

COLLEGE ENGLISH TEACHER HANDBOOK

2013-14

ENGLISH PROGRAM
and
OBJECTIVES AND OUTCOMES
FOR LANGUAGE ARTS AND LITERATURE

6EME – 3EME

INTERNATIONAL ANGLOPHONE SECTION

Collège César

Collège International de Valbonne

Collège l'Eganaude

Collège Niki de Saint Phalle



TABLE OF CONTENTS

INTRODUCTION	4
IMPORTANT NOTES.....	5
6EME A-B	6
MATERIALS.....	7
READING GOALS (RG).....	8
WRITING GOALS (WG)	10
SPEAKING GOALS (SG)	11
LISTENING GOALS (LG)	11
COMMON TEST	11
6EME C	12
MATERIALS.....	13
READING GOALS (RG).....	15
WRITING GOALS (WG)	17
SPEAKING GOALS (SG)	18
LISTENING GOALS (LG)	18
COMMON TEST	18
5EME AB	19
MATERIALS.....	20
READING GOALS (RG).....	21
WRITING GOALS (WG)	23
SPEAKING GOALS (SG)	24
LISTENING GOALS (LG)	24
COMMON TEST	24
5EME C	25
MATERIALS.....	26
READING GOALS (RG).....	27
WRITING GOALS (WG)	29

SPEAKING GOALS (SG)	30
LISTENING GOALS (LG)	30
COMMON TEST	30
4EME.....	31
MATERIALS.....	32
READING GOALS (RG).....	34
WRITING GOALS (WG)	35
SPEAKING GOALS (SG)	36
LISTENING GOALS (LG)	36
RESEARCH SKILLS (RS)	37
COMMON TEST	37
3EME.....	38
MATERIALS.....	39
WRITING GOALS.....	41
READING GOALS (RG).....	43
SPEAKING GOALS (SG)	44
LISTENING GOALS (LG)	44
EXTENDED ENGLISH (EE)	45
RESEARCH SKILLS (RS)	46
APPENDIX.....	1
6eme, 5eme, 4eme CORRECTION GRID	i
3eme CORRECTION GRID	ii
WHAT DO WE WRITE IN COLLEGE?.....	iii
GRAMMAR TO 14– Chapter breakdown for 6eme and 5eme	iv
ADDITIONAL READING LISTS	v
GOAL MAPPING CHART	ix
EXCERPT FROM <i>THE COMMON BASE OF KNOWLEDGE AND SKILLS</i>	x
REFERENCE LEVELS FROM <i>THE COMMON EUROPEAN FRAMEWORK</i>	xii

INTRODUCTION

Dear Teacher,

The Collège English Teacher Handbook is the product of a long collaboration between Education Nationale and ASEICA teachers. ASEICA (the *Association pour le Soutien de l'Enseignement International sur la Côte d'Azur*) has coordinated the International Anglophone Section College English Program since its inception in 1984. It currently manages bilingual programs in two Primary schools, four Collèges, and one Lycée. Our students work toward the demanding International American Option of the French Baccalaureate (OIB). Their studies in English class culminate in a four-hour written exam and a thirty-minute oral exam (both literature-based) in their Terminale year. Whether a 6eme student enters one of our Collèges as a beginner in English or as a native speaker, successful passage of this rigorous examination is our ultimate collective goal.

This document is confidential and is intended for in-house use only by the teachers in the International Anglophone Section program and relevant educational authorities. While the title says “Handbook”, it focuses mainly on details of **Curriculum and Objectives in Collège English classes**. For practical questions and issues (such as class groupings and levels, student placement, book storage and inventory, etc.) please see your Collège Coordinator first, followed by the Head of Collège English if necessary. Peer teachers are also an invaluable resource, and you are encouraged to consult current- and previous-year level colleagues (as well as Section Primary teachers) to ensure program continuity and facilitate communication.

You and your students will also benefit from Extended English classes. At the 6eme through 4eme level these focus mainly on improving oral skills through Drama, and are taught by experienced Theater teachers. Do not hesitate to work closely with these colleagues in matters of student assessment and to ensure that the course content complements your classroom needs. (See the Theater Coordinator for more details). In 3eme the Extended English program supports the main program by giving extra focus to the skills required by the new **International Brevet Examination**. This 20 minute oral examination asks students to choose a predominantly literary theme and to explore it through extracts from novels, plays, poems and other media. See page 45 for proposed 3eme Extended English modules.

Our program not only emphasizes language and literature, but culture and communication as well. We sponsor many typically Anglophone school activities, such as Model United Nations, Theater, Yearbook, International Day, and class trips. We have University Guidance Counselors who personally advise students, and roughly one-half of our graduating class pursues university studies abroad in an English-speaking country. As a teacher in the program please take advantage of these cultural opportunities and goals, and encourage your students to do the same.

Sincerely,

Kevin Jackson
ASEICA Director

Karen Jones
Head of Collège English

IMPORTANT NOTES

1. This document is cumulative; it assumes that prior programs have been taught and objectives have been met. Teachers should re-visit elements from previous years that need review.
2. The LEARNING OBJECTIVES AND OUTCOMES are divided into 4 main goals for each year level: *Reading, Writing, Listening* and *Speaking*. *Research skills* also feature at 4eme and 3eme levels.
3. Please also refer to the Common European Framework and the Common Base of Knowledge and Skills (see Appendices) for language assessment.
4. Piloting new books.

We are always on the look out for new free choice books to include in the program. These books should challenge our students to think and should of course be age-appropriate. They should also help meet the objectives set out for the particular year group. If you would like to pilot a new book, please proceed as follows:

1. Discuss the project with the Head of Collège English who will authorize purchase of two or three copies of the book and available teacher resources if applicable.
2. Ask students to purchase the book. This can be done either as a group purchase through the English Book Centre (in this case the teacher collects money from the students and pays the EBC directly) or by sending the ISBN number home with a request for the book to be purchased by a certain date.
3. During study of the book, the teacher formalizes a Scheme of Work, sends this to the Head of Collège English and then shares it with other Section teachers either digitally or at a departmental meeting. Adoption into the program can then follow for the following school year.

THANK YOU to the 2012-2013 College English team for their contributions:

Anne-Claire Barbier, Gina Bethell, Jane Howell, Kathleen Boylan, Franck Ceccarelli, Kate Collord, Simon Connell, Sara-Jane Eyrard, Dorothy Fox, Meghan Gardner, Sara-Jane Higgins, Hyam Kefi, Vicki Kiechle, Annie Lefebvre, Sylvie Lobbedez, Rae MacIver, Holly Mangin, Lillian Masse, Christine McMullan, Helen Meads, Robert Mitcham, Frankie O'Reilly, Duffy Pleasance, Caroline Revolon, Nann Ricard, Corey Sevigny, Perri Spitz, Helen Urrutti, Agnès Valensi, Claire Venon, Harriëtt Vidal, Stacy Wallace, Liz Weatherly, Nick Wise.

Thank you also to Barbara Ballantyne and Kristi Defrasne who worked tirelessly to produce the first version of this handbook in 2011-12.

6EME AB

6EME A-B PROGRAM

The 6eme A-B program should be read in the context of the 5eme program and also with knowledge of some aspects of the ASEICA primary program (e.g. books studied).

MATERIALS

Core novel: *The Silver Sword* by Ian Serrailier OR *The Boy in the Striped Pyjamas* by John Boyne

2-3 Free Choice: novel, autobiography, plays, non-fiction from BOOK LIST:

Toad of Toad Hall, A.A. Milne dramatization

A Wrinkle in Time, M. L'Engle

Chinese Cinderella, A. Yen Mah

Why the Whales Came, M. Morpurgo

James and the Giant Peach, R. Dahl

The Ear, Eye, and Arm, N. Farmer

The Jungle Book, R. Kipling (also some stories in *Junior Great Books Series 6*)

Because of Winn Dixie, Kate di Camillo

Pinballs, Betsy Byers

Shadow of the Minotaur, Alan Gibbons

These titles are subject to change. Teachers will provide the students with a reading list of approximately five books at the beginning of the school year (including CORE texts). Some novels may be read at home for extra reading and/or book reports.

Students and their families are expected to purchase some of these literary works and ASEICA supplies others.

Teachers may suggest new titles for approval. They should be chosen because of their literary merit.

Confirm with local English bookstores (particularly Valbonne) for up-to-date ISBN before asking students to purchase reading books.

Short Story (2-3): *Junior Great Books Series 6, Second Semester*

Class sets and teacher Activity Book available. Check school inventory.

Impact 50 Short Stories (Second Edition).

Greek Myths, Geraldine McCaughrean

Poetry: *Touchstones Now Part A*, 10 units (selection)

Teacher copy and some class copies available; see school inventory.

Grammar: *Grammar to 14* (see appendix for chapters to be studied) / *Watch your language*, Mary O Maolmhuire.

Focus on:

Greek myths and the Greek hero.

Students should know some of the main Greek myths, and understand how a myth works.

The myths in the Geraldine McCaughrean book (see above) may be used as comprehension texts or as a springboard for theatre and other Extended English activities (playscript writing etc.). Alternatively, a longer novel such as *Shadow of the Minotaur* may be used to explore mythology. The *Percy Jackson* novels are popular with this age group and may also be used for book reports, holiday reading etc.

READING GOALS (RG)

A. Vocabulary skills and word analysis

Students at the 6eme AB level should be able to:

1. Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words in context.
2. Use structural (the way writing is organized), syntactic and morphological (the way words are formed and put together in a sentence), and semantic (the meaning of words) analysis to recognize unfamiliar words in context.
3. Automatically recognize frequently encountered words.
4. Determine the meaning of words in context.
5. Identify and interpret idioms, similes, analogies, and metaphors.
6. Use etymologies to construct the meanings of new words.
7. Fluently read 6eme AB level texts.

B. Reading Strategies

8. Use predicting, questioning, inferring (to arrive at a conclusion with the material read; an educated guess), summarizing, constructing mental images (representing ideas in the text, rereading, and listening to understand the meaning of a work of fiction or non-fiction).
9. Build and support plausible interpretations with evidence from the text.
10. Make connections to real world situations or related topics.
11. Read aloud fluently (with expression and accuracy).
12. Select books for recreational reading.

C. Comprehension

19. Identify the main elements of plot (exposition, conflict, climax and resolution).
20. Understand and identify the different types of conflict present in a literary work.
21. Understand and identify the ways an author creates suspense.
22. Understand how setting contributes to a literary work.
23. Distinguish between significant and minor details.
24. Interpret imagery and figurative language (metaphor, simile, personification), when appropriate, in a variety of texts.
25. Understand how an author/poet can use the five senses to create effect.
26. Recognize the author's controlling idea.

D. Literary Elements:

PLOT	SETTING
<ul style="list-style-type: none">• Exposition• Conflict – external and internal, common story conflicts• Climax and resolution• Flashback• Suspense and foreshadowing• Coincidence	<ul style="list-style-type: none">• Background• Verisimilitude• Setting and plot; setting and character; setting and mood or atmosphere

E. Poetry Techniques:

Teachers freely select poems for study from *Touchstones Now Part A*. *Part A focuses on poetic devices*. Study a selection of the poems from this section and introduce the device.

A creative element should also be encouraged, i.e. having students write their own poems, possibly imitating the form and style of the poems studied. Poems in this text increase with difficulty.

