

## Continuum A: Oral communication

Phase	One	Two	Three	Four	Five	Six
Specific expectations for the end of the phase	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand and respond to simple, short spoken texts</li> <li>communicate information in a limited range of everyday situations</li> <li>request and provide information in a limited range of everyday situations</li> <li>use language appropriate to a very limited range of interpersonal and cultural contexts</li> <li>use some aspects of register in formal and informal oral communication</li> <li>use basic vocabulary accurately</li> <li>interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/correct tone.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand and respond to simple spoken texts</li> <li>communicate information containing relevant ideas and some detail in a limited range of familiar situations</li> <li>request and provide information in a limited range of familiar situations</li> <li>use language appropriate to a limited range of interpersonal and cultural contexts</li> <li>use some aspects of register in formal and informal oral communication</li> <li>use basic language accurately</li> <li>interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand and respond to a limited range of spoken texts</li> <li>communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations</li> <li>request and provide information in familiar and some unfamiliar situations</li> <li>use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences</li> <li>use appropriate register in formal and informal oral communication</li> <li>use language accurately</li> <li>interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand, interpret and respond to a range of spoken texts</li> <li>communicate information, ideas and opinions in familiar and unfamiliar situations</li> <li>request and provide information in a range of spoken contexts</li> <li>use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences</li> <li>use appropriate register in formal and informal oral communication</li> <li>use language accurately</li> <li>engage actively in oral production using comprehensible pronunciation and intonation/correct tone</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand, analyse and respond to a range of spoken texts</li> <li>communicate information, ideas and opinions in social situations and some academic situations</li> <li>request and provide information in a range of spoken contexts</li> <li>use language appropriate to a range of spoken interpersonal and cultural contexts, and for a range of purposes and audiences</li> <li>use appropriate register in formal and informal oral communication</li> <li>use language accurately and effectively</li> <li>engage actively in oral production using comprehensible pronunciation and intonation/correct tone.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand, analyse, evaluate and respond to a wide range of spoken texts</li> <li>communicate information, ideas and opinions in social and academic situations</li> <li>request and provide information in a wide range of spoken contexts</li> <li>use language appropriate to a wide range of spoken interpersonal and cultural contexts, and for a wide range of purposes and audiences</li> <li>use appropriate register in formal and informal oral communication</li> <li>understand and use appropriate oratory technique</li> <li>engage actively in oral production using comprehensible pronunciation and intonation/correct tone.</li> </ul>
Learning outcomes	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>follows classroom directions and routines</li> <li>understands basic phrases and expressions and uses them to interact</li> <li>participates in a dialogue about an everyday situation using a model</li> <li>uses gestures, actions, body language and/or words to communicate</li> <li>recognizes some signs and symbols</li> <li>names familiar objects, people and uses words for classroom, school and home routines</li> <li>uses appropriate forms of address, gestures and greetings</li> <li>makes simple statements to describe family members, everyday routines</li> <li>makes a simple presentation with the help of visual aids and a model.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>follows classroom routines and two-step instructions</li> <li>participates in a dialogue/role play about a familiar situation, without the use of a model</li> <li>listens and shows understanding of the meaning of a song or a simple story told</li> <li>expresses feelings and opinions</li> <li>describes personal experiences and exchanges ideas about topics of personal interest and everyday life</li> <li>understands phrases and expressions for familiar situations and uses them to interact</li> <li>makes a presentation with the help of a model or questions and can answer some simple questions posed by the audience.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>follows multi-step directions</li> <li>listens and speaks in small-group and whole-class interactions and short talks</li> <li>interacts in pair work, information gap and role-play activities</li> <li>picks out main points in a story, song or short informational text told</li> <li>retells a story or event shared</li> <li>uses vocabulary for a specific situation or purpose (an invitation, a telephone call)</li> <li>uses language to explain, inquire and compare</li> <li>expresses thoughts, ideas and opinions in a discussion with others about topics of personal interest and pertinent to everyday life</li> <li>makes a presentation and can answer some follow-up questions posed by the audience</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>follows main points in an announcement</li> <li>listens to others responsively by asking questions about some concrete and abstract topics</li> <li>listens to a story told and shows understanding by anticipating or predicting events and ideas</li> <li>expresses and defends a point of view</li> <li>begins to paraphrase and summarize</li> <li>verbalizes thinking and explains reasons for a story or information heard about topics of personal and some of global significance</li> <li>gives a talk or presentation to small and large groups (about a book read or a film watched) and answers unprepared questions posed by the audience.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>follows main points in announcements, news reports, talk shows or advertisements</li> <li>listens to a variety of sources for pleasure and information and shows understanding by reporting back, summarizing and interpreting what was heard</li> <li>uses idiomatic and some colloquial expressions</li> <li>listens to text read or viewed, makes inferences and draws conclusions about events and ideas related to topics of personal and global significance</li> <li>participates in a discussion, individual or group presentation and shares ideas, reflections and opinions with the audience.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>understands main points and some details in TV shows, documentaries, news reports, announcements and advertisements heard</li> <li>interacts comfortably</li> <li>participates in a debate</li> <li>listens to others critically and asks questions</li> <li>uses language to inform, entertain and influence others about topics related to personal interest and global significance</li> <li>uses idiomatic, colloquial and formal language as the purpose and audience require</li> <li>follows a lecture or a presentation and summarizes, makes notes and restructures information</li> <li>watches a film and synthesizes ideas and perspectives presented.</li> </ul>

