

FUTUREWORLD LEARNING SCHOOL OF AMERICAN STUDIES

Language Curriculum

FUTUREWORLD LEARNING SCHOOL OF AMERICAN STUDIES requires students to comply with the English curriculum. This curriculum includes goals, content and the criteria for evaluation. The specific meaning of these three is defined below.

Goals: Students must have mutual respect for all cultures in the school. The learner must accept that there will be different learning strategies used in the classroom to ensure that all students achieve proficiency in the subjects taught. It is also essential that students learn to express themselves in the classroom. We also aim to develop the students' interest and pleasure in reading as well as developing their ability to write. The ultimate goal is that the student will have the opportunity to gain the fluency of English compatible to a native speaker at the end of the ninth grade.

Content: It is important that the students have the ability to speak clearly and also have an understanding of what is being taught to them. They must also be able to understand the vocabulary in the required texts and other assigned material by the teacher.

Evaluation: For students to move forward in FLSAS they should demonstrate proficiency in English. Evaluation is crucial for the student to proceed in this school. The students must prove that they can understand routine discussions in English. Listening is an essential skill to demonstrate English competency. By the time the student completes the ninth grade, they should be able to give a factual and persuasive speech, i.e. presenting a topic or an argument sequencing points logically, defending views with evidence and making use of persuasive language. In writing, the ultimate goal is to adapt style to genre and purpose and to use a variety of sources to plan writing, e.g. notes, texts, websites.

In FLSAS the students learn language, but they also learn through language. Language helps the student to clarify and interpret experiences, to acquire new concepts, and to add depth to concepts already grasped.

Oral language is a crucial factor in the development of the student's cognitive abilities and it facilitates the acquisition of social and communicative skills. It is, above all, the principal integrating element in the English curriculum. Activities such as comprehension, responding to text and the approach to writing are grounded in a process of talk and discussion.

Technological skills are essential for advancement in education. The English curriculum allows for opportunities to integrate information and communication technologies into the teaching and learning process and provides students with

opportunities to use modern technology to enhance their learning in all other subjects as well.

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In the English curriculum the term ‘1st grade’ refers to the year group in question. The phrases ‘grade 5’ and ‘grade 8’ represent the evaluation grade marked in the student’s school report card.

At the very end of the English curriculum you will find a Glossary of Terms and appendixes.

The appendixes are supplementary attachments to the assessments / certificates.

Appendix 1: Content-and-Language-Integrated-Learning (CLIL) English
Assessment
Student’s Language Proficiency Appendix for Grade 6

Appendix 2: Content-and-Language-Integrated-Learning (CLIL) English
Assessment
Appendix to Basic Education Certificate for Grade 9

Appendix 3: Content-and-Language-Integrated-Learning (CLIL) English
Assessment
Transfer Certificate for Students Moving Abroad

Appendix 4 includes guidelines for teachers to fill in the appendixes as supplementary attachments to assessments / certificates.

1st grade:

Goals and Learning Strategies

Speaking and listening: Students learn to speak and pronounce clearly, thinking about the needs of their listeners. They work in small groups, as a class and joining in discussions. They also learn how to listen carefully to what other people are saying, so that they can remember the main points.

Reading: Students’ interest and pleasure in reading is developed as they learn to read. As well as focusing on words and sentences, they work out the meaning of straightforward texts. Visual aids enhance this strategy.

Writing: Students learn the symbolic nature of writing, the sounds and names of letters and how to write them. They learn the basics of phonological patterns and spelling. They also learn to write familiar words and brief sentences.

Handwriting: The school handwriting policy aims to lead students to mastering a quick, legible and efficient style. Students are taught a Standard Print Style first, and then a Standard Cursive Style (handwriting according to the Finnish school system).

Contents

- ξ Developing phonic skills
- ξ Letter formation and articulation
- ξ Recognizing common words, rhyming words, word families
- ξ Reading stories
- ξ Expanding vocabulary
- ξ Writing simple sentences and short pieces of text, spelling
- ξ Listening to stories and engaging in group discussions
- ξ Sharing own experiences and making predictions

Language structure

- ξ Phonemes
- ξ Letter sounds (graphemes)
- ξ Short and long vowel, consonants
- ξ Segmenting and blending
- ξ Grapheme – phoneme correspondences and phoneme – grapheme correspondences
- ξ The alphabet
- ξ The ordinal numbers
- ξ Simple language structures, such as pronouns (he / she / it), a basic use of apostrophe (it is – it's, he is – he's)
- ξ Simple adjectives, prepositions, basic conjunctions
- ξ Silent –e

Literature

- ξ Narrative
 - ξ Stories with familiar settings
 - ξ Traditional fairy tales
 - ξ Stories about fantasy worlds
- ξ Non-narrative
 - ξ Instructions

- ξ Lists
- ξ Poetry
- ξ Rhymes

Evaluation

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Proficiency level for skills below average (grade 5)

Listening Comprehension: A1.2

- ξ Can understand a limited number of words, short sentences, questions and requests of a personal or immediate nature.
- ξ Struggles to understand even simple utterances without explicit contextual cues.
- ξ Requires significant help: slower speech, repetition, pointing, and translation.

Speaking Skills: A1.1

- ξ Can answer simple questions about personal details in short sentences. Interaction relies on the conversational partner and the speaker may need to resort to his/her mother tongue or gestures.
- ξ Speech may contain frequent long pauses, repetitions and breakdowns.
- ξ Pronunciation may cause major problems of understanding.
- ξ Can use a very limited basic vocabulary and some standard memorized phrases.
- ξ Cannot express himself/herself freely, but the few formulaic utterances that he/she can manage may be relatively free of mistakes.

Reading Comprehension: A1.1

- ξ Is familiar with the alphabet, but understands little of the text. ξ Recognizes a small number of familiar words and short phrases and can tie these in with pictures.
- ξ Has a very limited ability to understand an unfamiliar word even in very predictable contexts.

Writing Skills: below A1.1

- ξ *Can only understand a few expressions when listening to others.* ξ *Can only communicate using a few expressions.*
- ξ *Can only write a few letters and common words.*
- ξ *Can only express himself/herself using a limited vocabulary.*

Proficiency level for good skills (grade 8)

Listening Comprehension: A1.3

- ξ Can understand simple utterances (personal questions and everyday

instructions, requests and warnings) in routine discussions with support from context.

ξ Can follow simple discussions related to concrete situations or personal experience.

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ξ Can only understand simple messages if delivered in standard dialect, at a slower than normal rate and addressed to him/her personally.

Speaking Skills: A1.3

ξ Can briefly describe himself/herself and his/her immediate surroundings (environment, family, situation, etc.). Can manage in the most straightforward dialogues and interactive situations. Sometimes requires help from the conversational partner.

ξ Can express himself/herself fluently in the most familiar sequences, but pauses and breaks are very evident in other parts of speech.

ξ Pronunciation may sometimes cause misunderstandings.

ξ Can use a limited number of short memorised expressions, the most essential vocabulary and basic sentence structure.

ξ Plenty of basic grammatical errors occur frequently even in elementary speech.

Reading Comprehension: A1.3

ξ Can read familiar and some unfamiliar words. Can understand very short messages dealing with everyday life and routine events or giving simple instructions.

ξ Can locate specific information required in a short text (postcards, weather forecasts).

ξ Reading and understanding of even brief passages of text is very slow and limited.

Writing Skills: A1.2

ξ Can communicate immediate needs in brief sentences.

ξ Can write a few sentences and phrases about himself/herself and his/her immediate situation (such as answers to questions or notes).

ξ Can use some basic words and phrases and write very simple main clauses. ξ Memorized phrases may be written accurately, but prone to a very wide variety of errors even in the most elementary free writing.

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2nd grade:

Goals and Learning Strategies

Speaking and listening: Students learn to sustain concentration while listening and take turns in speaking. They learn to explain their own behaviour and views and take part in frequent group and class discussions. They also learn to develop questioning skills and make comparisons.