TECHNIQUES/DEVICES INCLUDE:	
<ul style="list-style-type: none">• Word Pictures• Patterns, Structure, Form• Movement• Five Senses• Metaphors, Similes	<ul style="list-style-type: none">• Sounds• Rhythm• Ballad• Haiku

WRITING GOALS (WG)

By the end of 6eme students will be able to:

TEXT LEVEL

1. Write **clear paragraphs** that include a topic sentence and a clear development of ideas.
2. Write **creative texts** that include figurative language (simile, metaphor), interesting vocabulary and simple and compound sentences.
3. Write a **narrative piece** such as a personal narrative, adventure story, myth, or fantasy that includes a plot and setting(s), some elements of characterization, possibly some imagery, and a conflict.
 - a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
 - b. Include sensory details and concrete language to develop plot and character.
 - c. Use a range of narrative devices (e.g., dialogue, suspense).
4. Write clear **summaries**.
5. Write **multi-paragraph compositions** that include an introduction and a conclusion.
6. Write **to inform** - carry out a **non-fiction research project** and present the results in an appropriate written form.
7. **Letter writing** – know how to set out a basic informal letter.
8. Write **poems** in the style/form of those studied.
9. Recognize that neatness is important and understand the importance of planning or drafting before writing.
10. Be aware for the need for tense consistency.
11. Recognize the importance of proof-reading for self-correction.

Compositions should be 150-250 words in length.

SENTENCE LEVEL

12. Recognize and be able to eliminate run-on sentences and fragments.
13. Use simple and compound sentences accurately and understand the different effects these bring to writing.
14. Be able to answer questions in complete sentences.
15. Be able to use question forms correctly.
16. Use the basic forms of punctuation (periods, commas & quotation marks) correctly.
17. Lay out and punctuate direct speech correctly (not including interruptions).
18. Be able to use the main English verb tenses correctly.

WORD LEVEL

19. Use comparative and superlative forms correctly.
20. Know or learn the parts of speech.
21. Be able to spell high frequency words.
22. Know regular and irregular past tense changes.
23. Know spelling patterns for forming plurals and comparatives.
24. Be aware of, and be able to check work for the most common homophone errors (your/you're their/they're it's/its, whole/hole which/witch).
25. Use basic transition words to connect ideas.

SPEAKING GOALS (SG)

Students at the 6eme AB level should be able to:

1. Ask and respond to questions and remarks to engage the audience when presenting speeches.
2. Use intonation, cadence, and word play for effect when presenting.
3. Present oral speeches in correct English, formal English when necessary.
4. Engage in interactive, extended discourse in literature circles, class discussions, and group work.
5. Plan a focused and coherent oral presentation, selecting a focus (topic) that matches the audience to which it will be directed. This may take the form of an oral book report.

LISTENING GOALS (LG)

Students at the 6eme AB level should be able to:

1. Respond to, evaluate, and analyze speeches and presentations delivered by peers.
2. Demonstrate the appropriate social skills of audience behavior during speeches and presentations, for example, eye contact, quiet and still, attentive, and supportive.
3. Summarize, take notes on key points, and ask clarifying questions.

COMMON TEST

Students will be tested on the skills acquired in the areas of reading & writing. The test will include:

- ✦ An extract from a core text to test understanding of plot elements/ setting and/or:
- ✦ An unseen extract from a literary work.
- ✦ A piece of writing where discrete elements from the writing goals (above) will be required.

6EME C

The 6eme C program should be read in the context of the 5eme C program

MATERIALS

1 Novel: short, at the end of the year.

Short stories (4-5): *Greek myths* – Geraldine McCaughrean

Poetry: *Touchstones Now, Part A*, 10 units (selection).
Teacher copy and some class copies available; see school inventory.

Books for class work in 6eme C groups should be chosen from this list.

EASY READERS

Starter level

Blue Fins
LA Detective
Ski Race

Starter level

Robin Hood
Escape (comic book format)
Taxi of Terror
Orca

Beginner level

The Black Tulip
LA Raid
Little Women
The Last of the Mohicans
This is London

Stage 1

Tom Sawyer
A Little Princess
Phantom of the Opera
Wizard of Oz

Elementary level

The Hound of the Baskervilles

Stage 2

Children of the New Forest
Piano
Anne of Green Gables

Intermediate level

The Perfect Storm
Oliver Twist
When Rain Clouds Gather
Huckleberry Finn

Stage 3

Rabbit-Proof Fence

Novels suited for beginning English learners (suggestions):

Because of Winn Dixie, Kate di Camillo
Charlie and the Chocolate Factory – Roald Dahl
Matilda – Roald Dahl

6EME C PROGRAM

Other Easy Reader possibilities follow:

Robin Hood
King Arthur
A Connecticut Yankee in King Arthur's Court
Tom Sawyer
The Lottery Winner
Mary, Queen of Scots
The Monkey's Paw
The Canterville Ghost
The Hound of the Baskervilles
Dead Man's River
The Secret Garden
Alice in Wonderland (easy version)

Or plays

The Search for Odysseus C. Way
Listen to Your Parents B. Zephaniah

LANGUAGE ARTS:

CHANNEL ELEMENTARY (CIV & NIKI)
HEADWAY (EGANAUDE)
ENGLISH PLUS (CESAR)

Book report books may come from any list. Teachers provide the students with a reading list of approximately five books at the beginning of the school year.

Students and their families are expected to purchase some of these literary works and ASEICA supplies others. Language and grammar texts are generally, but not always, provided by the school.

Confirm with local English bookstores (particularly Valbonne) for up-to-date ISBN before asking students to purchase reading books.

Focus on:

Greek myths and the Greek hero.

Students should know some of the main Greek myths, and understand how a myth works.

The myths in the Geraldine McCaughrean book (see above) may be used as comprehension texts or as a springboard for theatre and other Extended English activities.

6EME C PROGRAM

The goals that follow are offered as a guide to teachers of beginning learners of English in the 6eme C level. The division of the objectives into three levels (1, 2, 3) is intended to indicate the main stages of this first year program.

The Group C syllabus is also meant to complement the learning outcomes at the 6eme level in general. The levels 1-3 may or may not coincide with the chronological year's teaching.

READING GOALS (RG)

A. Vocabulary

Students at the 6eme C level should have:

- an active vocabulary of 600 words and a passive vocabulary of 800 (level 1)
- an active vocabulary of 1500 words and a passive vocabulary of 2000 (level 2)
- an active vocabulary of 2500 words and a passive vocabulary of 3000 (level 3)

B. Reading and Comprehension

Students at the 6eme C level should be able to:

1. Draw information from a written text on everyday matters such as time, weather, daily routines, etc. (level 1).
2. Read appropriate non-literary and literary texts, simplified if necessary, independently or with guidance, on a range of topics (level 2).
3. Grasp the gist of and identify the most important points in a moderately difficult text (level 2).
4. Read appropriate non-literary and literary texts on a wide range of topics independently or with guidance (level 3).
5. Identify important points, main ideas and supporting details.
6. Extract relevant information and draw their own conclusions (level 3).
7. Recognize how a writer has achieved effects and with what aims (level 3).
8. Analyze setting and plot (level 3).
9. Know the five senses and how they can contribute to descriptive writing.

F. Literary Elements from novel studied at end of year:

PLOT	SETTING
<ul style="list-style-type: none">• Exposition• Conflict – external and internal, common story conflicts• Climax and resolution• Flashback• Suspense and foreshadowing• Coincidence	<ul style="list-style-type: none">• Background• Verisimilitude• Setting and plot; setting and character; setting and mood or atmosphere

G. Poetry Techniques:

Teachers freely select poems for study from *Touchstones Now Part A*. *Part A focuses on poetic devices*. Study a selection of the poems from this section and introduce the device.

A creative element should also be encouraged, i.e. having students write their own poems, possibly imitating the form and style of the poems studied. Poems in this text increase with difficulty.

TECHNIQUES/DEVICES INCLUDE:	
<ul style="list-style-type: none">• Word Pictures• Patterns, Structure, Form• Movement• Five Senses• Metaphors, Similes	<ul style="list-style-type: none">• Sounds• Rhythm• Ballad• Haiku

DRAFT

WRITING GOALS (WG)

By the end of 6eme students will be able to:

TEXT LEVEL

1. Respond to stimuli and write simple messages (level 1)
2. Respond in an appropriate form to letters, requests for information, etc. (level 2)
3. Narrate a sequence of events, give simple description and explanation, and express personal feelings and opinions (level 2)
4. Show an adequate command of vocabulary (level 2)
5. Respond in an appropriate and specific way to a wide variety of stimuli, for example, letters, advertisements, brochures, requests for information, etc. (level 3)
6. Narrate, describe, summarize, report, express feelings and opinions in order to interest, inform or convince within the framework of techniques appropriate to the language (level 3)
7. Recognize that neatness is important and understand the importance of planning or drafting before writing.
8. Recognize the importance of proof-reading for self-correction.

Compositions should be 150-250 words in length.

SENTENCE LEVEL

9. Demonstrate an acceptable degree of syntax and grammar, spelling and punctuation (level 1)
10. Demonstrate an adequate degree of syntax and grammar, spelling and punctuation (level 2)
11. Demonstrate a proper degree of accuracy in grammar, syntax, spelling and punctuation (level 3)
12. Recognize and be able to eliminate run-on sentences and fragments.
13. Use simple and compound sentences accurately.
14. Be able to answer questions in complete sentences.
15. Be able to use question forms correctly.
16. Use the basic forms of punctuation (periods, commas & quotation marks) correctly.
17. Lay out and punctuate direct speech correctly (not including interruptions).
18. Be able to use the main English verb tenses correctly.
19. Use comparative and superlative forms correctly.

WORD LEVEL

20. Know or learn the parts of speech.
21. Be able to spell high frequency words.
22. Know regular and irregular past tense changes.
23. Know spelling patterns for forming plurals and comparatives.
24. Be aware of, and be able to check work for the most common homophone errors (your/you're their/they're it's/its, whole/hole which/witch)

SPEAKING GOALS (SG)

Students at the 6eme C level should be able to:

1. Respond to the prompts listed under Listening level 1 using acceptable intonation and pronunciation (level 1)
2. Ask and answer questions spontaneously on a limited range of topics within their experience using clear pronunciation and intonation (level 2)
3. Take part in conversation and dialogue (level 2)
4. Speak with clear pronunciation and intonation (level 3)
5. Ask and answer questions spontaneously, comment and express judgment on a wide variety of topics such as those listed under Listening level 3 (level 3)
6. Show awareness of register (level 3)
7. Take part in formal and informal discussion, debate, select and organize ideas and express them clearly (level 3)
8. Be able to report, comment and answer questions on non-literary and literary texts, topics, and on audio and audio-visual material (level 3)

LISTENING GOALS (LG)

Students at the 6eme C level should be able to:

1. Understand simple messages, instructions, and questions such as time, weather, daily routines, spoken by a variety of voices directly or recorded (level 1)
2. Understand clearly spoken messages, conversations, short expositions and interviews on topics within their experience on a variety of subjects (level 2)
3. Identify important facts and opinions, and draw conclusions from these messages (level 2)
4. Understand conversations, talks, interviews on a wide variety of topics (level 3)
5. Identify important facts and opinions, attitudes and feelings, main ideas and supporting details (level 3)
6. Draw conclusions, recognize relationships between causes and effects (level 3)

COMMON TEST

Students will be tested on the skills acquired in the areas of reading & writing. The test will include

- ✧ A comprehension text to test understanding in general and of plot elements/ setting in particular.
- ✧ A piece of writing where discrete elements from the writing goals above will be required.

