

**CAMBRIDGE LOWER SECONDARY ENGLISH AS A SECOND LANGUAGE  
LEARNING OBJECTIVES**

	<b>AVERAGE</b>	<b>ADVANCED</b>	<b>EXCELLENT</b>
<b>READING</b>	<ul style="list-style-type: none"> <li>• Understand some information in extended texts on a range of familiar general and curricular topics.</li> <li>• Deduce meaning from context on a range of familiar general and curricular topics.</li> <li>• Begin to understand implied meaning in extended texts on a range of familiar general and curricular topics.</li> <li>• Begin to recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics</li> <li>• Read a range of extended fiction texts on familiar general and curricular topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a range of information in extended texts about unfamiliar general and curricular topics.</li> <li>• Deduce meaning from context on a range of unfamiliar general and curricular topics.</li> <li>• Begin to recognise the devices a writer uses to express intentions on a range of familiar general and curricular topics.</li> <li>• Begin to understand implied meaning in extended texts on a range of unfamiliar general and curricular topics.</li> <li>• Begin to recognise the attitude or opinion of the writer in extended texts on a range of unfamiliar general and curricular topics</li> <li>• Read a range of extended fiction and non-fiction texts on familiar, general topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand specific information in extended texts on a range of unfamiliar general and curricular topics.</li> <li>• Deduce meaning from context on a range of unfamiliar general and curricular topics, including some extended texts</li> <li>• Begin to recognise the devices a writer uses to express intentions in extended texts on a growing range of unfamiliar general and curricular topics.</li> <li>• Understand implied meaning in extended texts on a range of unfamiliar general and curricular topics.</li> <li>• Recognise the attitude or opinion of the writer in extended texts on a range of unfamiliar general and curricular topics.</li> <li>• Read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics</li> </ul>

	<b>AVERAGE</b>	<b>ADVANCED</b>	<b>EXCELLENT</b>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>• Write, with the teacher support, on a range of general and curricular topics.</li> <li>• Use with support, style and register appropriate to a growing range of written genres on general and curricular topics.</li> <li>• Develop, with the teacher support, coherent arguments on a range of written genres on general and curricular topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Write, with minimal support, with moderate grammatical accuracy on a range of general and curricular topics.</li> <li>• Use with limited support, style and register appropriate to a growing range of written genres on general and curricular topics.</li> <li>• Develop coherent arguments on general and curricular topics</li> </ul>	<ul style="list-style-type: none"> <li>• Write, with moderate grammatical accuracy on a range of general and curricular topics.</li> <li>• Use style and register appropriate to a growing range of written genres on general and curricular topics.</li> <li>• Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres on general and curricular topics</li> </ul>
<b>USE OF ENGLISH</b>	<ul style="list-style-type: none"> <li>• Use a range of active and passive simple present and past forms.</li> <li>• Use a range of comparative degree adjectives and adverbs structures.</li> <li>• Use a growing range of past simple and present perfect forms in narrative and reported speech; on a wide range of curricular topics.</li> <li>• Use, with a limited support, a growing range of past modal forms, to express speculation and deduction about the past on a wide range of</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of active and passive simple present future and past forms.</li> <li>• Use a range of comparative degree adjectives and adverbs structures with regular and irregular adverbs and adjectives.</li> <li>• Use a growing range of past simple and present perfect forms in narrative and reported speech; on a wide range of general topics.</li> <li>• Use a growing range of past modal forms, , to express speculation and deduction about the past on a wide range of general and curricular topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of active and passive simple present future and past forms and past perfect simple forms.</li> <li>• Use a range of comparative and superlative degree adjectives and adverbs structures with regular and irregular adverbs and adjectives.</li> <li>• Use a growing range of past simple, present perfect, past perfect and perfect continuous forms in narrative and reported speech; on a wide range of general and curricular topics.</li> <li>• Use a growing range of past modal forms, including <i>must have</i>, <i>can't have</i>, <i>might have</i>, to express speculation and deduction about the past on a wide range of general and curricular topics</li> </ul>

<p><b>USE OF ENGLISH</b></p>	<p>curricular topics.</p> <ul style="list-style-type: none"> <li>• Use, with the teacher support, a growing range of prepositional and phrasal verbs on a wide range of curricular topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Use, with a limited support, a growing range of prepositional and phrasal verbs on a wide range of general and curricular topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a growing range of prepositional and phrasal verbs on a wide range of general and curricular topics</li> </ul>
<p><b>LISTENING</b></p>	<ul style="list-style-type: none"> <li>• Understand the main points in supported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</li> <li>• Understand implied meaning in supported talk on a wide range of general and curricular topics.</li> <li>• Recognise the attitude or opinion of the speaker(s) in supported talk on a wide range of general and curricular topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</li> <li>• Understand implied meaning in unsupported extended talk on a wide range of general and curricular topics.</li> <li>• Recognise the attitude or opinion of the speaker(s) in supported talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</li> <li>• Understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</li> <li>• Recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics</li> </ul>
<p><b>SPEAKING</b></p>	<ul style="list-style-type: none"> <li>• Use informal language registers in their talk on a range of curricular topics.</li> <li>• Speak with a quite good degree of fluency and accuracy in social interaction with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Use formal and informal language registers in their talk on a range of curricular topics.</li> <li>• Speak with a good degree of fluency and accuracy in social interaction with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Use formal and informal language registers in their talk on a range of general and curricular topics.</li> <li>• Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English.</li> </ul>

	<ul style="list-style-type: none"><li>• Explain and justify their own point of view on a range of curricular topics.</li></ul>	<ul style="list-style-type: none"><li>• Explain and justify their own and others' point of view on a range of curricular topics</li></ul>	<ul style="list-style-type: none"><li>• Explain and justify their own and others' point of view on a range of general and curricular topics</li></ul>
--	--------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------