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Reading: Students share and explain their reactions to texts commenting on important aspects and making imaginative links to their own experiences. They recognize words with common spelling patterns and how word order affects meaning.

Writing: Students spell the words in a recognizable way based on an awareness of the most common spelling strings and patterns. They learn to put words into alphabetical order and use dictionaries. Students write simple stories and narrative texts about feelings and experiences learning to use capital letters, full stops and question marks.

Handwriting: By the end of the second year students learn to write in a Standard Cursive Style.

Contents

- ξ Plurals and pronouns
- ξ Alphabetical order
- ξ Dictionary work
- ξ Writing simple stories and narrative texts
- ξ Listening to stories and drawing and writing about it
- ξ Reading different kinds of stories
- ξ Basic spelling

Language structure

- ξ Demonstratives
- ξ The present simple of 'be'
- ξ Can for ability
- ξ Have got
- ξ Prepositions of place
- ξ Possessive adjectives
- ξ The present simple
- ξ The present simple of like
- ξ Prepositions of time
- ξ The conjunction 'and'

- ξ Comparative adjectives
- ξ The past simple of 'be'

Literature

- ξ Narrative
 - ξ Stories with a familiar setting
 - ξ Plot and characters

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- ξ Traditional fairy tales
 - ξ Traditional stories
 - ξ Stories about fantasy worlds
- ξ Non-narrative
 - ξ Instructions
 - ξ Invitations
 - ξ Letters
 - ξ Recounts
- ξ Poetry
 - ξ Rhymes
 - ξ Poetry to write and perform

Evaluation

Proficiency level for skills below average (grade 5)

Listening Comprehension: A1.2

- ξ Can understand a limited number of words, short sentences, questions and requests of a personal or immediate nature.
- ξ Struggles to understand even simple utterances without explicit contextual cues.
- ξ Requires significant help: slower speech, repetition, pointing, and translation.

Speaking Skills: A1.2

- ξ Can communicate some immediate needs in a limited manner and ask and answer in dialogues about basic personal details. Requires frequent help from the conversational partner.
- ξ Speech contains pauses and other breaks.
- ξ Pronunciation may often cause misunderstandings.
- ξ Can use a very limited basic vocabulary, some contextual expressions and some elements of basic grammar.
- ξ A very wide variety of errors occur even in elementary speech.

Reading Comprehension: A1.2

- ξ Can understand names, signs and other very short and simple texts related to immediate needs.
- ξ Can identify specific information in simple text, provided he/she can reread it as required.
- ξ Has a limited ability to understand an unfamiliar word even in very predictable contexts.

Writing Skills: above A1.1

- ξ Can communicate immediate needs using very brief expressions.

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- ξ Can write the language's alphabets and numbers in letters, write down his/her basic personal details and write some familiar words and phrases. ξ Can use a number of isolated words and phrases.
- ξ Cannot express himself/herself freely, but can write a few words and expressions accurately.
- ξ *Can spell a limited amount of words with increasing accuracy. ξ Can spell words in a recognizable way based on an awareness of the most common spelling strings and patterns.*

Proficiency level for good skills (grade 8)**Listening Comprehension: A2.1**

- ξ Can understand simple speech or follow discussions about topics of immediate personal relevance.
- ξ Can understand the main content of brief and simple discussions and messages of personal interest (instructions, announcements) and follow changes of topic on the TV news.

Speaking Skills: A2.1

- ξ Can describe his/her immediate surroundings in a few short sentences. Can handle simple social exchanges and the most common interactive situations. Can initiate and close brief dialogues, but can rarely maintain a longer conversation.
- ξ Can produce some familiar sequences fluently, but pauses and false starts are frequent and very evident.
- ξ Pronunciation is understandable, although a foreign accent is very evident and mispronunciations may cause occasional misunderstandings.
- ξ Commands easily predictable vocabulary and many of the most essential structures (such as past tenses and connectors).
- ξ Masters the most basic grammar in elementary free speech, but still makes many errors even in basic structures.

Reading Comprehension: A2.1

- ξ Can understand simple texts containing the most common vocabulary (personal letters, brief news items, everyday user instructions).
- ξ Can understand the main points and some details of a few paragraphs of text. Can locate and compare specific information and can draw very simple inferences based on context.
- ξ Reading and understanding of even brief passages of text is limited and slow.

Writing Skills: A2.1

- ξ Can manage in the most routine everyday situations in writing.

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- ξ Can write brief, simple messages (personal letters, notes), which are related to everyday needs, and simple, enumerated descriptions of very familiar topics (real or imaginary people, events, personal or family plans).
- ξ Can use concrete vocabulary related to basic needs, basic tenses and coordinate sentences joined by simple conjunctions (and, but).
- ξ Can write the most simple words and structures with reasonable accuracy, but makes frequent basic errors (tenses, inflection) and uses many awkward expressions in free writing.

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3rd grade:

Goals and Learning Strategies

Speaking and listening: Students learn to speak fluently and confidently to different people. They learn to tell stories, read aloud and recite, describe events and experiences. They learn to listen, understand and respond appropriately to others, taking into account what they say. They learn to make relevant comments and ask questions to clarify their understanding.

Reading: Students read enthusiastically a range of materials with fluency, accuracy, and understanding. They develop their understanding of fiction and non-fiction texts by identifying and describing characters, events, and settings. They learn to respond in different ways to what they read.

Writing: Students start to enjoy writing and see the value of it. The acquired skill of writing is a tool for expressing their thoughts and ideas. Students learn to put ideas into sentences, use a clear structure of beginning, middle and end to organise their writing and vary their writing to suit the purpose and reader. They also use the texts

they read as models for their own writing. In order to develop their writing, students are taught to write familiar words and attempt unfamiliar ones, assemble and develop ideas on paper and on screen, and plan and review their writing. Students are also taught how to use capital letters, full stops, question marks, commas and speech marks.

Content

- ξ Reading with increasing fluency both fiction and non-fiction
- ξ Spelling of high frequency words
- ξ Writing stories and articles
- ξ Using dictionaries
- ξ Recognizing prefixes and suffixes
- ξ Learning present and past tense

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- ξ Learning synonyms, antonyms and irregular plurals
- ξ Acting out scripts, performing poems and rhymes with expression
- ξ Commenting on performances, making predictions
- ξ Reading different kinds of stories

Language structure

- ξ Nouns
- ξ Verbs
- ξ Adjectives
- ξ Plurals
- ξ Past tense
- ξ Pronouns
- ξ Sentence
- ξ Synonyms, antonyms
- ξ Prepositions
- ξ Articles
- ξ Apostrophe

Literature

- ξ Narrative
 - ξ Structure of a narrative (event, problem, conclusion)
 - ξ Adventure and mystery
 - ξ Dialogue and place
- ξ Non-narrative
 - ξ Diaries and letters

- ξ Chronological accounts
- ξ Explanations
- ξ Book reports
- ξ Poetry
 - ξ Poetry to read, write and perform
 - ξ Poems on a theme

Evaluation

Proficiency level for skills below average (grade 5)

Listening Comprehension: A1.3

- ξ Can understand simple utterances (personal questions and everyday instructions, requests and warnings) in routine discussions with support from context.

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- ξ Can follow simple discussions related to concrete situations or personal experience.
- ξ Can only understand even simple messages if delivered in standard dialect, at a slower than normal rate and addressed to him/her personally.

Speaking Skills: A1.3

- ξ Can briefly describe himself/herself and his/her immediate surroundings. Can manage in the most straightforward dialogues and interactive situations. Sometimes requires help from the conversational partner.
- ξ Can express himself/herself fluently in the most familiar sequences, but pauses and breaks are very evident in other sections of speech.
- ξ Pronunciation may sometimes cause misunderstandings.
- ξ Can use a limited number of short memorised expressions, the most essential vocabulary and basic sentence structure.
- ξ Plenty of basic grammatical errors occur frequently even in elementary speech.