## Continuum B: Visual interpretation

Phase	One	Two	Three	Four	Five	Six
Specific expectations for the end of the phase	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>identify basic messages presented in simple visual texts</li> <li>identify main ideas and supporting details in simple visual texts presented with spoken and/or written text</li> <li>identify specific information, ideas, opinions and attitudes presented in simple visual text with spoken and/or written text</li> <li>recognize basic visual conventions used in texts</li> <li>understand and respond to simple visual texts..</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand messages presented in visual texts</li> <li>understand main ideas and supporting details in visual texts presented with spoken and/or written text</li> <li>understand specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text</li> <li>recognize visual conventions used in texts</li> <li>understand and respond to simple visual texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand information presented in visual texts</li> <li>understand main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text</li> <li>understand specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text</li> <li>understand visual conventions used in texts</li> <li>understand and respond to a limited range of visual texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>construct meaning from information presented in visual texts</li> <li>construct meaning from main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text</li> <li>interpret specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text</li> <li>interpret visual conventions used in texts</li> <li>understand, interpret and respond to a range of visual texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>analyse information presented in visual texts</li> <li>analyse main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text</li> <li>analyse specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text</li> <li>analyse visual conventions used in texts</li> <li>understand, analyse and respond to a range of visual texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>evaluate information presented in visual texts</li> <li>evaluate main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text</li> <li>evaluate specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text</li> <li>evaluate visual conventions used in texts</li> <li>understand, analyse, evaluate and respond to a wide range of visual texts.</li> </ul>
Learning outcomes	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>uses images to help make meaning of oral and/or written text</li> <li>makes simple interpretations of the meaning and purpose of visual texts (for example, signs, posters, picture books, websites) on familiar topics, illustrations with oral and written text messages</li> <li>lists some features of the visual text (for example, colour, text layout, sound effects)</li> <li>finds his or her own examples to share understanding.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>uses images to help make meaning of oral and/or written text that represents people's experiences and ideas</li> <li>makes simple interpretations of the meaning and purpose of various print-based, digital and electronic texts (for example, cartoons, simple advertisements)</li> <li>lists some features of the visual text (for example, colour, text layout, sound effects, shape, sequence)</li> <li>finds his or her own examples to share understanding.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>uses images to help make meaning of oral and/or written text</li> <li>makes links between the images and the purpose of the text</li> <li>identifies some of the features of the text chosen for a purpose</li> <li>finds his or her own examples to share understanding</li> <li>understands meaning of informational texts using visual images (for example, in brochures, news items, posters) and explains the effect and purpose of the visual elements</li> <li>identifies a point of view in the text.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>uses images to help make meaning of oral and/or written text</li> <li>explains why some of the features of the text have been chosen for a particular purpose and audience, and explains how the conventions used influence our attitude and opinions (for example, in photos with text, news reports with images, excerpts of films, websites)</li> <li>finds his or her own examples to share understanding</li> <li>makes inferences from explicit and implicit information.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>uses images to help make meaning of oral and/or written text</li> <li>views critically and explains why some visual texts are effective and others not (for example, in advertising, posters, newspaper reports)</li> <li>explores how the conventions used in visual text create literal and symbolic meaning</li> <li>finds his or her own examples to share understanding by describing the effect and meaning</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>uses images to help make meaning of oral and/or written text</li> <li>finds some of his or her own examples to share understanding by explaining the effect and meaning</li> <li>shares cultural perspectives and explores stereotypes presented in visual text with written and oral text</li> <li>discusses a wide range of visual language formats, why they were created and the conventions the creator used</li> <li>discusses possible overt and subliminal messages.</li> </ul>

