



**INTEGRATE IRELAND
LANGUAGE AND TRAINING**

**English language proficiency benchmarks
for non-English-speaking pupils
at primary level**

Version 2.0

September 2003

Foreword

In 1996 the Irish Refugee Agency commissioned the Centre for Language and Communication Studies (CLCS), Trinity College Dublin, to write a report on the provision of English language support for refugees in Ireland. *Meeting the Language Needs of Refugees*, by David Little and Barbara Lazenby Simpson, outlined some general pedagogical principles, reported on current practice in Ireland and elsewhere, and made a number of recommendations for future action.

One of the key recommendations was that systems of English language proficiency benchmarks and associated assessment procedures should be developed, and that these systems should then be used to identify the English language needs of individual refugees and design language courses to meet those needs. The implementation of this recommendation for non-English-speaking pupils attending primary school was among the principal tasks that the Department of Education and Science assigned to the Refugee Language Support Unit (now Integrate Ireland Language and Training) in its two-year pilot phase (1999–2001).

The original primary benchmarks were drawn up in CLCS by Fiona O'Connor in consultation with David Little, Barbara Lazenby Simpson, Eilish Hurley, and two groups of primary teachers. The benchmarks were one of the two foundations on which we built the programme of support for primary teachers of English as a second language that was launched in June 2000 (the other was a specially designed version of the European Language Portfolio).

The first version of the benchmarks served us well, providing a general map of the ground to be covered and firmly rooting the development of English language proficiency in the themes of the primary curriculum. Nevertheless, as we developed more and more support material for teachers – diagnostic and assessment instruments as well as teaching aids of various kinds – we came increasingly to recognize its limitations, especially as regards the relation between the five communicative skills – listening, reading, spoken interaction, spoken production, writing – and the content of the primary curriculum.

This new version of the benchmarks seeks to overcome those limitations by (i) defining global scales of English language proficiency in greater detail than previously, (ii) including a new global scale of underlying linguistic competence, and (iii) rewriting the units of work to take specific account of the five communicative skills. In compiling this version we have been able to draw on the wealth of experience and insights that teachers have shared with us at in-service seminars over the past three years.

The original benchmarks were our starting point for developing our version of the European Language Portfolio for non-English-speaking primary pupils and the wealth of material that comprises our *Language Training Manual*. Over the coming year all of these tools and materials will be revised in the light of the new version of the benchmarks. We shall thus start the school year 2004–05 with a fully updated English language support curriculum, European Language Portfolio and *Language Training Manual*.

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Integrate Ireland Language and Training



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Introduction

What are the benchmarks and where do they come from?

The English language proficiency benchmarks presented in this document are intended to facilitate the design and delivery of English language support for non-English-speaking pupils in Irish primary schools.

Ultimately the benchmarks derive from the Council of Europe's *Common European Framework of Reference for Languages* (Cambridge University Press, 2001), which distinguishes five communicative skills – listening, reading, spoken interaction, spoken production, writing – and six levels of proficiency – A1 (BREAKTHROUGH), A2 (WAYSTAGE), B1 (THRESHOLD), B2 (VANTAGE), C1 (EFFECTIVE OPERATIONAL PROFICIENCY), and C2 (MASTERY). Proficiency in each skill is defined at each level by a series of “can do” statements (the appendix reproduces the so-called self-assessment grid from the *Common European Framework*, which summarizes the six levels in relation to the five skills).

However, the primary benchmarks differ from the *Common European Framework* in three important respects:

1. The primary benchmarks do not describe the full range of English language proficiency achievable by a non-English-speaking child at primary level, but rather specify the minimum proficiency required for full participation in mainstream schooling. For that reason, the benchmarks correspond to the first three levels of the *Common European Framework* only.
2. Whereas the descriptions in the *Common European Framework* reflect a trajectory of language learning that typically covers many years of formal education, from young adolescent to mature adult, the primary benchmarks support a process that is developmental as well as pedagogical, and must be as compact as possible if it is to serve the needs of the target group.
3. Whereas the *Common European Framework* is concerned in the first instance with language learning for general communicative purposes, the primary benchmarks are focussed entirely on the communicative needs imposed by the curriculum. This limitation has two consequences. First, the benchmarks are defined in terms of the communicative practices of the primary classroom and major themes of the primary curriculum. And secondly, they take account of the fact that English language support is provided on a withdrawal basis – they are formulated so as to emphasize the importance of providing pupils with the means of continuing to learn English during the many hours that they spend each week in the mainstream class.

These considerations help to explain the structure of what follows. Part I provides two summary scales: (i) the *Global benchmarks of communicative proficiency*, which are effectively a domain-specific interpretation of the first three levels of the self-assessment grid from the *Common European Framework* (see appendix); and (ii) a *Global scale of underlying language competence*, which draws on the *Common European Framework* to specify progression in vocabulary, grammar, phonology, and orthography. Part II then elaborates the *Global benchmarks* in thirteen *Units of work* that reflect the thematic scope of the primary curriculum.

Uses of the primary benchmarks

In conjunction with the other tools and materials developed by IILT, the primary benchmarks can be used to

- *define the language support teacher's task;*
- *assess the proficiency of each non-English-speaking pupil newly admitted to the school;*
- *monitor his/her progress;*
- *identify the point at which he/she can be fully integrated in the mainstream;*

- *select appropriate learning activities and materials.*

Applying the benchmarks

The starting point for language support can vary greatly, depending on the individual pupil's age, mother tongue, ethnic background, and previous educational experience. As a consequence, the benchmarks should be applied to individual pupils rather than to groups. If possible, individual needs should be determined by observing pupils in the mainstream classroom. This should quickly reveal what level of language proficiency they already have, if any, and what strategies they are able to deploy to compensate for linguistic deficit.

Later, as the pupil begins to integrate socially and gradually becomes more confident and self-assured in the classroom, the language support teacher should identify, in collaboration with the mainstream class teacher, what subjects or topics will occupy the class during the coming six or eight weeks. The benchmarks can then be used to focus language support on the relevant topic area, which ensures that the child has every opportunity to begin to identify and engage with what is taking place in the mainstream classroom.

Inevitably, different children enter language support at different stages of English language proficiency, and for some the lowest levels of the benchmarks may not be relevant. For example, a child who attended school for the latter part of last school year will already be familiar with classroom and playground activities when school resumes in September and can focus immediately on the benchmark areas that support work in the mainstream classroom.