Reading Comprehension: A1.3

- ξ Can read familiar and some unfamiliar words. Can understand very short messages dealing with everyday life and routine events or giving simple instructions.
- ξ Can locate specific information required in a short text (postcards, weather forecasts).
- ξ Reading and understanding of even brief passages of text is very limited and slow.

Writing Skills: A1.2

- ξ Can communicate immediate needs in brief sentences.
- ξ Can write a few sentences and phrases about himself/herself and his/her immediate circle (such as answers to questions or notes).
- ξ Can use some basic words and phrases and write very simple main clauses. ξ Memorized phrases may be written accurately, but prone to a very wide variety of errors even in the most elementary free writing.

Proficiency level for good skills (grade 8)

Listening comprehension: A2.2

- ξ Can understand enough to be able to meet the needs of a concrete type. Can form a very rough idea of the main points of clear factual speech. ξ Can generally recognise the topic of discussion around him/her. Can understand everyday vocabulary and a very limited number of idioms in contextual speech dealing with familiar or general topics.
- ξ Can only understand even a simple message if delivered in clear and slow standard dialect. May have to ask for repetition quite often.

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Speaking Skills: A2.2

- ξ Can give a small, enumerated description of his/her immediate situation and its everyday aspects. Can take part in routine discussions about personal details or interests. May need help in conversation and may avoid certain themes.
- ξ Speech is sometimes fluent, but different types of breaks are very evident. ξ Pronunciation is intelligible, even if a foreign accent is evident and mispronunciations occur.
- ξ Has a fairly good command of high-frequency everyday vocabulary and some idiomatic expressions. Can use several simple and also a few demanding structures.
- ξ More extended free speech contains plenty of basic mistakes (such as verb tenses), which may sometimes impair understanding.

Reading Comprehension: above A2.2

- ξ Can understand the main points and some details of messages consisting of a few paragraphs in fairly demanding everyday contexts (advertisements, letters, menus, timetables) and factual texts (user instructions, brief news items).
- ξ Can acquire easily predictable new information about familiar topics from a few paragraphs of clearly structured text. Can infer meanings of unfamiliar words based on their form and context.
- ξ Will often need rereading and reference material to understand a text passage. ξ *Can read regularly with support, increasing independence in reading, including reading aloud.*
- ξ *Can self-correct reading errors when text does not make sense.*

Writing Skills: A2.2

- ξ Can manage routine everyday situations in writing.
- ξ Can write very short, simple descriptions of events, past actions and personal experiences or everyday things in his/her living environment (brief letters, notes, applications, telephone messages).
- ξ Commands basic everyday vocabulary, structures and the most common cohesive devices.
- ξ Can write simple words and structures accurately, but makes mistakes in less common structures and forms and uses awkward expressions.

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4th grade:

Goals and Learning Strategies

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Speaking and listening: Students learn to speak with clarity and use appropriate intonation, animation and expression when reading and reciting texts or conveying information. Students also learn to explain their own behaviour and views. They should learn to tell real and imagined stories using the conventions of familiar story language. In group discussions and interaction students learn to take different views into account and give reasons for opinions and actions. Students should be taught to create and sustain roles individually and when working with others when participating in a range of drama activities.

Students should be able to comprehend main ideas in simple passages of information or explanation given orally. They should also be able to follow up others' points and show whether they agree or disagree in whole class discussion.

Reading: Students learn to read extensively and discuss personal reading with others. They are taught to recognize specific parts of words, including prefixes, suffixes, inflectional endings and plurals. In order to develop their understanding of fiction, poetry and drama, students should be taught to identify and describe characters, events and settings in fiction and patterns of rhythm, rhyme and sounds.

Writing: Students start to enjoy writing and see the value of it. They learn to communicate meaning in narrative and non-fiction texts and learn to spell more correctly. Students learn to identify how character and setting are created, and how plot, narrative structure and themes are developed.

Contents

- ξ Interaction in pairs and groups making plans and investigating, sharing ideas and experiences, commenting and reporting
- ξ Working in role, presenting drama and stories to others
- ξ Listening to peers and adults giving detailed explanations and presentations
- ξ Listening to recordings and digital materials
- ξ Reading print and ICT based information texts
- ξ Reading short novels, stories, etc.
- ξ Stories, plays and poems by significant children's authors
- ξ Using dictionaries, encyclopaedias and thesauruses to extend and develop vocabulary
- ξ Writing extended stories using settings and characterisation
- ξ Organizing text into paragraphs
- ξ Making notes and writing about ideas encountered in other areas of the curriculum (problem solving in maths, Environmental Studies, religion / ethics)

Language structure

- ξ 'Be', 'have got' questions

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- ξ Present simple: affirmative, negative and questions
- ξ Yes/no and wh-questions
- ξ Adverbs of frequency
- ξ Present continuous v. present simple
- ξ Object pronouns
- ξ Past simple
- ξ Regular and irregular verbs
- ξ Countable and uncountable nouns
- ξ 'a/an', 'the', 'some', 'any', 'how much', 'how many', 'a little', 'a few'
- ξ 'How' questions
- ξ 'Going to'
- ξ Adjectives and adverbs

Literature

- ξ Narrative
 - ξ Adventure and mystery
 - ξ Stories from other cultures
 - ξ Stories with historical settings
- ξ Non-narrative
 - ξ Reflective writing

- ξ Journalistic writing
- ξ Book reports

Evaluation

Proficiency level for skills below average (grade 5)

Listening Comprehension: A2.1

- ξ Can understand simple speech or follow discussions about topics of immediate personal relevance.
- ξ Can understand the main content of brief and simple discussions and messages of personal interest (instructions, announcements) and follow changes of topic on the TV news.

Speaking Skills: A2.1

- ξ Can describe his/her immediate surroundings in a few short sentences. Can handle simple social exchanges and the most common service situations. Can initiate and close brief dialogues, but can rarely maintain a longer conversation.
- ξ Can produce some familiar sequences fluently, but pauses and false starts are frequent and very evident.
- ξ Pronunciation is understandable, although a foreign accent is very evident and mispronunciations may cause occasional misunderstandings.

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- ξ Commands easily predictable vocabulary and many of the most essential structures (such as past tenses and connectors).
- ξ Masters the most basic grammar in elementary free speech, but still makes many errors even in basic structures.

Reading Comprehension: A2.1

- ξ Can understand simple texts containing the most common vocabulary (personal letters, brief news items, everyday user instructions).
- ξ Can understand the main points and some details of a few paragraphs of text. Can locate and compare specific information and can draw very simple inferences based on context.
- ξ Reading and understanding of even brief passages of text is slow.

Writing Skills: A2.1

- ξ Can manage in the most routine everyday situations in writing. ξ Can write brief, simple messages (personal letters, notes), which are related to everyday needs, and simple, enumerated descriptions of very familiar topics (real or imaginary people, events, personal or family plans).
- ξ Can use concrete vocabulary related to basic needs, basic tenses and coordinate sentences joined by simple connectors (and, but).

- ξ Can write the most simple words and structures with reasonable accuracy, but makes frequent basic errors (tenses, inflection) and uses many awkward expressions in free writing.

Proficiency level for good skills (grade 8)

Listening Comprehension: B1.2

- ξ Can understand clear factual information related to familiar and fairly general topics in fairly demanding contexts (indirect enquiries, job-related discussions, predictable telephone messages).
- ξ Can understand the main points and the most important details of more extended formal and informal discussions conducted around him/her. ξ Understanding requires standard language or a relatively familiar accent and occasional repetition and reformulation. Fast discussions between native speakers and unfamiliar details in unknown topics cause problems.

Speaking Skills: B1.1

- ξ Can describe familiar things in some detail. Can handle the most common everyday situations and informal exchanges in the language area. Can communicate topics of personal relevance even in slightly more demanding situations. Sustained presentations or abstract topics cause obvious difficulties.
- ξ Can keep up intelligible speech, even if pauses and hesitation occur in longer sequences.

