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Curriculum Framework

Cambridge Lower Secondary

English as a Second Language 0876

Published in September 2020 for first teaching in September 2021.
Cambridge Lower Secondary Progression Tests will be available from 2022.
Cambridge Lower Secondary Checkpoint tests will be available from 2023.



Version 2.0

Cambridge Pathway

Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them skills they need for life so they can thrive throughout their schooling work and life.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

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Changes to this curriculum framework

For information about changes to this curriculum framework, go to page 28.

The latest curriculum framework is version 2.0, published August 2021.

1 Why choose this curriculum framework?

Key benefits

Cambridge Lower Secondary English as a Second Language empowers learners to communicate confidently and effectively and to develop the critical skills needed to respond to a range of information, media and texts. Cambridge Lower Secondary English as a Second Language also promotes active learning, develops thinking skills and encourages intellectual engagement. The programme develops a solid foundation for further study of English as a Second Language, and for study through the medium of English.

The structure of the *Cambridge Lower Secondary English as a Second Language Curriculum Framework* is designed to support effective teaching of English within and across the lower secondary stages. There is clear progression of reading, writing, speaking and listening skills across the stages.

The curriculum supports an integrated approach to planning and teaching to develop effective communication skills in English. Throughout the curriculum, learners revisit and engage with language at deeper levels and in different contexts.

The learning objectives for learners of English as a Second Language are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used widely both within and beyond Europe to map learners' progression in English. The CEFR provides an international standard which is widely recognised for describing language ability. Alignment to the CEFR makes it easy for schools and parents to understand the level of the English as a Second Language programme.

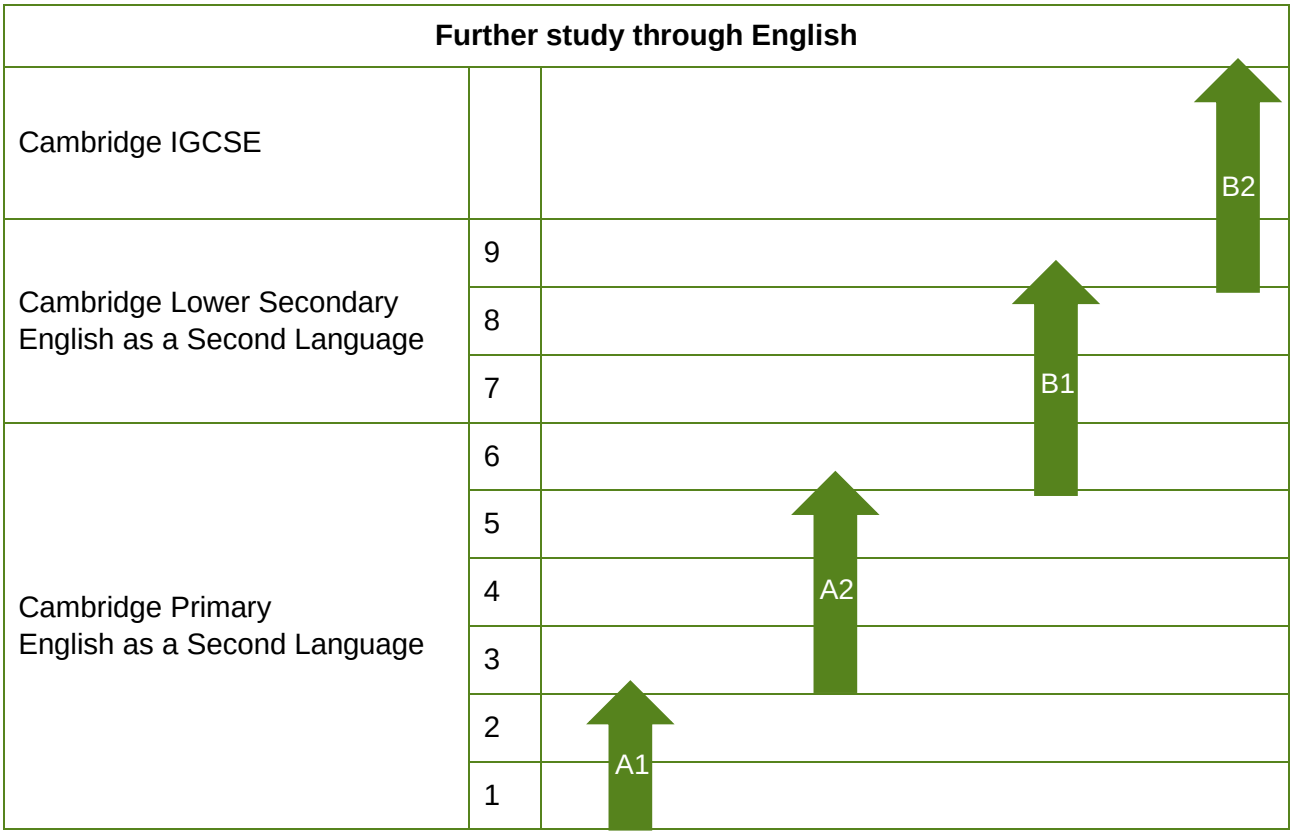
In line with the CEFR, learning outcomes in each strand for each successive stage are defined in terms of what learners should be able to do in English. The framing of learning objectives as a progressive sequence of 'can-do' statements encourages teachers to use learning-centred, activity-based approaches.