5EME AB

5A-B PROGRAM

The 5eme program should be read in the context of the 6eme and 4eme programs.

MATERIALS

1. **CORE TEXT:** *The Diary of Anne Frank* (play version or diary)
2. **CORE TEXT:** *A Midsummer Night's Dream* Shakespeare
3. **NOVEL:** one or two **novels to be studied in class** from free choice list
 - ⤴ *King Arthur and his Knights of the Round Table*, R.L. Green
 - ⤴ *A Christmas Carol*, C. Dickens
 - ⤴ *Roll of Thunder, Hear My Cry*, M. Taylor
 - ⤴ *The Giver*, L. Lowry
 - ⤴ *Oliver Twist*, C. Dickens
 - ⤴ *Skellig*, D. Almond
 - ⤴ *The True Confessions of Charlotte Doyle*, Avi
 - ⤴ *Island of the Blue Dolphins*, S. O'Dell
 - ⤴ *Feather Boy*, N. Singer
 - ⤴ *Lost in the Barrens*, F. Mowat
 - ⤴ *Private Peaceful*, M. Morpurgo
 - ⤴ *Holes*, L. Sachar

These titles are subject to change. Teachers will provide the students with a reading list of approximately five books at the beginning of the school year (including CORE texts). Some novels may be read at home for extra reading and/or book reports.

Students and their families are expected to purchase some of these literary works and ASEICA supplies others.

Teachers may suggest new titles for approval. They should be chosen because of their literary merit.

Confirm with local English bookstores (particularly Valbonne) for up-to-date ISBN before asking students to purchase reading books.

4. **SHORT STORY:** 2-3 stories selected from *Impact 50 Short Stories* second Edition, Holt Reinhart) to correspond to literary elements listed below.
Stories from *Tales of Mystery & Imagination* Edgar Alan Poe
Arthurian legends from *King Arthur and his Knights of the Round Table*, R.L. Green / *Myths & Legends* retold by Anthony Horowitz
In-house short story pack (see Kate Collord)
Undone and *Unreal* by Paul Jennings also contain stories that work well at the start of the 5eme year.

A selection from anthologies (see coordinator) or a selection from other resources can be made at teacher discretion.
5. **POETRY:** *Touchstones Now:* a selection of poems from **Part B**.
6. **GRAMMAR:** Selected chapters from *Grammar to 14*

Focus on:

Legends/Tall Tales

Students should know some of the main Arthurian or other legends/tall tales, and understand how a legend works. They can be encouraged to write their own (modern) legends, practising WG2 and showing their knowledge of characterization.

READING GOALS (RG)

A. Literary elements and techniques

Students at the 5eme level should be able to:

1. Read a wide range of fiction/non-fiction
2. Analyze and evaluate literary elements (in particular characterization & point of view) to determine their importance to the story.
3. Predict how the story might be different if the author changed certain literary techniques (e.g., dialect, setting, vocabulary).
4. Use literary terminology accurately (e.g., flashback, foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration).
5. Use new vocabulary from literature in other contexts.
6. Identify, analyze, and compare techniques used by authors to elicit reader response.
7. Compare characteristics and elements of various literary genre (e.g., short stories, novels, dramas, poetry, biographies).
8. Make inferences regarding the motives of characters and consequences of their actions by citing the text.

B. Interpretation

Students at the 5eme level should be able to:

9. Respond to fiction using interpretive and evaluative processes.
10. Make connections from text to text, text to self, and text to world.
11. Distinguish between significant and minor details.
12. Extend a literary text (e.g., alternate endings, additional dialogue for a character).
13. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism.)

Literary Elements: From their reading, students at the 5eme A/B level should be able to identify and analyze the following literary elements:

CHARACTER	NARRATIVE TECHNIQUE
<ul style="list-style-type: none"> • Direct and indirect characterization • Credibility, Consistency, and Motivation • Static and dynamic characters • Stock characters (or stereotypes) • Methods of characterization: physical appearance; what other characters think; how the character behaves; what the character says; and directly by the narrator 	<ul style="list-style-type: none"> • First- person point of view • Third-person omniscient • Objective point of view • Third-person limited point of view • Self-conscious point of view • Unreliable narrators <p>Point of view – How point of view may change within a text.</p>

Other reading goals

15. Use a dictionary & thesaurus correctly to establish different meanings according to context and parts of speech.
16. Recognize and understand the use of prefixes and suffixes.
17. Identify and explain the following figures of speech.
 - ♣ *simile* (reviewed from 6eme)
 - ♣ *metaphor* (reviewed from 6eme)
 - ♣ personification
 - ♣ alliteration
 - ♣ assonance
18. Understand the rudiments of iambic pentameter.

DRAFT

WRITING GOALS (WG)

By the end of 5eme students will be able to:

TEXT LEVEL

1. Write clear paragraphs that include a topic sentence and a clear development of ideas.
2. Write multi paragraph descriptive texts that include figurative language (simile, metaphor, personification), interesting vocabulary and a variety of sentence style.
3. Write journal/diary entries that show an understanding of the personality of the writer and an ability both to recount events and the feelings/reactions of the writer.
4. Show that they have understood, and can use in their own writing, the techniques required to build suspense.
5. Write to inform and explain. This may take the form of a multi-paragraph expository essay or another form of multi-paragraph non-fiction writing (letter, brochure, etc.).
6. Write to show an understanding of character and point of view, e.g. rewrite a text from another character's point of view.
7. Write short playscripts including stage directions that show a knowledge of characterization.
8. Write poems in the style/form of those studied.
9. Recognize that neatness is important and understand the importance of planning or drafting before writing.
10. Be aware of the need for tense consistency.

Compositions should be 300-350 words in length.

SENTENCE LEVEL

11. Recognize and be able to eliminate run-on sentences and fragments.
12. Use simple, compound and complex sentence types accurately and understand the different effects these bring to writing.
13. Be able to answer questions in full, clear sentences.
14. Use all forms of punctuation correctly.
15. Lay out and punctuate direct speech correctly.
16. Be able to use the main English verb tenses correctly, in particular the various past forms (simple past/present perfect) and the conditionals.
17. Use strong opening and closing sentences to create meaning and effect.

WORD LEVEL

18. Be aware of, and be able to check their work for, the most common homophone errors (your/you're their/they're it's/its, whole/hole which/witch).
19. Be able to spell high frequency words.
20. Know regular and irregular past tense changes.
21. Know spelling patterns for forming plurals, comparatives and adverbs.
22. Start developing an understanding of the connotation as opposed to definition.
23. Be able to use adverbs accurately.

SPEAKING GOALS (SG)

By the end of 5eme students should be able to:

1. Defend a point of view, even if it is not their own.
2. Deliver a 3 minute persuasive speech.
3. Understand the need for timely interventions in a class discussion or debate.
4. Understand the need to respect other students' opinions when discussing and debating.
5. Give a 5-7 minute book report on a book of their choice (approved by the class teacher).

LISTENING GOALS (LG)

By the end of 5eme students should be able to:

4. Respond to, evaluate, and analyze speeches and presentations delivered by peers.
5. Demonstrate the appropriate social skills of audience behavior during speeches and presentations, for example, eye contact, quiet and still, attentive, and supportive.
6. Summarize, take notes on key points, and ask clarifying questions.

COMMON TEST

Students will be tested on the skills acquired in the areas of reading & writing. The test will include:

- ^ An extract from a core text/ an unseen extract to test comprehension in general and understanding of character in particular.
- ^ A piece of writing where discrete elements from the writing goals above will be required.

5EME C

The 5eme program should be read in the context of the 6eme and 4eme programs.

MATERIALS

1. **CORE TEXT:** *A Midsummer Night's Dream* Shakespeare
2. **NOVEL: one or two novels to be studied in class from free choice list:**
 - *Fire, Bed, and Bone*, H. Bradford
 - *Charlie and the Chocolate Factory*, R. Dahl
 - *James and the Giant Peach*, R. Dahl
 - *Charlie and the Great Glass Elevator*, R. Dahl
 - *A Wrinkle in Time*, M. L'Engle
 - *The Silver Sword*, I. Serrailier
 - *Oliver Twist* (play version)
 - *Good Masters, Sweet Ladies*, L.A. Schlitz
 - *Amos Fortune, Free Man*, E. Yates
 - *White Fang*, J. London
 - *The Giver*, L. Lowry
 - *Oliver Twist*, C. Dickens
 - *Skellig*, D. Almond
 - *The True Confessions of Charlotte Doyle*, Avi
 - *Island of the Blue Dolphins*, S. O'Dell
 - *Lost in the Barrens*, F. Mowat

These titles are subject to change. Teachers will provide the students with a reading list of approximately five books at the beginning of the school year (including CORE texts). Some novels may be read at home for extra reading and/or book reports.

Students and their families are expected to purchase some of these literary works and ASEICA supplies others.

Teachers may suggest new titles for approval. They should be chosen because of their literary merit.

Confirm with local English bookstores (particularly Valbonne) for up-to-date ISBN before asking students to purchase reading books.

3. **SHORT STORY:** 2-3 stories selected from *Impact 50 Short Stories* second Edition, Holt Reinhart) to correspond to literary elements listed below.
 - Stories from *Tales of Mystery & Imagination* by Edgar Allan Poe
 - Stories from *King Arthur and his Knights of the Round Table*, R.L. Green / *Myths & Legends* retold by Anthony Horowitz
 - In-house short story pack* (see Kate Collord)

A selection from anthologies (see coordinator) or a selection from other resources can be made at teacher discretion.

4. **POETRY:** *Touchstones Now:* a selection of poems from *Part B*.
5. **GRAMMAR:** *Headway / Channel Pre-intermediate*

Focus on:

Legends/Tall Tales

Students should know some of the main Arthurian or other legends/tall tales, and understand how a legend works. They can be encouraged to write their own (modern) legends, practising WG2 and showing their knowledge of characterization.

READING GOALS (RG)

C. Literary elements and techniques

Students at the 5eme level should be able to:

1. Read a wide range of fiction
2. Analyze and evaluate literary elements (in particular characterization & point of view) to determine their importance to the story.
3. Predict how the story might be different if the author changed certain literary techniques (e.g., dialect, setting, vocabulary).
4. Use literary terminology accurately (e.g., flashback, foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration).
5. Use new vocabulary from literature in other contexts.
6. Identify, analyze, and compare techniques used by authors to elicit reader response.
7. Compare characteristics and elements of various literary genre (e.g., short stories, novels, dramas, poetry, biographies).
8. Make inferences regarding the motives of characters and consequences of their actions by citing the text.

D. Interpretation

Students at the 5eme level should be able to:

14. Respond to fiction using interpretive and evaluative processes.
15. Make connections from text to text, text to self, and text to world.
16. Distinguish between significant and minor details.
17. Extend a literary text (e.g., alternate endings, additional dialogue for a character).
18. Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism.)