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- ξ Pronunciation is clearly intelligible, even if a foreign accent is sometimes evident and mispronunciations occur to some extent.
- ξ Can use relatively extensive everyday vocabulary and some high-frequency phrases and idioms. Can use a variety of different structures.
- ξ Grammatical errors are common in longer sequences of free speech (such as missing articles and suffixes), but they rarely weaken understanding.

Reading Comprehension: B1.1

- ξ Can read a few pages of a wide variety of texts about familiar topics (tables, calendars, course programmes, cookery books), following the main points, key words and important details even without preparation.
- ξ Can follow the main points, key words and important details of a few pages of text dealing with a familiar topic.
- ξ Understanding of text details and topics not dealing with everyday experience may be lacking.

Writing Skills: B1.1

- ξ Can write an intelligible text about familiar, factual or imaginary topics of

personal interest, also conveying some detailed everyday information. ξ Can write a clearly formulated cohesive text by connecting isolated phrase to create longer sequences (letters, descriptions, stories, telephone messages). Can effectively communicate familiar information in the most common forms of written communication.

ξ Has sufficient command of vocabulary and structures to formulate most texts used in familiar situations, even if interference and evident circumlocutions occur.

ξ Routine language material and basic structures are by now relatively accurate, but some more demanding structures and phrases still cause problems.

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5th grade:

Goals and Learning Strategies

Speaking and listening: Students learn to speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences. The range should include reading aloud, speaking to different people, group discussions, and presenting to different audiences. Students should be taught to speak audibly and clearly, choose material that is relevant to the topic and to the listeners, and to make contributions relevant to the topic and take turns in discussion.

They learn to listen, understand and respond appropriately to others, taking politely into account what they say. Students learn to ask relevant questions to clarify, extend

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and follow up ideas. The range should include opportunities for students to listen to live talks, readings, presentations, recordings, and to others in groups.

Reading: Students read enthusiastically a range of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning. They increase their ability to read more challenging texts independently. To read with fluency, accuracy and understanding, the students should be taught to identify and describe characters, events and settings, as well as to express preferences and to give reasons. They should also be taught to use their knowledge of sequence and story language when they are retelling stories and predicting events.

Writing: Students develop an understanding that writing is both essential to thinking and learning, and enjoyable in its own right.

Students should be taught to broaden their vocabulary and vary their writing to suit the purpose and the reader. They should be taught to use a clear structure to organise their writing, sequence events and recount them in appropriate detail, and use the texts they read as models for their own writing. Students should be taught to plan and

review their writing, discussing the quality of what is written.

Students should be taught how punctuation helps a reader understand what is written, and to use punctuation marks correctly in their writing, including full stops, question and exclamation marks, inverted commas, and apostrophes to mark possession and omission.

Contents

- ξ Reading aloud, speaking and presenting to different audiences ξ
- Drama performances
- ξ Listening to readings, presentations, recordings and to others in pairs and groups
- ξ Reading various material (including e-material)
- ξ Reading novels, short stories, etc.
- ξ Writing to suit the purpose and the reader
- ξ Organizing, planning and reviewing texts

Language structure

- ξ Present simple
- ξ Adverbs of frequency
- ξ Present continuous
- ξ Comparative and superlative adjectives
- ξ Past simple
- ξ Irregular verbs
- ξ Some and any

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- ξ Present perfect
- ξ Articles
- ξ 'Will'
- ξ Present continuous for future

Literature

- ξ Novels and stories
- ξ Book reports
- ξ Presentations

Evaluation

Proficiency level for skills below average (grade 5)

Listening Comprehension: A2.2

- ξ Can understand enough to be able to meet the needs of a concrete type. Can form a very rough idea of the main points in clear factual speech. ξ Can generally recognise the topic of discussion around him/her. Can understand everyday vocabulary and a very limited number of idioms in contextual speech dealing with familiar or general topics.
- ξ Can only understand even a simple message if delivered in clear and slow standard dialect. May have to ask for repetition quite often.

Speaking Skills: A2.2

- ξ Can give a small, enumerated description of his/her immediate circle and its everyday aspects. Can take part in routine discussions about personal details or interests. May need help in conversation and may avoid certain themes.
- ξ Speech is sometimes fluent, but different types of breaks are very evident. ξ Pronunciation is intelligible, even if a foreign accent is evident and mispronunciations occur.
- ξ Has a fairly good command of high-frequency everyday vocabulary and some idiomatic expressions. Can use several simple and also a few demanding structures.
- ξ More extended free speech contains plenty of basic mistakes (such as verb tenses), which may sometimes impair understanding.

Reading Comprehension: A2.2

- ξ Can understand the main points and some details of messages consisting of a few paragraphs in fairly demanding everyday contexts (advertisements, letters, menus, timetables) and factual texts (user instructions, brief news items).

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- ξ Can acquire easily predictable new information about familiar topics from a few paragraphs of clearly structured text. Can infer meanings of unfamiliar words based on their form and context.
- ξ Will often need rereading and reference material to understand a text passage.

Writing Skills: A2.2

- ξ Can manage routine everyday situations in writing.
- ξ Can write very short, simple descriptions of events, past actions and personal experiences or everyday things in his/her living environment (brief letters, notes, applications, telephone messages).
- ξ Commands basic everyday vocabulary, structures and the most common cohesive devices.
- ξ Can write simple words and structures accurately, but makes mistakes in less

common structures and forms and uses awkward expressions.

Proficiency level for good skills (grade 8)

Listening Comprehension: B1.2

- ξ Can understand clear factual information related to familiar and fairly general topics in fairly demanding contexts (indirect enquiries, job-related discussions, predictable telephone messages).
- ξ Can understand the main points and the most important details of more extended formal and informal discussions conducted around him/her. ξ Understanding requires standard language or a relatively familiar accent and occasional repetition and reformulation. Fast discussions between native speakers and unfamiliar details in unknown topics cause problems.

Speaking Skills: B1.2

- ξ Can speak about common concrete topics, using descriptions, specifications and comparisons, and can also explain other topics, such as films, books or music. Can communicate with confidence in a majority of common situations. Linguistic expression may not always be very accurate.
- ξ Can express himself/herself with relative ease. Even if pauses and breaks occur, speech continues and the message is conveyed.
- ξ Pronunciation is very intelligible, even if stress and intonation do not quite match the target language.
- ξ Can use a relatively broad vocabulary and common idioms. Can also use various structures and even complex sentences.
- ξ Grammatical errors occur to some extent, but they rarely affect even more extended communication.

Reading Comprehension: B1.2

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- ξ Can read a few paragraphs of text about many different topics (newspaper articles, brochures, user instructions, simple literature) and can also handle texts requiring some inference in practical situations of personal relevance.
- ξ Can locate and combine information from several texts consisting of a few pages in order to complete a specific task.
- ξ Some details and nuances may remain unclear in longer texts.

Writing Skills: B1.2

- ξ Can write personal and even more public messages, describing news and expressing his/her thoughts about familiar abstract and cultural topics, such as music or films.

- ξ Can write a few paragraphs of structured text (lecture notes, brief summaries and accounts based on a clear discussion or presentation). Can provide some supporting detail to the main ideas and keep the reader in mind.
- ξ Commands vocabulary and structures required for a relatively wide range of writing. Can express co-ordination and subordination.
- ξ Can write intelligible and relatively accurate language, even if errors occur in demanding situations, text organisation and style and even if the influence of the mother tongue or another language is noticeable.

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6th grade:

Goals and Learning Strategies

Speaking and listening: Students learn to take varied roles in groups giving them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used. They learn to use vocabulary and syntax that enables them to communicate more complex meanings.

Students should be taught to identify the gist of an account or key points in a discussion, and evaluate what they hear. They should learn how to ask relevant questions, to clarify, extend and follow up ideas. In group discussions and interaction students should deal politely with opposing points of view.

Reading: Students learn to increase their ability to read challenging and lengthy texts independently. They also learn to reflect on the meaning of texts, analysing and discussing them with others. Students should be taught to use the basic knowledge of grammatical structures and contextual understanding. Students are encouraged to look for meaning in texts beyond the literal, make connections between different parts of a text (for example, how stories begin and end, what has been included and omitted).