Learner progression in each strand within the curriculum framework is mapped in terms of the common reference levels in the CEFR. The CEFR describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language.

A1	A2	B1	B2	C1	C2
Basic user		Independent user		Proficient user	

By identifying aspects of the curriculum which are reflected in the CEFR level descriptors (and specifically the Young Learner descriptors collated for ages 7–10 and 11–15), we provide guidance on how the English as a Second Language curriculum aligns to the CEFR levels.

The alignment of Cambridge Primary and Lower Secondary English as a Second Language to the CEFR is illustrated below. Cambridge Primary and Lower Secondary English as a Second Language programmes provide a solid foundation for the further study of English as a Second Language, and for further study through the medium of English at Cambridge IGCSE™ or O Level and beyond.



The Cambridge Lower Secondary programme includes English as well as English as a Second Language curriculum. You should choose the most appropriate curriculum to reflect the context of your learners. The differences between the English and English as a Second Language curricula are outlined on the next page.

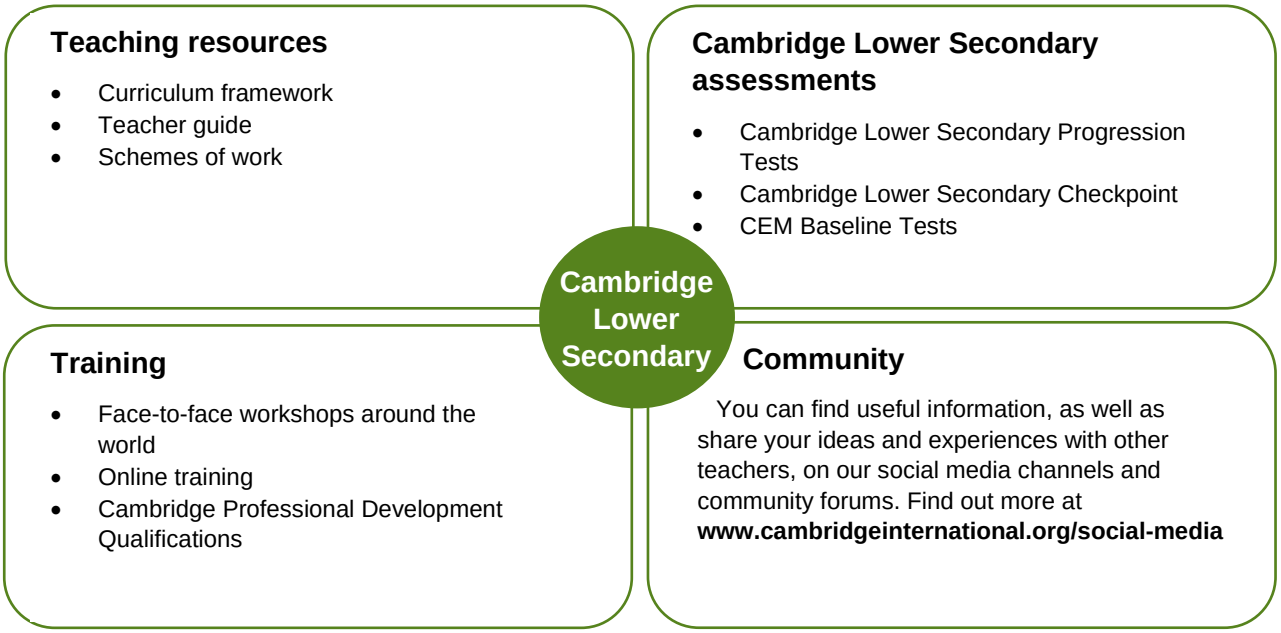
English or English as a Second Language?

English	English as a Second Language
What prior experience of English do learners need?	
Cambridge Lower Secondary English is designed for learners who speak English as a first language: those who either speak English at home or have other significant experience of communicating in English (e.g. at an English-speaking primary school). There is an expectation that learners will have studied first language English at primary school.	Cambridge Lower Secondary English as a Second Language is designed for learners who speak a language other than English at home. There is an expectation that learners will have studied English as a Second Language at primary school.
What knowledge, skills and understanding does the subject develop?	
Cambridge Lower Secondary English develops: • skilled communicators for a range of different purposes and audiences • competent readers who appreciate a wide range of different texts, including those from different periods and cultures • skills in evaluating and analysing written and spoken language • a solid foundation for the further study of English Language, English Literature and Drama.	Cambridge Lower Secondary English as a Second Language develops: • effective use of English for the purposes of practical communication • confidence in reading a range of texts • an awareness of the nature of language and language-learning skills • a solid foundation for the further study of English as a Second Language, and for study through the medium of English. Learning objectives are informed by the Common European Framework of Reference for Languages (CEFR).
How is the curriculum content organised?	
Cambridge Lower Secondary English learning objectives are organised into three strands: • Reading • Writing • Speaking and Listening Grammar is embedded within the Reading and Writing strands.	Cambridge Lower Secondary English as a Second Language learning objectives are organised into five strands: • Reading • Writing • Speaking • Listening • Use of English
What is assessed in the Cambridge Lower Secondary Checkpoint and Progression Tests?	
Cambridge Lower Secondary English: • Paper 1 Reading and Writing (non-fiction) • Paper 2 Reading and Writing (fiction) Grammar is assessed within both papers.	Cambridge Lower Secondary English as a Second Language: • Paper 1 Reading and Usage • Paper 2 Writing • Paper 3 Listening

Supporting teachers

We provide a wide range of practical resources, detailed guidance, innovative training and professional development so that you can give your learners the best possible experience of Cambridge Lower Secondary English as a Second Language.

