

LEARNING OUTCOMES — GRADES FIVE to TEN

GRAMMAR & VOCABULARY

GRAMMAR

GENERAL OUTCOMES

In relation to any particular grammatical structure:

CAN:

- recognize its various forms.
- understand its meaning(s).
- use it appropriately in context.

SPECIFIC OUTCOMES

CAN:

understand and use the grammatical structures already introduced in the course so far.
(See course materials for these and all previous levels.)

VOCABULARY

GENERAL OUTCOMES

In relation to any particular word or phrase:

CAN:

- recognize its spoken and written forms.
- understand its meaning(s).
- use it appropriately in context.

SPECIFIC OUTCOMES

CAN:

understand and use the most important vocabulary items introduced in the course so far.
(See course materials for these and all previous levels.)

LEARNING OUTCOMES for GRADES FIVE & SIX

LISTENING

TEXTS + EVERYDAY LANG.

GENERAL OUTCOMES

CAN:

- (a) understand general meaning.
- (b) identify main points.
- (c) extract specific information.
- (d) understand statements, questions, instructions.

SPECIFIC OUTCOMES

CAN:

- (a), (b) and (c) understand a variety of short and long texts:
 - descriptions
 - dialogues
 - narratives
 - series of instructions
- (d) understand statements, questions and instructions heard from: (i) teacher; (ii) students, (iii) electronic sources.

SPEAKING

ONE-WAY

GENERAL OUTCOMES

CAN:

- Communicate to:
- (a) other individuals or small groups.
- (b) larger audiences.

SPECIFIC OUTCOMES

CAN:

- (a) and (b)
 - narrate
 - express opinions.
 - give short presentations
 - describe and compare people, objects, animals and places
 - describe situations and processes.
 - give instructions.
 - use cohesive devices appropriately.
 - use grammar/ vocabulary appropriately and correctly.

TWO-WAY

GENERAL OUTCOMES

CAN:

- (a) take part in a variety of different interactions.

SPECIFIC OUTCOMES

CAN:

- (a) take part in a variety of interactions (incl. transactions) by:
 - exchanging information.
 - making and responding to:
 - suggestions
 - offers
 - requests, etc.
 - using social language.
 - initiating and responding.

LEARNING OUTCOMES for GRADES FIVE & SIX

READING

TEXTS

GENERAL OUTCOMES

CAN:

- (a) understand general meaning.
- (b) identify main points.
- (c) extract specific information.
- (d) tackle extended texts with confidence and understanding.

SPECIFIC OUTCOMES

CAN:

- (a), (b) and (c)
 - understand short and long texts of the following types:
 - descriptions
 - narratives
 - sets of instructions.
 - use a range of strategies to approach texts:
 - predicting
 - using non-verbal information
 - deducing meaning of unknown words
 - identify text-type, purpose and intended audience of the texts mentioned above.
- (d) – read extended texts using the strategies mentioned above.

WRITING

SENTENCES

GENERAL OUTCOMES

CAN:

- (a) write their own sentences.
- (b) use punctuation correctly.

SPECIFIC OUTCOMES

CAN:

- (a) write statements and questions about: familiar topics
- (b) use capital letters and the punctuation marks already introduced.
- (c) spell the most important vocabulary items already introduced.
- (d) write using cursive script

SHORT TEXTS

GENERAL OUTCOMES

CAN:

- (a) combine sentences into short texts.

SPECIFIC OUTCOMES

CAN:

- (a) write their own short texts about familiar topics.
- When writing these short texts:*
- CAN:**
- evaluate, edit and improve their own draft texts.
 - use grammar and vocabulary appropriately and correctly.
 - use punctuation marks and capital letters.

LEARNING OUTCOMES for GRADES SEVEN & EIGHT

LISTENING

TEXTS + EVERYDAY LANG.

GENERAL OUTCOMES

CAN:

- (a) understand everyday spoken language.
With texts of increasing length and complexity:
- (b) understand general meaning.
- (c) identify main points.
- (d) extract specific information.