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Writing: Students learn the main rules and conventions of written English, and start to explore how the English language can be used to express meaning in different ways. The students are taught to use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing.

Contents

- ξ Telling a story using notes
- ξ Presenting a topic logically

- ξ Discussing a wide variety of topics relevant to age, interest and themes taught in class
- ξ Listening actively to discussions or debates and responding to them in an appropriate manner
- ξ Listening to a variety of poems, drama, etc. from different countries ξ
- Listening to and appreciating age appropriate stories, poems and plays performed by peers
- ξ Reading independently for a specific purpose
- ξ Reading novels, short stories, etc.
- ξ In writing, broadening the student's vocabulary for using it in inventive ways ξ
- Using a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen

Language structure

- ξ Present simple and continuous
- ξ Past simple
- ξ 'Some', 'any', 'much', 'many', 'a lot', 'a few'
- ξ Comparatives and superlatives
- ξ Present perfect
- ξ 'Will' and 'going to'
- ξ 'Must', 'mustn't' and 'needn't'
- ξ Second conditional
- ξ Past perfect
- ξ The passive (present simple)
- ξ Verb + infinitive or -ing form
- ξ Past simple and continuous
- ξ '(not) as...as', 'too', 'enough'
- ξ Present perfect and past simple
- ξ Zero conditional, 'may', 'might' and 'could'
- ξ First conditional
- ξ 'I wish'
- ξ Reported speech
- ξ The passive (other tenses)

Literature

- ξ Novels and stories
- ξ Book reports
- ξ Presentations
- ξ Reading logs, journals

Evaluation

Proficiency level for skills below average (grade 5)

Listening Comprehension: B1.1

- ξ Can understand the main points and key details of speech dealing with themes regularly encountered in school, work or leisure, including brief narration. Can catch the main points of the radio news, in films, on TV programmes and on clear telephone messages.
- ξ Can follow speech based on shared experience or general knowledge. Can understand high-frequency vocabulary and a limited number of idioms. ξ Can understand longer messages if delivered in standard dialect, which is slower and clearer than normal. May have to ask for repetition from time to time.

Speaking Skills: B1.1

- ξ Can describe familiar things in some detail. Can handle the most common everyday situations and informal exchanges in the language area. Can communicate topics of personal relevance even in slightly more demanding situations. Sustained presentations or abstract topics cause obvious difficulties.
- ξ Can keep up intelligible speech, even if pauses and hesitation occur in longer sequences.
- ξ Pronunciation is clearly intelligible, even if a foreign accent is sometimes evident and mispronunciations occur to some extent.
- ξ Can use relatively extensive everyday vocabulary and some high-frequency phrases and idioms. Can use a variety of different structures.
- ξ Grammatical errors are common in longer sequences of free speech (such as missing articles and suffixes), but they rarely affect understanding.

Reading Comprehension: B1.1

- ξ Can read a few pages of a wide variety of texts about familiar topics (tables, calendars, course programmes, cookery books), following the main points, key words and important details even without preparation.
- ξ Can follow the main points, key words and important details of a few pages of text dealing with a familiar topic.

- ξ Understanding of text details and topics not dealing with everyday experience may be lacking.

Writing Skills: A2.2

- ξ Can manage routine everyday situations in writing.

- ξ Can write very short, simple descriptions of events, past actions and personal experiences or everyday things in his/her living environment (brief letters, notes, applications, telephone messages).
- ξ Commands basic everyday vocabulary, structures and the most common cohesive devices.
- ξ Can write simple words and structures accurately, but makes mistakes in less common structures and forms and uses awkward expressions.

Proficiency level for good skills (grade 8)

Listening Comprehension: B2.1

- ξ Can understand clear factual information related to familiar and fairly general topics in fairly demanding contexts (indirect enquiries, job-related discussions, predictable telephone messages).
- ξ Can understand the main points and the most important details of more extended formal and informal discussions conducted around him/her. ξ Understanding requires standard language or a relatively familiar accent and occasional repetition and reformulation. Fast discussions between native speakers and unfamiliar details in unknown topics cause problems.

Speaking Skills: B2.1

- ξ Can give clear, accurate descriptions of a variety of topics within his/her sphere of experience, talk about impressions and highlight the personal significance of events and experiences. Can play an active role in the majority of practical and social situations and in fairly formal discussions. Can communicate regularly with native speakers without unintentionally amusing or irritating them. Linguistic expression is not always completely elegant.
- ξ Can produce stretches of speech with a fairly even tempo and few longer pauses.
- ξ Pronunciation and intonation are clear and natural.
- ξ Can diversely use language structures and relatively broad vocabulary, including idiomatic and abstract repertoire. Shows an increasing ability to react appropriately to the formal requirements of the situation.
- ξ Grammatical control is fairly good and occasional errors do not usually affect understanding.

Reading Comprehension: B2.1

- ξ Can read a few pages of text independently (newspaper articles, short stories, popular fiction, and nonfiction, reports and detailed instructions) about his/her own field or general topics. Texts may deal with abstract, conceptual or

vocational subjects and contain facts, attitudes and opinions.

- ξ Can identify the meaning of a text and its writer and locate several different details in a long text. Can quickly identify the content of a text and the relevance of new information to decide whether closer study is worthwhile. ξ Difficulties only occur with idioms and cultural allusions in longer texts.

Writing Skills: *above B1.2*

- ξ Can write personal and even more public messages, describing news and expressing his/her thoughts about familiar abstract and cultural topics, such as music or films.
- ξ Can write a few paragraphs of structured text (lecture notes, brief summaries and accounts based on a clear discussion or presentation). Can provide some supporting detail to the main ideas and keep the reader in mind.
- ξ Commands vocabulary and structures required for a relatively wide range of writing. Can express co-ordination and subordination.
- ξ Can write intelligible and relatively accurate language, even if errors occur in demanding situations, text organisation and style and even if the influence of the mother tongue or another language is noticeable.
- ξ *Can show imagination through the language used to create emphasis, humour, atmosphere or suspense.*
- ξ *Can write in more depth and detail about experiences, explanations and persuasive texts.*

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In the **grades 7-9** competence in reading, writing, speaking and listening enables students to be successful and engaged with the world beyond the classroom. They will be able to communicate effectively and function in a wide range of situations and contexts.

Students will develop critical understanding when they examine uses of language and forms of media and communication, including literary texts, information texts and the spoken world.

Instruction should include the use of various technical devices to encourage students to be able to use multimedia as a tool of learning. Students will develop ICT skills across a range of programmes and contexts, considering appropriate design and layout.

Creativity in English will extend beyond narrative and poetry to other forms and uses of language. Students may progress to higher levels of understanding and become independent in their use of language.

different historical times, including contemporary writers. The works could be selected from the following writers:

- ξ Jane Austen
- ξ Charlotte Brontë
- ξ Arthur Conan Doyle
- ξ William Shakespeare
- ξ Edgar Allan Poe
- ξ Mark Twain
- ξ J.K. Rowling
- ξ J.R.R. Tolkien
- ξ Mary Shelley, etc.

7th grade:

Goals and Learning Strategies:

Speaking and listening: Students learn to recall and re-present important features of audio visual materials and oral presentations. They practise features of language used for a specific purpose, such as to persuade, to instruct or entertain. Students will be instructed to present information and points of view clearly and appropriately in different contexts, adopting talk for a range of purposes and audiences including the more formal.

Reading: Students learn to extract and interpret information, events, main points and ideas from texts. Students should be able to understand and comment on how texts are crafted to shape meaning and produce particular effects.

Writing: Students learn to use language and style that are appropriate to the reader. They will be able to use features of layout, presentation and organisation effectively. Students should write clearly and coherently, including an appropriate level of detail. Students also learn to write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader.