Literary Elements: From their reading, students at the 5eme C level should be able to identify and analyze the following literary elements:

CHARACTER	POINT OF VIEW
<ul style="list-style-type: none"> • Direct and indirect characterization • Credibility, Consistency, and Motivation • Static and dynamic characters • Stock characters (or stereotypes) • Methods of characterization: physical appearance; what other characters think; how the character behaves; what the character says; and directly by the narrator 	<ul style="list-style-type: none"> • First- person point of view • Third-person omniscient • Objective point of view • Third-person limited point of view • Self-conscious point of view

Other reading goals

19. Use a dictionary & thesaurus correctly to establish different meanings according to context and parts of speech.
20. Recognize and understand the use of prefixes and suffixes.
21. Identify and explain the following figures of speech.
 - ♣ *simile* (reviewed from 6eme)
 - ♣ *metaphor* (reviewed from 6eme)
 - ♣ personification
 - ♣ alliteration
 - ♣ assonance
22. Understand the rudiments of iambic pentameter.

DRAFT

WRITING GOALS (WG)

By the end of 5eme students will be able to:

TEXT LEVEL

1. Write clear paragraphs that include a topic sentence and a clear development of ideas.
2. Write multi paragraph descriptive texts that include figurative language (simile, metaphor, personification), interesting vocabulary and a variety of sentence style.
3. Write journal/diary entries that show an understanding of the personality of the writer and an ability both to recount events and the feelings/reactions of the writer.
4. Write to inform and explain. This may take the form of a multi-paragraph expository essay or another form of multi-paragraph non-fiction writing (letter, brochure, etc.).
5. Write to show an understanding of character and point of view, e.g. rewrite a text from another character's point of view.
6. Write short playscripts including stage directions that show a knowledge of characterization.
7. Write poems in the style/form of those studied.
8. Recognize that neatness is important and understand the importance of planning or drafting before writing
9. Be aware of the need for tense consistency.

Compositions should be 250-300 words in length.

SENTENCE LEVEL

10. Recognize and be able to eliminate run-on sentences and fragments.
11. Use simple, compound and complex sentence types accurately and understand the different effects these bring to writing.
12. Be able to answer questions in full, clear sentences.
13. Use all forms of punctuation correctly.
14. Lay out and punctuate direct speech correctly.
15. Be able to use the main English verb tenses correctly.
16. Use strong opening and closing sentences to create meaning and effect.

WORD LEVEL

17. Be aware of, and be able to check their work for, the most common homophone errors (your/you're their/they're it's/its, whole/hole which/witch).
18. Be able to spell high frequency words.
19. Know regular and irregular past tense changes.
20. Know spelling patterns for forming plurals and comparatives.
21. Start developing an understanding of the connotation as opposed to definition.
22. Be able to use adverbs accurately.

SPEAKING GOALS (SG)

By the end of 5eme students should be able to:

1. Defend a point of view, even if it is not their own.
2. Deliver a 3 minute persuasive speech.
3. Understand the need for timely interventions in a class discussion or debate.
4. Understand the need to respect other students' opinions when discussing and debating.
5. Give a 5-7 minute book report on a book of their choice (approved by the class teacher).

LISTENING GOALS (LG)

By the end of 5eme students should be able to:

7. Respond to, evaluate, and analyze speeches and presentations delivered by peers.
8. Demonstrate the appropriate social skills of audience behavior during speeches and presentations, for example, eye contact, quiet and still, attentive, and supportive.
9. Summarize, take notes on key points, and ask clarifying questions.

COMMON TEST

Students will be tested on the skills acquired in the areas of reading & writing. The test will include:

- ✦ An extract from a core text/ an unseen extract to test comprehension in general and understanding of character in particular.
- ✦ A piece of writing where discrete elements from the writing goals above will be required.

4EME

DRAFT

The 4eme program should be read in the context of the 5eme and 3eme programs.

MATERIALS

1. Core text for all groups: *Romeo and Juliet* by Shakespeare
2. **Three novels** or combination of **play, autobiography or non-fiction work** from free choice list:

A groups	B groups
<p><i>Walkabout</i>, J.V. Marshall <i>Fiela's Child</i>, D. Matthee <i>The Good Earth</i>, P. Buck <i>Black Boy</i>, R. Wright <i>The Snow Goose</i>, P. Gallico <i>The Miracle Worker</i> W. Gibson <i>Great Expectations</i>, C. Dickens <i>The Outsiders</i>, S. E. Hinton <i>The Pearl</i>, J. Steinbeck <i>The Curious Incident of the Dog in the Night</i>, M. Haddon <i>Wolf</i>, G. Cross <i>Tuck Everlasting</i>, N. Babbitt <i>Anne of Green Gables</i>, L. Maud <i>The Prince and the Pauper</i>, M. Twain</p>	<p><i>Carrie's War</i>, N. Bawden <i>Roll of Thunder, Hear My Cry</i>, M. Taylor <i>The Diary of Anne Frank</i> (play) <i>Only the Heart</i>, B Caswell, D. Chiem <i>Once</i>, M Gleitzman <i>Walkabout</i>, J.V. Marshall <i>The Miracle Worker</i> W. Gibson <i>The Outsiders</i>, S. E. Hinton <i>The Pearl</i>, J. Steinbeck <i>The Curious Incident of the Dog in the Night</i>, M. Haddon <i>Wolf</i>, G. Cross <i>Tuck Everlasting</i>, N. Babbitt <i>Anne of Green Gables</i>, L. Maud <i>The Prince and the Pauper</i>, M. Twain <i>The Snow Goose</i>, P. Gallico</p>

These titles are subject to change. Teachers will provide the students with a reading list of approximately five books at the beginning of the school year (including CORE texts).

Students and their families are expected to purchase some of these literary works and ASEICA supplies others.

Language and grammar texts are generally, but not always, supplied by the school.

Confirm with local English bookstores (particularly Valbonne) for up-to-date ISBN before asking students to purchase reading books.

3. **Short Story:** 2-3 stories selected from *Impact 50 Short Stories* (Second Edition, Holt Reinhart) to correspond to literary elements listed below or a selection from anthologies (see coordinator) or from other sources (e.g. mystery & detective genre)
4. **Poetry:** *Touchstones Now:* a selection of poems from **Part C**. See below. Teacher copies available. See coordinator.
5. **Book Reports:** 2 per year

6. Language, Grammar:

→ **CIV, Niki:** *Murphy's English Grammar in Use, Channel Intermediate*

→ **Eganaude:** *New Headway* (4th Edition) **Intermediate**

Required: *Cambridge Advanced Learners Dictionary*

→ Students should already have this dictionary from 6eme

Required: *Oxford Students' Thesaurus* (ISBN 978-0-19-911652-2)

→ Students should already this thesaurus from 5eme

Focus on:

The 19th century and the Romantic Movement

Students should be encouraged to study the life and works of a particular poet and to complete a project on him/her. This project may be oral or written. Part C of *Touchstones Now* focuses on 10 different poets including John Clare, Tennyson, Rossetti and D.H. Lawrence.

Studies could focus on such features as:

- Poet's life and influences
- Subject-matter
- The poet's unique view of his/her subject matter
- Questions of style: imagery, verse-form, rhythm, rhyme, vocabulary, etc.

READING GOALS (RG)

A. Literary Elements: From their reading, students at the 4eme level should be able to identify and analyze the following literary elements:

TONE	THEME
<ul style="list-style-type: none"> • Recognizing tone • Sentimentalism • Satire (genial) • Forceful satire • Irony 	<ul style="list-style-type: none"> • Understanding theme • Explicit theme • Implied theme • Theme and conflict and theme and symbol

When reading and discussing set texts in class, students should be able to:

1. Identify and understand **themes** in works of literature (the new Brevet has made it particularly important that this be worked on in depth in 4eme)
2. Use inferences to improve and/or expand knowledge obtained from text and ask open-ended questions to improve critical thinking skills.
3. Synthesize key points and supporting details to form conclusions and to apply text information to personal experience.
4. Identify story elements and major and secondary themes in text.
5. Explain how story elements and themes contribute to the reader's understanding of text.

B. Other goals:

6. Analyze and evaluate literary elements to determine their importance to the story.
7. Identify, analyze, and compare techniques used by authors to elicit reader response.
8. Compare characteristics and elements of various literary genres (e.g., short stories, novels, plays and poetry).
9. Make inferences regarding the motives of characters and consequences of their actions by citing the text.
10. Select reading strategies for text appropriate to the reader's purpose.
11. Recognize similarities and differences when presented with varying styles or points of view.
12. Evaluate imagery and figurative language.
13. Distinguish between significant and minor details.
14. Extend a literary text (e.g., alternate endings, additional dialog for a character).

WRITING GOALS (WG)

By the end of 4eme students will be able to:

TEXT LEVEL

1. Write correctly developed paragraphs using topic sentences and connectives.
2. Write essays using organization (i.e., thesis statement, introduction, body, and conclusion) and elaboration/development that demonstrate coherence: “point, quote/evidence, explanation/analysis”.
3. Write narratives that show knowledge of literary conventions (plot, setting, character, point of view, theme & tone).
4. Compose informative writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter) and understand the layout conventions associated with these.
5. Write to inform through a project on a 19th century poet, using appropriate research skills.

SENTENCE LEVEL

6. Compose a clear thesis/claim that contains the main idea in an essay.
7. Embed literary quotations correctly and effectively.
8. Develop compositions that include a variety of sentence structures (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, exclamatory, imperative, declarative). Recognize and use more sophisticated sentence patterns.
9. Use transitional words and phrases within and between paragraphs.
10. Understand the use of more complex punctuation.

WORD LEVEL

11. Work out the meaning of unknown words using context, syntax, etymology, morphology and other factors.
12. Recognize how the degree of formality influences word choice.
13. Use a thesaurus effectively to broaden vocabulary and substitute words in a poem or prose.
14. Develop increase awareness of connotation.
15. Build up a range of useful vocabulary necessary for cohesion in texts (connectives, etc.).
In their writing students should:
16. Recognize that neatness is important and understand the importance of planning or drafting before writing.
17. Edit and revise to maintain a consistent tone and focus throughout a piece of writing.
18. Analyze audience and purpose for writing, and choose the appropriate form.
19. Proofread for correct English conventions.

Word length: formal compositions 400 words (end-of-year common test goal)

SPEAKING GOALS (SG)

By the end of 4eme, students should be able to:

1. Employ an engaging introduction, appropriate organization, and an effective conclusion.
2. Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, gestures, posture, eye contact).
3. Use language that is clear, audible, and appropriate.
4. Use appropriate grammar, word choice, and pacing.
5. Use notes, outlines, and visual aids.
6. Prepare and practice a presentation to fit within a given time limit.
7. Use rehearsal techniques (e.g., taking deep breaths, record or video tape presentation) to practice the presentation.
8. Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).

LISTENING GOALS (LG)

By the end of 4eme, students should be able to:

1. Take appropriate notes when listening to others.
2. Separate main ideas, facts, and supporting details in oral messages.
3. Infer and draw conclusions.
4. Synthesize, analyze, and evaluate information given to them orally.

RESEARCH SKILLS (RS)

A. Acquiring, Assessing and Communicating Information

Students at the 4eme level should be able to:

1. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
2. Select a topic from a list of topics.
3. Formulate questions to direct research.
4. Identify approaches (e.g., problem/solution, comparison, narrative history, research paper).
5. Define the focus of research.
6. Apply criteria for determining credibility for each source identified.
7. Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information) to gain new information.
8. Quote sources and understand the importance of avoiding plagiarism.
9. Arrange information in an orderly manner (e.g., note cards, outlining).

B. Applying acquired information, concepts and ideas to communicate in a variety of formats

Students at the 4eme level should be able to:

10. Analyze and synthesize original work and researched information.
11. Evaluate use of text, graphic materials, and visual aids to present information.
12. Select and justify adaptations in format to accommodate characteristics of audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, and entertain).
13. Design and present a project (e.g., written report, graphics, visuals, multi-media presentations).

