>	deteriorate <i>v</i>
appreciate <i>v</i>	come up <i>v</i>	device <i>n</i>
arise <i>v</i>	command <i>n, v</i>	diet <i>n, v</i>
arrest <i>v, n</i>	comment <i>v, n</i>	dilemma <i>n</i>
artificial <i>adj</i>	commercial <i>adj</i>	direct <i>v</i>
ashamed <i>adj</i>	committee <i>n</i>	discipline <i>n</i>
aside <i>adv</i>	communicate <i>v</i>	dismiss <i>v</i>
aspect <i>n</i>	community <i>n</i>	display <i>v, n</i>
associate <i>v</i>	comparison <i>n</i>	distinct <i>adj</i>
assume <i>v</i>	complex <i>adj</i>	do away with <i>v</i>
astonish <i>v</i>	complicate <i>v</i>	dominate <i>v</i>
attach <i>v</i>	composition <i>n</i>	drug <i>v, n</i>
authority <i>n</i> (power)	(written)	due <i>adj</i>
automatic <i>adj</i>	comprise <i>v</i>	duty free <i>adj</i>
available <i>adj</i>	compromise <i>v, n</i>	easy going <i>adj</i>
background <i>n</i>	compulsory <i>adj</i>	elect <i>v</i>
bank <i>n</i> (river)	conceal <i>v</i>	electronic <i>adj</i>
bare <i>adj</i>	concern <i>v</i>	elementary <i>adj</i>
base on <i>v</i>	concrete <i>n</i>	elevator <i>n</i> (UK lift)
basic <i>adj</i>	(cement)	embarrass <i>v</i>
battle <i>n</i>	conduct <i>n, v</i>	embassy <i>n</i>
bay <i>n</i>	(behaviour)	emigrate <i>v</i>
blade <i>n</i>	conference <i>n</i>	emotion <i>n</i>
blank <i>adj</i>	confess <i>v</i>	enable <i>v</i>
blow <i>n</i> (strike)	conflict <i>n, v</i>	enclose <i>v</i>
boredom <i>n</i>	confuse <i>v</i>	encounter <i>v, n</i>
boundary <i>n</i>	congratulate <i>v</i>	enormous <i>adj</i>
brand (new) <i>adj</i>	conquer <i>v</i>	entertain <i>v</i>
break <i>n</i> (pause)	conscience <i>n</i>	enthusiasm <i>n</i>
brief <i>adj</i>	conscious (of, that) <i>adj</i>	entire <i>adj</i>
broadcast <i>v, n</i>	consequently <i>adv</i>	equivalent <i>adj</i>
broken down <i>adj</i>	conserve <i>v</i>	evil <i>adj, n</i>
built up <i>adj</i>	constant <i>adj</i>	excess <i>adj</i>
burnt out <i>adj</i>	consult <i>v</i>	exhaust <i>v</i> (make tired)
campaign <i>n, v</i>	contact <i>v, n</i>	exhaust <i>v</i> (use up)
candidate <i>n</i>	contemporary <i>adj</i>	exhibition <i>n</i>
capable (of) <i>adj</i>	continent <i>n</i>	expert <i>n</i>
		expose <i>v</i>

facilities <i>n</i>	intervene <i>v</i>	portion <i>n</i>
faint <i>adj</i>	invade <i>v</i>	potential <i>adj, n</i>
false <i>adj</i>	irrigate <i>v</i>	poverty <i>n</i>
fame <i>n</i>	isolate <i>v</i>	precious <i>adj</i>
farther <i>adv</i>	issue <i>v</i> (produce)	prejudice <i>n</i>
fascinate <i>v</i>	justice <i>n</i>	preserve <i>v</i>
fasten <i>v</i>	kneel <i>v</i>	prestige <i>n</i>
favour <i>n</i>	lamp <i>n</i>	pride <i>n</i>
favourable <i>adj</i>	last <i>v</i> (continue)	prior to <i>prep</i>
fertile <i>adj</i>	lecture <i>n, v</i>	priority <i>n</i>
fiction <i>n</i>	legal <i>adj</i>	privilege <i>n</i>
first class <i>adj</i>	leisure <i>n</i>	proceed <i>v</i>
fit <i>adj</i> (healthy)	let down <i>v</i>	prominent <i>adj</i>