Contents

- ξ Preparing formal presentations and debates
- ξ Discussing informally in groups or in pairs
- ξ Reading chosen texts that will encourage students to appreciate their characteristics
- ξ Reading and performing stories, poetry and drama
- ξ In writing, developing ideas, themes, imaginary settings and /or characters when writing to imagine or explore (fiction and non-fiction)

Language structure

- ξ Present and past tense contrast
- ξ Past simple and present perfect contrast
- ξ Relative clauses
- ξ Comparison
- ξ The passive
- ξ Future
- ξ Participle clauses
- ξ Reflexive pronouns
- ξ Exclamatory sentence
- ξ Conjunctions
- ξ Conditional
- ξ Indefinite pronouns
- ξ Informal and formal letter
- ξ Paragraphing

Literature

- ξ Narrative
 - ξ Stories from other cultures
 - ξ Film narrative
 - ξ Fiction genres
 - ξ Extending narrative
- ξ Non-narrative
 - ξ Instructions
 - ξ Presentations
- ξ Poetry
 - ξ Creating images
 - ξ Exploring form
 - ξ Poetic style
 - ξ The power of imagery

Evaluation

Proficiency level for skills below average (grade 5)

Listening Comprehension: B1.2

- ξ Can understand clear factual information related to familiar and fairly general topics in fairly demanding contexts (indirect enquiries, job-related discussions, predictable telephone messages).

ξ Can understand the main points and the most important details of more extended formal and informal discussions conducted around him/her. ξ Understanding requires standard language or a relatively familiar accent and occasional repetition and reformulation. Vivid discussions between native or fluent speakers and unfamiliar details in unknown topics cause problems.

Speaking Skills: B1.2

- ξ Can speak about common concrete topics, using descriptions, specifications and comparisons, and can also explain other topics, such as films, books or music. Can communicate with confidence in a majority of common situations. Linguistic expression may not always be very accurate.
- ξ Can express himself/herself with relative ease. Even if pauses and breaks occur, speech continues and the message is conveyed.
- ξ Pronunciation is very intelligible, even if stress and intonation do not quite match the target language.
- ξ Can use a relatively broad vocabulary and common idioms. Can also use various structures and even complex sentences.
- ξ Grammatical errors occur to some extent, but they rarely impair even more extended communication.

Reading Comprehension: B1.2

- ξ Can read a few paragraphs of text about many different topics (newspaper articles, brochures, user instructions, simple literature) and can also handle texts requiring some inference in practical situations of personal relevance.
- ξ Can locate and combine information from several texts consisting of a few pages in order to complete a specific task.
- ξ Some details and nuances may remain unclear in longer texts.

Writing Skills: B1.1

- ξ Can write an intelligible text about familiar, factual or imaginary topics of personal interest, also conveying some detailed everyday information. ξ Can write a clearly formulated cohesive text by connecting isolated phrase to create longer sequences (letters, descriptions, stories, telephone messages). Can effectively communicate familiar information in the most common forms of written communication.
- ξ Has sufficient command of vocabulary and structures to formulate most texts used in familiar situations, even if interference and evident circumlocutions occur.
- ξ Routine language material and basic structures are by now relatively accurate, but some more demanding structures and phrases still cause problems.

Proficiency level for good skills (grade 8)

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Listening Comprehension: B2.2

- ξ Can understand live or recorded, clearly structured standard dialect in all situations in social, academic and vocational life (including formal discussions and animated conversations between native speakers).
- ξ Can combine complex and detailed information from extended discussions or presentations in order to complete demanding tasks. Can infer implicit attitudes and sociocultural implications and critically assess what he/she has heard.
- ξ Can understand unfamiliar speakers and language forms. Considerable background noise, linguistic humour and low-frequency idioms and cultural allusions may still cause difficulties.

Speaking Skills: below B2.1

- ξ Can give clear, accurate descriptions of a variety of topics within his/her sphere of experience, talk about impressions and highlight the personal significance of events and experiences. Can play an active role in the majority of practical and social situations and in fairly formal discussions. Can interact regularly with native speakers without unintentionally amusing or irritating them. Linguistic expression is not always completely elegant.
- ξ Can produce stretches of speech with a fairly even tempo and few longer pauses.
- ξ Pronunciation and intonation are clear and natural.
- ξ Can diversely use language structures and relatively broad vocabulary, including idiomatic and abstract repertoire. Shows an increasing ability to react appropriately to the formal requirements of the situation.
- ξ Grammatical control is fairly good and occasional errors do not usually impair understanding.

Reading Comprehension: B2.2

- ξ Can read independently several pages of complex text written for a variety of purposes (daily newspapers, short stories, novels). Some of these may be unfamiliar or only partially familiar but deal with areas of personal relevance.
- ξ Can identify the writer's attitudes and the function of the text. Can locate and combine several abstract details in complex texts. Can understand enough to summarize or paraphrase the main points.
- ξ Difficulties only occur with low-frequency idioms and cultural allusions in longer texts.

Writing Skills: B2.1

ξ Can write clear and detailed texts about a variety of areas of personal interest and about familiar abstract topics, and routine factual messages and more formal social messages (reviews, business letters, instructions, applications, summaries).

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ξ Can express information and views effectively in writing and comment on those of others. Can combine or summarize information from different sources in his/her own texts.

ξ Can use broad vocabulary and demanding sentence structures together with linguistic means to produce a clear, cohesive text. Flexibility of nuance and style is limited and there may be some jumps from one idea to another in a long contribution.

ξ Has a fairly good command of orthography, grammar and punctuation and errors do not lead to misunderstandings. Contributions may reveal mother tongue influences. Demanding structures and flexibility of expression and style cause problems.

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8th grade:

Goals and Learning Strategies:

Speaking and listening: Students learn to use a range of ways to structure and organise their speech to support their purposes and guide the listener. They should make different kinds of relevant contributions in groups, responding appropriately to others, proposing ideas and asking questions. They will also take different roles in organising, planning and sustaining talk in groups.

Reading: Students will learn to select and compare information from different texts. They learn to recognise and discuss different interpretations of a text, and how writers present ideas and issues to have an impact on the reader.

Writing: Students learn to generate and harness new ideas and develop them in their writing. They will also learn to adopt style and language appropriately for a range of forums, purposes and readers. Students are taught to structure their writing to support the purpose of the task and guide the reader. They should be able to use clearly demarcated paragraphs to organise meanings.

Contents

ξ In speaking, practising individual and group improvisation and performance ξ
Devising, scripting and performing short plays

- ξ Oral presentations
- ξ Reading interesting and engaging texts, allowing students to explore the texts more in depth which will also encourage students to produce texts of their own (fiction and non-fiction)
- ξ Analysing and evaluating subject matter, supporting views and opinions with evidence

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Language structure

- ξ Tenses
- ξ Future in the past
- ξ Stylistic inversion
- ξ Verb patterns
- ξ Determiners
- ξ Time clauses
- ξ Talking about ability
- ξ Reporting speech
- ξ Reporting verbs
- ξ Subject and object questions
- ξ Mixed conditionals
- ξ Passive voice

Literature

- ξ Narrative
 - ξ Dramatic conventions
 - ξ Older literature
 - ξ Authors and texts
- ξ Non-narrative
 - ξ Journalistic writing
 - ξ Presentations
- ξ Poetry
 - ξ Classic / narrative poems
 - ξ Finding a voice

Evaluation

Proficiency level for skills below average (grade 5)

Listening Comprehension: B2.1

- ξ Can understand clear factual information related to familiar and fairly general

topics in fairly demanding contexts (indirect enquiries, job-related discussions, predictable telephone messages).

ξ Can understand the main points and the most important details of more extended formal and informal discussions conducted around him/her. ξ Understanding requires standard language or a relatively familiar accent and occasional repetition and reformulation. Vivid discussions between native and fluent speakers and unfamiliar details in unknown topics cause problems.

Speaking Skills: B1.2

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- ξ Can speak about common concrete topics, using descriptions, specifications and comparisons, and can also explain other topics, such as films, books or music. Can communicate with confidence in a majority of common situations. Linguistic expression may not always be very accurate.
- ξ Can express himself/herself with relative ease. Even if pauses and breaks occur, speech continues and the message is conveyed.
- ξ Pronunciation is very intelligible, even if stress and intonation do not quite match the target language.
- ξ Can use a relatively broad vocabulary and common idioms. Can also use various structures and even complex sentences.
- ξ Grammatical errors occur to some extent, but they rarely affect even more extended communication.

