



THE ALGERIAN ENGLISH FRAMEWORK

Developed under the Algeria Partnership Schools Program



CREATIVE ASSOCIATES INTERNATIONAL



World Learning
SIT Graduate Institute

The Algerian English Framework

Developed under the Algeria Partnership Schools Program

U.S.-Middle East Partnership Initiative



CREATIVE ASSOCIATES INTERNATIONAL^{INC}



World Learning
SIT Graduate Institute

THE ALGERIAN ENGLISH FRAMEWORK

Introduction

The Partnership Schools Program has been funded through the U.S. Department of State, Bureau of Near Eastern Affairs, Office of the Middle East Partnership Initiative (MEPI). MEPI is a unique program designed to engage directly with and invest in the peoples of the Middle East and North Africa (MENA). MEPI works to create vibrant partnerships with citizens to foster the development of pluralistic, participatory, and prosperous societies throughout the MENA region. MEPI partners with local, regional and international non-governmental organizations, the private sector, academic institutions, and governments. More information about MEPI can be found at: www.mepi.state.gov.

The Partnership Schools Program has been delivered in collaboration with the Algerian Ministry of National Education, and implemented by Creative Associates International, Inc. and World Learning/School for International Training (WL/SIT) Graduate Institute. The program began in 2005 and continued through summer 2010.

Central to the Ministry of National Education's goals for national education reform has been the development of school curricula aligned to a Competency-based approach. The major focus of the work of the MEPI/Partnership schools Program has been the facilitation of this process by working with the Ministry to ensure that English language education in Algerian schools is carried out by teachers and supervisors trained to the highest standards of international best practice in the delivery and supervision of a competency-based language syllabus. Upon assessment of Algeria's previous language learner standards, it was determined that teachers would benefit from the clarity provided by an integrated framework of articulated strands set out for each year of middle school and high school and describing the levels of competence to be achieved each year in each of the following areas of English language learning: oral interaction, listening, reading, productive speaking, writing and linguistics. In this way, teachers could coordinate their teaching to build on and prepare for prior and future years of study, and they could more effectively teach and assess their students using a clear guide for expected student achievement. To this end, the Algerian English framework (AEF) was developed as a guideline for the achievement of English language learners in grades six through twelve. It draws on the internationally recognized Common European Framework, while reflecting the Algerian context and working within it.

Framing student end-of-year achievement as *competencies* highlights the students as the agents of learning and fosters a change from the traditional classroom role of teacher as the font of knowledge and students as passive receivers of this knowledge. In this older dynamic, it is sufficient for students to know *about* the language and not be required to be able to *use* it for communicative purposes. However, in our modern world, a passive knowledge about English is not sufficient, particularly after seven years of study. The AEF will be used to aid teachers in coordinating with each other and materials writers to better

support Algerian students of English in achieving English language proficiency that meets the challenges and requirements of communicating in the international community.

THE ALGERIAN ENGLISH FRAMEWORK (AEF)