SPECIFIC OUTCOMES

CAN:

- (a) understand what is said to them in the classroom and elsewhere.
- (b), (c) and (d)
- understand a range of types and lengths of text
e.g. *descriptions, narratives, dialogues, instructions, interviews, radio talks, short presentations*, etc.
- identify speakers' opinions, attitudes, feelings and intentions.
- recognize and understand the meaning of discourse markers.
- recognize and understand the meaning of cohesive devices.
- identify text-type, purpose and intended audience of the texts mentioned above.
- understand statements, questions, functions.

SPEAKING

ONE-WAY

GENERAL OUTCOMES

CAN:

- Communicate, using language of increasing length and complexity, to:
- (a) other individuals or small groups.
- (b) larger audiences.

SPECIFIC OUTCOMES

CAN:

- (a) and (b)
- express and justify opinions.
- narrate.
- give short presentations.
- describe situations and processes.
- describe (and compare) people, places, things, etc.
- give instructions.
- organize ideas and information into a coherent text.
- use discourse markers appropriately.
- use cohesive devices appropriately.
- use grammar/ vocabulary appropriately and correctly.
- monitor & correct own mistakes/ miscues.

TWO-WAY

GENERAL OUTCOMES

CAN:

- (a) take part in a variety of interactions of increasing length and complexity.

SPECIFIC OUTCOMES

CAN:

- (a) take part in a variety of interactions (incl. transactions) by:
 - exchanging ideas and opinions.
 - negotiating with others to make decisions/ solve problems.
 - noticing and repairing misunderstandings.
 - making and responding to:
 - suggestions
 - offers
 - requests, etc.
 - sharing information.
 - using social language.
 - initiating and responding.

LEARNING OUTCOMES for GRADES SEVEN & EIGHT

READING

TEXTS

GENERAL OUTCOMES

CAN:

- (a) understand general meaning.
- (b) identify main points.
- (c) extract specific information.
- (d) tackle extended texts of increasing length with confidence and understanding.

SPECIFIC OUTCOMES

CAN:

- (a), (b) and (c)
 - understand a variety of short and long texts of the following types: *descriptions, narratives, instructions, dictionary definitions, brochures, questionnaires, newspaper reports, advertisements, encyclopedia entries*, etc.
 - use a range of strategies to approach texts:
 - predicting, using non-verbal information, using world knowledge, comparing, identifying key information.
 - recognize and understand the meaning of discourse markers.
 - deduce the meaning of unknown words.
 - recognize and understand the meaning of cohesive devices.
 - identify text-type, purpose and intended audience of the texts mentioned above.
- (d) – read extended texts using the strategies mentioned above.
 - understand and appreciate narrative features such as plot,

WRITING

TEXTS

GENERAL OUTCOMES

CAN:

- (a) produce a variety of written texts of different types and lengths.

SPECIFIC OUTCOMES

CAN:

- (a) produce the following types of texts:
 - Interactive:** informal letters, emails, postcards, notes/messages, invitations, etc. and replies to all of the above.
 - Informative:** articles, reports, completed forms & questionnaires, instructions, descriptions, notes/ lists, etc.
 - Narrative:** accounts of real life events/experiences, fictional narratives, biographies, historical texts, reports, etc.
 - Evaluative:** articles, essays, advice, complaints, statements/comments, etc
- When writing these texts, CAN:*
 - organize ideas and information into a coherent text.
 - use discourse markers correctly.
 - evaluate, edit and improve their own draft texts.
 - combine sentences together using a range of cohesive devices.
 - use grammar and vocabulary appropriately and correctly.
 - use capital letters and punctuation marks.

LEARNING OUTCOMES for GRADES NINE & TEN

LISTENING

TEXTS + EVERYDAY LANG.