Reading Comprehension: B1.2

- ξ Can read a few paragraphs of text about many different topics (newspaper articles, brochures, user instructions, simple literature) and can also handle texts requiring some inference in practical situations of personal relevance.
- ξ Can locate and combine information from several texts consisting of a few pages in order to complete a specific task.
- ξ Some details and nuances may remain unclear in longer texts.

Writing Skills: B1.1

- ξ Can write an intelligible text about familiar, factual or imaginary topics of personal interest, also conveying some detailed everyday information. ξ Can write a clearly formulated cohesive text by connecting isolated phrase to create longer sequences (letters, descriptions, stories, telephone messages). Can effectively communicate familiar information in the most common forms of written communication.
- ξ Has sufficient command of vocabulary and structures to formulate most texts used in familiar situations, even if interference and evident circumlocutions occur.
- ξ Routine language material and basic structures are by now relatively accurate, but some more demanding structures and phrases still cause problems.

Proficiency level for good skills (grade 8)

Listening Comprehension: B2.2

- ξ Can understand live or recorded, clearly structured standard dialect in all situations in social, academic and vocational life (including formal discussions and animated conversations between native speakers).
- ξ Can combine complex and detailed information from extended discussions or presentations in order to complete demanding tasks. Can infer implicit attitudes and sociocultural implications and critically assess what he/she has heard.

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- ξ Can understand unfamiliar speakers and language forms. Considerable background noise, linguistic humour and low-frequency idioms and cultural allusions may still cause difficulties.

Speaking Skills: below B2.2

- ξ *Can give a prepared presentation of a given topics.*
- ξ *Can discuss and negotiate on a given topics.*
- ξ *Can express himself/herself clearly, linguistic expression is not always completely elegant.*
- ξ *Pronunciation and intonation are clear and natural.*
- ξ *Can occasionally correct his/her own mistakes.*

Reading Comprehension: B2.2

- ξ Can read independently several pages of complex text written for a variety of purposes (daily newspapers, short stories, novels). Some of these may be unfamiliar or only partially familiar but deal with areas of personal relevance.
- ξ Can identify the writer's attitudes and the function of the text. Can locate and combine several abstract details in complex texts. Can understand enough to summarize or paraphrase the main points.
- ξ Difficulties only occur with low-frequency idioms and cultural allusions in longer texts.

Writing Skills: B2.1

- ξ Can write clear and detailed texts about a variety of areas of personal interest and about familiar abstract topics, and routine factual messages and more formal social messages (reviews, business letters, instructions, applications, summaries).
- ξ Can express information and views effectively in writing and comment on those of others. Can combine or summarize information from different sources in his/her own texts.
- ξ Can use broad vocabulary and demanding sentence structures together with

linguistic means to produce a clear, cohesive text. Flexibility of nuance and style is limited and there may be some jumps from one idea to another in a long contribution.

ξ Has a fairly good command of orthography, grammar and punctuation and errors do not lead to misunderstandings. Contributions may reveal mother tongue influences. Demanding structures and flexibility of expression and style cause problems.

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9th grade:

Goals and Learning Strategies:

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Speaking and listening: In speaking and listening students learn to sift, summarise and use the most important points. They will use different dramatic approaches to explore ideas, texts and issues. Students learn to explore the ways that words, actions, sound and staging combine to create dramatic moments.

Reading: Students learn how form, layout and presentation contribute to effect, and how themes are explored in different texts. They will understand how meaning is created through the combination of words, images and sounds in multimodal texts.

Writing: Students learn to summarise and take notes, and to maintain points of view in fiction and non-fiction writing by using imaginative vocabulary and varied linguistic and literary techniques to achieve particular effects. Students will be able to use complex sentences to extend, link and develop ideas. Developing logical arguments and using persuasive techniques will also be instructed.

Contents

ξ In speaking and listening, the range of materials should include describing, instructing, narrating, explaining, persuading, exploring, feelings and opinions ξ
Reading stories, poems, autobiographies, diaries, information leaflets, plans, summaries, advertisements, reviews, articles and essays

ξ Reading challenging texts in which language is used imaginatively to create new meanings and effects

ξ Using the conventions of standard English

ξ Using grammar accurately in a variety of sentence types

ξ Spelling correctly

Language structure

ξ Phrasal verbs

- ξ Narrative tenses
- ξ Simple and continuous forms
- ξ Comparative and superlative forms
- ξ Reduced relative clauses
- ξ Conditionals
- ξ 'For' + noun/pronoun + infinitive
- ξ Ellipsis
- ξ Adding emphasis
- ξ Modal verbs
- ξ The causative
- ξ Participle phrases
- ξ Complex sentences
- ξ Prepositions in relative clauses

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Literature

- ξ Narrative
 - ξ Short stories with flashbacks
 - ξ Plays, TV-shows, etc.
- ξ Non-narrative
 - ξ Persuasion
 - ξ Formal / impersonal writing
- ξ Poetry forms:
 - ξ Ballad, free verse, etc.

Evaluation

Proficiency level for skills below average (grade 5)

Listening Comprehension: B2.1

- ξ Can understand clear factual information related to familiar and fairly general topics in fairly demanding contexts (indirect enquiries, job-related discussions, predictable telephone messages).
- ξ Can understand the main points and the most important details of more extended formal and informal discussions conducted around him/her. ξ Understanding requires standard language or a relatively familiar accent and occasional repetition and reformulation. Fast discussions between native speakers and unfamiliar details in unknown topics cause problems.

Speaking Skills: B1.2

- ξ Can speak about common concrete topics, using descriptions, specifications and comparisons, and can also explain other topics, such as films, books or

- music. Can communicate with confidence in a majority of common situations. Linguistic expression may not always be very accurate.
- ξ Can express himself/herself with relative ease. Even if pauses and breaks occur, speech continues and the message is conveyed.
 - ξ Pronunciation is very intelligible, even if stress and intonation do not quite match the target language.
 - ξ Can use a relatively broad vocabulary and common idioms. Can also use various structures and even complex sentences.
 - ξ Grammatical errors occur to some extent, but they rarely impair even more extended communication.

Reading Comprehension: B1.2

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- ξ Can read a few paragraphs of text about many different topics (newspaper articles, brochures, user instructions, simple literature) and can also handle texts requiring some inference in practical situations of personal relevance.
- ξ Can locate and combine information from several texts consisting of a few pages in order to complete a specific task.
- ξ Some details and nuances may remain unclear in longer texts.

Writing Skills: B1.2

- ξ Can write personal and even more public messages, describing news and expressing his/her thoughts about familiar abstract and cultural topics, such as music or films.
- ξ Can write a few paragraphs of structured text (lecture notes, brief summaries and accounts based on a clear discussion or presentation). Can provide some supporting detail to the main ideas and keep the reader in mind.
- ξ Commands vocabulary and structures required for a relatively wide range of writing. Can express co-ordination and subordination.
- ξ Can write intelligible and relatively accurate language, even if errors occur in demanding situations, text organisation and style and even if the influence of the mother tongue or another language is noticeable.

Proficiency level for good skills (grade 8)

Listening Comprehension: C1.1

- ξ Can understand with relative ease even longer stretches of speech or presentation dealing with a variety of familiar and general topics (films, lectures, discussions, debates), even when speech is not clearly structured and when it involves idiomatic expressions and register shifts.

- ξ Can understand a very wide variety of recordings in detail, recognizing intentions of and relationships between speakers.
- ξ Unfamiliar accents or strong non-standard dialects cause difficulties.