	MS1	MS2	MS3	MS4	SE1	SE2	SE3
Interaction	<p>Can interact orally to ask and answer a question</p> <ul style="list-style-type: none"> on topics and situations related to describing themselves and others, home and time using memorized phrases and basic sentences. <p>Can plan for, use and evaluate the effectiveness of Spoken Interaction Strategies used</p> <ul style="list-style-type: none"> to get help from others to facilitate pair work in class to maintain conversations. 	<p>Can interact orally to ask and answer questions in very short exchanges</p> <ul style="list-style-type: none"> on concrete topics of family and people, places and living conditions, possessions, likes and dislikes, school and leisure activities, and routines using formulaic phrases and simple sentences. <p>Can plan for, use and evaluate the effectiveness of Spoken Interaction Strategies used</p> <ul style="list-style-type: none"> to facilitate pair work in class to convey the meaning of unknown words, phrases and structures to evaluate one's learning. 	<p>Can interact orally to ask and answer questions in short exchanges and to respond briefly to the news of others</p> <ul style="list-style-type: none"> on familiar, personal topics about self, community, personal experiences and plans, leisure activities using simple sentences and frequently used expressions <p>Can deal with simple, predictable travel situations related to restaurants (e.g. ordering), shopping (e.g. asking for an item), and transportation e.g. (asking where something is and how to get there, asking and telling times/ schedules).</p> <p>Can plan for, use and evaluate the effectiveness of Spoken Interaction Strategies used</p> <ul style="list-style-type: none"> to facilitate pair work in class to convey the meaning of unknown words, phrases and structures to learn common "chunks" of language. 	<p>Can interact orally to start and maintain short conversations (i.e. asking/ answering questions and responding to information and news of others)</p> <ul style="list-style-type: none"> on a range of familiar topics related to self and community using both routine and simple, spontaneous sentences. <p>Can carry out a small range of common functions</p> <ul style="list-style-type: none"> to make plans, give opinions and advice, give and follow directions and instructions, and ask for and offer things and assistance using routine and simple spontaneous language. <p>Can plan for, use and evaluate the effectiveness of Spoken Interaction Strategies used</p> <ul style="list-style-type: none"> to facilitate pair work in class to convey the meaning of unknown words, phrases and structures to gain time to plan and recall language. 	<p>Can interact orally to start and maintain a conversation (e.g. greetings, asking and answering questions, giving opinions and advice, responding to ideas and news of others)</p> <ul style="list-style-type: none"> on topics of interest and familiar matters outside of self and community of a primarily concrete nature (e.g. everyday life, travel, current events) using simple, but primarily spontaneous language. <p>Can carry out common functions involving two people (e.g. apologizing, asking for and offering help, making plans, giving opinions and advice)</p> <ul style="list-style-type: none"> in a range of contexts and situations when the functions are generally uncomplicated but require spontaneous language. <p>Can plan for, use and evaluate the effectiveness of Spoken Interaction Strategies used</p> <ul style="list-style-type: none"> to maintain conversations to get and give turns to convey the meaning of unknown language, and explore alternative ways to interact. 	<p>Can interact orally to start, maintain and close a conversation (e.g. greetings, asking questions and follow-up questions, giving and seeking facts and opinions, good-byes) on topics of interest and familiar matters (e.g. current events or concrete issues related to personal life and found in media, such as film, books and music)</p> <ul style="list-style-type: none"> using generally simple language with some variety of expression. <p>Can carry out common functions involving two people (e.g. apologizing, asking for and offering help, making plans, giving opinions and advice), with some variety in contexts and situations.</p> <p>Can participate in a basic discussion and group decision- making</p> <ul style="list-style-type: none"> on familiar matters that include the exchange of ideas and opinions. <p>Can plan for, use and evaluate the effectiveness of Spoken Interaction Strategies</p> <ul style="list-style-type: none"> to maintain conversations, get and give turns, to convey the meaning of unknown language to communicate and check understanding. 	<p>Can interact orally to start, maintain, and close a conversation (e.g. greetings, asking questions and follow-up questions, answering in detail, giving and seeking facts, reasons, advice and opinions and agreeing and disagreeing) on topics of interest and familiar matters (e.g. current events and contemporary issues; concrete issues related to personal life and found in media such as film, books and music) using a range of appropriate, simple language.</p> <p>Can carry out common functions involving two or more people (e.g. making plans, giving opinions and advice, apologizing, asking for and offering help)</p> <ul style="list-style-type: none"> in a variety of contexts and situations making use of a range of language. <p>Can help sustain a basic discussion and group decision making</p> <ul style="list-style-type: none"> on familiar topics and matters of interest including the exchange of ideas and opinions. <p>Can plan for, use and evaluate the effectiveness of Spoken Interaction Strategies used</p> <ul style="list-style-type: none"> to get and give turns in conversations and discussions to communicate and check