COMMON TESTS

Students in all three colleges are tested once a year (in April) on reading comprehension and writing skills.

Level teachers prepare the exams in common under Head of Collège English supervision. Peer corrections and criteria are used in grading these tests. (see annex for grid) Results are tabulated and used for teacher's assessment of class progress. Students should also be encouraged to perform self-assessment.

3EME

The 3eme program should be read in the context of the 4eme program.

MATERIALS

CORE BOOK LIST

Animal Farm, G. Orwell

Lord of the Flies, W. Golding

To Kill a Mockingbird, H. Lee

Of Mice and Men, J. Steinbeck

SHAKESPEARE

Julius Caesar

The Merchant of Venice

Much Ado about Nothing

FREE CHOICE

The Catcher in the Rye, J.D. Salinger

Holes, L. Sachar (**gr B only**)

An Inspector Calls, J.B Priestley

Cry, the Beloved Country, A. Paton

I am the Cheese, R. Cormier

Pygmalion, G.B. Shaw

Taming of the Shrew, W. Shakespeare

As You Like It, W. Shakespeare

Far From the Madding Crowd, T. Hardy

Tale of Two Cities, C. Dickens

The Hunger Games, Suzanne Collins

Students should study:

1. Core works:

→ Two core works Group A

→ One core work Group B

2. 1-2 Free choice (see list) (the free choice work may also be one of the core works)

3. One Shakespeare play: *Julius Caesar*, *Merchant of Venice* or *Much Ado About Nothing*

4. Short Story: 2-3 stories selected from *Junior Great Book Series 9* or other sources or anthologies (*Happy Families / Impact*) **that help to reinforce the major themes being studied for the Brevet.**

5. Poetry: *New Touchstones 14-16* or *GCSE AQA Anthology Poems from Different Cultures*, from Heaney, Clarke and pre-1914: a selection.
Teacher copies available. See coordinator.

6. Language, Grammar:

→ **CIV, Niki:** *Murphy's English Grammar in Use* (or other)

3EME PROGRAM – ALL LEVELS

- **Eganaude: *New Headway* (4th Edition) **Intermediate****
- *Comprehension to 14*

Required: *Cambridge Advanced Learners Dictionary*

- Students should already have this dictionary from 6eme

Required: *Oxford Students' Thesaurus* (ISBN 978-0-19-911652-2)

- ▲ Students should already have this thesaurus 5eme

These titles are subject to change. Teachers will provide the students with a reading list of approximately four books at the beginning of the school year (including CORE texts). Students and their families are expected to purchase some of these literary works and ASEICA supplies others.

Language and grammar texts are generally, but not always, supplied by the school.

Confirm with local English bookstores (particularly Valbonne) for up-to-date ISBN before asking students to purchase reading books.

Focus on:

Twentieth century literature and its relevant themes

3eme focuses on the classics of twentieth century literature. The new Brevet exam gives students the opportunity to explore some of the major themes that preoccupied the great twentieth century authors: abuse of power, the American Dream, social responsibility, the loneliness of the human condition, good and evil, etc. Students should be encouraged to research these themes, supplementing their knowledge through their own reading. They should also look to see how they apply to other media.

WRITING GOALS

Students at the 3eme level should be able to:

TEXT LEVEL

- 1) Communicate ideas in writing in a variety of textual types and for a wide range of purposes.
- 2) Use appropriate language, details, and format for a specified audience.
- 3) Be able to plan effectively before writing.
- 4) Write using an introduction, body, and conclusion with development that includes coherent first and second level support.
- 5) Recognize the need to quote sources and to avoid plagiarism.
- 6) Proofread to self-correct effectively.
- 7) Compose a **multi-paragraph persuasive or argumentative piece** which presents one position of an issue that offers sufficient support through different strategies such as cause/effect and compare/contrast.
 - a) Structure ideas and arguments in a sustained and logical fashion.
 - b) Use specific rhetorical devices to support assertions (e.g., rule of three, rhetorical questions, speaking directly to audience, use of emotive language, use of slogans and catchphrases).
 - c) Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d) Know who your audience is and write in an appropriate style.
 - e) Write effective introductions and conclusions
 - f) Build convincing arguments and counter arguments.
 - g) Divide arguments into logically organized paragraphs.
 - h) Provide clear evidence (statistics / anecdotal evidence) to support points.
- 8) Write **responses to literature and poetry**:
 - a) Demonstrate a comprehensive grasp of the significant ideas of literary works or poems.
 - b) Support important ideas and viewpoints through accurate and detailed references to the text/poem or to other works.
 - c) Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d) Compare and contrast between different works/characters/poems etc.
- 9) Use available technology (e.g., web pages, ppt, word processing tools) to design, produce, revise, and present compositions and multi-media works.
- 10) Exhibit a clear understanding of journalistic conventions and styles by producing tabloid or broadsheet style **newspaper articles**.

SENTENCE LEVEL

- 11) Have a clear knowledge of the structure, functions and differences in sentences types (simple, compound, complex)
- 12) Be able to organize writing into clearly constructed paragraphs
- 13) Use topic sentences effectively.
- 14) Embed quotations effectively
- 15) Include effective use of subordinate clauses
- 16) Understand the full range of punctuation and employ it easily
- 17) Know and understand the function of verbs and their tenses, in particular
 - a) Passive & active forms
 - b) Reported speech
 - c) Conditional forms
 - d) Use of the definite article
 - e) Prepositions

WORD LEVEL

- 18) Build up and consolidate a range of useful vocabulary for the effective discussion of literary works and poetry
- 19) Show the ability to vary vocabulary choices (particularly in creative work)
- 20) Use transition words and phrases effectively.

Word length: 400 – 500 words

READING GOALS (RG)

A. Vocabulary skills and word analysis

Students at the 3eme level should be able to:

1. Use word origins and derivations to understand meanings of new words.
2. Apply word analysis to comprehend selections and unfamiliar words.
3. Infer the appropriate meaning of a word in context when the word has multiple meanings.
4. Interpret idioms, similes, analogies, and metaphors to express implied meanings.
5. Identify the effect of literary devices (e.g., allusion, diction, figurative language, imagery) in text.
6. Interpret the effect of a writer's decisions regarding word choice, content, and literary elements upon the text.
7. Recognize specialized vocabulary.

B. Reading Strategies

Students at the 3eme level should be able to:

1. Preview reading materials using pre-reading strategies (e.g., skimming, scanning, predicting, SQ3R—survey, question, read, recite, review).
2. Relate literature selections and informational text to self, world, and other texts.
3. Identify a text's structure and create a representation to use while reading, such as a graphic or other outline or drawing.
4. Apply self-monitoring strategies continuously to clarify understanding (e.g., in addition to previous skills, draw comparisons to other readings).
5. Demonstrate an understanding of important information in the text by focusing on the key ideas presented explicitly or implicitly.
6. Build, evaluate, and extend text interpretations through group discussions with others.
7. Identify how different content areas require different organizational structures (e.g., lists/sequence, comparison, cause/effect, problem/solution, classification).
8. Read aloud fluently (with accuracy and appropriate speed).
9. Select and read books for pleasure.

C. Comprehension

Students at the 3eme level should be able to:

1. Comprehend, compare and interpret a broad range of reading materials.
2. Use information from a text to form, explain, and support questions and predictions.
3. Generate and respond to questions that reflect higher level thinking skills (e.g., analysis, synthesis, evaluation).
4. Ask open-ended questions to improve critical thinking skills.
5. Summarize and make generalizations from content and relate them to the purpose of the text.
6. Explain how the story elements, point of view, and theme contribute to the overall effect of the text and the author's purpose.
7. Select reading strategies for a text appropriate to the reader's purpose.
8. Make connections through analysis, evaluation, inference, and/or comparison.
9. Compare story elements.
10. Analyze and evaluate author's word choice.
11. Connect, relate, interpret, and integrate information from various sources and genres such as novels, newspapers, magazines, poetry, drama, and reference materials.
12. Synthesize key points and supporting details to form conclusions.

SPEAKING GOALS (SG)

Students at the 3eme level should be able to:

1. Speak effectively using language appropriate to the audience, the situation and the message.
2. Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.
3. Employ an engaging introduction, appropriate organization, and an effective conclusion.
4. Use verbal and nonverbal cues to engage the audience.
5. Use language that is clear, audible, and appropriate.
6. Use appropriate grammar, word choice, and pacing.
7. Use available technological resources such as the Internet, video, overhead, pictures, maps, and diagrams as visual aids to support an oral presentation.
8. Manage use of cue cards, graphic organizers, or other visual aids in oral presentations.
9. Respond to an examiner's questions with clear arguments and evidence.
10. Respond to and evaluate classmates' ideas or feelings with evidence of understanding what they have said.
11. Practice oral presentations before coming to class to overcome communication anxiety and apprehension.
12. Demonstrate composure while confronting and rebutting opposing viewpoints.

The 2013 Brevet exam requires students to make a 10 minute presentation on a literary theme and to answer the examiner's questions on their presentation and dossier for a further 10 minutes.

LISTENING GOALS (LG)

1. Listen effectively in a variety of situations both formal and informal.
2. Appraise the situation and assume the appropriate listening mode.
3. Separate main ideas, supporting facts, and details while listening.
4. Critique the relationship between a speaker's verbal communication skills (e.g., word choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).
5. Determine meaning from speaker's denotations and connotations.
6. Differentiate between the speaker's factual and emotional content.
7. Infer speaker's bias and purpose.
8. Formulate probing, idea-generating questions to clarify meaning.
9. Follow a multi-step set of instructions to complete a task.
10. Modify, control, block out both internal and external distractions.

EXTENDED ENGLISH (EE)

The 3eme extended English program (1 hour per week) should adopt a modular approach enabling students to work on a variety of skills that complement those studied in the main English class.

It is also an opportunity to help prepare students for the oral Brevet examination by working on oral presentation skills.

Modules may include:

1. Creative writing (see below for more detailed information)
2. Media studies
3. Debating skills
4. Oral presentation skills

1. Creative Writing. Write a narrative account that establishes a context, creates a point of view, and develops a focused, powerful impression.

- Relate a sequence of events and communicate the significance of the events to the audience.
- Locate scenes and incidents in specific places.
- Describe with concrete sensory details the sights, sounds, smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
- Pace the presentation of actions to accommodate changes in time and mood.

RESEARCH SKILLS (RS)

A. Acquiring, Assessing and Communicating Information

Students at the 3eme level should be able to:

1. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
2. Survey, with appropriate guidance, a subject and select a topic.
3. Identify steps that need to be taken to present an idea or solve a problem using multiple sources.
4. Choose a variety of sources to gain new information or solve a problem.
5. Identify accurate, current, and credible sources to solve problems or answer questions through research.
6. Outline and sequence information in an orderly manner.
7. Follow appropriate style manual accurately (e.g., MLA).

B. Analyzing and evaluating information from a variety of sources

Students at the 3eme level should be able to:

1. Analyze information from primary and secondary print and non-print sources.
2. Develop a bibliography/ source(s) cited from identified and evaluated information.
3. Cite the source(s) of all direct quotations and paraphrased/summarized information.