flavour <i>n</i>	liable (to) <i>adj</i>	prompt <i>adj</i>
fool <i>n</i>	liberal <i>adj, n</i>	protest <i>v, n</i>
for instance <i>adv</i>	lid <i>n</i>	psychology <i>n</i>
former <i>adj</i>	likewise <i>adv</i>	publish <i>v</i>
fountain <i>n</i>	literature <i>n</i>	punishment <i>n</i>
frame <i>n</i>	luxury <i>n</i>	put across <i>v</i>
freedom <i>n</i>	magic <i>n, adj</i>	put forward <i>v</i>
friendship <i>n</i>	maintain <i>v</i> (car etc.)	puzzle <i>n, v</i>
frontier <i>n</i>	majority <i>n</i>	qualify <i>v</i> (get diploma)
frustrate <i>v</i>	manage <i>v</i> (succeed)	radical <i>adj, n</i>
fulfil <i>v</i>	manner <i>n</i> (way)	random <i>adj</i>
function <i>n, v</i>	manual <i>n</i>	rare <i>adj</i>
fundamental <i>adj</i>	march <i>v, n</i>	raw <i>adj</i>
further <i>adv</i> (distance)	matter <i>n</i> (issue)	reality <i>n</i>
gesture <i>n, v</i>	means <i>n</i> (way)	recreation <i>n</i>
get away with <i>v</i>	medium <i>adj</i>	reflect <i>v</i> (indicate)
get over <i>v</i>	mental <i>adj</i>	reflect <i>v</i> (light)
get through <i>v</i>	mess <i>n</i>	reform <i>v, n</i>
go for <i>v</i>	mine <i>n, v</i> (e.g. coal)	region <i>n</i>
grasp <i>v</i>	moderate <i>adj</i>	reject <i>v</i>
guard <i>n, v</i>	mood <i>n</i>	relationship <i>n</i> (human)
guilty <i>adj</i>	moral <i>adj, n</i>	relative <i>adj</i>
hand <i>v</i>	motive <i>n</i>	reliable <i>adj</i>
handle <i>v</i>	muscle <i>n</i>	relief <i>n</i>
harbour <i>n</i>	mystery <i>n</i>	remain <i>v</i>
hard up <i>adj</i>	native <i>adj, n</i>	remark <i>n</i>
hardly <i>adv</i>	neglect <i>v, n</i>	remedy <i>n, v</i>
harm <i>n, v</i>	nervous <i>adj</i>	replace <i>v</i>
heaven <i>n</i>	novel <i>n</i>	represent <i>v</i> (indicate)
honour <i>n</i>	obliged (to) <i>adj</i>	represent <i>v</i> (spokesperson)
horizon <i>n</i>	obstacle <i>n</i>	reputation <i>n</i>
hostile <i>adj</i>	obvious <i>adj</i>	require <i>v</i> (need)
huge <i>adj</i>	occupy <i>v</i>	reservation <i>n</i> (doubt)
humour <i>n</i>	ocean <i>n</i>	resident <i>n</i>
hunt (for) <i>v, n</i>	offend <i>v</i>	resist <i>v</i>
hut <i>n</i>	oppose <i>v</i>	rhythm <i>n</i>
ideal <i>adj</i>	orchestra <i>n</i>	right/left (handed) <i>adj</i>
image <i>n</i>	overcome <i>v</i>	rob <i>v</i>
imaginary <i>adj</i>	overlap <i>v</i>	rock <i>v</i>
immigration <i>n</i>	overseas <i>adj, adv</i>	romantic <i>adj</i>
impose (on) <i>v</i>	owing to <i>prep</i>	rule <i>v</i> (govern)
impress <i>v</i>	partial <i>adj</i>	run in to <i>v</i>
in spite of <i>prep</i>	participate <i>v</i>	rush <i>v, n</i>
incident <i>n</i>	past <i>n</i> (the ~)	sacred <i>adj</i>
inferior <i>adj</i>	pause <i>v, n</i>	sacrifice <i>n, v</i> (go without)
influence <i>v, n</i>	peace <i>n</i> (quiet)	sale <i>n</i> (in a shop)
inhabit <i>v</i>	penetrate <i>v</i>	satisfy <i>v</i>
injure <i>v</i>	perceive <i>v</i>	scale <i>n</i> (instrument)