							understanding.
--	--	--	--	--	--	--	----------------

	MS1	MS2	MS3	MS4	SE1	SE2	SE3
--	-----	-----	-----	-----	-----	-----	-----

Interpretive Listening	<p>Can listen to and understand main points and some important details (e.g. who, when, where) of very short and simple monologs and dialogs related to familiar topics and concrete situations (e.g. introductions, descriptions of location and physical properties).</p> <p>Can listen to and understand very short, simple classroom instructions and explanations that are</p> <ul style="list-style-type: none"> concrete accompanied by visuals (e.g. gestures, writing or drawing, modeling, demonstration) broken down step-by-step. <p>Can plan for, use and evaluate the effectiveness of a few basic listening strategies to aid comprehension by</p> <ul style="list-style-type: none"> using key words using paralinguistic cues <p>maintaining a helpful state of mind.</p>	<p>Can listen to and understand main points and important details of short monologs and dialogs</p> <ul style="list-style-type: none"> consisting of simple sentences using formulaic phrases and frequently used expressions related to concrete familiar topics or situations (e.g. personal information or interests, shopping for items, colors, sizes, prices), local places). <p>Can listen to and understand short, simple classroom instructions and explanations that are</p> <ul style="list-style-type: none"> accompanied by visuals (e.g. gestures, writing or drawing, modeling, demonstration) broken down step-by-step. <p>Can plan for, use and evaluate the effectiveness of a variety of listening strategies to aid comprehension by</p> <ul style="list-style-type: none"> using key words using paralinguistic cues maintaining a helpful state of mind. 	<p>Can listen to and understand main points and important details of short monologs and dialogs</p> <ul style="list-style-type: none"> consisting of simple sentences using frequently used expressions related to familiar topics or situations, (e.g. personal information, leisure activities opinions interests, restaurants, shopping and transportation, such as where, how, times, cost, route). <p>Can listen to and understand very short, routine classroom instructions without supporting visuals.</p> <p>Can listen to and understand unfamiliar instructions and explanations that are</p> <ul style="list-style-type: none"> very short and straightforward accompanied by visuals (e.g. gestures, writing or drawings, modeling, demonstration) broken down step-by-step. <p>Can plan for, use and evaluate the effectiveness of a few listening strategies in order to</p> <ul style="list-style-type: none"> comprehend general ideas or gist make reasonable guesses at meanings. 	<p>Can listen to and understand the gist and some important details of medium-length monologs and dialogs between 30-60 seconds long, with key information presented in routine, but varied language on regularly encountered matters (e.g. school, interests, places, health, personal experiences and stories).</p> <p>Can listen to and understand routine classroom instructions without supporting visuals.</p> <p>Can listen to and understand unfamiliar instructions and explanations that are</p> <ul style="list-style-type: none"> medium length (more than one simple sentence) and straightforward accompanied by visuals (e.g. gestures, writing or drawing, modeling, demonstration) broken down step-by-step. <p>Can plan for, use and evaluate the effectiveness of several listening strategies used</p> <ul style="list-style-type: none"> to make reasonable guesses at meanings to maintain a helpful state of mind. 	<p>Can listen to and understand main points and some important details of medium-length monologs and dialogs of roughly one minute</p> <ul style="list-style-type: none"> with key information presented in relatively straightforward language on a range of topics of interest and regularly encountered matters, events and issues found in media that are delivered clearly. <p>Can listen to and follow directions and instructions that are medium-length (several uninterrupted sentences) and generally straightforward.</p> <p>Can plan for, use, and evaluate the effectiveness of a listening strategy to acquire new language from listening</p>	<p>Can listen to and understand main points and the important details of medium-length (roughly minute-long) monologs and conversations with two or three people</p> <ul style="list-style-type: none"> on a range of topics of interest and well-known matters found in media (e.g. radio and film), such as plot, characters and themes that may contain less common or more complex language that are delivered clearly. <p>Can listen to and follow longer (15 or more sentences) directions or instructions that are</p> <ul style="list-style-type: none"> broken into chunks of several sentences generally straightforward familiar in nature and/or have at least one supporting visual. 	<p>Can listen to and understand main points and the important details of longer (more than minute-long) monologs and conversations with two or three people</p> <ul style="list-style-type: none"> on a range of topics of interest and well-known matters found in media (e.g. radio and film) such as plot, characters, themes and issues that contain less common or more complex language that are delivered clearly, though with some variety in the nationalities of the speakers (e.g. users of English from Algeria, India, England, France, the US or Germany). <p>Can listen and follow detailed directions and instructions</p> <ul style="list-style-type: none"> with some complex sentences and unknown words that are familiar in nature and/or have at least one supporting visual.
-------------------------------	---	---	---	--	---	---	--