You will find most of these resources on the Cambridge Lower Secondary support site (**lowersecondary.cambridgeinternational.org**). Ask the Cambridge coordinator or exams officer in your school if you do not already have a log-in for this support site.



Progression through the Cambridge Pathway

Our lower secondary programme is part of the Cambridge Pathway. This pathway leads seamlessly from primary to secondary and pre-university years. Each step of the pathway builds on the learners' development from the previous one or from other educational systems. This curriculum framework is typically for learners aged 11 to 14, but it may be appropriate to use it for slightly different ages to suit your context.

You can download more information on progression from the Cambridge Lower Secondary support site.

Teaching time

For guidance, this curriculum framework is based on learners having 4 to 5 hours of English as a Second Language per week (or about 120 to 150 hours per stage). Your actual number of teaching hours may vary according to your context.

Assessment

We provide assessments designed to complement this curriculum framework for Stages 7 to 9. You can find more information on assessing Cambridge Lower Secondary English as a Second Language on the Cambridge Lower Secondary support site.

2 Curriculum overview

Aims

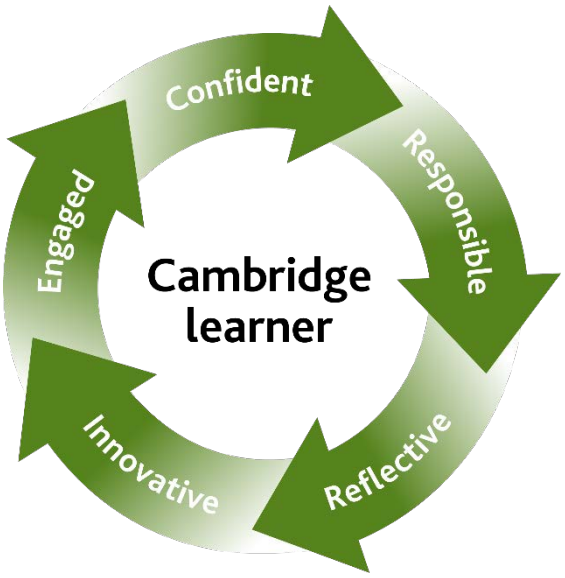
Following the Cambridge Lower Secondary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Lower Secondary English as a Second Language, learners:

- develop a curiosity about other languages and cultures and how these shape our perceptions of the world
- see themselves as successful language learners
- are able to communicate effectively through the skills of reading, writing, speaking and listening
- become confident in and enjoy reading a range of texts
- develop a solid foundation in the skills required for continued study of English as a Second Language and for study through the medium of English.

The Cambridge approach encourages learners to be:



Cambridge Lower Secondary English as a Second Language supports learners to become:

Responsible – Learners take responsibility for their learning, ask questions and look for opportunities to use their linguistic skills to express themselves.

Innovative – Learners actively explore and experiment with new language, making connections (to their own language) to build on what they already know and are able to do.

Confident – Learners develop their reading, writing, speaking and listening to become confident communicators in English. They feel empowered to take risks, try new language, and reflect on and learn from their mistakes.

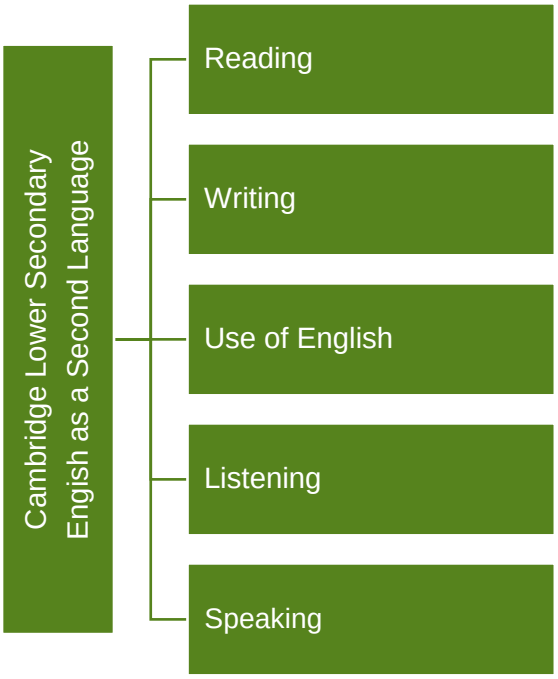
Engaged – Learners are curious about other languages, cultures and perspectives and take opportunities to discover new areas of interest through the medium of English.