C. Applying acquired information, concepts and ideas to communicate in a variety of formats

Students at the 3eme level should be able to:

1. Analyze, evaluate, and synthesize original work and researched information.
2. Use effective print and non-print documents.
3. Justify chosen format to accommodate audiences (e.g., age, background, interest level, group size) and purposes of the presentation (e.g., inform, persuade, entertain).
4. Design and present a project (e.g., written report, graphics, visuals, multi-media presentations) that:
 - Effectively communicates the intended message;
 - Engages the audience's interest;
 - Establishes and maintains a focus;
 - Organizes around a structure appropriate to purpose, audience, and context;
 - Elaborates ideas through facts, details, description, analysis, and narration;
 - Cites or credits sources appropriately; and uses self, peer, or teacher feedback where appropriate.

APPENDIX

DRAFT

6EME / 5EME / 4EME CORRECTION GRID

Content: Ability to express an idea/theme or describe a character/event	
5	An excellent understanding of the topic. Detailed descriptions with relevant examples. Interesting and creative ideas.
4	A very good understanding of the topic. Mostly detailed description with some relevant examples.
3	A good understanding of the topic. Appropriate descriptions and ideas but may lack development. Examples not always clear or relevant.
2	A sufficient understanding of the topic. Some descriptions and examples present but insufficiently developed.
1	A limited understanding of the topic. Vague references to the subject but links not evident and a lack of detail.
0	No understanding of the topic. Off subject
Language: Precision in language	
5	Correct sentence structure. No errors in syntax/grammar.
4	The majority of the sentences are correct. Some minor errors in syntax/grammar.
3	Mostly correct sentences but noticeable errors in syntax/grammar. Communication of ideas confused but understandable.
2	Some correct sentences but some major errors in syntax/grammar that impede understanding.
1	Few correct sentences. Frequency of mistakes in syntax/grammar makes understanding very difficult.
0	No sentence structure is correct.
Vocabulary and Spelling: Accuracy and richness of vocabulary	
5	No mistakes in spelling. A varied and appropriate use of vocabulary.
4	Few mistakes in spelling. An obvious effort to vary and use appropriate vocabulary.
3	Some spelling mistakes. Some varied and appropriate vocabulary.
2	Frequent errors in spelling. Some words repeated/inappropriate.
1	Very frequent errors in spelling. Inappropriate vocabulary. Some words in French.
0	Few words. Many words in French
Structure and Organization: Development of ideas	
4	Follows required format and structure. Distinct paragraphs. Ideas seem developed in a way that demonstrates careful planning.
3	Mostly follows required format. May lack some elements. Some development of ideas distinguishable.
2	Attempts to follow required format but lacking several elements. No clear development of ideas.
1	Only loosely follows required format. No clear paragraphing.
0	No attempt to structure according to required format. No paragraphing
Presentation: Handwriting and legibility	
1	Well presented: clear, legible handwriting with attention paid to neatness.
0	Poorly presented: illegible handwriting and no attempt at neatness.

3EME CORRECT GRID

Troisième essay grid

Name _____ Total _____ /20

Category	Below Level -0.5 or more at the discretion of the examiner	Level 0	Level 1 +0.5	Level 2 +1.0	Level 3 +1.5	Level 4 +2.0
*Knowledge & Understanding <i>Does the student know the works?</i>	No true understanding or first-hand knowledge shown. Factual inaccuracies void argument.	Basic flaws in knowledge or understanding. Flaws affect argument.	Basic facts correct but may be limited or insufficiently developed. Factual inaccuracies inadvertent or minor.	Knowledge and understanding good. Some use of quotations and/or examples.	Knowledge and understanding are very good. Quotations correct and relevant to question.	Excellent in all of level 3. Clearly top
*Question <i>Does the student answer the question?</i>	Off-subject, possibly short	No real attempt to answer the question. No thesis. Just plot paraphrase.	A vague answer which is mostly summary of the work(s). No attempt to pick and choose facts by relevance.	The question is addressed for at least some of the essay. Parts of the essay may be irrelevant or unneeded.	The answer is clearly addressed throughout.	The answer is clearly addressed throughout and includes subtleties and/or original thought.
Analysis <i>Does the student know how to analyze?</i>	No successful attempt at analysis.	Plot summary or generalizations frequent. Little or unsuccessful analysis.	Reasonable analysis of important elements. Analysis may be uneven or lacking in depth.	Analysis clear throughout.	Analysis clear, insightful and probing. Some analysis of style may also be present.	As for level 3. Analysis and argumentation form a seamless whole. Depth always exceeds expectations.
Structure <i>Does the student know how to organize his/her ideas and include evidence?</i>	No logical sequence of ideas. Chronological confusion. Development is so inadequate that clarity is in danger of dissolving completely.	No real structure. Paragraphs contain random elements and may repeat ideas. Topic sentences very weak or missing.	Vague structure. Some attempt to be logical. Topic sentences largely acceptable. Quotations present but integrated clumsily.	Coherent structure across the essay. A sense of development from topic sentence. Quotations integrated.	Carefully planned coherent essay structure. Paragraphs develop argument convincingly. Quotations skillfully integrated.	Elegant management of essay structure. Persuasive development developed convincingly with excellent integration of evidence.
*Expression <i>Does the student know how to say it?</i>	Meaning often cannot be surmised. The essay is very difficult to read.	Many errors which may be caused by caused by French interference. Spelling and/or syntax poor. Basic vocabulary. Basic sentence structure.	Errors caused by French interference do not hamper understanding. Vocabulary adequate. Some notions of good usage. Some attempt to use varied sentence structure may be apparent.	Good English with only the occasional mistake. Some successful risk-taking. Some care is shown in word choice and register. Sentence structure varied.	Evidence of strong writing skills. A rare lapse does not mar ideas or flow. Rich and varied use of language, vocabulary and sentence structure.	Articulate and fluid. A delight to read.

Instructions for use:

Start from 10 and deduct or add half or full points in each category to arrive at a grade out of twenty.

To help students progress, this sheet may be photocopied and attached to the essay with the relevant fields circled.

* A short response should have minimum 0.5 points deducted in each of the KNOWLEDGE, QUESTION and EXPRESSION fields

3emeEssayGrid_2013

WHAT DO WE WRITE IN COLLEGE?

	6eme	5eme	4eme	3eme
Literary essay	Sentence variety & paragraph construction.	Paragraph construction – topic sentence, connectives. (A - Basic 5 paragraph essay)	5 paragraph literary essay. <i>Working towards in B groups</i>	Literary essay (poetry analysis/ Compare & contrast).
Imaginative or creative writing	Creative texts including figurative language. Narratives (myths/fables) to show understanding of plot (conflict, suspense etc.) and setting. Poetry writing	Descriptive writing to include figurative language & extended vocabulary Describing characters Writing to show suspense Poetry writing Folk tale writing?	Narratives to show understanding of literary conventions (plot, characterization, tone & theme). Sonnet (or other poetic form).	(Extended English) Writing to imitate the style of a particular genre.
Presenting views/ideas/information	Writing to inform: Letters, newspaper articles. Book reviews & reports.	Writing to inform: Letters, newspaper articles. Diary writing. Writing to give advice. Book reports.	Writing to inform: Extended writing to present a 19 th century poet. Formal letter writing. Layout conventions of informative writing (newspaper articles, brochures, formals letters etc.). Book reports.	Persuasive essay. Argumentative essay.

GRAMMAR TO 14 – Chapter breakdown for 6eme and 5eme

6A/B Grammar to 14	5 A/B Grammar to 14
<p>Nouns Common/Proper p. 6 Abstract/collective p. 8 Singular/plural p. 44</p> <p>Verbs Irregular/Regular pp. 10-12 Auxiliary p. 14</p> <p>Subject/Verb Agreement p. 16</p> <p>Tenses p. 18</p> <p>Adjectives p. 22</p> <p>Comparatives/Superlatives p. 46</p> <p>Adverbs p. 26</p> <p>Pronouns p. 30 Personal p. 42</p> <p>Conjunctions p. 34</p> <p>Prepositions p. 36</p> <p>Word Formation p. 48 Prefixes p. 28 Suffixes p. 40</p> <p>Sentences Simple p. 50 Statements/questions, etc. p. 52 Subjects p. 66 Objects p. 68 Topic sentences and linking paragraphs; paragraphs pp. 74-76</p> <p>Genre Formal and Informal p. 78</p> <p>Punctuation Full stops p. 84 Commas p. 86 Apostrophes omission and ownership pp. 96-98 Direct and indirect speech p. 100 Punctuation of letters--Informal p. 106</p> <p>Spelling Adverbs p. 112 Adding –ing and- ed to verbs p. 114 Plurals p. 122</p>	<p>Verbs-Participles p. 20</p> <p>Adjectives-specific uses p. 24</p> <p>Adverbs-degree, time, place p. 28</p> <p>Pronouns-possessive, relative, demonstrative p. 32</p> <p>Sentence structure Compound sentences p. 54 Complex sentences p. 56 Subordinate sentences p. 58</p> <p>Adjectival clauses p. 60</p> <p>Adverbial clauses p. 62</p> <p>Phrases p. 64</p> <p>Phrasing and sentences p. 72</p> <p>Style -variety in sentence types p. 82</p> <p>Punctuation Commas to mark clauses p. 88 Semi-colons and colons p. 92 Direct speech interrupted p. 102 Reported speech p. 104 Punctuation of letters-Formal p. 106</p> <p>Spelling Prefixes pp. 116-118 Suffixes p. 120 Words that can be confused p. 124 Tricky words pp. 126-130</p>

ADDITIONAL READING LISTS

Geme Reading List 2013-14

Joan Aitken	Midnight is a Place
Vivien Alcock	A Kind of Thief
Louisa M Alcott	Good Wives
David Almond	Kit's Wilderness
Malorie Blackman	Hacker
Frances Hodgson Burnett	A Little Princess
Frances Hodgson Burnett	The Secret Garden
Sheila Burnford	The Incredible Journey
Leslie Jane Conley	Rasco and The Rats of Nimh
Gillian Cross	The Great Elephant Chase
Colin Dann	The Animals of Farthing Wood
Anita Desai	The village by the sea
Peter Dickinson	Merlin Dreams
Deborah Ellis	The Breadwinner
Zlata Filipovic	Zlata's Diary
Anne Fine	Flour Babies
Pippa Goodhart	Alona's Story
Brian Jacques	The Redwall Series
Robin Jarvis	Deptford Histories
Judith Kerr	When Hitler Stole Pink Rabbit
CS Lewis	The Chronicles of Narnia (7 books)
Penelope Lively	The Driftway
Michelle Magorian	Goodnight Mr Tom
Ian McEwan	The Daydreamer
L M Montgomery	Anne of Green Gables
Michael Morpurgo	Why the Whales Came
Michael Morpurgo	King of the Cloud Forests
Beverly Naidoo	The Other Side of Truth
Bill Naughton	The Goalkeeper's Revenge
E Nesbit	The Railway Children
Philip Pullman	Northern Lights trilogy
Philip Pullman	The Firework Maker's Daughter
Rick Riorden	The Lightning Thief
Salman Rushdie	Haroun and the Sea of Stories
Anna Sewell	Black Beauty
R L Stevenson	Treasure Island
Jonathan Swift	Gulliver's Travels
Ruth Thomas	The Runaways
Mark Twain	Tom Sawyer
Alison Uttley	A Traveller in Time
Jill Paton Walsh	Parcel of Patterns
Jean Webster	Daddy-Long-Legs
T H White	Sword in the Stone
Laura Ingalls Wilder	Little House in the Big Wood