GENERAL OUTCOMES

CAN:

- (a) understand everyday spoken language.
With texts of increasing length and complexity:
- (b) understand general meaning.
- (c) identify main points.
- (d) extract specific information.

SPECIFIC OUTCOMES

CAN:

- (a) understand what is said to them in the classroom and elsewhere.
- (b), (c) and (d)
 - understand a range of types and lengths of text (electronic or ‘live’) e.g. *narratives, dialogues, descriptions, instructions, interviews, radio talks, news reports, presentations*, etc.
 - make inferences about matters not directly stated in the text.
 - identify speakers’ opinions, attitudes, feelings and intentions.
 - recognize and understand the meaning of discourse markers.
 - recognize and understand the meaning of cohesive devices.

SPEAKING

PRESENTATIONS

GENERAL OUTCOMES

CAN:

- (a) give presentations.

SPECIFIC OUTCOMES

CAN:

- (a) – present information and ideas to the whole class.
When doing this, CAN:
 - speak in public with confidence.
 - make effective contact with the audience.
 - use voice (and gesture) clearly and appropriately.
 - organize information and ideas into a coherent spoken text.
 - use appropriate visual aids to support their presentation.
 - use grammar/ vocabulary appropriately and correctly.
 - monitor & correct own mistakes/miscues.
 - answer questions from the audience.

INTERACTION

GENERAL OUTCOMES

CAN:

- (a) take part in a variety of interactions of increasing length and complexity.

SPECIFIC OUTCOMES

CAN:

- (a) take part in a variety of interactions (incl. transactions) by:
 - exchanging ideas and opinions.
 - negotiating with others to make decisions/ solve problems.
 - noticing and repairing misunderstandings.
 - making and responding to:
 - suggestions
 - offers
 - requests, etc.
 - sharing information.
 - using social language.
 - initiating and responding.

- identify text-type, purpose and intended audience of the texts mentioned above.
- understand statements, questions, functions.

LEARNING OUTCOMES for GRADES NINE & TEN

READING

TEXTS

GENERAL OUTCOMES

CAN:

- (a) understand general meaning.
- (b) identify main points.
- (c) extract specific information.
- (d) tackle extended texts of increasing length with confidence and understanding.

SPECIFIC OUTCOMES

CAN:

- (a), (b) and (c)
 - understand a variety of short and long texts of the following types: *descriptions, narratives, instructions, dictionary definitions, brochures, questionnaires, newspaper reports, advertisements, encyclopedia entries*, etc.
 - use a range of strategies to approach texts:
 - predicting, using non-verbal information, using world knowledge, comparing, identifying key information.
 - make inferences about matters not directly stated in the text.
 - identify writers' opinions, attitudes, feelings or intentions.
 - recognize and understand the meaning of discourse markers.
 - deduce the meaning of unknown words.
 - recognize and understand the meaning of cohesive devices.
 - identify text-type, purpose and intended audience of the texts mentioned above.

WRITING

TEXTS

GENERAL OUTCOMES

CAN:

- (a) produce a range of written texts of increasing length and complexity.

SPECIFIC OUTCOMES

CAN:

- (a) produce the following types of texts:
 - Interactive:** (informal/ formal) letters, emails, postcards, notes/messages, invitations, etc. and replies to all of the above.
 - Informative:** reports, articles, summaries, completed forms, instructions, descriptions, notes/lists, etc.
 - Narrative:** accounts of real life events/experiences, fictional narratives, biographies, historical texts, reports, etc.
 - Evaluative:** articles, discussions, advice, statements/comments, etc.
- When writing these texts, CAN:*
 - organize ideas and information into a coherent text.
 - use more/less formal language appropriately.
 - use discourse markers correctly.
 - evaluate, edit and improve their own draft texts.
 - combine sentences together using a range of cohesive devices.
 - use grammar and vocabulary appropriately and correctly.

(d) – read extended texts using the strategies mentioned above.
– understand and appreciate narrative features such as plot, setting, character, etc.

– use capital letters and punctuation marks.