## Continuum C: Reading comprehension

Phase	One	Two	Three	Four	Five	Six
Specific expectations for the end of the phase	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>identify basic facts in simple written texts</li> <li>identify main ideas and supporting details in written texts</li> <li>recognize basic aspects of format and style</li> <li>understand and respond to simple written texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand basic facts in written texts</li> <li>understand main ideas and supporting details, and draw some conclusions from written texts</li> <li>recognize basic aspects of format and style</li> <li>understand and respond to simple written texts..</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>understand specific information, ideas, opinions and attitudes presented in written texts</li> <li>understand main ideas and supporting details, and draw conclusions from written texts</li> <li>understand aspects of format and style in texts</li> <li>understand and respond to a limited range of written texts..</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>interpret specific information, ideas, opinions and attitudes presented in written texts</li> <li>interpret main ideas and supporting details, and draw conclusions from written texts</li> <li>interpret aspects of format and style in written texts</li> <li>understand, interpret and respond to a range of written texts</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>analyse specific information, ideas, opinions and attitudes presented in written texts</li> <li>analyse main ideas and supporting details, and draw conclusions from written texts</li> <li>analyse aspects of format and style in written texts</li> <li>understand, analyse and respond to a range of written texts.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>evaluate specific information, ideas, opinions and attitudes presented in written texts</li> <li>evaluate main ideas and supporting details, and draw conclusions from written texts</li> <li>evaluate aspects of format and style in written texts</li> <li>understand, analyse, evaluate and respond to a wide range of written texts.</li> </ul>
Learning outcomes	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>shows an understanding of short simple texts by reading and responding to questions or completing activities about the texts</li> <li>maybe needs to read multiple times</li> <li>reads text and, for example, lists, defines, labels, draws, locates, selects, matches, states information</li> <li>reads text of 200–300 words and answers simple questions about it</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>shows an understanding of simple texts by reading and responding to questions or completing activities about the texts</li> <li>reads text and, for example, classifies, describes, explains, sequences, gives examples</li> <li>reads text of 400–500 words and answers questions about main ideas and supporting details.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>shows an understanding of a limited range of texts by reading and responding to questions or completing activities about the texts</li> <li>reads text and, for example, gives examples, explains, illustrates, interprets, compares, retells</li> <li>reads text of 600–700 words and understands specific information, ideas, opinions and attitudes.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>shows an understanding of a range of texts by reading and responding to questions or completing activities about the texts</li> <li>reads texts and, for example, paraphrases, summarizes, restates, predicts, interprets, illustrates, reports, concludes</li> <li>reads text of 800–900 words and interprets specific information, ideas, opinions and attitudes.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>shows an understanding of a range of texts by reading and responding to questions or completing activities about the texts</li> <li>reads texts and, for example, breaks down, compares and contrasts, deduces, infers, illustrates, reorganizes, distinguishes</li> <li>reads a text of 900–1,000 words and analyses main ideas, opinions and attitudes and details in the text</li> <li>lists and explains the effect of the use of various stylistic devices or literary features in the text.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>shows an understanding of a wide range of texts by reading and responding to questions or completing activities about the texts</li> <li>reads texts and, for example, selects, criticizes, argues, concludes, decides, evaluates, judges, justifies</li> <li>reads text of 1,300–1,500 words and evaluates specific information, ideas, opinions and attitudes.</li> </ul>

**Note:** For word–character equivalencies, please see the section headed “Character and non-Roman alphabetical languages B” in this guide.

