

## The Algerian English Framework

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

			“chunks” of language		unknown language, and explore alternative ways to interact.	<ul style="list-style-type: none"> <li>to maintain conversations, get and give turns,</li> <li>convey the meaning of unknown language</li> <li>communicate and check understanding.</li> </ul>	<ul style="list-style-type: none"> <li>on familiar topics and matters of interest</li> <li>that includes the exchange of ideas and opinions</li> </ul> <p>Can plan for, use and evaluate the effectiveness of Spoken Interaction Strategies used to get and give turns in conversations and discussions</p> <ul style="list-style-type: none"> <li>to communicate and check understanding.</li> </ul>
Year Level	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"> <li>concrete</li> <li>accompanied by visuals (e.g. gestures, writing or drawing, modeling,</li> </ul>	<p>Can listen to understand main points and important details of</p> <ul style="list-style-type: none"> <li>short monologs and dialogs and understand</li> <li>consisting of simple sentences using formulaic phrases and frequently used expressions</li> <li>related to concrete familiar topics or situations (e.g. personal information or interests, shopping for items, colors, sizes, prices), local places).</li> </ul> <p>Can listen to and understand short, simple classroom instructions and explanations that are</p> <ul style="list-style-type: none"> <li>accompanied by visuals (e.g. gestures, writing or</li> </ul>	<p>Can listen to and understand main points and important details of</p> <ul style="list-style-type: none"> <li>short monologs and dialogs</li> <li>consisting of simple sentences using frequently used expressions</li> <li>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).</li> </ul> <p>Can listen to and understand very short, routine classroom instructions</p> <ul style="list-style-type: none"> <li>without supporting</li> </ul>	<p>Can listen understand the gist and some important details of</p> <ul style="list-style-type: none"> <li>Medium-length monologs and dialogs between 30-60 seconds</li> <li>with key information presented in routine, but varied language</li> <li>on regularly encountered matters (e.g. people, school, interests, places, health, personal experiences and stories.)</li> </ul> <p>Can listen to and understand routine classroom instructions</p> <ul style="list-style-type: none"> <li>without supporting visuals;</li> </ul> <p>Can listen to and understand unfamiliar instructions and</p>	<p>Can listen and understand main points and some important details of</p> <ul style="list-style-type: none"> <li>Medium-length monologs and dialogs of roughly one minute</li> <li>with key information presented in relatively straightforward language</li> <li>on a range of topics of interest and regularly encountered matters, events and issues found in media</li> <li>that are delivered clearly.</li> </ul> <p>Can listen and follow directions and instructions</p> <ul style="list-style-type: none"> <li>that are medium-length (roughly 10-15 sentences) and generally straightforward</li> </ul>	<p>Can listen and understand main points and the important details of</p> <ul style="list-style-type: none"> <li>medium-length monologs and conversations with two or three people of one to one-and-a-half minutes.</li> <li>on a range of topics of interest and well-known matters. issues and events</li> <li>that may contain some less common or more complex language</li> <li>and that are delivered clearly.</li> </ul> <p>Can listen and follow longer (15 or more sentences) directions or instructions</p> <ul style="list-style-type: none"> <li>that may contain some complex sentences and unknown words</li> </ul>	<p>Can listen and understand main points and the important details of</p> <ul style="list-style-type: none"> <li>longer texts (monologs and discussions) of up to two minutes</li> <li>on a range of topics found in media (e.g. radio and film) such as issues, themes, plot and characters</li> <li>that contain some less common or more complex language</li> <li>and that are delivered generally 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).</li> </ul> <p>Can listen and follow detailed directions and</p>

