

Integrated Skills Course: Achievement Scale and Interpretation (revised April 2020)

By the end of this course, students will be able to:	Pool A (January & July Terms)	Pool B (April & October Terms)
Advanced	<ul style="list-style-type: none"> • [R] Infer the author's attitude in an academic text or newspaper article. • [R] Critique complex arguments in newspaper articles. • [W] Summarize a complex factual text, maintaining its original tone and message. • [W] Write essays and reports synthesizing information from a number of sources. • [L] Identify implied or unstated meanings in a linguistically complex presentation or lecture. • [S] Answer questions about abstract topics clearly and in detail. 	<ul style="list-style-type: none"> • [R] Analyze the structure of abstract argumentation • [R] Critically evaluate the effectiveness of different arguments in a complex text. • [W] Use persuasive techniques appropriately in academic writing. • [W] Support a thesis in an academic text using research findings. • [L] Identify details supporting a point of view in a linguistically complex presentation or lecture in their field of specialization. • [S] Summarize orally information from different spoken sources, reconstructing arguments to present the overall result.
High Intermediate	<ul style="list-style-type: none"> • [R] Scan a long text or a set of related texts in order to find specific information. • [R] Identify the main topic and related ideas in a linguistically complex text. • [W] Create a structured written explanation of a problem. • [W] Produce a clear written description or narrative with relevant supporting detail and examples. • [L] Recognize inferred meaning in a simple presentation or lecture. • [S] Recommend a course of action, giving reasons. 	<ul style="list-style-type: none"> • [R] Recognize contrasting arguments in structured, discursive text. • [R] Identify key information in a linguistically complex text. • [W] Contrast two ideas when writing a simple academic text by using discourse markers. • [W] Support ideas with relevant examples and/or sources. • [L] Evaluate the strength of a speaker's argument in a linguistically complex presentation or discussion. • [S] Compare and contrast situations in some detail and speculate about the reasons for the current situation.
Intermediate	<ul style="list-style-type: none"> • [R] Guess the meaning of an unfamiliar word from context. • [R] Recognize the writer's point of view in simple texts addressed to a general audience, if guided by questions. • [W] Support a main idea with examples and reasons. • [W] Paraphrase information from a simple text, if guided by questions. • [L] Extract key factual information such as dates, numbers and quantities from a presentation. • [S] Compare and contrast alternatives about what to do, where to go, etc. 	<ul style="list-style-type: none"> • [R] Scan short texts to locate specific information. • [R] Distinguish between fact and opinion in simple texts addressed to a general audience. • [W] Write a basic description of experiences, feelings and reactions, given a model. • [W] Describe the sequence in a process when writing a simple text, using common discourse markers. • [L] Identify the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech. • [S] Ask questions about the content of a presentation or lecture aimed at a general audience, using simple language.
High Basic	<ul style="list-style-type: none"> • [R] Identify main points of short, simple narratives, with visual support. • [R] Recognize the general meaning of short, simple informational material and descriptions if there is visual support. • [W] Describe everyday personal experiences. • [W] Write simple texts giving key information about their culture (e.g. food, national holidays, festivals). • [L] Extract key factual information such as prices, times and dates from simple passages. • [S] Produce questions and answer about past times and past activities. 	<ul style="list-style-type: none"> • [R] Follow the sequence of actions or events in a text on a familiar everyday topic. • [R] Extract details from short, simple narrative or factual texts and extract details. • [W] Write short texts about their likes and dislikes using basic fixed expressions. • [W] Write basic instructions with a simple list of points. • [L] Identify main ideas of short, simple stories if told slowly and clearly. • [S] Exchange simple information on everyday topics.
Basic	<ul style="list-style-type: none"> • [R] Find specific, predictable information in everyday materials (e.g., menus, timetables) • [R] Follow short, simple written instructions. • [W] Write simple sentences about someone's life and routines. • [W] Write short, simple notes, emails and postings to friends. • [L] Answer basic questions about people's likes and dislikes. • [S] Make an introduction and use basic greeting and leave-taking expressions. 	<ul style="list-style-type: none"> • [R] Identify messages on short, simple correspondences (e.g., emails, postcards) • [R] Recognize familiar phrases in a simple text. • [W] Write simple sentences about personal interests. • [W] Write simple sentences about their family and where they live. • [L] Respond to basic questions about free time activities. • [S] Ask and answer simple questions in areas of immediate need or on very familiar topics.