Reflective – Learners develop the skills to plan, monitor and evaluate their own learning. They reflect on language learning strategies they have used before to consider how they will approach a new task.

Overview of the strands

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Lower Secondary English as a Second Language. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into five main areas called 'strands' which run through every lower secondary stage: Reading, Writing, Use of English, Listening and Speaking. These five strands and their respective learning objectives work together to support the development of knowledge, skills and understanding. The Use of English strand provides learners with the linguistic features they need to engage with the language receptively (Reading and Listening) and productively (Writing and Speaking).



Each strand is divided into 'sub-strands'. The names for the sub-strands for the Reading and Listening strands are similar. This is to help you to identify links between Reading and Listening skills, and to reflect these in your teaching.

Reading	Listening
Reading for global meaning Learners develop the ability to understand the main points of short and extended texts. For example, the topic or theme, who the author is, who the target reader is and the author's purpose. Learners develop their confidence in reading a range of fiction and non-fiction texts.	**Listening for global meaning** Learners develop the ability to understand the main points of short and extended texts. For example, the topic or theme, who the speaker is, who the target audience is and the speaker's purpose.
Reading for detail Learners develop the ability to understand detail in short and extended texts. This includes understanding specific information, deducing	**Listening for detail** Learners develop the ability to understand detail in short and extended texts. This includes understanding specific information, deducing

Reading	Listening
meaning from context, as well as understanding a line of argument.	meaning from context, as well as understanding a line of argument.
Reading for opinion Learners develop the ability to recognise the opinions of the writer(s) in short and extended text as well as the difference between fact and opinion (including bias).	**Listening for opinion** Learners develop the ability to recognise the opinions of the speaker(s) in short and extended text as well as the difference between fact and opinion (including bias).

The sub-strands for the Writing and Speaking strands have two similar sub-strands and one distinct sub-strand.

Writing	Speaking
Communicative achievement Learners develop the ability to generate ideas, plan and edit their written work as well as use style and register appropriate for different genres. Learners develop their grammatical accuracy and ability to identify and correct their own errors.	**Communication** Learners develop the ability to give a clear descriptive account or narrative expanding and supporting their points with examples. They develop their range and accuracy of vocabulary and grammatical structures as well as their spoken fluency.
Organisation Learners develop the ability to use a range of connectives to link ideas into coherent, extended text and to use appropriate layout for a wide variety of written genres.	**Organisation** Learners develop the ability to use a range of connectives to link ideas into coherent, extended talk and to summarise and make links in their response to what others say.
Content Learners develop the ability to use a range of language to write text for different purposes, using a variety of written genres. Learners also develop the skills to express their opinions and develop coherent arguments, supported by reasons, examples and evidence.	**Express opinion** Learners develop the ability to express their opinions, justify their point of view, and in Stage 9, to evaluate the opinions of others.

The sub-strands for the Use of English strand are as follows:

Use of English
Vocabulary Learners develop their knowledge and use of word classes in increasingly complex contexts.
Grammatical forms Learners develop their knowledge and use of grammatical conventions to enable effective communication and understanding.
Sentence structure Learners develop the ability to accurately organise sentences and connect ideas for clarity and coherence.

Overview of teaching approaches

It is expected that teachers will adopt an integrated approach to planning and teaching English as a Second Language. Each lesson and unit need to provide opportunities for practice of all four skills as well as a focus on one or more learning objectives from the Use of English strand. The Use of English strand provides the linguistic features learners need to engage with the language receptively in the Reading and Listening strands and productively in the Writing and Speaking strands.

Integrating Use of English and the four skills:

- enhances learners' all-round development of communicative competence
- enables teachers to build a lesson around a theme or a topic relevant to the learners
- motivates learners to learn by building more variety into the lesson
- works at the level of realistic communication, where language tasks involve more than one skill
- exposes learners to authentic language
- challenges learners to interact naturally.

This integrated approach can and should be implemented throughout the curriculum, starting in Primary and continuing through the Lower Secondary stages. For example, at Stage 7, the learning objective 7Sor.02, *Summarise and make some links in their response to what others say, with support, in an increasing range of exchanges in order to achieve a shared outcome,* draws on listening and speaking skills and on different language features, including an understanding of reported speech forms for statements and questions, and connectives to express reasons and give explanations.

You can find more information and ideas for teaching and learning activities in the *Cambridge Lower Secondary English as a Second Language Teacher Guide* and schemes of work available on the Lower Secondary support site (**lowersecondary.cambridgeinternational.org**).

The teacher guide will support you to plan and deliver lessons using effective teaching and learning approaches.

The scheme of work for each stage of Cambridge Lower Secondary English as a Second Language contains:

- suggested units showing how the learning objectives in the curriculum framework can be grouped and ordered
- at least one suggested teaching activity for each learning objective
- sample lesson plans.

You do not need to use the ideas in the schemes of work to teach Cambridge Lower Secondary English as a Second Language. They are designed to indicate the types of activities you might use, and the intended depth and breadth of each learning objective. These activities are not designed to fill all the teaching time for each lower secondary stage. You should use other activities with a similar level of difficulty, for example, those from endorsed resources.