Children do not all learn in the same way and at the same rate. This makes it even more critical to identify individual pathways of learning, so that the apparently less able pupil may be helped to progress along a path and in a way that meets his/her particular language learning needs. The individual pupil's progress through the benchmarks will rarely be entirely predictable and consistent; some skills may develop more quickly than others, and at any particular level some of the tasks articulated in the units of work may prove to be more difficult than others.

European Language Portfolio

IILT has developed a version of the European Language Portfolio (ELP) for use with the benchmarks. The ELP consists of three parts:

- *Language passport* – This allows the child to articulate his/her linguistic identity and to set broad learning objectives. It also allows the language support teacher to record a regular assessment of the child's developing proficiency in global terms that are ultimately derived from the *Common European Framework*.
- *Language biography* – This contains a set of self-assessment sheets that correspond to the capacities developed in the units of work. As the child demonstrates (to him/herself as well as to the teacher) that he/she can perform a particular task, he/she records this by colouring in the appropriate icon. In this way, progress is clearly evident to the child, the class teacher and the child's parents. The child's self-assessment in the language biography combines with the teacher's assessment in the language passport to provide a profile of the child's language proficiency and learning progress. This should be invaluable to other language support teachers who may subsequently work with the child as well as to mainstream class teachers, school principals and inspectors.
- *Dossier* – In this part of the ELP the child collects worksheets and other relevant material. The dossier provides practical corroboration of the profile of language proficiency and learning progress recorded in the language passport and language biography.



Part I




Global benchmarks of communicative proficiency and global scales of underlying linguistic competence

The global benchmarks provide a general definition of levels A1, A2 and B1 in relation to LISTENING, READING, SPOKEN INTERACTION, SPOKEN PRODUCTION and WRITING. Level A1 BREAKTHROUGH focuses on the very basic communication necessary in order to familiarize pupils with the daily routines and general environment of school and thus launch the educational process. As its name implies, A2 WAYSTAGE defines an intermediate level at which the pupil is able increasingly to benefit linguistically and educationally from his/her presence in the mainstream classroom. And Level B1 THRESHOLD defines the communicative proficiency that pupils must achieve in order to be fully integrated in the mainstream. As noted in the Introduction, the benchmarks should always be read and applied with due regard for the individual pupil's age and previous educational experience (if any).

The successive levels defined in the benchmarks involve cognitive and educational as well as linguistic development. Reading, for example, progresses from familiarity with the alphabet and simple acts of comprehension based on word recognition (A1), through the ability to read simple texts that make frequent use of familiar vocabulary (A2), to the development of basic study skills, e.g. using diagrams and illustrations to support reading comprehension (B1). Similarly, writing begins as a matter of copying or writing individual words and copying simple sentences from the board (A1); the pupil then moves on to writing his/her own sentences (A2); and from there he/she progresses to the composition of short texts (B1). These are essentially the same developmental paths as are followed by native speaker pupils, and for that reason it is necessary to supplement the benchmarks with a global scale of underlying linguistic competence. This defines the *quality* of language appropriate to each of the three levels in terms of VOCABULARY, GRAMMAR, PHONOLOGY and ORTHOGRAPHY. These scales should be used in conjunction not only with the global benchmarks but also with the units of work.

Global benchmarks of communicative proficiency

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	<p>Can recognize and understand basic words and phrases concerning him/herself, family and school.</p> <p>Can understand simple questions and instructions when teachers and other pupils speak very slowly and clearly.</p>	<p>Can recognize and understand frequently used words relating to him/herself and family, classroom activities and routines, school instructions and procedures, friends and play.</p> <p>Can understand a routine instruction given outside school (e.g., by a traffic warden).</p> <p>Can understand what is said in a familiar context such as buying something in a shop (e.g., price).</p> <p>Can follow at a general level topics covered in the mainstream class provided key concepts and vocabulary have been studied in advance and there is appropriate visual support.</p> <p>Can follow and understand a story if it is read slowly and clearly with visual support such as facial expression, gesture and pictures.</p>	<p>Can understand the main points of topics that are presented clearly in the mainstream classroom.</p> <p>Can understand the main points of stories that are read aloud in the mainstream classroom</p> <p>Can understand a large part of a short film on a familiar topic provided that it is age-appropriate.</p> <p>Can understand detailed instructions given in all school contexts (classroom, gym, playground, etc.).</p> <p>Can follow classroom talk between two or more native speakers, only occasionally needing to request clarification.</p>
	Reading (if appropriate to the age of the pupil) 	<p>Can recognize the letters of the alphabet.</p> <p>Can recognize and understand basic signs and simple notices in the school and on the way to school.</p> <p>Can recognize and understand basic words on labels or posters in the classroom.</p> <p>Can identify basic words and phrases in a new piece of text.</p>	<p>Can read and understand very short and simple texts that contain a high proportion of previously learnt vocabulary on familiar subjects (e.g., class texts, familiar stories).</p> <p>Can use the alphabet to find particular items in lists (e.g., a name in a telephone book).</p>	<p>Can read and understand the main points in texts encountered in the mainstream class, provided the thematic area and key vocabulary are already familiar.</p> <p>Can read and understand descriptions of events, feelings and wishes.</p> <p>Can use comprehension questions to find specific answers in a piece of text.</p> <p>Can use key words, diagrams and illustrations to support reading comprehension.</p> <p>Can follow clearly written instructions (for carrying out a classroom task, assembling or using an object, following directions, etc.).</p>