## Continuum D: Writing

Phase	One	Two	Three	Four	Five	Six
Specific expectations for the end of the phase	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>communicate information in a limited range of everyday situations</li> <li>request and provide information in a limited range of everyday situations</li> <li>use language appropriate to a very limited range of interpersonal and cultural contexts</li> <li>understand and use basic language conventions accurately</li> <li>use some aspects of register in formal and informal written communication</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>communicate information containing relevant ideas and some details in a limited range of familiar situations</li> <li>request and provide information in a limited range of familiar situations</li> <li>use language appropriate to a limited range of interpersonal and cultural contexts</li> <li>understand and use basic language conventions accurately</li> <li>use some aspects of register in formal and informal written communication..</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>communicate information containing relevant ideas and some details in familiar and some unfamiliar situations</li> <li>request and provide information in familiar and some unfamiliar situations</li> <li>use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences</li> <li>understand and use language conventions accurately</li> <li>use appropriate register in formal and informal written communication...</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>communicate information, ideas and opinions in familiar and unfamiliar situations</li> <li>request and provide information in a range of written contexts</li> <li>use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences</li> <li>understand and use language conventions accurately</li> <li>use appropriate register in formal and informal written communication.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>communicate information, ideas and opinions in social situations and some academic situations</li> <li>request and provide information in a range of written contexts</li> <li>use language appropriate to a range of interpersonal and cultural contexts, and for a range of purposes and audiences</li> <li>understand and use language conventions accurately and effectively in writing</li> <li>use appropriate register in formal and informal written communication.</li> </ul>	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>communicate information, ideas and opinions in social and academic situations</li> <li>request and provide information in a wide range of written contexts</li> <li>use language appropriate to a wide range of interpersonal and cultural contexts, and for a wide range of purposes and audiences</li> <li>understand and use language conventions accurately, effectively and creatively in writing</li> <li>use appropriate register in formal and informal written communication.</li> </ul>
Learning outcomes	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>writes 100–150 words</li> <li>writes simple phrases and sentences about an everyday situation using a model</li> <li>labels familiar objects, people and writes words for classroom, school and home routines</li> <li>makes simple statements to describe family members, everyday routines.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>writes 100–150 words</li> <li>writes a dialogue/role play about a familiar situation, with and without a writing frame or model</li> <li>expresses feelings and opinions in writing in simple format such as postcard, letter, email</li> <li>describes personal experiences and ideas about topics of personal interest and everyday life.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>writes 200–250 words</li> <li>writes short narratives or recounts</li> <li>keeps a journal or diary</li> <li>expresses thoughts, ideas and opinions about topics of personal interest and pertinent to everyday life.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>writes 200–250 words</li> <li>writes a book report, a review or a simple cause/effect essay, newspaper article</li> <li>expresses thoughts and explains reasons about topics of personal and some of global significance</li> <li>writes a formal letter.</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>writes 300–400 words</li> <li>writes a simple discursive or expository essay with the help of a writing frame or model</li> <li>writes about events and ideas related to topics of personal and global significance</li> <li>writes a formal letter (for example, to an editor).</li> </ul>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>writes 300–400 words</li> <li>understands elements of a story and writes his or her own</li> <li>writes various types of essays with the help of a writing frame or model</li> <li>writes to inform, entertain and influence others about topics related to personal interest and global significance.</li> </ul>

**Note:** For word–character equivalencies, please see the section headed “Character and non-Roman alphabetical languages B” in this guide.