We work with a range of publishers to provide high-quality endorsed resources to support our curriculum frameworks. In order to provide choice for Cambridge International Schools, we encourage publishers to develop resources with varying approaches. There is no requirement for

endorsed textbooks to follow the teaching order suggested in the Cambridge Lower Secondary schemes of work. If a resource is endorsed, you can be confident that all the learning objectives are covered.

3 Learning objectives by stage

Overview of learning objectives

There are learning objectives for each of Stages 7 to 9 and the learning objectives in each stage are unique to that stage.

To enable effective progression in your teaching, you need to be familiar with the progression of skills across stages. This will help you to build on prior learning in every stage. The progression of learning objectives across Stages 7 to 9 is available on the Lower Secondary support site (**lowersecondary.cambridgeinternational.org**).

The *Cambridge Lower Secondary English as a Second Language Curriculum Framework* is not accompanied by a prescriptive list of topics. It is expected that teachers will plan lessons and select topics and resources appropriate to their learners' context. The schemes of work provide example topics to illustrate how teaching might be planned over the three stages.

To support effective development of all skills (reading, writing, speaking and listening) and Use of English, you should try to plan lessons that include learning objectives from more than one strand.

Learning objective codes

Each learning objective has a unique code, e.g. **7Rd.01**. These codes appear in the schemes of work, teacher guide and other Cambridge Lower Secondary resources. Each learning objective code includes:

- the stage number, e.g. **7**
- a reporting code that appears in the feedback reports for tests and reflects the sub-strand titles, e.g. **Rd** (see below)
- a number reflecting the order of the learning objectives in the sub-strand for the stage, e.g. **01** is the first learning objective.

Strand	Sub-strand	Example of code
Listening	Listening for global meaning	7Lm.01
	Listening for detail	7Ld.01
	Listening for opinion	7Lo.01
Speaking	Communication	7Sc.01
	Express opinion	7So.01
	Organisation	7Sor.01
Writing	Communicative achievement	7Wca.01
	Organisation	7Wor.01
	Content	7Wc.01

Strand	Sub-strand	Example of code
Reading	Reading for global meaning	7Rm.01
	Reading for detail	7Rd.01
	Reading for opinion	7Ro.01
Use of English	Grammatical forms	7Ug.01
	Vocabulary	7Uv.01
	Sentence structure	7Us.01

Stage 7

Listening

Listening for global meaning

- **7Lm.01** Understand, with little or no support, most of the main points of short and extended talk.

Listening for detail

- **7Ld.01** Deduce meaning from context, with little or no support, in short and extended talk.
- **7Ld.02** Understand, with little or no support, most specific information and detail of short and extended talk.
- **7Ld.03** Understand, with support, the detail of an argument in short and extended talk.

Listening for opinion

- **7Lo.01** Recognise, with little or no support, the opinions of the speaker(s) in short and extended talk.

Speaking

Communication

- **7Sc.01** Describe people, places and objects, and past and present actions and events [real and imagined].
- **7Sc.02** Ask questions to find out detailed information and to clarify meaning and opinion on a wide range of topics and respond accordingly.
- **7Sc.03** Pronounce most words and phrases clearly; generally use intonation and place stress at word, phrase and sentence level appropriately.
- **7Sc.04** Produce and maintain stretches of language comprehensibly, allowing for occasional hesitation and reformulation, especially in longer stretches of free production.
- **7Sc.05** Use mostly accurate spoken language, allowing for occasional mistakes.

Express opinion

- **7So.01** Express, with support, opinions and reactions and begin to develop arguments, supported when necessary by reasons, examples and evidence.

Organisation

- **7Sor.01** Link, with support, sentences into coherent, extended talk using a range of connectives.
- **7Sor.02** Summarise and make some links in their response to what others say, with support, in an increasing range of exchanges in order to achieve a shared outcome.

Writing

Communicative achievement

- **7Wca.01** Spell familiar words accurately on an increasing range of topics.
- **7Wca.02** Generate ideas, plan, write, edit and proofread extended texts, with support.
- **7Wca.03** Use, with support, style and register appropriate to a range of written genres.
- **7Wca.04** Use mostly accurate written language, allowing for occasional mistakes.

Organisation

- **7Wor.01** Punctuate extended texts with some accuracy when writing independently.
- **7Wor.02** Link, with support, sentences and paragraphs into coherent, extended text using a range of connectives.
- **7Wor.03** Use, with support, appropriate layout for an increasing range of written genres.

Content

- **7Wc.01** Write, with little or no support, short texts which describe people, places and objects, and past and present actions and events [real and imagined].
- **7Wc.02** Express opinions, with support, and begin to develop arguments, supported by reasons, examples and evidence.

Reading

Reading for global meaning

- **7Rm.01** Understand, with little or no support, most of the main points of short and extended texts.
- **7Rm.02** Read a limited range of extended fiction and non-fiction texts with confidence and enjoyment.