	<p>demonstration)</p> <ul style="list-style-type: none"> <li>• broken down step-by-step.</li> </ul> <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"> <li>• using key words</li> <li>• using paralinguistic cues</li> <li>• maintaining a helpful state of mind</li> </ul>	<p>drawing, modeling, demonstration)</p> <ul style="list-style-type: none"> <li>• broken down step-by-step.</li> </ul> <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"> <li>• using key words</li> <li>• using paralinguistic cues</li> <li>• maintaining a helpful state of mind</li> </ul>	<p>visuals;</p> <p>Can listen to and understand unfamiliar instructions and explanations that are</p> <ul style="list-style-type: none"> <li>• very short and straightforward</li> <li>• accompanied by visuals (e.g. gestures, writing or drawings, modeling, demonstration)</li> <li>• broken down step-by-step.</li> </ul> <p>Can plan for, use and evaluate the effectiveness of a few listening strategies in order to</p> <ul style="list-style-type: none"> <li>• comprehend general ideas or gist</li> <li>• make reasonable guesses at meanings.</li> </ul>	<p>explanations that are</p> <ul style="list-style-type: none"> <li>• straightforward,</li> <li>• accompanied by visuals (e.g. gestures, writing or drawing, modeling, demonstration)</li> <li>• broken down step-by-step.</li> </ul> <p>Can plan for, use and evaluate the effectiveness of several listening strategies used to</p> <ul style="list-style-type: none"> <li>• make reasonable guesses at meanings</li> <li>• to maintain a helpful state of mind.</li> </ul>	<p>Can plan for, use, and evaluate the effectiveness of a listening strategy</p> <ul style="list-style-type: none"> <li>• to acquire new language from listening</li> </ul>	<p>instructions of 15 or more sentences</p> <ul style="list-style-type: none"> <li>• that contain complex sentences and unknown words.</li> </ul>
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Year Level	MS1	MS2	MS3	MS4	SE1	SE2	SE3
Interpretive Reading	<p>Can read and understand the main ideas of</p> <ul style="list-style-type: none"> <li>• very short, formulaic information and descriptive texts</li> <li>• comprised of learned, words, basic phrases and very simple sentences</li> <li>• on familiar topics related to self (e.g. family, home, school, food, leisure activities, clothes).</li> </ul> <p>Can read and understand very short, simple, routine instructions and explanations that</p> <ul style="list-style-type: none"> <li>• are concrete</li> <li>• are found in language learning materials</li> <li>• provide visual support (e.g. pictures and graphs)</li> </ul> <p>Can plan for, use and evaluate the effectiveness of a few basic reading strategies</p> <ul style="list-style-type: none"> <li>• aid comprehension by identifying the purpose and using orthographic cue.</li> </ul>	<p>Can read and understand the general ideas and some important details of</p> <ul style="list-style-type: none"> <li>• very short, simple informational and descriptive texts (e.g. formulaic personal email)</li> <li>• on familiar, concrete topics related to self (e.g. family, home, school, interests, leisure activities and routines).</li> </ul> <p>Can find specific, routine information in short texts of</p> <ul style="list-style-type: none"> <li>• simple everyday material</li> <li>• that follow a predictable format (e.g. advertisements, menus, itineraries).</li> </ul> <p>Can follow short, simple directions.</p> <p>Can read and understand short, simple, routine instructions and explanations that are concrete</p> <p>found in language learning materials.</p> <p>Can plan for, use and evaluate the effectiveness of reading strategies used to</p> <ul style="list-style-type: none"> <li>• grasp general ideas quickly</li> </ul>	<p>Can read and understand the main points and important details of</p> <ul style="list-style-type: none"> <li>• short, simple texts</li> <li>• on familiar personal topics related primarily to self</li> <li>• that are of a concrete type and</li> <li>• consist of common, everyday language</li> </ul> <p>Can understand everyday signs.</p> <p>Can find specific, predictable information in</p> <ul style="list-style-type: none"> <li>• a range of simple everyday material</li> <li>• that is straightforward (e.g. some websites, travel brochures, catalogs).</li> </ul> <p>Can read and understand simple instructions and explanations that are</p> <ul style="list-style-type: none"> <li>• concrete nature</li> <li>• found in language learning materials.</li> </ul> <p>Can plan for, use and evaluate the effectiveness of a few basic reading strategies to develop</p> <ul style="list-style-type: none"> <li>• reading efficiency and speed</li> <li>• guessing skills.</li> </ul>	<p>Can read and understand the main points and some important details of</p> <ul style="list-style-type: none"> <li>• medium-length texts (e.g. two - three paragraphs)</li> <li>• on familiar topics related to self and community (e.g. school, interests, health, experiences and well-known events or issues)</li> <li>• that are straightforward and</li> <li>• clearly written.</li> </ul> <p>Can read and understand the gist of</p> <ul style="list-style-type: none"> <li>• simple arguments or opinions that are</li> <li>• clearly written</li> </ul> <p>Can read and understand the main points of</p> <ul style="list-style-type: none"> <li>• simple personal letters</li> <li>• describing personal events, feelings/opinions and wishes</li> </ul> <p>Can plan for, use and evaluate the effectiveness of several reading strategies to develop</p> <ul style="list-style-type: none"> <li>• reading efficiency and speed</li> <li>• guessing skills.</li> </ul>	<p>Can read and understand the main points and some important details of</p> <ul style="list-style-type: none"> <li>• longer texts (three detailed paragraphs)</li> <li>• on familiar topics (e.g. school, interests, health, personal experiences, stories and straightforward events or issues)</li> <li>• that contain a few complex sentences and less frequent expressions: e.g. advice columns, book jackets, autobiographies, diary entries.</li> </ul> <p>Can read and identify the conclusion, main points and a few, but not all, details in</p> <ul style="list-style-type: none"> <li>• clearly signaled, generally straightforward arguments</li> <li>• on familiar topics: e.g. letters to the editor.</li> </ul> <p>Can read sufficiently enough to make a general response</p> <ul style="list-style-type: none"> <li>• simple personal letters</li> <li>• describing events, feelings/opinions and wishes</li> </ul> <p>Can plan for, use, and evaluate the</p>	<p>Can read and understand the main points and significant details of</p> <ul style="list-style-type: none"> <li>• texts of three or more paragraphs</li> <li>• on familiar matters, including some more abstract cultural and contemporary issues</li> <li>• that may contain some complex language, but are generally straightforward: e.g. encyclopedia entries, award nominations, eye witness accounts.</li> </ul> <p>Can identify the line of argument in</p> <ul style="list-style-type: none"> <li>• clearly signaled and organized arguments.</li> <li>• dealing with familiar matters</li> <li>• that contain some unexpected or complex language and ideas.</li> </ul> <p>Can read and understand details sufficiently enough to make specific, short responses</p> <ul style="list-style-type: none"> <li>• generally straightforward personal letters</li> <li>• describing events, feelings/opinions and wishes</li> </ul> <p>Can plan for, use, and</p>	<p>Can read and understand the gist and significant details</p> <ul style="list-style-type: none"> <li>• in a wide range of texts of three or more paragraphs</li> <li>• on familiar and unfamiliar matters that are concrete and of a more abstract nature such as cultural and contemporary issues</li> <li>• that contain unexpected or complex language and ideas: political speeches, social commentaries, book or movie reviews.</li> </ul> <p>Can read and understand lines of argument in persuasive texts concerned with contemporary problems or issues</p> <ul style="list-style-type: none"> <li>• that contain unexpected or complex language and ideas.</li> </ul> <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>

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

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

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