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
S P E A K I N G	Spoken Interaction 	<p>Can greet, say <i>please</i> and <i>thank you</i>, and ask for directions to another place in the school.</p> <p>Can respond non-verbally to basic directions to a place in the school when the other person supplements speech with signs or gestures.</p> <p>Can give simple answers to basic questions when given time to reply and the other person is prepared to help.</p> <p>Can make basic requests in the classroom or playground (e.g., for the loan of a pencil) and respond appropriately to the basic requests of others.</p>	<p>Can ask for attention in class.</p> <p>Can greet, take leave, request and thank appropriately.</p> <p>Can respond with confidence to familiar questions clearly expressed about family, friends, school work, hobbies, holidays, etc., but is not always able to keep the conversation going.</p> <p>Can generally sustain a conversational exchange with a peer in the classroom when carrying out a collaborative learning activity (making or drawing something, preparing a role-play, presenting a puppet show, etc.).</p> <p>Can express personal feelings in a simple way.</p>	<p>Can speak with fluency about familiar topics such as school, family, daily routine, likes and dislikes.</p> <p>Can engage with other pupils in discussing a topic of common interest (songs, football, pop stars, etc.) or in preparing a collaborative classroom activity.</p> <p>Can keep a conversation going, though he/she may have some difficulty making him/herself understood from time to time.</p> <p>Can repeat what has been said and convey the information to another person.</p>
	Spoken Production 	<p>Can use simple phrases and sentences to describe where he/she lives and people he/she knows, especially family members.</p>	<p>Can use a series of phrases and sentences to describe in simple terms his/her family, daily routines and activities, and plans for the immediate or more distant future (e.g., out-of-school activities, holiday plans).</p>	<p>Can retell a story that has been read in class.</p> <p>Can retell the plot of a film he/she has seen or a book he/she has read and describe his/her reactions.</p> <p>Can describe a special event /celebration in the family (religious festival, birthday, new baby, etc.).</p> <p>Can give an account of an experience or event (travel, an accident, an incident that occurred, etc.).</p> <p>Can briefly give explanations and reasons for opinions and plans.</p>
W R I T I N G	Writing <i>(if appropriate to the age of the pupil)</i> 	<p>Can copy or write his/her name.</p> <p>Can copy or write words and short phrases that are being learnt in class.</p> <p>Can copy or write labels on a picture.</p> <p>Can copy short sentences from the board.</p> <p>Can spell his/her name and address, and the name of the school.</p>	<p>Can enter newly-learnt terms in a personal or topic-based dictionary, possibly including sample sentences.</p> <p>Can write short texts on specific or familiar topics (e.g., what I like to do when I'm at home).</p> <p>Can write a short message (e.g., a postcard) to a friend.</p>	<p>Can write a diary or news account with accuracy and coherence</p> <p>Can write a short letter describing an event or a situation</p> <p>Can write a brief summary of a book or film</p> <p>Can write an account of his/her feelings or reactions to an event or situation</p> <p>Can write a short dialogue to be performed by puppets</p>

Global scales of underlying linguistic competence

	A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
Vocabulary control	Can recognize, understand and use a limited range of basic vocabulary which has been used repeatedly in class or has been specifically taught.	Can recognize, understand and use a range of vocabulary associated with concrete everyday needs or learning experiences (e.g., topics or routines that have been introduced and practised in class).	Can recognize, understand and use a range of vocabulary related to familiar classroom themes, school routines and activities. Errors still occur when the pupil attempts to express more complex ideas or handle unfamiliar topics.
Grammatical accuracy	Can use a very limited number of grammatical structures and simple sentence patterns that he/she has learnt by repeated use (e.g., <i>My name is ...</i>)	Can use simple grammatical structures that have been learnt and practised in class. Makes frequent basic mistakes with tenses, prepositions and personal pronouns, though when he/she is speaking or writing about a familiar topic the meaning is generally clear.	Can communicate with reasonable accuracy on familiar topics (those being studied or occurring frequently during the school day). Meaning is clear despite errors. Unfamiliar situations or topics present a challenge, however, particularly when the connection to familiar patterns is not obvious.
Phonological control	Can pronounce a very limited repertoire of learnt and familiar words and phrases. Native speakers who are aware of what the pupil has been learning and familiar with the pronunciation patterns of pupils from different language backgrounds can understand his/her pronunciation, but sometimes with difficulty.	Can pronounce familiar words (those being learnt in class or used in the school generally) in a reasonably clear manner, though with a noticeable foreign accent. It is sometimes necessary to ask the pupil to repeat what he/she has said.	Can pronounce words with confidence in a clearly intelligible way. Some mispronunciations still occur, but in general he/she is closely familiar with the sounds of English.
Orthographic control (if appropriate to the age of the pupil)	Can copy keywords from the board, flashcards or posters. Can copy or write his/her name, address and the name of the school.	Can copy or write short sentences or phrases related to what is being studied in class. Sentence breaks are generally accurate. Words that he/she uses orally may be written with phonetic accuracy but inaccurate spelling.	Can produce short pieces of continuous writing that are generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

Part II






Units of work

1. Myself
2. Our school
3. Food and clothes
4. Colours, shapes and opposites
5. People who help us
6. Weather
7. Transport and travel
8. Seasons, holidays and festivals
9. The local and wider community
10. Time
11. People and places in other areas
12. Animals and plants
13. Caring for my locality






The order in which the units of work are presented is dictated by the need to draw pupils as quickly as possible into full participation in the life of the school: the first two units are necessarily *Myself* and *Our school*. Pupils' confidence will grow as they develop the ability to communicate about themselves at a basic level and as they begin to understand the routine cycle of school activities. Note that *Our school* includes the identification of the different physical areas of the school as well as classroom behaviour, routines and commonly used requests.

It is important to remember that the tasks described in the units of work are by no means exhaustive; all of them can be adapted to other themes. For this reason it is important always to interpret the units of work in the light of the *Global benchmarks of communicative proficiency* and the *Global scales of underlying linguistic competence*.






UNIT 1: MYSELF

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	Can recognize his/her name when it is spoken by another person. Can understand basic questions asked by the teacher or another pupil (e.g., <i>What is your name?, How old are you?</i>). Can understand simple instructions when they are spoken slowly and accompanied by appropriate gestures.	Can follow conversations between peers during play. Can follow the important points in instructions or advice (e.g., <i>Stay Safe</i>).	Can understand what is said by teachers and peers without the need for frequent repetition or supporting gestures.
	Reading (if appropriate to the age of the pupil) 	Can find his/her name on a list.	Can read very short and simple texts with a high frequency of familiar words on topics such as children, families and school. Can use the alphabet to find his/her name in a list.	Can read and understand age-appropriate stories about children and their lives, including life in different environments (e.g., country, city, abroad).
S P E A K I N G	Spoken Interaction 	Can answer basic questions about his/her name, age, family when supported by prompts. Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to basic questions about his/her likes or dislikes (e.g., <i>Do you like ice-cream?</i>). Can greet the teacher and other pupils and say goodbye. Can indicate personal needs (e.g., to go to the toilet).	Can reply with confidence to familiar questions about his/her name, age, number of brothers and sisters, etc. Can initiate conversation on a familiar topic (e.g., why he/she was late for school). Can use greetings naturally and appropriately. Can say how he/she feels (tired, upset, ill, etc.). Can tell parents about what he/she did in school. Can ask for clarification when necessary.	Can ask and respond to questions on a wide range of familiar topics (family, home, interests, etc.). Can express worries or concerns to the teacher or some other responsible person. Can give parents a detailed account of what has taken place in school and describe his/her successes and achievements.
	Spoken Production 	Can make a short, incomplete statement about him/herself (e.g., <i>name is ****</i>).	Can describe his/her own appearance, including eye and hair colour, size, height. Can describe his/her family, daily routines, plans (e.g., for holidays), likes and dislikes.	Can explain his/her attitudes in an age-appropriate way (e.g., family values, ethnic or religious difference). Can relate an event in sequence, using descriptive language (especially appropriate adjectives).
W R I T I N G	Writing (if appropriate to the age of the pupil) 	Can copy or write his/her name, address, name of school. Can copy words about him/herself from the board (e.g., <i>my name is ... , I live in ...</i>)	Can write short texts describing his/her family, daily routines, etc. Can write short texts describing personal interests, likes and dislikes (food, TV programmes, etc.)	Can write age-appropriate descriptions of important events or personal experiences (a new baby in the family, travelling to Ireland, etc.) Can write a brief comparison of his/her life now and in the past (e.g., before attending school, in another country). Can write about personal likes and dislikes, hobbies, interests, etc.