Reading for detail

- **7Rd.01** Understand, with little or no support, most specific information and detail in short and extended texts.
- **7Rd.02** Understand, with support, the detail of an argument in short and extended texts.
- **7Rd.03** Deduce meaning from context, with little or no support, in short and extended texts.
- **7Rd.04** Explore idiomatic phrases and their meanings.

Reading for opinion

- **7Ro.01** Recognise, with little or no support, the opinions of the writer(s) in short and extended texts.

Use of English

Grammatical forms

- **7Ug.01** Use an increasing range of verb forms to ask questions to develop ideas and extend understanding.
- **7Ug.02** Use a range of present simple active forms and an increasing range of passive forms.
- **7Ug.03** Use a range of past simple active forms and an increasing range of passive forms.
- **7Ug.04** Use an increasing range of present continuous forms.
- **7Ug.05** Use an increasing range of past continuous forms.
- **7Ug.06** Use a range of present perfect forms to express recent, indefinite and unfinished past.
- **7Ug.07** Use a range of future forms.
- **7Ug.08** Use *if/unless* clauses in zero and first conditionals.
- **7Ug.09** Use common prepositional verbs (e.g. *walk away*) and common phrasal verbs (e.g. *look after*).
- **7Ug.10** Use an increasing range of reported speech forms for statements, questions and commands (e.g. *say, tell*), including reported requests.
- **7Ug.11** Use a range of modal forms for a range of functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition.
- **7Ug.12** Use a range of participle adjectives and a limited range of compound adjectives and comparative structures to indicate degree (e.g. *not as...as, much...than*).

Vocabulary

- **7Uv.01** Use an increasing range of dependent prepositions following adjectives.
- **7Uv.02** Use a range of prepositions preceding nouns.
- **7Uv.03** Use comparative adverb structures (e.g. *not as quickly as, far less quickly*) with regular and irregular adverbs.
- **7Uv.04** Use a limited range of complex noun phrases.
- **7Uv.05** Use an increasing range of abstract nouns and compound nouns.

Sentence structure

- **7Us.01** Use a wide range of quantifiers.
- **7Us.02** Use a range of pronouns [demonstrative, indefinite, reciprocal].

- **7Us.03** Use an increasing range of connectives to explain reasons (e.g. *therefore, as*) and to give explanations (e.g. *so that, such as*).
- **7Us.04** Use a range of defining and non-defining relative clauses (e.g. *why* clauses).
- **7Us.05** Use a limited range of gerunds as subjects and objects.
- **7Us.06** Use infinitive and gerund forms after a limited range of verbs, adjectives and prepositions.

Stage 8

Listening

Listening for global meaning

- **8Lm.01** Understand, with little or no support, the main points of short and extended talk.

Listening for detail

- **8Ld.01** Deduce meaning from context and understand some implied meaning, with support, in short and extended talk.
- **8Ld.02** Understand, with little or no support, specific information and detail of short and extended talk.
- **8Ld.03** Understand, with little or no support, the detail of an argument in short and extended talk.
- **8Ld.04** Begin to recognise, with support, inconsistencies in argument in short and extended talk.

Listening for opinion

- **8Lo.01** Recognise the opinions of the speaker(s) in short and extended talk.

Speaking

Communication

- **8Sc.01** Begin to develop a clear descriptive account or narrative, expanding and supporting main points with details and examples.
- **8Sc.02** Ask questions to find out detailed information and to clarify meaning and opinion on a wide range of topics, including a limited range of unfamiliar topics, and respond accordingly.
- **8Sc.03** Pronounce words and phrases clearly; generally use intonation and place stress at word, phrase and sentence level appropriately.
- **8Sc.04** Produce and maintain stretches of language with relative ease, allowing for occasional hesitation and reformulation.
- **8Sc.05** Use mostly accurate spoken language, with occasional mistakes, and begin to correct their own errors.

Express opinion

- **8So.01** Express, with little or no support, opinions and reactions and justify points of view.

Organisation

- **8Sor.01** Link ideas into coherent, extended talk using a range of connectives.

- **8Sor.02** Summarise and make links in response to what others say, with some support, in a range of extended exchanges in order to achieve a shared outcome.

Writing

Communicative achievement

- **8Wca.01** Spell familiar words accurately on a range of topics.
- **8Wca.02** Generate ideas, plan, write, edit and proofread extended texts, with little or no support.
- **8Wca.03** Use, with little or no support, style and register appropriate to a range of written genres.
- **8Wca.04** Use mostly accurate written language, with occasional mistakes, and begin to correct their own errors.

Organisation

- **8Wor.01** Punctuate extended texts with reasonable accuracy when writing independently.
- **8Wor.02** Link ideas into coherent, extended text using a range of connectives.
- **8Wor.03** Use, with little or no support, appropriate layout for a range of written genres.

Content

- **8Wc.01** Write, with support, extended texts which describe people, places and objects, and past and present actions and events [real and imagined].
- **8Wc.02** Express opinions, with little or no support, and develop coherent arguments, supported by reasons, examples and evidence.

Reading

Reading for global meaning

- **8Rm.01** Understand, with little or no support, the main points of short and extended texts.
- **8Rm.02** Read an increasing range of extended fiction and non-fiction texts with confidence and enjoyment.