Titles in italics are 19th & 20th century classics

Seme Reading List

Richard Adams	Watership Down
Joan Aitken	The Wolves of Willoughby Chase
David Almond	Skellig
Louisa May Alcott	Jo's Boys
Avi	The true Confessions of Charlotte Doyle
Joan Bauer	Hope was Here
Nina Bawden	Carrie's War
Malorie Blackman	Noughts and Crosses
John Boyne	The Boy in the Striped Pyjamas
Lewis Carol	Alice in Wonderland
Eoin Colfer	Artemis Fowl etc.
Susan Cooper	King of Shadows
Susan Cooper	The Dark is Rising
Zizou Corder	Lion Boy
Christopher Paul Curtis	Bud, not Buddy
Marguerite de Angeli	The Door in the Wall
Charles Dickens	Oliver Twist
Roddy Doyle	Wilderness
Charlie Fletcher	Stoneheart
Leon Garfield	Smith
Alan Garner	The Owl Service
Alan Garner	The Weirdstone of Brisingamen
Anne Holm	I am David
Michael Morpurgo	War Horse
Michael Morpurgo	Private Peaceful
Michael Morpurgo	King of the Cloud Forests
Robert Muchamore	Henderson's Boys series
Robert Muchamore	Cherub series
Philip Pullmann	His Dark Materials trilogy
Lemony Snicket	A Series of Unfortunate Events
John Steinbeck	The Red Pony
J R R Tolkien	The Hobbit
Rick Riordan	The Lightning Thief
Jean Ure	Plague
Jules Verne	Around the World in 80 days
Robert Westall	The Machine Gunners
Benjamin Zephaniah	Refugee Boy

Titles in italics are 19th & 20th century classics

4eme reading list

Louisa M Alcott	Little Women
Nathalie Babbitt	Tuck Everlasting
Malorie Blackman	Checkmate
Malorie Blackman	Dangerous Reality
Malorie Blackman	Tell Me No Lies
Malorie Blackman	Noughts and Crosses
Aidan Chambers	Postcards from No Man's Land
Agatha Christie	Death on the Nile
Agatha Christie	Murder on the Orient Express
Suzanne Collins	The Hunger Games
Suzanne Collins	Catching Fire
Suzanne Collins	The Mockingjay
Eoin Colfer	Artemis Fowl series
Sir Arthur Conan Doyle	The Hound of the Baskervilles
Gillian Cross	Wolf
Daniel Defoe	Robinson Crusoe
Charles Dickens	David Copperfield
Charles Dickens	Great Expectations
Charles Dickens	Nicholas Nickleby
Siobhan Dowd	Bog Child
Gerald Durrell	My family and other Animals
Maurice Gleitzman	Once
Susan Hill	I'm the King of the Castle
SE Hinton	The Outsiders
Laurie Lee	Cider with Rosie
John Marsden	Tomorrow, when the war began
Robert Muchamore	Cherub series
Robert Muchamore	Henderson's Boys series
Philip Pullman	His Dark Materials series
Robert Swindells	Stone Cold
Philip Reeve	Here lies Arthur
Meg Rosoff	How I live now
Meg Rosoff	The Way We Were
Lois Ruby	Steal away Home
Jenny Valentine	Finding Violet Park
John Wyndham	The Day of the Triffids

Titles in italics are 19th & 20th century classics

3eme reading list

Chimamanda Ngozi Adichie	Purple Hibiscus
Jane Austen	Emma
Jane Austen	Pride and Prejudice
Pat Barker	Regeneration (WWI)
Suzanne Collins	The Hunger Games Trilogy
Wilkie Collins	The Moonstone
Wilkie Collins	The Woman in White
Robert Cormier	I am the Cheese
Charles Dickens	Hard Times
Charles Dickens	Great Expectations
Gerald Durrell	My Family and Other Animals
Graham Greene	Brighton Rock
David Guterson	Snow Falling on Cedars
Thomas Hardy	Tess of the D'Urbervilles
Thomas Hardy	The Mayor of Casterbridge
Thomas Hardy	Far From the Madding Crowd
L.P. Hartley	The Go-Between
Ernest Hemingway	The Old Man and the Sea
Susan Hill	Strange Meeting (WWI)
Ruth Praver Jhabvala	Heat and Dust
Philip Pullman (ed)	Whodunit? Detective Stories
Henry James	The Turn of the Screw
Jack Kerouac	On the Road
Laurie Lee	Cider With Rosie
J Meade Falkner	Moonfleet
Yann Martel	The life of Pi
Patrick Ness	The Knife of Never Letting Go
George Orwell	Nineteen Eighty-Four
Philip Reeve	Mortal Engines
Meg Rosoff	How I live now
Meg Rosoff	The Way We Were
J.D.Salinger,	The Catcher in the Rye
Neville Shute	A Town Like Alice
John Steinbeck	East of Eden
H.G. Wells	The Time Machine
H.G. Wells	The War of the Worlds
John Wyndham	The Chrysalids
John Wyndham	The Day of the Triffids
Paul Zindel	The Pigman
Marcus Zusak	I am the Messenger
Marcus Zusak	The Book Thief

Titles in italics are 19th & 20th century classics

GOAL MAPPING CHART

This chart can be used as a handy self-checking tool to ensure handbook goals are being met. Photocopies are available from the HofCE or the Collège English cupboard in the ASEICA office.

English SJ – Goal mapping chart		School												ASEICA																																																																																															
		15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																																																												
TERM	Activities	Reading-goals																																				Writing-goals																																				Speaking/listening-goals																																			
Sept-Toussaint		xx																																				xx																																				xx																																			
Toussaint-Christmas		xx																																				xx																																				xx																																			
January-Winter vacation		xx																																				xx																																				xx																																			
Winter-vacation-Spring vacation		xx																																				xx																																				xx																																			
Spring-vacation-Summer		xx																																				xx																																				xx																																			

EXCERPT FROM *THE COMMON BASE OF KNOWLEDGE AND SKILLS*

Speaking a modern foreign language

This involves the language learnt since primary school, or a new foreign language taught in the *collège*. Communicating in a foreign language means being able to understand, express oneself and interpret thoughts, feelings and facts, both orally and in writing and in various situations.

It also implies knowledge and understanding of the cultures which the language transmits: it makes it possible to go beyond the vision given by stereotypes.

The “European Common Framework of Reference for Languages” designed by the Council of Europe, is the fundamental reference for modern language teaching, learning and assessment of language skills. A2 Level of command (level of elementary speakers) is the level required by the Common Base.

Mastery of modern languages is achieved by regular practice and memory training. This is made possible by five types of activities: listening, speaking, conversation, written comprehension and writing.

Knowledge

Speaking a modern foreign language first of all means adopting a linguistic code. It is essential to know the written and sound forms which make it possible to understand or to produce correct and significant messages in everyday situations. This implies knowledge of vocabulary, grammar, phonology and spelling. It therefore means:

- having a sufficient vocabulary to understand simple topics;
- knowing fundamental rules of grammar (noun category, verbal system, coordination and subordination in their elementary form) and how the language studied works, taking into account its special features;
- knowing rules of pronunciation;

- mastering spelling of words and expressions learnt, understanding phonics (the relationship between sounds and written letters). In some languages, learning the writing system is a priority given the necessity knowing special characters.

Abilities

Speaking a modern foreign language means being able to use it relevantly and appropriately according to the situation in a given socio-cultural context. The pupil is expected to be able to communicate in a simple, yet effective manner, in everyday situations, meaning that he/she can:

- use the language while mastering its corresponding social relations codes;
 - use common expressions following basic usage (greetings, formulating invitations, apologies...);
 - take into account the existence of differences in language registers, adapt one's speech to the communication situation;
- understand a short oral presentation: identify the contents of a message, the subject of a discussion if it is slow and clear, follow a story;
- make himself or herself clear (short conversation or comment) and in writing, with enough clarity, which means being able to;
 - pronounce properly;
 - put together groups of words with logical connectors;
 - give and get information;
 - express an idea or opinion simply;
 - tell a story or give a brief description;
- understand a short, simple written text.

Attitudes

Learning a foreign language develops an awareness of cultural difference and diversity. It fosters:

- the desire to communicate with foreigners in their language, read newspapers and listen to foreign audiovisual media, watch films in their original version;
- open-mindedness and understanding of different ways of thinking and acting.

REFERENCE LEVELS FROM *THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT*

A1 and A2 = Basic User

B1 and B2 = Independent User

C1 and C2 = Proficient User

NB: Level A1 is the minimum requirement for entrance into our beme program. It is expected that Iere and Tle Section students meet or exceed Level C2.

INDEX OF TABLES:

Table 1 -Common Reference Levels: Global Scale..... xiii

Table 2 -Common Reference Levels: Self-Assessment Grid.....xiv

Table 3 - Common Reference Levels: Qualitative Aspects of Spoken Language Use.....xvi

Table 4 - Oral Production (Speaking)..... xviii

Table 5 - Written Production (Writing)xix

Table 6 - Aural Reception (Listening).....xxi

Table 7 - Visual Reception (Reading) xxiii

Table 8 - Audio-Visual Receptionxxv

Table 9 - Reception Strategiesxxv

Table 10 - Written Interaction..... xxxiii

Table 11 - Interactions Strategies.....xxxiv

TABLE 1 -COMMON REFERENCE LEVELS: GLOBAL SCALE

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

TABLE 2 -COMMON REFERENCE LEVELS: SELF-ASSESSMENT GRID

		A1	A2	B1
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

APPENDIX 8 – EUROPEAN FRAMEWORK

B2	C1	C2
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

TABLE 3 - COMMON REFERENCE LEVELS: QUALITATIVE ASPECTS OF SPOKEN LANGUAGE USE

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.
B2+					
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

B1+							
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.		
A2+							
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like 'and', 'but' and 'because'.		
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.		