UNIT 2: OUR SCHOOL

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	<p>Can understand basic school and classroom rules when they are explained very simply and with appropriate gestures.</p> <p>Can recognize and understand the names of school equipment, resources, etc., when they occur in instructions.</p> <p>Can understand and follow basic instructions from peers for playing games in the playground.</p>	<p>Can understand instructions given in the classroom, gym, playground, etc.</p> <p>Can understand basic information about half days, school closures, doctor's visits, etc.</p> <p>Can understand at a general level topics dealt with in the mainstream class when they are introduced and explained clearly.</p>	<p>Can understand detailed instructions in the classroom, gym, etc.</p> <p>Can understand a presentation given by another pupil on a familiar topic (<i>My interests, My family, etc.</i>)</p>
	Reading (if appropriate to the age of the pupil) 	<p>Can recognize and understand labels on doors in different parts of the school (<i>Hall, Secretary, Staff Room, etc.</i>).</p> <p>Can recognize and understand signs in the school (<i>Fire, Exit, No running, etc.</i>).</p> <p>Can recognize and understand words and numbers on posters and drawings in the classroom (days of the week, months of the year, etc.)</p> <p>Can find his/her name on a list.</p>	<p>Can read and understand texts about school that use a high frequency of words already familiar or recently learnt.</p>	<p>Can read and understand texts on school subjects provided that difficult key words and/or concepts are introduced beforehand.</p>
S P E A K I N G	Spoken Interaction 	<p>Can ask permission to go to the toilet.</p> <p>Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to basic questions on classroom topics.</p> <p>Can use <i>please</i> and <i>thank you</i> appropriately.</p> <p>Can ask for familiar classroom objects and materials (book, crayons, paper, etc.)</p>	<p>Can ask for attention in class.</p> <p>Can pass on a simple message from one teacher to another.</p> <p>Can generally sustain a conversation with another pupil when working collaboratively in the classroom (painting a picture, making a model, playing with puppets, etc.).</p> <p>With appropriate support from the teacher, can explain a situation that has arisen (e.g. a dispute with another pupil).</p>	<p>Can interact spontaneously in the playground, engaging with other pupils in games and activities.</p> <p>Can give parents a detailed account of what happens at school.</p> <p>Can ask and answer questions about specific classroom topics or in general discussion.</p>
	Spoken Production 	<p>Can use key words and simple phrases/sentences and sentences to describe a playground game.</p>	<p>Can use a series of phrases and sentences to describe what he/she watches on television, how he/she likes to do homework after school, and what he/she does at home.</p>	<p>Can give a simple talk about the school.</p> <p>Can explain to other pupils about going to school in another country.</p>
W R I T I N G	Writing (if appropriate to the age of the pupil) 	<p>Can copy letters and key words from the board, including phrases or simple sentences related to a classroom topic.</p>	<p>Can write short texts describing the classroom or other pupils in the class.</p> <p>Can write short texts based on a topic recently studied in class</p>	<p>Can write an account of the daily routine in the school.</p> <p>Can write about his/her friends in school and what they like to do together.</p>






UNIT 3: FOOD AND CLOTHES

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	<p>Can recognize and understand the words for key items of clothing (coat, shoes, etc.).</p> <p>Can recognize and understand the words for the key items of a school uniform.</p> <p>Can recognize and understand the words for key items of food typically brought to school by pupils (e.g., sandwich, apple, biscuit).</p> <p>Can understand routine classroom instructions about food or clothing (e.g., <i>Put on your apron for painting</i>).</p>	<p>Can understand instructions given about clothing for a particular purpose (e.g., going on a school trip).</p> <p>Can understand rules about bringing particular foods to school (e.g., chewing gum, crisps, etc.) and the reason for the rules.</p>	<p>Can understand classroom talk, including stories, containing a wide range of vocabulary related to food/clothing.</p>
	Reading (if appropriate to the age of the pupil) 	<p>Can recognize and understand the names of basic foods.</p> <p>Can recognize and understand the names of the principal items of clothing</p>	<p>Can read and understand the menu from a café or fast-food outlet.</p> <p>Can read and understand the names of foods typically seen in the supermarket.</p> <p>Can read and understand simple descriptions of food or clothing that occur in a story.</p>	<p>Can read and understand about healthy eating, using the food pyramid for illustration.</p>
S P E A K I N G	Spoken Interaction 	<p>Can request basic items of food/drink in a shop.</p> <p>Can ask how much an item costs.</p> <p>Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to questions about the food/drink and clothes he/she likes or dislikes.</p>	<p>Can ask and answer basic questions about the food/drink he/she likes or dislikes and briefly report the likes and dislikes of others.</p> <p>Can discuss a menu and select what he/she would like.</p> <p>Can answer questions about items and types of clothing, e.g., what is suitable for different kinds of weather.</p>	<p>Can repeat an instruction given by the teacher regarding food or clothing.</p> <p>Can engage in discussion about clothing/fashion and food/drink, expressing personal preferences.</p>
	Spoken Production 	<p>Can use key words and simple phrases/sentences to describe likes and dislikes (e.g., <i>I do not like green apples, I like my new coat</i>).</p>	<p>Can use a series of phrases and sentences to describe the type of meal that he/she likes best.</p> <p>Can use a series of phrases and sentences to describe the events surrounding a meal of particular importance in the family (e.g., a religious festival, New Year, etc.).</p>	<p>Can describe his/her favourite items of clothing and explain why he/she likes them.</p> <p>Can explain the importance of particular foods in his/her family or culture.</p> <p>Can explain the importance of particular items of clothing in his/her family or culture.</p>
W R I T I N G	Writing (if appropriate to the age of the pupil) 	<p>Can copy or write lists of different foods (fruits, vegetables, meats, etc.)</p> <p>Can copy or write lists of clothing according to contexts of use (e.g., outdoor, indoor, school, sports)</p>	<p>Can write a short text describing an event in which food plays a central role (e.g., a family celebration).</p> <p>Can write short texts describing his/her favourite items of clothing.</p>	<p>Can write in an age-appropriate way about clothes/fashion and food/drink.</p> <p>Can write instructions for making a dish/meal that he/she likes.</p>