Reading for detail

- **8Rd.01** Understand, with little or no support, specific information and detail in short and extended texts.
- **8Rd.02** Understand, with little or no support, the detail of an argument in short and extended texts.

- **8Rd.03** Begin to recognise, with support, inconsistencies in argument in short and extended texts.
- **8Rd.04** Deduce meaning from context and understand some implied meaning, with support, in short and extended texts.

Reading for opinion

- **8Ro.01** Recognise the opinions of the writer(s) in short and extended texts.

Use of English

Grammatical forms

- **8Ug.01** Use a range of verb forms to ask questions to develop ideas and extend understanding.
- **8Ug.02** Use a wide range of present simple active forms and a range of passive forms.
- **8Ug.03** Use a wide range of past simple active forms and a range of passive forms.
- **8Ug.04** Use a range of present continuous active forms and begin to use passive forms.
- **8Ug.05** Use a range of past continuous forms.
- **8Ug.06** Use a range of present perfect forms.
- **8Ug.07** Begin to use present perfect continuous forms.
- **8Ug.08** Use past perfect simple forms in narrative and reported speech.
- **8Ug.09** Use a range of future active forms and some simple passive forms.
- **8Ug.10** Use *if/unless/if only* clauses in second conditionals and *wish [that]* structures [present reference].
- **8Ug.11** Use an increasing range of prepositional verbs and a limited range of phrasal verbs.
- **8Ug.12** Use a range of reported speech forms for statements, questions and commands (e.g. *ask, wonder*).
- **8Ug.13** Use a wide range of modal forms for a range of functions and a limited range of past modal forms (e.g. *should/shouldn't have + past participle*) to express regret and criticism.
- **8Ug.14** Use a range of compound and participle adjectives and an increasing range of comparative structures to indicate degree.

Vocabulary

- **8Uv.01** Use a range of dependent prepositions following adjectives and a limited range of dependent prepositions following nouns (e.g. *information about*) and verbs (e.g. *listen to*).
- **8Uv.02** Use a wide range of prepositions preceding nouns.

- **8Uv.03** Use an increasing range of comparative and superlative forms with regular and irregular adverbs and comparative adverb structures.
- **8Uv.04** Use an increasing range of complex noun phrases.
- **8Uv.05** Use a range of abstract nouns and compound nouns.

Sentence structure

- **8Us.01** Use a wide range of pronouns [demonstrative, indefinite, reciprocal].
- **8Us.02** Use a range of connectives to indicate purpose (e.g. *so that [in order to]*) and to contrast (e.g. *although, while, however*).
- **8Us.03** Use a range of relative clauses, including with prepositions (e.g. *from where, to whom*).
- **8Us.04** Use an increasing range of gerunds as subjects and objects.
- **8Us.05** Use infinitive and gerund forms after an increasing range of verbs, adjectives and prepositions.

Stage 9

Listening

Listening for global meaning

- **9Lm.01** Understand the main points of short and extended talk.

Listening for detail

- **9Ld.01** Deduce meaning from context and understand some implied meaning, with little or no support, in short and extended talk.
- **9Ld.02** Understand specific information and detail of short and extended talk.
- **9Ld.03** Understand the detail of an argument in short and extended talk.
- **9Ld.04** Recognise, with support, inconsistencies in argument in short and extended talk.

Listening for opinion

- **9Lo.01** Recognise the opinions of the speaker(s) and draw relevant conclusions for short and extended talk.
- **9Lo.02** Recognise the difference between fact and opinion [including bias] in short and extended texts.

Speaking

Communication

- **9Sc.01** Develop a clear descriptive account or narrative, expanding and supporting main points with details and examples.
- **9Sc.02** Ask questions to find out detailed information and to clarify meaning and opinion on a wide range of topics, including unfamiliar topics, and respond accordingly.
- **9Sc.03** Pronounce words and phrases clearly; use intonation and place stress at word, phrase and sentence level appropriately.
- **9Sc.04** Begin to produce and maintain stretches of language with a degree of fluency and spontaneity, allowing for occasional hesitation.
- **9Sc.05** Use mostly accurate spoken language, without making mistakes which cause misunderstanding, and frequently correct their own errors.

Express opinion

- **9So.01** Express opinions, justify their point of view and evaluate the opinions of others.

Organisation

- **9Sor.01** Link ideas and arguments into coherent, extended talk using a wide range of connectives.
- **9Sor.02** Summarise and make links in their response to what others say, with little or no support, in a range of extended exchanges in order to achieve a shared outcome.

Writing

Communicative achievement

- **9Wca.01** Spell familiar words accurately on a wide range of topics.
- **9Wca.02** Generate ideas, plan, write, edit and proofread extended texts independently.
- **9Wca.03** Use style and register appropriate to a range of written genres.
- **9Wca.04** Use mostly accurate written language, without making mistakes which cause misunderstanding, and frequently correct their own errors.

Organisation

- **9Wor.01** Punctuate extended texts with reasonable accuracy when writing independently and frequently correct their own errors.
- **9Wor.02** Link ideas and arguments into coherent, extended text using a range of connectives.
- **9Wor.03** Use appropriate layout for a wide range of written genres.