TABLE 4 - ORAL PRODUCTION (SPEAKING)

OVERALL ORAL PRODUCTION	
C2	<i>Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.</i>
C1	<i>Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</i>
B2	<i>Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</i>
	<i>Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</i>
B1	<i>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</i>
A2	<i>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</i>
A1	<i>Can produce simple mainly isolated phrases about people and places.</i>

SUSTAINED MONOLOGUE: Describing experience	
C2	<i>Can give clear, smoothly flowing, elaborate and often memorable descriptions.</i>
C1	<i>Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</i>
B2	<i>Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.</i>
B1	<i>Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.</i>
	<i>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</i>
	<i>Can give detailed accounts of experiences, describing feelings and reactions.</i>
	<i>Can relate details of unpredictable occurrences, e.g. an accident.</i>
	<i>Can relate the plot of a book or film and describe his/her reactions.</i>
A2	<i>Can describe dreams, hopes and ambitions.</i>
	<i>Can describe events, real or imagined.</i>
	<i>Can narrate a story.</i>
	<i>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.</i>
	<i>Can give short, basic descriptions of events and activities.</i>
A1	<i>Can describe plans and arrangements, habits and routines, past activities and personal experiences.</i>
	<i>Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.</i>
A1	<i>Can describe his/her family, living conditions, educational background, present or most recent job.</i>
	<i>Can describe people, places and possessions in simple terms.</i>
A1	<i>Can describe him/herself, what he/she does and where he/she lives.</i>

	SUSTAINED MONOLOGUE: Putting a case (e.g. in a debate)
C2	<i>No descriptor available</i>
C1	<i>No descriptor available</i>
B2	<i>Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.</i>
	<i>Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</i>
B1	<i>Can develop an argument well enough to be followed without difficulty most of the time.</i>
	<i>Can briefly give reasons and explanations for opinions, plans and actions.</i>
A2	<i>No descriptor available</i>
A1	<i>No descriptor available</i>

TABLE 5 - WRITTEN PRODUCTION (WRITING)

	OVERALL WRITTEN PRODUCTION
C2	<i>Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.</i>
C1	<i>Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</i>
B2	<i>Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.</i>
B1	<i>Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.</i>
A2	<i>Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.</i>
A1	<i>Can write simple isolated phrases and sentences.</i>

APPENDIX 8 – EUROPEAN FRAMEWORK

CREATIVE WRITING	
C2	<i>Can write clear, smoothly flowing, and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.</i>
C1	<i>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</i>
B2	<i>Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.</i>
	<i>Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.</i>
B1	<i>Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.</i>
	<i>Can write accounts of experiences, describing feelings and reactions in simple connected text.</i>
	<i>Can write a description of an event, a recent trip – real or imagined. Can narrate a story.</i>
A2	<i>Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.</i>
	<i>Can write very short, basic descriptions of events, past activities and personal experiences.</i>
	<i>Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.</i>
A1	<i>Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</i>
REPORTS AND ESSAYS	
C2	<i>Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points.</i>
C1	<i>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</i>
B2	<i>Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem.</i>
	<i>Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.</i>
B1	<i>Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</i>
	<i>Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</i>
A2	No descriptor available
A1	No descriptor available

TABLE 6 - AURAL RECEPTION (LISTENING)

OVERALL LISTENING COMPREHENSION	
C2	<i>Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.</i>
C1	<i>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</i>
B2	<i>Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influences the ability to understand.</i>
	<i>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.</i>
B1	<i>Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</i>
	<i>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</i>
A2	<i>Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</i>
	<i>Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</i>
A1	<i>Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</i>

UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS	
C2	<i>As C1</i>
C1	<i>Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</i>
B2	<i>Can keep up with an animated conversation between native speakers.</i>
	<i>Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</i>
B1	<i>Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.</i>
A2	<i>Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.</i>
A1	<i>No descriptor available</i>

APPENDIX 8 – EUROPEAN FRAMEWORK

LISTENING AS A MEMBER OF A LIVE AUDIENCE	
C2	<i>Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.</i>
C1	<i>Can follow most lectures, discussions and debates with relative ease.</i>
B2	<i>Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</i>
B1	<i>Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.</i>
	<i>Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.</i>
A2	No descriptor available
A1	No descriptor available

LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS	
C2	As C1
C1	<i>Can extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. Can understand complex technical information, such as operating instructions, specifications for familiar products and services.</i>
B2	<i>Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.</i>
B1	<i>Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.</i>
A2	<i>Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport.</i>
A1	<i>Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</i>

LISTENING TO AUDIO MEDIA AND RECORDINGS	
C2	As C1
C1	<i>Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.</i>
B2	<i>Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.</i>
	<i>Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.</i>
B1	<i>Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</i>
	<i>Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</i>
A2	<i>Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.</i>
A1	No descriptor available

TABLE 7 - VISUAL RECEPTION (READING)

OVERALL READING COMPREHENSION	
C2	<i>Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</i>
C1	<i>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</i>
B2	<i>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.</i>
B1	<i>Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</i>
A2	<i>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</i>
	<i>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</i>
A1	<i>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</i>

READING CORRESPONDENCE	
C2	As C1
C1	<i>Can understand any correspondence given the occasional use of a dictionary.</i>
B2	<i>Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.</i>
B1	<i>Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</i>
A2	<i>Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.</i>
	<i>Can understand short simple personal letters.</i>
A1	<i>Can understand short, simple messages on postcards.</i>

APPENDIX 8 – EUROPEAN FRAMEWORK

READING FOR ORIENTATION	
C2	As B2
C1	As B2
B2	Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
B1	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
A2	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
A1	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.

READING FOR INFORMATION AND ARGUMENT	
C2	As C1
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
B2	Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
B1	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.
	Can recognise significant points in straightforward newspaper articles on familiar subjects.
A2	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
A1	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

READING INSTRUCTIONS	
C2	As C1
C1	Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.
B1	Can understand clearly written, straightforward instructions for a piece of equipment.
A2	Can understand regulations, for example safety, when expressed in simple language.
	Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.
A1	Can follow short, simple written directions (e.g. to go from X to Y).

TABLE 8 - AUDIO-VISUAL RECEPTION

WATCHING TV AND FILM	
C2	As C1
C1	<i>Can follow films employing a considerable degree of slang and idiomatic usage.</i>
B2	<i>Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.</i>
B1	<i>Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.</i>
	<i>Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</i>
A2	<i>Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.</i>
	<i>Can follow changes of topic of factual TV news items, and form an idea of the main content.</i>
A1	No descriptor available

TABLE 9 - RECEPTION STRATEGIES

IDENTIFYING CUES AND INFERRING (Spoken & Written)	
C2	As C1
C1	<i>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</i>
B2	<i>Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.</i>
B1	<i>Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</i>
A2	<i>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</i>
A1	No descriptor available

APPENDIX 8 – EUROPEAN FRAMEWORK

OVERALL SPOKEN INTERACTION	
C2	<i>Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.</i>
C1	<i>Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.</i>
B2	<i>Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.</i>
	<i>Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.</i>
B1	<i>Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.</i>
	<i>Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</i>
A2	<i>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</i>
	<i>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.</i>
A1	<i>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speed, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</i>
UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR	
C2	<i>Can understand any native speaker interlocutor, even on abstract and complex topics of a specialist nature beyond his/her own field, given an opportunity to adjust to a non-standard accent or dialect.</i>
C1	<i>Can understand in detail speech on abstract and complex topics of a specialist nature beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</i>
B2	<i>Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.</i>
B1	<i>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</i>
A2	<i>Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</i>
	<i>Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.</i>
A1	<i>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</i>

APPENDIX 8 – EUROPEAN FRAMEWORK

	CONVERSATION
C2	<i>Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.</i>
C1	<i>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</i>
B2	<i>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.</i>
B1	<i>Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</i>
A2	<i>Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.</i>
	<i>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address. Can make and respond to invitations, suggestions and apologies. Can say what he/she likes and dislikes.</i>
A1	<i>Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</i>

APPENDIX 8 – EUROPEAN FRAMEWORK

INFORMAL DISCUSSION (WITH FRIENDS)	
C2	As C1
C1	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
B2	Can keep up with an animated discussion between native speakers. Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.
	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
B1	Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.
	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). Can express belief, opinion, agreement and disagreement politely.
A2	Can generally identify the topic of discussion around him/her when it is conducted slowly and clearly. Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions. Can agree and disagree with others.
	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet.
A1	No descriptors available

APPENDIX 8 – EUROPEAN FRAMEWORK

	FORMAL DISCUSSION AND MEETINGS
C2	<i>Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers.</i>
C1	<i>Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.</i>
B2	<i>Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</i>
	<i>Can participate actively in routine and non-routine formal discussion. Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</i>
B1	<i>Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. Can put over a point of view clearly, but has difficulty engaging in debate.</i>
	<i>Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</i>
A2	<i>Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.</i>
	<i>Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.</i>
A1	No descriptor available
	GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)
C2	As B2
C1	As B2
B2	<i>Can understand detailed instructions reliably. Can help along the progress of the work by inviting others to join in, say what they think, etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</i>
B1	<i>Can follow what is said, though he/she may occasionally have to ask for repetition or clarification if the other people's talk is rapid or extended. Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others.</i>
	<i>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.</i>
A2	<i>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</i>
	<i>Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</i>
A1	<i>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.</i>

APPENDIX 8 – EUROPEAN FRAMEWORK

	TRANSACTIONS TO OBTAIN GOODS AND SERVICES
C2	As B2
C1	As B2
B2	<p>Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.</p> <p>Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make.</p>
	<p>Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.</p>
B1	<p>Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.</p> <p>Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. Can make a complaint.</p> <p>Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination.</p>
	<p>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</p> <p>Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.</p>
A2	<p>Can ask for and provide everyday goods and services.</p> <p>Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.</p> <p>Can ask about things and make simple transactions in shops, post offices or banks.</p> <p>Can give and receive information about quantities, numbers, prices, etc.</p> <p>Can make simple purchases by stating what is wanted and asking the price.</p> <p>Can order a meal.</p>
	<p>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</p> <p>Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.</p>
A1	<p>Can ask people for things and give people things.</p> <p>Can handle numbers, quantities, cost and time.</p>

APPENDIX 8 – EUROPEAN FRAMEWORK

INTERVIEWING AND BEING INTERVIEWED	
C2	<i>Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with complete fluency as interviewer or interviewee, at no disadvantage to a native speaker.</i>
C1	<i>Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.</i>
B2	<i>Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.</i>
	<i>Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.</i>
B1	<i>Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.</i>
	<i>Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.</i>
	<i>Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</i>
A2	<i>Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.</i>
	<i>Can answer simple questions and respond to simple statements in an interview.</i>
A1	<i>Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.</i>

DRAFT

APPENDIX 8 – EUROPEAN FRAMEWORK

	INFORMATION EXCHANGE
C2	As B2
C1	As B2
B2	<i>Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.</i>
	<i>Can pass on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure. Can synthesise and report information and arguments from a number of sources.</i>
B1	<i>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can describe how to do something, giving detailed instructions. Can summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.</i>
	<i>Can find out and pass on straightforward factual information. Can ask for and follow detailed directions. Can obtain more detailed information.</i>
A2	<i>Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere.</i>
	<i>Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.</i>
A1	<i>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</i>

TABLE 10 - WRITTEN INTERACTION

	OVERALL WRITTEN INTERACTION
C2	As C1
C1	<i>Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.</i>
B2	<i>Can express news and views effectively in writing, and relate to those of others.</i>
B1	<i>Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</i>
A2	<i>Can write short, simple formulaic notes relating to matters in areas of immediate need.</i>
A1	<i>Can ask for or pass on personal details in written form.</i>

	CORRESPONDENCE
C2	As C1
C1	<i>Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage.</i>
B2	<i>Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.</i>
B1	<i>Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.</i>
	<i>Can write personal letters describing experiences, feelings and events in some detail.</i>
A2	<i>Can write very simple personal letters expressing thanks and apology.</i>
A1	<i>Can write a short simple postcard.</i>

	NOTES, MESSAGES & FORMS
C2	As B1
C1	As B1
B2	As B1
B1	<i>Can take messages communicating enquiries, explaining problems.</i>
	<i>Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.</i>
A2	<i>Can take a short, simple message provided he/she can ask for repetition and reformulation. Can write short, simple notes and messages relating to matters in areas of immediate need.</i>
A1	<i>Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.</i>

TABLE 11 - INTERACTIONS STRATEGIES

TAKING THE FLOOR (TURNTAKING)	
C2	As C1
C1	Can select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.
B2	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking. Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say.
B1	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
	Can initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest.
A2	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.
	Can ask for attention.
A1	No descriptor available

CO-OPERATING	
C2	As C1
C1	Can relate own contribution skilfully to those of other speakers.
B2	Can give feedback on and follow up statements and inferences and so help the development of the discussion. Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.
B1	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the talk.
	Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.
A2	Can indicate when he/she is following.
A1	No descriptor available

ASKING FOR CLARIFICATION	
C2	As B2
C1	As B2
B2	Can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.
B1	Can ask someone to clarify or elaborate what they have just said.
A2	Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases.
	Can say he/she didn't follow.
A1	No descriptor available