UNIT 4: COLOURS, SHAPES AND OPPOSITES

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	<p>Can identify basic colours, shapes and opposites when they are called out by the teacher.</p> <p>Can find basic colours, shapes and opposites when they are called out by the teacher, e.g. in a classroom game.</p> <p>Can point to objects in the room on the basis of description by colour or shape.</p>	<p>Can follow instructions that are based on or include reference to the colour, shape or size of objects.</p>	<p>Can understand with ease references to colours, shapes and sizes that occur in classroom talk, including stories read aloud by the teacher, and in instructions given in the classroom or playground.</p>
	Reading (if appropriate to the age of the pupil) 	<p>Can recognize and understand the words for basic colours.</p> <p>Can recognize and understand the words for basic shapes.</p>	<p>Can read and understand references to colour, shape or size in a simple text.</p>	<p>Can identify differences between objects, animals or people when they are described in terms of their colour, shape or size.</p>
S P E A K I N G	Spoken Interaction 	<p>Can answer basic questions about the colours he/she likes best.</p> <p>Can answer basic questions about the colours of the clothes he/she is wearing.</p>	<p>Can ask and answer questions related to colours, shapes, size and opposites in discussion of familiar items such as clothing, food, classroom objects, etc.</p>	<p>Can discuss, e.g., items of clothing, food or locations in the school with reference to colour, size or shape.</p>
	Spoken Production 	<p>Can name basic colours and shapes.</p>	<p>Can use a series of phrases and sentences to explain what colours he/she likes and why.</p>	<p>Can explain in an age-appropriate way the importance we attach to colours and the effect they have on us (a grey day, red for danger, etc.).</p>
W R I T I N G	Writing (if appropriate to the age of the pupil) 	<p>Can copy or write the words for basic colours and shapes.</p>	<p>Can write a short description that includes reference to colours, size, shapes and opposites (e.g., <i>On the beach</i>).</p>	<p>Can write a postcard or short letter describing an object or a place with detailed reference to colour, size and shape.</p> <p>Can include reference to colour, size or shape in a written dialogue (e.g., for a puppet show).</p> <p>Can write a description of his/her favourite clothing, food, place, etc. with detailed reference to colours, sizes and shapes.</p>






UNIT 5: PEOPLE WHO HELP US

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	Can recognize and understand basic words for people who help (e.g., teacher, guard, doctor, nurse) when they are spoken or read aloud.	Can understand the main points of classroom talk, including stories, about people with particular responsibilities in the community, provided the vocabulary used is familiar. Can understand what is said by people who help in familiar situations (the school traffic warden, shop assistants, etc.).	Can listen to a talk given by a person from the community and understand most of what is said. Can watch a video (e.g., news or documentary) about a typical incident in the community and understand most of the commentary.
	Reading (if appropriate to the age of the pupil) 	Can recognize and understand the words for people who help (e.g., teacher, guard, doctor, nurse) when they appear on flashcards and posters or in simple text.	Can read and understand short texts describing the work done by people who help (doctor, dentist, shop assistant, fireman, bus driver, etc.), provided the texts contain a high frequency of familiar words.	Can read and understand a variety of texts about different jobs and responsibilities.
S P E A K I N G	Spoken Interaction 	Can use gestures, key words and simple phrases/sentences to ask for help (e.g., in <i>Stay Safe</i> role-plays) Can reply using key words and simple phrases/sentences to basic questions about the jobs of people who can help (e.g., <i>Where do we find a ... ?</i> , <i>What does he/she do?</i>).	Can ask and answer questions about what people in familiar roles do in their jobs. Can talk with the teacher or another pupil about personal experiences with people in roles of responsibility (e.g., visit to doctor, parent is a nurse/doctor, school traffic warden, postman).	Can ask and answer questions about different jobs and responsibilities. Can ask questions of a speaker who has been invited to the school to talk about his/her job. Can answer typical questions that may be asked by a person in responsibility (e.g. in role-plays involving emergencies, danger, etc.).
	Spoken Production 	Can give his/her name, address and school to a person in authority.	Can use a series of phrases and sentences to give a brief oral description of a visit to a particular place and the people who work there (e.g., hospital, library, fire station).	Can talk about the responsibilities of people who help, using an age-appropriate range of descriptive vocabulary.
W R I T I N G	Writing (if appropriate to the age of the pupil) 	Can copy or write the words for people in roles of responsibility. Can label pictures of people in roles of responsibility and performing familiar jobs in the community. Can copy short sentences describing the jobs that people do.	Can write short texts using familiar vocabulary to describe what people who help (e.g., shop assistant, postman, park attendant) do during their working day.	Can write briefly about a day in the life of a person with responsibility in the community, organizing the text in a logical sequence and using an age-appropriate range of vocabulary. Can write a brief letter of thanks to someone who has given help (e.g., in the library, at the swimming pool).






