

LEARNING OUTCOMES — GRADES 11 + 12 (CORE A + B)

GRAMMAR & VOCABULARY

GRAMMAR

GENERAL OUTCOMES
<i>In relation to any particular grammatical structure:</i> CAN: <ul style="list-style-type: none"> – recognize its various forms. – understand its meaning(s). – use it appropriately in context.
SPECIFIC OUTCOMES
CAN: understand and use the grammatical structures already introduced in the course. <i>(See course materials for Grades 11 & 12, and all previous grade-levels.)</i>

VOCABULARY

GENERAL OUTCOMES
<i>In relation to any particular word or phrase:</i> CAN: <ul style="list-style-type: none"> – recognize its spoken and written forms. – understand its meaning(s). – use it appropriately in context.
SPECIFIC OUTCOMES
CAN: understand and use the most important vocabulary items already introduced in the course. <i>(See course materials for Grades 11 & 12, and all previous grade-levels.)</i>

LEARNING OUTCOMES for GRADES 11 + 12 (CORE A + B)

LISTENING

TEXTS + EVERYDAY LANG.

GENERAL OUTCOMES
CAN: (a) understand everyday spoken language. <i>When dealing with texts of increasing length and complexity:</i> (b) understand general meaning. (c) identify main points. (d) extract specific information.
SPECIFIC OUTCOMES
CAN: (a) understand what is said to them in the classroom and elsewhere. (b), (c) and (d) – understand a range of types and lengths of text (electronic or ‘live’) e.g. <i>descriptions, narratives, dialogues, instructions, interviews, radio talks, news reports, presentations, etc.</i> – make inferences about matters not directly stated in the text. – identify speakers’ opinions, attitudes, feelings and intentions. – recognise and understand the meaning of discourse markers. – recognise and understand the meaning of cohesive devices. – identify text-type, purpose and intended audience of the texts mentioned above.

SPEAKING

PRESENTATIONS

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

INTERACTION

GENERAL OUTCOMES
CAN: (a) take part in a variety of interactions of increasing length and complexity.
SPECIFIC OUTCOMES
CAN: (a) take part in a variety of interactions (incl. transactions) by: – exchanging ideas and opinions – negotiating with others to make decisions or solve problems. – noticing and repairing misunderstandings. – making and responding to: – suggestions – offers – requests, etc. – sharing information. – using social language. – initiating and responding.

LEARNING OUTCOMES for GRADES 11 + 12 (CORE A + B)

READING

TEXTS

GENERAL OUTCOMES

CAN:

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

SPECIFIC OUTCOMES

CAN:

(a), (b) and (c)

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

(d) – read extended texts using the strategies mentioned above.

- understand and appreciate narrative features such as plot, setting, character, etc.

WRITING

TEXTS

GENERAL OUTCOMES

CAN:

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

SPECIFIC OUTCOMES

CAN:

(a) produce the following types of texts:

Interactive: (informal/ formal) letters, emails, postcards, notes/messages, invitations, letters of complaint, etc. and replies to all of the above.

Informative: reports, articles, summaries, completed forms, instructions, descriptions, notes/lists, etc.

Narrative: accounts of real life events/experiences, fictional narratives, biographies, historical texts, reports, etc.

Evaluative: articles, essays, advice, complaints, statements/comments, etc.

When writing these texts, CAN:

- adapt their writing appropriately for different purposes and readers.
- organize ideas and information into a coherent text.
- use discourse markers correctly.
- evaluate, edit and improve their own draft texts.
- combine sentences together using a range of cohesive devices.
- use grammar and vocabulary appropriately and correctly.
- use capital letters and punctuation marks.

LEARNING OUTCOMES for GRADE 11 (ELECTIVE)

READING

GENERAL OUTCOMES

CAN:

- (e) understand general meaning.
- (f) identify main points.
- (g) extract specific information.