Year	MS1	MS2	MS3	MS4	SE1	SE2	SE3
------	-----	-----	-----	-----	-----	-----	-----

Interpretive Reading	<p>Can read and understand the main ideas of very short, formulaic information and descriptive texts</p> <ul style="list-style-type: none"> • comprised of learned words, basic phrases and very simple sentences • on familiar topics related to self (e.g. family, home, school, food, leisure activities, clothes). <p>Can read and understand very short, simple, routine instructions and explanations that</p> <ul style="list-style-type: none"> • are concrete • are found in language learning materials • provide visual support (e.g. pictures and graphs). <p>Can plan for, use and evaluate the effectiveness of a few basic reading strategies to aid comprehension by identifying the purpose and using orthographic cues.</p>	<p>Can read and understand the general ideas and some important details of very short, simple informational and descriptive texts (e.g. formulaic personal email) on familiar, concrete topics related to self (e.g. family, home, school, interests, leisure activities and routines).</p> <p>Can find specific, routine information in short texts of simple everyday material that follow a predictable format (e.g. advertisements, menus, itineraries).</p> <p>Can read and follow short, simple directions.</p> <p>Can read and understand short, simple, routine, concrete instructions and explanations found in language-learning materials.</p> <p>Can plan for, use and evaluate the effectiveness of reading strategies</p> <ul style="list-style-type: none"> • to grasp general ideas quickly • to find specific information. 	<p>Can read and understand the main points and important details of short, simple texts on familiar personal topics related primarily to self that consist of common, concrete everyday language.</p> <p>Can find specific, predictable information in a range of simple, straightforward everyday material (e.g. some websites, travel brochures, catalogs).</p> <p>Can read and understand simple instructions and explanations that are</p> <ul style="list-style-type: none"> • concrete in nature • found in language-learning materials. <p>Can plan for, use and evaluate the effectiveness of a few basic reading strategies to develop</p> <ul style="list-style-type: none"> • reading efficiency and speed • guessing skills. 	<p>Can read and understand the main points and some important details of medium-length texts (e.g. two - three paragraphs) on familiar topics related to self and community (e.g. school, interests, health, experiences and well-known events or issues) that are straightforward and clearly written.</p> <p>Can read and understand the gist of simple arguments or opinions that are clearly written.</p> <p>Can read and understand the main points of simple personal messages describing personal events, feelings/opinions and wishes.</p> <p>Can plan for, use and evaluate the effectiveness of a few basic reading strategies to develop</p> <ul style="list-style-type: none"> • reading efficiency and speed • guessing skills. 	<p>Can read and understand the main points and some important details of longer texts (three detailed paragraphs) on familiar topics (e.g. school, interests, health, personal experiences, stories and straightforward events or issues) that contain a few complex sentences and less frequent expressions (e.g. advice columns, book jackets, autobiographies, diary entries).</p> <p>Can read and identify the conclusion, main points and some, but not all, details in clearly signaled, generally straightforward arguments on familiar topics (e.g. letters to the editor).</p> <p>Can read and understand enough to make a general response to generally straightforward personal letters describing events, feelings/opinions and wishes.</p> <p>Can plan for, use, and evaluate the effectiveness of several reading strategies to develop</p> <ul style="list-style-type: none"> • guessing skills • the ability to distinguish between literal and implied meaning. 	<p>Can read and understand the main points and significant details of long and detailed texts of three or more paragraphs on familiar matters (including some more abstract cultural and contemporary issues) that contain some complex language, but are generally straightforward, e.g. encyclopedia entries, award nominations, eyewitness accounts.</p> <p>Can identify the line of argument in clearly signaled and organized arguments that deal with familiar matters and that are generally straightforward but may contain complex language.</p> <p>Can read and understand details sufficiently to make specific, short responses to generally straightforward personal messages describing events, feelings/opinions and wishes.</p> <p>Can plan for, use, and evaluate the effectiveness of several reading strategies to develop guessing skills to clarify or summarize information.</p>	<p>Can read and understand the gist and significant details in texts of three or more paragraphs on familiar matters of a more abstract nature (such as cultural and contemporary issues) that contain some unexpected or complex language and ideas, such as political speeches, social commentaries, book or movie reviews.</p> <p>Can identify the line of argument in clearly signaled and organized arguments that deal with familiar matters and that contain unexpected or complex language and ideas.</p> <p>Can read letters or email from friends and understand descriptions of events, feelings and wishes sufficiently to comment or respond appropriately and specifically.</p> <p>Can plan for, use, and evaluate the effectiveness of reading strategies</p> <ul style="list-style-type: none"> • to use paratextual clues to aid comprehension • to acquire new language from reading.
-----------------------------	--	---	--	--	--	--	---