Content

- **9Wc.01** Write, with little or no support, extended texts which describe people, places and objects, and past and present actions and events [real and imagined] in detail.
- **9Wc.02** Express opinions and develop coherent arguments, supported by reasons, examples and evidence.

Reading

Reading for global meaning

- **9Rm.01** Understand the main points of short and extended texts.
- **9Rm.02** Read a range of extended fiction and non-fiction texts with confidence and enjoyment.

Reading for detail

- **9Rd.01** Understand specific information and detail in short and extended texts.

- **9Rd.02** Understand the detail of an argument in short and extended texts.
- **9Rd.03** Recognise, with support, inconsistencies in argument in short and extended texts.
- **9Rd.04** Deduce meaning from context and understand some implied meaning, with little or no support, in short and extended texts.

Reading for opinion

- **9Ro.01** Recognise the opinions of the writer(s) in short and extended texts and draw relevant conclusions.
- **9Ro.02** Recognise the difference between fact and opinion [including bias] in short and extended texts.

Use of English

Grammatical forms

- **9Ug.01** Use a wide range of present simple active forms and passive forms.
- **9Ug.02** Use a wide range of past simple active forms and passive forms.
- **9Ug.03** Use a range of present continuous active forms and an increasing range of passive forms.
- **9Ug.04** Use a range of past continuous active forms and begin to use passive forms.
- **9Ug.05** Use a range of present perfect active forms and begin to use passive forms.
- **9Ug.06** Use present perfect continuous forms.
- **9Ug.07** Use a range of active and passive past perfect simple forms.
- **9Ug.08** Begin to use past perfect continuous forms.
- **9Ug.09** Use a range of future active and passive forms, and use future continuous forms.
- **9Ug.10** Begin to use *if/if only* clauses in third conditionals.
- **9Ug.11** Use a range of prepositional and phrasal verbs.
- **9Ug.12** Use a range of reported statements and question forms.
- **9Ug.13** Begin to use a range of causative forms (e.g. *have/get something done*).
- **9Ug.14** Use an increasing range of past modal forms (e.g. *must have, can't have, might have*) to express speculation and deduction about the past.
- **9Ug.15** Use a range of compound and participle adjectives, and comparative structures to indicate degree and an increasing range of intensifying adjectives.

Vocabulary

- **9Uv.01** Use a wide range of dependent prepositions following adjectives and an increasing range of dependent prepositions following nouns and verbs.
- **9Uv.02** Use a range of comparative and superlative forms with regular and irregular adverbs and comparative adverb structures.
- **9Uv.03** Use a range of abstract nouns, compound nouns, complex noun phrases.

Sentence structure

- **9Us.01** Use a range of connectives.
- **9Us.02** Use a range of relative clauses, including *which* to refer to the previous clause.
- **9Us.03** Use infinitive and gerund forms after a range of verbs, adjectives and prepositions.

4 Glossary

This glossary is provided to support your understanding of the content of this curriculum framework. The definitions are intended to be sufficient to guide an informed reader.

Active learning – a classroom approach in which learners are encouraged to 'think hard', rather than passively receive information.

Alignment – agreement, coordination or relation of components.

Authentic language – refers to written or spoken language used in real situations. It may be contrasted with graded teaching material.

Connective – a word used to join together words, phrases or clauses, or to show relationships between sentences. Connectives include conjunctions, adverbs and adverbial phrases (e.g. *I went to the park with my brother* **and** *sister. We played football* **until** *it started to rain.* **Later that day** *we went to the cinema*).

Critical skills – ability to collaborate (work with others), communicate (develop strong reading, writing, listening and language skills), competencies in subject areas and also learning to learn, and critical thinking (ability to gather information and to weigh evidence).

Deduce – arrive at a fact or a conclusion by reasoning; draw as a logical conclusion.

Enhance – further improve or increase.

Explore – to investigate, look for patterns and discuss examples (e.g. in texts) to inform understanding of a concept.

Identify – to locate features (e.g. words from a particular word class) in a text.

Language – the way words and phrases are used and combined to communicate ideas.

Learning objective – statements from the curriculum framework of the expectations of knowledge, understanding and skills that learners will develop; they provide a structure for teaching and learning, and a reference against which to check learners' ability and skills development.

Scheme of work – support materials for each stage of Cambridge Lower Secondary English as a Second Language. Each scheme of work contains a suggested long-term plan, a medium-term plan with suggested activities and sample short-term (lesson) plans.

Strand – a collection of learning objectives in the curriculum framework that forms an area of learning.

Sub-strand – sub-sections in the curriculum framework which divide the strands into more specific areas for teaching and learning.

Teacher guide – the document providing support in using the curriculum framework to plan and deliver lessons using effective teaching and learning approaches.

Vocabulary – words and phrases.

5 Changes to this curriculum framework

This curriculum framework has been amended. The latest curriculum framework is version 2.0, published August 2021.

- We have made changes in order to make the curriculum framework digitally accessible. For example, we have increased the font size and spacing and added alternative text to images and tables.

There may be other minor changes that do not affect teaching and learning.

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