SPECIFIC OUTCOMES

CAN:

- (a), (b) and (c) – understand a variety of texts of the following types:
- Interactive: *Informal letters (for social purposes, asking for and giving information).*
- Informative: *Descriptions; magazine articles; notices; leaflets; adverts.*
- Narrative: *Stories (fictional); personal experiences; biographies.*
- Evaluative: *Magazine articles.*

When reading these texts, CAN:

- use a range of strategies to approach texts: predicting, using non-verbal information, using world knowledge, comparing, identifying key information.
- make inferences about matters not directly stated in the text.
- identify writers' opinions, attitudes, feelings or intentions.
- recognise and understand the meaning of discourse markers.
- deduce the meaning of unknown words.
- recognise and understand the meaning of cohesive devices.
- identify text-type, purpose and intended audience.

WRITING

GENERAL OUTCOMES

CAN:

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

SPECIFIC OUTCOMES

CAN:

- (a) produce the following types of text:
- Interactive: *Informal letters (for social purposes, asking for and giving information).*
- Informative: *Descriptions; magazine articles; notices; leaflets; adverts.*
- Narrative: *Stories (fictional); personal experiences; biographies.*
- Evaluative: *Magazine articles expressing an opinion..*
- Interviews: *A series of questions+ answers in the context of an interview.*

When writing these texts, CAN:

- adapt their writing appropriately for different purposes, contexts and readers.
- organize ideas and information into a coherent text.
- follow the conventions of letter-writing.
- use discourse markers correctly.
- evaluate, edit and improve their own draft texts.
- combine sentences together using a range of cohesive devices.
- write correct sentences, using vocabulary appropriately.
- use correct spelling and punctuation.

LEARNING OUTCOMES for GRADE 12 (ELECTIVE)

READING

GENERAL OUTCOMES
CAN: (a) understand general meaning. (b) identify main points. (c) extract specific information.
SPECIFIC OUTCOMES
CAN: (a), (b) and (c) – understand a variety of texts of the following types: <u>Interactive:</u> (i) <i>Informal letters (invitations, giving news)</i> (ii) <i>Formal letters (complaint, job applications, requesting information)</i> <u>Informative:</u> <i>Descriptions (people, places, activities, events, situations).</i> <u>Narrative:</u> <i>Stories (fictional); personal experiences; news reports.</i> <u>Evaluative:</u> <i>Magazine articles; reports.</i> When reading these texts, CAN: – use a range of strategies to approach texts: predicting, using non-verbal information, using world knowledge, comparing, identifying key information. – make inferences about matters not directly stated in the text. – identify writers’ opinions, attitudes, feelings or intentions. – recognise and understand the meaning of discourse markers. – deduce the meaning of unknown words. – recognise and understand the meaning of cohesive devices. – identify text-type, purpose and intended audience.

WRITING

GENERAL OUTCOMES
CAN: (a) produce a range of written texts of increasing length and complexity.
SPECIFIC OUTCOMES
CAN: (a) produce the following types of text: <u>Interactive:</u> (i) <i>Informal letters (giving news, offering advice; accepting/rejecting invitations)</i> (ii) <i>Formal letters (complaint, job applications, requesting information)</i> <u>Informative:</u> <i>Descriptions (people, places, activities, events, situations).</i> <u>Narrative:</u> <i>Stories (fictional); personal experiences; biographies.</i> <u>Evaluative:</u> <i>Magazine articles expressing an opinion; ‘for-and-against’ discussions.</i> <u>Reports:</u> <i>News reports ; assessment reports.</i> When writing these texts, CAN: – adapt their writing appropriately for different purposes, contexts and readers (including formal and informal style). – organize ideas and information into a coherent text. – follow the conventions of letter-writing. – use discourse markers correctly. – evaluate, edit and improve their own draft texts. – combine sentences together using a range of cohesive devices. – write correct sentences, using vocabulary appropriately. – use correct spelling and punctuation.