	MS1	MS2	MS3	MS4	SE1	SE2	SE3
Productive Writing	<p>Can fill in forms or give simple details in writing about personal information (e.g. family, school, address) using very basic and unconnected sentences and phrases.</p> <p>Can write a very short, basic holiday greeting or travel postcard/email comprised of short and simple sentences and phrased, using memorized language and following a prescribed format.</p>	<p>Can write very short, factual descriptions of personal information (e.g. family, home, school/work, friends, using a few formulaic sentences.</p> <p>Can write personal notes and email on routine topics (e.g. travel, thanks and apology), following a standard formula.</p> <p>Can plan for, use and evaluate the effectiveness of one or two very basic writing strategies</p> <ul style="list-style-type: none"> • to generate ideas • to create a draft of a text. 	<p>Can write short, factual descriptions about his/her basic environment (e.g. people, places, school/work, living conditions), and about uncomplicated past activities, personal experiences and events, as a list of simple sentences linked with most common connectors (e.g. and, but, because).</p> <p>Can write very short letters or email containing simple descriptions of personal life.</p> <p>Can plan for, use and evaluate the effectiveness of a few basic writing strategies</p> <ul style="list-style-type: none"> • to generate ideas • to create a draft of a text. 	<p>Can write short narratives and factual descriptions on familiar topics of personal interest as a loose paragraph of related ideas, using common connectors (e.g. and, but, because, so, then, next, finally).</p> <p>Can write short, personal letters or emails on familiar topics of personal interest to provide description and ask questions, following a conventional format consisting of one main paragraph.</p> <p>Can write basic instructions and directions about routine matters (e.g. recipes, how to get to a site of interest, how to do something) that are generally coherent.</p> <p>Can plan for, use and evaluate the effectiveness of several writing strategies</p> <ul style="list-style-type: none"> • to generate ideas • to create a draft of a text. 	<p>Can write short narratives, descriptions and factual reports on personal and/or concrete topics (e.g. diary entries, imaginative stories, reports, advice letters)</p> <ul style="list-style-type: none"> • getting across in writing points he/she feels are important • organized into two paragraphs that are unified by topic. <p>Can write a personal message conveying news and asking for/making brief comments about a friend's news, about topics of interest related to self and community, following a conventional letter format consisting of one main detailed paragraph.</p> <p>Can write basic instructions and directions about routine matters (e.g. recipes, how to get to a site of interest, how to do something) that are generally coherent.</p> <p>Can plan for, use and evaluate the effectiveness of writing strategies related to each step of the writing process.</p>	<p>Can write narrative, descriptive and expository texts, on a range of familiar matters and topics of interest that are straightforward and consist of two to three relatively cohesive paragraphs.</p> <p>Can write a short, persuasive letter to the editor on a familiar matter, exhibiting simple characteristics of an argument.</p> <p>Can write personal messages giving news and expressing thoughts and opinions on topics of interest related to self and community and beyond, or responding to the news of his/her correspondent, following a conventional format of more than one paragraph.</p> <p>Can plan for, use and evaluate the effectiveness of several writing strategies related to each step of the writing process.</p>	<p>Can write narratives, descriptions, expository texts or essays (e.g. articles for media, reports, essays, film reviews), on a variety of concrete and more abstract subjects related to his/her interests and studies, that are relatively detailed and consist of three generally clear and cohesive paragraphs.</p> <p>Can write a simple factual argument exhibiting a line of development which includes some subsidiary points and relevant examples, and a conclusion.</p> <p>Can write personal letters giving news and expressing thoughts and opinions about well-known abstract socio-cultural topics (films, music, well-known contemporary issues or news) and commenting on the news and thoughts of his/her correspondent.</p> <p>Can plan for, use and evaluate the effectiveness of several writing strategies related to each step of the writing process.</p>