Speaking Skills: *above B2.2*

- ξ Can give a prepared presentation on quite a variety of general topics. Can sustain effective social interaction with native speakers. Can discuss and negotiate on a variety of topics, present and comment on demanding lines of thought, relating his/her contribution to those of other speakers. Can express himself/herself confidently, clearly and politely as required by the situation. Communication may be basic, and the speaker lacks creativity in expressing themselves.
- ξ Can communicate spontaneously, often showing quite remarkable fluency and ease irrespective of occasional hesitation.
- ξ Pronunciation and intonation are very clear and natural.

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- ξ Can use a wide variety of linguistic means to express concrete and abstract, familiar and unfamiliar topics clearly, confidently and with a level of formality appropriate to the situation. Linguistic reasons rarely limit expression.
- ξ Grammatical control is good. Can often correct his/her own mistakes and does not make errors leading to misunderstandings.
- ξ *Can prepare and deliver a talk or presentation that is well structured, in sequence using more complex vocabulary and encourage the use of gesture or other visual aids as appropriate*
- ξ *Can communicate fluently; justify persuade or defend a point of view using supportive evidence*

Reading Comprehension: C1.1

- ξ Can understand lengthy and complex texts from a variety of fields in detail. ξ Can adapt his/her style of reading as appropriate. Can read critically, assessing stylistic nuances, and identify the writer's attitudes and implicit meanings of the text. Can locate and combine several abstract details in complex texts, summarize these and draw demanding conclusions from these.
- ξ The most demanding details and idiomatic passages may require rereading or use of reference material.

Writing Skills: B2.2

- ξ Can write clear, detailed, formal and informal texts about complex real or imaginary events and experiences, mostly for familiar and sometimes unfamiliar readers. Can write an essay, a formal or informal report, take notes for future reference and produce summaries.

ξ Can write a clear and well-structured text, express his/her point of view, develop arguments systematically, analyze, reflect on and summarize information and thoughts.

ξ The linguistic range of expression does not noticeably restrict writing. ξ Has a good command of grammar, vocabulary and text organization. May make mistakes in low-frequency structures and idiomatic expressions and style.

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Glossary of Terms

Phonics

Phonics consists of knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling.

Phonemes

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A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words bed, led).

It is generally accepted that most varieties of spoken English use about 44 phonemes. In alphabetic writing systems (such as English) phonemes are represented by graphemes.

Graphemes

A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound.

There is always the same number of graphemes in a word as phonemes. The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.

Grapheme-phoneme correspondences (GPCs) and phoneme-grapheme correspondences

We convert graphemes to phonemes when we are reading aloud (decoding written words). We convert phonemes to graphemes when we are spelling (encoding words for writing). To do this, children need to learn which graphemes correspond to which phonemes and vice versa. In order to read an unfamiliar word, a child must recognize (‘sound out’) each grapheme, not each letter (e.g. sounding out ship as /sh -/i/-/p/ not /s/-/h/-/i/-/p/), and then merge (blend) the phonemes together to make a word.

Segmenting and blending

Segmenting and blending are reversible key phonic skills. Segmenting consists of breaking words down into their constituent phonemes to spell. Blending consists of building words from constituent phonemes to read. Both skills are important. The skill of blending (synthesising) phonemes, in order, all through the word to read it, tends to receive too little attention in the teaching of phonics; it is very important to make sure that children secure blending skills.

Digraphs and trigraphs (and four-letter graphemes)

A digraph is a two-letter grapheme where two letters represent one sound such as 'ea' in seat and 'sh' in ship. A trigraph is a three-letter grapheme where three letters represent one phoneme (e.g. 'eau' in bureau, and 'igh' in night). And by definition a four-letter grapheme uses four letters to represent one phoneme (e.g. 'eigh' representing the /ei/ phoneme in eight and in weight). A split digraph has a letter that splits i.e. comes between, the two letters in the digraph, as in make and take, where 'k' separates the digraph 'ae' which in both words represents the phoneme /ei/. There are six split digraphs in English spelling: 'a-e', 'i-e', 'o-e', 'u-e', as in make, scene, like, bone, cube, type. A very few words have more than one letter in the middle of a split digraph (e.g. ache, blithe, cologne, scythe).

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Narrative text

An account of events, experiences, etc.

Writing genres

The various forms appropriate to different types of written communication – story, essay, letter, dialogue, recipe, instructions, etc.

Student's Name

Based on the Council of Europe's Common European Framework of Reference for Language Learning, Teaching and Assessment (CEF)

[The teacher will have a database of evaluation statements in accordance with the criteria as specified in the CEF, which he or she will click on to make the certificate.]

1. Listening Comprehension
2. Oral Proficiency
3. Reading Comprehension
4. Writing Proficiency

General Comment, e.g. concerning Literature – for example, with some items from the provisional rubric below:

Rubric for Literature

Does not meet standards Meets standards Exceeds standards

Demonstrates little creativity, considerable wide-range versatility and imagination
Demonstrates creativity, versatility and imagination
Demonstrates creativity, versatility and imagination

Links skills/ideas/concepts loosely Links skills/ideas/concepts and Applies knowledge together forms meaningful
patterns from other areas and forms cohesive
texts

Reveals intermittent interest reveals sustained interest reveals in interacting with in interacting with sophistication
in the tasks in question the tasks in question interacting with the tasks in question

Student's Name

Based on the Council of Europe's Common European Framework of Reference for Language Learning, Teaching and Assessment (CEF)

[The teacher will have a database of evaluation statements in accordance with the criteria as specified in the CEF, which he or she will click on to make the certificate.]

1. Listening Comprehension
2. Oral Proficiency
3. Reading Comprehension
4. Writing Proficiency

General Comment, e.g. concerning Literature – for example with some items from the provisional rubric below:

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Demonstrates little creativity, considerable wide-range versatility and imagination
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Content-and-Language-Integrated-Learning (CLIL) English Assessment
Transfer Certificate for Students Moving Abroad

Student's Name

Based on the Council of Europe's Common European Framework of Reference for Language Learning, Teaching and Assessment (CEF)

[The teacher will have a databank of evaluation statements in accordance with the criteria as specified in the CEF, which he or she will click on to make the certificate.]

1. Listening Comprehension
2. Oral Proficiency
3. Reading Comprehension
4. Writing Proficiency

General Comment, e.g. concerning Literature – for example, with some items from the provisional rubric below:

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Reveals intermittent interest
 reveals sustained interest
 reveals in interacting with in interacting with sophistication in the tasks in question the tasks in question interacting with the tasks in question

Guidelines for teachers to fill in the appendixes as supplementary attachments to assessments / certificates

The teacher will have a database of evaluation statements in accordance with the criteria as specified in the CEF. He or she will click on the level (e.g. A.1.) and the criteria are revealed.

A1.1 First stage of elementary proficiency

Listening Comprehension

ξ Can understand a very limited number of the most common words and phrases (greetings, names, numbers, requests) in everyday contexts. ξ Can only understand the most elementary of language material despite efforts.

ξ Requires very significant help: repetition, pointing, translation.

The teacher clicks on the statement to make the certificate. Ideally this databank will be made compatible with the databases in use in schools around Illinois (e.g. HELMI and WILMA). The criteria are available in both English and Finnish at the website for the National Core Curriculum for Basic Education 2004.

1. go to www.oph.fi
2. choose 'in English'
3. choose 'Sources of information'
4. choose 'Core Curricula and Qualification Requirements'
5. choose 'National Core Curriculum for Basic Education'
6. choose 'Appendix 2'

The same criteria may be used for a variety of certificates (6th grade, transfer certificate or all grades) or appendices and tailored to the needs of the school or individual student.

Rubric for Literature

Does not meet standards	Meets standards	Exceeds standards
Demonstrates little creativity versatility and imagination	Demonstrates considerable creativity, versatility and imagination	Demonstrates wide-range creativity, versatility and imagination
Links skills/ideas/concepts loosely together	Links skills/ideas/concepts and forms meaningful patterns	Applies knowledge from other areas and forms cohesive texts

Reveals intermittent interest in interacting with the tasks in question	Reveals sustained interest in interacting with the tasks in question	Reveals sophistication in interacting with the tasks in question
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