UNIT 6: WEATHER

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	Can recognize and understand basic words related to weather (e.g., <i>sun, rain, snow, hot, cold</i>) when they are spoken or read aloud.	Can follow at a general level weather-related topics covered in the mainstream class provided key vocabulary and concepts have been studied in advance and there is appropriate visual support.	Can watch a weather forecast on television and understand the main points. Can understand the key vocabulary used by the teacher to explain a unit in the textbook relating to weather.
	Reading (if appropriate to the age of the pupil) 	Can recognize and understand basic words related to weather when they appear on a weather chart or flash cards or in a simple text.	Can use the pictures in a textbook to identify and understand key information about weather (<i>rain, wind, temperature, etc.</i>). Can identify and understand words to do with weather in stories and other texts.	Can identify and understand the key words in, e.g., a geography text relating to weather and can use them to categorize further information in the text (e.g., the effects of wind).
S P E A K I N G	Spoken Interaction 	Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to basic questions about the weather (e.g., <i>Is it cold outside?</i>) and the kind of weather he/she likes and dislikes.	Can respond to questions about the weather he/she likes. Can take part in discussion about the weather in Ireland and about the clothing necessary for different types of weather.	Can ask and answer questions about types of weather and the effects of weather on lifestyle.
	Spoken Production 	Can use simple phrases and sentences to make a short, possibly incomplete, statement about the weather.	Can use a series of phrases and sentences, with appropriate adjectives, to describe in simple terms the weather outside the classroom.	Can compare the weather in Ireland with weather in other parts of the world
W R I T I N G	Writing (if appropriate to the age of the pupil) 	Can copy or write basic words to do with the weather. Can copy from the board short sentences about the weather (e.g., when writing 'news').	Can write sentences about the clothes that are necessary for different types of weather. Can write a short text about 'a perfect day'.	Can write a short letter describing the weather in Ireland and the types of clothing and other items that are necessary for different kinds of weather. Can write a short text describing the influence of weather on people in different parts of the world.






UNIT 7: TRANSPORT AND TRAVEL

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	Can recognize and understand basic words that refer to different modes of transport (<i>train, car, plane, etc.</i>) when they are spoken or read aloud.	Can understand references to different modes of transport that occur in classroom talk and in stories and other texts read aloud in class.	Can understand the main points in an oral account of a journey. Can understand the main points of topics related to travel and transport presented in the mainstream classroom. Can recognize and understand all frequently occurring words to do with travel and transport.
	Reading (if appropriate to the age of the pupil) 	Can recognize and understand labels on pictures and posters depicting modes of transport. Can identify and understand basic words to do with transport in a simple text.	Can read and understand the key points in a short text about travelling or transport.	Can use key words and pictures/diagrams to access text about travelling and transport. Can use key words to categorize information contained in a text (e.g., <i>Where did it happen?, Who was there?</i>).
S P E A K I N G	Spoken Interaction 	Can respond briefly, using gesture if necessary, when asked 'How did you come to school today?' When prompted by the teacher and supported by pictures, can use basic words (including the vocabulary of colour, size and shape) and simple phrases to describe different forms of transport.	Can respond with confidence to questions about how he/she likes to travel. Can discuss experiences he/she has had in travelling. Can ask other pupils about their experience of travel.	Can participate in discussions of different modes of travel and express personal preferences. Can use illustrations in a textbook to discuss, e.g., similarities and differences between travelling now and travelling in the past. Can find out what other pupils think about different modes of transport.
	Spoken Production 	Can use key words and simple phrases to name different modes of transport depicted in posters and pictures.	Can use a series of phrases and sentences to describe how he/she comes to school every day. Can name and describe briefly the different types of transport that can be seen outside the school (cars, lorries, buses, bicycles, etc.).	Can give a short talk about the types of transport seen outside the school. Can talk in an age-appropriate way about his/her experiences when travelling a long distance.
W R I T I N G	Writing (if appropriate to the age of the pupil) 	Can copy or write key words relating to transport. Can label a picture or poster that depicts different modes of transport. Can copy from the board short sentences to do with transport (e.g., <i>I come to school each day by bus</i>).	Can write short texts about different forms of transport, using a textbook for support if necessary. Can write sentences that describe a familiar journey (e.g., from home to school).	Can write a short letter describing to another person how he/she travels to school. Can write 'news' about an incident that occurred when travelling to school.






UNIT 8: SEASONS, HOLIDAYS AND FESTIVALS

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	Can recognize and understand the words for seasons, holidays and festivals when they are spoken or read aloud. Can follow spoken instructions to find pictures or objects in the classroom that are related to different seasons or festivals.	Can recognize and understand common words related to seasons and festivals when the teacher introduces the topic in class. Can follow at a general level stories and classroom talk about seasons or festivals.	Can understand the main points of classroom talk about seasons and festivals, using visual supports (e.g., illustrations in text book) to check the teacher's explanation. Can understand the main points of a video that shows typical activities during a festival.
	Reading (if appropriate to the age of the pupil) 	Can recognize and understand the words for seasons, holidays and festivals on posters or flashcards and in very simple texts.	Can read and understand a simple description of a season or the events surrounding a festival, using pictures for support. Can read and understand simple stories that contain a high proportion of familiar vocabulary about typical seasonal or festival activities (e.g., the countryside in spring, going to the beach in summer, preparing for a religious festival).	Can read and understand the main points of texts about seasons, holidays and festivals encountered in the mainstream class. Can use key words and pictures/diagrams to access texts about seasons and festivals (e.g., in a geography textbook) and to categorize the information they contain.
S P E A K I N G	Spoken Interaction 	Can respond with key words or simple phrases/sentences to questions about when the different seasons fall, what weather is typical of the different seasons, and when the major festivals occur.	Can respond in simple terms to questions about a festival or occasion that is important to his/her family or community. Can ask simple questions about seasonal matters or festivals that are unfamiliar. Can talk with other pupils about how particular festivals are celebrated in their homes.	Can describe and respond to questions about what takes place during a festival or celebration in his/her family or community. Can discuss and compare family/religious celebrations with other pupils. Can talk and ask questions about typical Irish festivals.
	Spoken Production 	Can name the seasons and the principal festivals of the year.	Can use a series of phrases and sentences to give a simple description of the school holidays or a holiday taken abroad with the family. Can use a series of phrases and sentences to describe a special celebration at home.	Can describe to the rest of the class a special event/celebration in the family (religious festival, birthday, new baby, etc.).
W R I T I N G	Writing (if appropriate to the age of the pupil) 	Can copy or write the names of the seasons and principal festivals. Can copy from the board short sentences about the seasons and festivals.	Can write simple sentences describing an event in the family (e.g., in 'news'). Can write simple sentences describing a party held to celebrate a festival (e.g., Hallowe'en – games, food, etc.).	Can write a short text describing a festival or celebration, with comments about his/her reaction (e.g., excited, nervous, happy, tired).