inner <i>adj</i>	performance <i>n</i> (artistic)	scarce <i>adj</i>
innocent <i>adj</i>	persist <i>v</i>	scare <i>v</i>
instance <i>n</i>	phenomenon <i>n</i>	scatter <i>v</i>
instant <i>adj</i>	philosophy <i>n</i>	
instinct <i>n</i>	pity <i>v, n</i>	
integrate <i>v</i>	plain <i>n</i>	
interfere (with) <i>v</i>	planet <i>n</i>	
interior <i>adj, n</i>		
interval <i>n</i>		

scenery <i>n</i>	suburb <i>n</i>	union <i>n</i>
screen <i>n</i>	suitcase <i>n</i>	unique <i>adj</i>
secondhand <i>adj</i>	suppose <i>v</i>	unite <i>v</i>
see about <i>v</i>	surrender <i>v, n</i>	urban <i>adj</i>
see off <i>v</i>	survey <i>n, v</i>	urge <i>v</i>
see through <i>v</i>	survive <i>v</i>	utilise <i>v</i>
seize <i>v</i>	swing <i>v, n</i>	vacant <i>adj</i>
selfish <i>adj</i>	sympathy <i>n</i>	vague <i>adj</i>
senior <i>adj</i>	tactic <i>n</i>	vary <i>v</i>
sensation <i>n</i> (feeling)	take <i>v</i> (steal)	vast <i>adj</i>
sense <i>n</i> (meaning)	take account of <i>v</i>	victim <i>n</i>
sensitive <i>adj</i>	take advantage of <i>v</i>	victory <i>n</i>
serious <i>adj</i> (sincere)	take for granted <i>v</i>	view <i>n</i> (opinion)
severe <i>adj</i>	take place <i>v</i> (happen)	vigorous <i>adj</i>
shift <i>v, n</i>	talent <i>n</i>	violent <i>adj</i>
ship <i>v</i>	technical <i>adj</i>	visible <i>adj</i>
shortage <i>n</i>	tempt <i>v</i>	volume <i>n</i> (quantity)
signal <i>n, v</i>	tense <i>adj</i>	volume <i>n</i> (space)
similarly <i>adv</i>	terror <i>n</i>	voyage <i>n</i>
simultaneous <i>adj</i>	theft <i>n</i>	vulnerable <i>adj</i>
slide <i>v</i>	theme <i>n</i>	warm hearted <i>adj</i>
slope <i>n</i>	threat <i>n</i>	weakness <i>n</i>
smart <i>adj</i> (neat)	tough <i>adj</i> (difficult; not soft)	weekday <i>n</i>
social <i>adj</i>	tradition <i>n</i>	weep <i>v</i>
sow <i>v</i>	trap <i>n, v</i>	welcome <i>n, v</i>
spice <i>n</i>	treat <i>v</i> (deal with)	well made <i>adj</i>
spill <i>v</i>	trend <i>n</i>	well off <i>adj</i>
spin <i>v</i>	trial <i>n</i> (legal; test)	well/badly behaved <i>adj</i>
spirit <i>n</i>	tribe <i>n</i>	whatever <i>conj</i>
spoil <i>v</i>	trick <i>n, v</i>	whenever <i>conj</i>
stable <i>adj</i>	tropic(s) <i>n</i>	wherever <i>conj</i>
stage <i>n</i> (platform)	try out <i>v</i> (experiment)	widely <i>adv</i>
stairs <i>n</i>	tune <i>n</i>	willing (to) <i>adj</i>
starve <i>v</i>	turn down <i>v</i>	wind <i>v</i>
state <i>n, adj</i> (government)	turn (out) <i>v</i> (result)	wipe <i>v, n</i>
sticky <i>adj</i>	turn up <i>v</i>	wisdom <i>n</i>
still <i>adj</i> (not moving)	twist <i>v</i>	within <i>prep</i>
strike <i>v</i> (hit)	under control <i>adj</i>	witness <i>n, v</i>
struggle <i>v, n</i>	undertake <i>v</i>	worn out <i>adj</i>
style <i>n</i>	uniform <i>adj</i>	worship <i>v, n</i>
		wound <i>n</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.

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