Year	MS1	MS2	MS3	MS4	SE1	SE2	SE3
Productive Speaking	<p>Can orally produce a very short, simple self-introduction comprised of basic information such as name, age, school, address, interests.</p> <p>Can plan for, use and evaluate the effectiveness of one basic productive speaking strategy for producing a clear message.</p>	<p>Can sustain a very short, simple oral description of everyday life, interests and abilities in a list of points, using formulaic sentences and phrases.</p> <p>Can plan for, use and evaluate the effectiveness of one or two basic productive speaking strategies</p> <ul style="list-style-type: none"> • to produce a clearer message • to evaluate one's learning. 	<p>Can orally tell a very short story or give a brief description about personal things (e.g. plans, routines, possessions, likes/dislikes) in a simple list of points.</p> <p>Can plan for, use and evaluate the effectiveness of productive speaking strategies used</p> <ul style="list-style-type: none"> • to gain time • to plan and retrieve language. 	<p>Can sustain a short oral narrative (story, experience or event) or a description on topics of interest, as a series or sequence of connected points.</p> <p>Can plan for, use and evaluate the effectiveness of productive speaking strategies used to maintain interest.</p>	<p>Can sustain an oral narrative (story, personal experience or event) or a description, on a variety of topics of interest, consisting of one to two paragraphs loosely organized by topic and basic connectors.</p>	<p>Can sustain an oral narrative or description, on familiar matters and topics of interest, consisting of more than one somewhat cohesive paragraph.</p>	<p>Can produce an oral narrative or description, on a variety of topics (e.g. dreams, hopes, ambitions, plots of books, unpredictable occurrences such as accidents), consisting of more than one somewhat cohesive paragraph that includes some basic sensory details and vivid description.</p> <p>Can give an oral report prepared from researched facts on a familiar matter or topic of interest, presented as 2-3 unified, coherent paragraphs.</p>

Year	MS1	MS2	MS3	MS4	SE1	SE2	SE3
Linguistic Competency	<p>Vocabulary: Can relate personal details in routine, concrete situations, using very basic, memorized words and phrases.</p> <p>Grammar: Can use a few very simple grammatical structures and memorized sentence patterns, with limited control.</p> <p>Pronunciation: Can pronounce a very limited repertoire of practiced words and phrases, with varying intelligibility and a strong foreign accent.</p>	<p>Vocabulary: Can politely communicate a limited range of information in simple, everyday situations, using memorized phrases and groups of a few words.</p> <p>Grammar: Can use very simple sentence patterns with memorized phrases with some control, but still systematically makes basic mistakes.</p> <p>Pronunciation: Can pronounce practiced words, phrases and some routine sentences with varying intelligibly and a strong foreign accent, with mispronunciations common.</p>	<p>Vocabulary: Can use sufficient vocabulary to carry out routine and straightforward exchanges by adapting memorized simple phrases with limited vocabulary substitution, communicating appropriately, with vocabulary mistakes common when venturing away from concrete topics.</p> <p>Grammar: Can use simple structures accurately but still makes basic mistakes.</p> <p>Pronunciation: Can pronounce practiced words, phrases and some simple sentences intelligibly, with a strong foreign accent and with basic mispronunciations present.</p>	<p>Vocabulary: Can effectively use the words and phrases needed to express ideas within straightforward, familiar topics and situations, comprehensibly, politely and appropriately, using strategies to convey concepts or adjust message when exact words are not known.</p> <p>Grammar: Can use</p> <ul style="list-style-type: none"> • common routines and patterns with general, but not complete control, with mistakes common within less familiar topics and situations, or when trying to express complex ideas. <p>Pronunciation: Can pronounce familiar and some simpler new words, phrases and routine sentences intelligibly, with a strong foreign accent and with mispronunciations present.</p>	<p>Vocabulary: Can exploit a wide range of simple language (words and phrases) to appropriately express much of what he/she wants to say on a range familiar topics, in order to be easily comprehended much of the time when trying to say exactly what he/she wants to.</p> <p>Grammar: Can use a range of routines and patterns in predictable and some less predictable situations with general accuracy, though mistakes can occur that affect comprehension.</p> <p>Pronunciation: Can intelligibly pronounce most language used, with a foreign accent often evident and mispronunciations to be expected.</p>	<p>Vocabulary: Can effectively use the vocabulary needed to fully express his/her ideas on most topics pertinent to his/her life and community, appropriately and with errors that only occasionally affect comprehension.</p> <p>Grammar: Can use grammar needed to express ideas in a range of familiar situations with good accuracy, with native -language influence present and mistakes that only occasionally affect comprehension.</p> <p>Pronunciation: Can intelligibly pronounce language used, though a foreign accent is evident and mispronunciations occur.</p>	<p>Vocabulary: Can effectively and use the needed vocabulary to fully express his/her ideas with precision on matters connected to his/her interests and generally known topics.</p> <p>Grammar: Can use grammar needed to express ideas on matters connected to his/her interests and generally known topics, with good accuracy and precision, though minor mistakes may occur.</p> <p>Pronunciation: Can clearly and intelligibly pronounce language used, though a foreign accent is evident and occasional mispronunciations occur.</p>