UNIT 9: THE LOCAL AND WIDER COMMUNITY

		LEVEL A1	LEVEL A2	LEVEL B1
U N D E R S T A N D I N G	Listening 	<p>Can recognize and understand the names for people who live and work in the local community when they are spoken or read aloud.</p> <p>Can listen and point to pictures or a map showing where different people work (e.g., library, chemist, supermarket, police station, swimming pool).</p>	<p>Can understand the main points of classroom talk, including stories read aloud by the teacher, about persons working in a particular situation (e.g., station master).</p> <p>Can use familiar words to access the teacher's introduction to work on a theme based on the local environment.</p>	<p>Can use familiar vocabulary and concepts to understand the teacher's introductions to themes related to the local community.</p> <p>Can use familiar vocabulary and concepts to understand a video about local history, typical occupations, etc.</p>
	Reading (if appropriate to the age of the pupil) 	<p>Can recognize and understand the names on important buildings, signs, or shops in the area.</p> <p>Can recognize and understand the names of buildings/places on a map of the area.</p>	<p>Can read and understand simple texts that provide public information (e.g., about the swimming pool), identifying essential information – what place is referred to, what happens there, etc.</p>	<p>Can use familiar vocabulary to understand a local information leaflet (e.g., outlining the history of a place).</p>
S P E A K I N G	Spoken Interaction 	<p>Can respond to simple questions by giving the names of buildings and places where people live and work in the area.</p> <p>Can use key words and simple phrases/sentences to answer basic questions about places he/she has visited in the area.</p> <p>Can participate in classroom discussion by naming his/her favourite place in the area (e.g., football field, park, shop).</p>	<p>Can ask and answer simple questions about what happens in the main public buildings in the area.</p> <p>Can ask and answer simple questions about what people do in those buildings.</p>	<p>Can discuss places that he/she has visited in the area and explain why he/she would/would not like to visit them again.</p> <p>Can ask and answer questions about the activities that take place in different buildings.</p> <p>Can ask and answer questions about the importance to the community of different buildings and activities.</p>
	Spoken Production 	<p>Can use key words and simple phrases/sentences to describe his/her favourite place.</p>	<p>Can use a series of phrases and sentences to explain why he/she likes or dislikes a particular place or area.</p>	<p>Can talk about a place that he/she has visited.</p> <p>Can talk about what people do in particular places in the area (e.g., people working in library, shops, health centre, bank).</p>
W R I T I N G	Writing (if appropriate to the age of the pupil) 	<p>Can copy or write the names of places in the area.</p> <p>Can copy from the board short sentences describing the activities associated with different places in the area.</p>	<p>Can write simple sentences describing his/her favourite place in the area and explaining why he/she likes it.</p> <p>Can write 'news' about a place in the area he/she has visited.</p>	<p>Can write a short description of a favourite place and what takes place there.</p> <p>Can write a short text describing where a particular building is located and why it is important.</p> <p>Can write a postcard briefly describing a place in the area.</p>






UNIT 10: TIME

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	Can recognize and understand days of the week and clock times when they are spoken or read aloud (e.g., in information given by the teacher – <i>There will be a half day next Wednesday</i>).	Can understand at a general level information about the recent past or near future presented in school announcements, TV news or a documentary. Can understand the general context (past time) when the teacher introduces a historical theme in class. Can recognize the connections between past and present in stories told or read aloud in class (e.g., <i>Cinderella</i>).	Can understand the main points when the teacher introduces a historical topic in the mainstream classroom. Can understand the main points of a video film on a historical topic, using visual support. Can understand the concept of the future in fantasy stories (e.g., space and time travel).
	Reading (if appropriate to the age of the pupil) 	Can recognize and understand the day and month when they are written on the board. Can recognize and understand a timetable organized according to the days of the week.	Can recognize and understand references to days, months and years in written text. Can understand a simple school notice about a forthcoming event (e.g., when it will occur, how long it will last).	Can recognize when a text refers to the past (e.g., through use of past tenses, the information provided, pictures depicting the past). Can read and understand text that refers to a time in the past (e.g., in the history textbook), using pictures/diagrams for support.
S P E A K I N G	Spoken Interaction 	Can use single words and simple phrases to answer basic questions about what he/she does every day, or what he/she did yesterday or last week.	Can discuss with other pupils how he/she knows that time has passed (e.g., children grow bigger, hair grows longer, plants grow and change, seasons follow one another). Can ask and answer simple questions about his/her recent past, previous school, etc.	Can answer questions about what he/she hopes to do in the future (e.g., after school, at the weekend, during school holidays). Can ask other pupils about their past experiences and future plans. Can explain to a new pupil about the school week/term/year.
	Spoken Production 	Can name the days of the week and months of the year. Can name the days when school takes place.	Can use a series of phrases and sentences to describe what happens in the course of a typical day in school. Can use a series of phrases and sentences to explain simply but clearly how the school year matches the calendar year.	Can talk about the changes in his/her life from past to present. Can talk about the changes in a plant/animal, etc. over time.
W R I T I N G	Writing (if appropriate to the age of the pupil) 	Can copy or write the days of the week and months of the year.	Can write sentences about his/her favourite day of the week or time of the year . Can write sentences comparing last year, last birthday, etc. with this year, this birthday, etc.	Can write a short text for a historical project describing past situations or events or comparing past and present. Can write a short imaginative text about the future.






UNIT 11: PEOPLE AND PLACES IN OTHER AREAS

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	<p>Can recognize and understand the names of countries and nationalities represented in the school when they are spoken or read aloud.</p> <p>Can recognize when a simple story is located in another country.</p>	<p>Can understand at a general level classroom talk, including stories read aloud, about another country.</p> <p>Can understand the main points when the teacher introduces a topic about another country (e.g., in geography).</p>	<p>Can understand a video about life in another country, using visual support to aid comprehension.</p> <p>Can understand the main points in an oral account of an event in another country/society.</p>
	Reading (if appropriate to the age of the pupil) 	<p>Can use pictures to identify references to different parts of the world in stories and textbooks.</p>	<p>Can read short simple texts, with a high proportion of familiar words, which describe features of life in other countries, using pictures for support.</p>	<p>Can read and understand texts about other countries, using familiar words and key concepts to aid comprehension and organize information.</p>
S P E A K I N G	Spoken Interaction 	<p>Can use key words and simple phrases/sentences to answer basic questions about where his/her family came from.</p> <p>Can ask other pupils basic questions about their nationality and where they came from.</p>	<p>Can talk with other pupils about people in other countries in order to prepare poster projects, role plays, etc.</p>	<p>Can discuss how children live in different parts of the world.</p> <p>Can talk with other pupils about the countries that they go to for holidays.</p> <p>Can talk about where he/she would like to live in the future.</p>
	Spoken Production 	<p>Can say which country he/she came from and his/her nationality.</p>	<p>Can use a series of phrases and sentences to describe his/her parents' country of origin.</p>	<p>Can compare the principal features of life in another country with the principal features of life in Ireland.</p> <p>Can describe the particular features of life in his/her parents' country of origin.</p>
W R I T I N G	Writing (if appropriate to the age of the pupil) 	<p>Can copy from a poster or map the names of countries and other places relevant to the class (e.g., countries of origin of other pupils).</p> <p>Can copy or write the name of his/her country of origin.</p> <p>Can draw a map of another country and copy or write the names of the country and its principal cities, etc.</p>	<p>Can write brief notes about life in another country after reading or hearing about that country in class.</p>	<p>Can draw and label maps of other countries.</p> <p>Can write a short 'news' account of daily life in another country.</p> <p>Can write a letter describing the main features of daily life in Ireland.</p> <p>Can write a brief summary of a story about another country.</p>

UNIT 12: ANIMALS AND PLANTS

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	<p>Can recognize and understand basic words relating to animals and plants when they are spoken or read aloud, especially when supported by pictures, mime, etc.</p> <p>Can recognize and understand the names of familiar animals and plants when they are read aloud in stories and other texts.</p>	<p>Can understand the main points in classroom talk about animals or plants, including stories and other texts read aloud by the teacher.</p> <p>Can understand at a general level when the teacher introduces a topic that includes references to animals or plants (e.g., Environmental Studies), provided key vocabulary has been prepared in advance.</p>	<p>Can understand the main points in a video about the natural world.</p> <p>Can understand the main points when the teacher introduces a topic about the natural world.</p>
	Reading (if appropriate to the age of the pupil) 	<p>Can use pictorial support to recognize and understand the names of animals and plants when they are written down (e.g., in a picture dictionary).</p> <p>Can recognize and understand the names of animals on flash cards or posters.</p>	<p>Can read and understand very short and simple texts about animals, provided they contain a high proportion of familiar words and use appropriate visual support.</p>	<p>Can understand the main points in a text about the natural world, using familiar key words and pictures/diagrams to support comprehension and organize information.</p>
S P E A K I N G	Spoken Interaction 	<p>Can use key words and simple phrases/sentences to answer basic questions about keeping a pet, liking animals, etc.</p> <p>Can use key words and simple phrases/sentences to answer basic questions about changes in plants that are kept in the classroom.</p>	<p>Can answer questions about which animals or plants he/she likes and dislikes.</p> <p>Can ask and answer questions about keeping a pet.</p>	<p>Can discuss with other pupils how to include animals/plants in a project, role-play, poster project, etc.</p> <p>Can pass on information about taking care of animals or plants.</p>
	Spoken Production 	<p>Can name the animals that he/she is familiar with.</p> <p>Can say the names of the objects on the nature table.</p>	<p>Can use a series of phrases and sentences to talk about keeping a pet.</p> <p>Can use a series of phrases and sentences to talk about wild animals and where they may be found.</p> <p>Can use a series of phrases and sentences to explain the purpose of the objects on the nature table.</p>	<p>Can explain in some detail how to look after a pet.</p> <p>Can retell a story about animals.</p>
W R I T I N G	Writing (if appropriate to the age of the pupil) 	<p>Can draw animal outlines, copying or writing appropriate labels.</p>	<p>Can write simple sentences about a pet or wild animal, using familiar vocabulary.</p>	<p>Can write an account of an incident involving an animal (e.g., a dog saves a child from drowning, a wild animal survives against the odds).</p> <p>Can write a summary of a story involving animals.</p>






UNIT 13 CARING FOR MY LOCALITY

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
U N D E R S T A N D I N G	Listening 	Can recognize and understand basic words for the main places in the area and for what happens there (e.g., shops – buy food, park – play football) when they are spoken or read aloud.	Can understand the main points in classroom talk about environmental topics, including texts read aloud by the teacher. Can understand the main points when the teacher introduces an environmental theme, provided key vocabulary has been prepared in advance.	Can understand the main points in a talk or presentation about the local environment (e.g., given by a visiting speaker from the local library). Can understand the main points when the teacher introduces an environmental topic or one related to local activities (beach clean-up, collecting litter in the park, etc.).
	Reading (if appropriate to the age of the pupil) 	Can recognize basic words for buildings or places in the area (e.g., bank, shop, park, playground) on labels, maps, flashcards, etc.	Can read and understand a leaflet about a place in the locality (e.g., the local park and its wildlife), identifying key words/information, using a dictionary if necessary. Can read and understand the main points of public information leaflets about litter and other environmental dangers, using pictorial support and a dictionary if necessary.	Can read and understand a text (e.g., ENFO information sheet) about the natural world, local geographical features, care for the environment, etc., using familiar words and accompanying pictures/diagrams to aid comprehension
S P E A K I N G	Spoken Interaction 	Can use key words and simple phrases/sentences to answer basic questions about where he/she has been in the area. Can use key words and simple phrases/sentences to answer basic questions about where he/she likes to go in the area.	Can ask and answer basic questions about activities that take place in different places in the locality, including whether and for whom these activities are important. Can ask other pupils where they have been in the locality.	Can exchange ideas with other pupils on local environmental matters (e.g., when designing a project to care for a local feature)
	Spoken Production 	Can say the names of the principal places in the area, using a map for support.	Can use a series of phrases and sentences to talk about a favourite place in the area.	Can give a short age-appropriate talk on a project about local community or environmental matters.
W R I T I N G	Writing (if appropriate to the age of the pupil) 	Can copy or write onto a local map the names of buildings and locations in the area. Can copy or write basic words related to different buildings and locations (<i>swimming, books, money, stamps, etc.</i>)	Can write sentences about important places in the area, including information about the responsibilities of people living in the locality.	Can write a brief account of a local project, activity day or festival. Can write notes following a talk given by a visiting speaker on some aspect of the local environment or community.

Appendix

The Common Reference Levels of the *Common European Framework of Reference for Languages* as summarized in the self-assessment grid

*(Common European Framework of Reference for Languages,
Cambridge University Press, 2003, pp.26–27)*

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening 	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading 	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction 	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production 	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing 	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.