

# SUPPORTING DOCUMENT

Learning Outcomes Framework

2019 - 2020

ENGLISH  
YEAR 3

## A SUPPORTING DOCUMENT FOR YEAR 3 TEACHERS: TABLE OF CONTENTS

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## PREFACE

*The information contained in this document is mainly intended to guide and help teachers implement the Learning Outcomes Approach in Year 3 effectively.*

*This document is meant to support and complement another document which contains all the Learning Outcomes which bind all sectors. This binding document may be accessed through this link: <http://www.schoolslearningoutcomes.edu.mt/en/subjects/english>. It is to be noted that each attainment level progresses at two yearly intervals. Therefore, it is assumed that Year 3 and 4 students will attain the learning outcome statements in attainment level 5. The Learning Outcomes which are to be attained in Year 3 have already been identified and included in this booklet for ease of reference.*

*The content of the first part of this document contains a Learning Outcome (LO) code which indicates the strand and the number of the LO in the binding document aforementioned. The Learning Outcome column presents a broad statement which is then unpacked and its information structured so that complex ideas can be taught at a simplified level in Level 1 for weaker learners (Level 1 = Yet To Meet Expectations), and /or at Level 2 (Level 2 = In Line With Expectations for Year 3 learners) and / or Level 3 for strong learners who need to be stretched further (Level 3 = Above Expectations). This would help teachers cater for the differentiated learning contexts they might have and the diversity of learners in the same classroom who might naturally be progressing at different rates through these levels of attainments. Therefore, all LOs are to be taught at levels of gradually increasing difficulty depending on the level of the learner. It is thus assumed that learners at Level 3 would have attained the learning outcomes of the two levels preceding it.*

*Although the strands are presented separately in this document, the integrated-skills approach is to be adopted when planning to ensure a motivating and meaningful context. The integrated-skills approach is underpinned by a sound acquisition of the basic language elements — grammar, vocabulary and pronunciation – the LOs of which can be found in Appendix 1 and which are to be taught inductively and integrated within all the strands.*

*The aim of this document is to help practitioners implement the LOF approach. Any queries or suggestions should be sent to the Education Officer for English, Pamela Zerafa: [pamela.zerafa@ilearn.edu.mt](mailto:pamela.zerafa@ilearn.edu.mt).*

# LISTENING AND SPEAKING

## Learning Outcomes

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Learning Outcome		Assessment Criteria		
LS 5.2	I can understand audio-visual texts across a range of genres, identifying the main idea and specific information.	1	With support and repetition, I can identify the main idea and key words in a simple audio/audio-visual text.	LISTENING
		2	With some repetition, I can select specific information in an age-appropriate audio / audio-visual text.	
		3	I can select specific information in an audio / audio-visual text.	
LS 5.10	I can listen to others, letting them put forward their point of view and take turns in a discussion and/or conversation.	1	With support, I can repeat words and phrases suggested by others in a class discussion.	
		2	I can talk about the shared points of view expressed in a small group discussion.	
		3	I can express different points of view clearly, accurately and confidently when taking turns in a conversation.	
LS 5.14	I can listen carefully and follow a sequence of simple instructions and directions.	1	With support, I can respond to two consecutive instructions and directions.	
		2	I can respond to a range of more complex instructions and directions.	
		3	I can follow accurately, precise instructions and directions when engaging in a task.	
LS 5.16	I can understand spoken language at a level higher than my own.	1	With support, I can show understanding of new words by using two-word/short utterances.	
		2	With support, I can show understanding by responding to spoken language at a higher level, using simple and compound sentences to give the gist of spoken discourse.	
		3	I can show understanding by interacting confidently and accurately to spoken language at a competent level.	

Learning Outcome		Assessment Criteria		
LS 5.8	I can communicate my own experiences, likes and dislikes fluently and accurately with some allowance to self-correct in the process. (e.g. Role Play)	1	With support, I can make use of modelled phrases and simple sentence patterns to talk about my experiences.	SPEAKING
		2	I can make use of modelled phrases and simple sentence patterns to express with examples concrete experiences.	
		3	I can express with examples concrete experiences accurately and fluently.	
		1	With support, I can make use of modelled phrases and simple sentence patterns to talk about my likes and dislikes.	
		2	I can make use of modelled phrases and simple sentence patterns to express with examples my likes and dislikes.	
		3	I can express with examples my preferences accurately and fluently.	
LS 5.13	I can ask questions and make simple contributions in a discussion. (e.g. Picture interpretation / Debate)	1	With support, I can ask simple modelled questions about a visual prompt, text, a topic or an experience.	
		2	I can ask <i>wh</i> - questions about a visual prompt, text, a topic or an experience with a fair degree of accuracy.	
		3	I can ask <i>wh</i> - questions accurately, including open-ended questions, about a variety of visual prompts, texts, topics or experiences.	
		1	With support, I can contribute my own ideas in discussions.	
		2	I can contribute my own ideas in discussions with some errors.	
		3	I can contribute my own ideas in discussions accurately and fluently.	
LS 5.15	I can convey a message accurately and clearly. (e.g. Information gap)	1	With support, I can convey simple information to others.	
		2	I can convey a short message accurately and clearly to others.	
		3	I can convey a number of messages containing time sequence and instructions accurately and clearly to others.	
LS 5.17	I can give clear instructions to guide an activity. (e.g. Presentation)	1	With support, I can use modelled language to repeat simple instructions to guide an activity.	
		2	I can give details, explanations and examples to guide an activity.	
		3	I can express precise and clear instructions accurately and in a logical sequence to guide an activity.	

# READING

## Learning Outcomes

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Learning Outcome		Assessment Criteria		
R 5.1	I can read aloud clearly and with confidence and express clear diction.	1	With support, I can read aloud a few simple sentences.	READING
		2	I can read aloud a paragraph using the appropriate tone of voice and pauses.	
		3	I can read aloud longer texts skilfully using the appropriate tone of voice, pitch and pauses.	
R 5.2	I can read silently on my own and demonstrate understanding.	1	With support, I can answer a few literal questions on a simple text.	
		2	I can answer short-answer literal questions on a simple text.	
		3	I can answer inferential questions on a more complex text.	
R 5.5	I can use a range of strategies to aid comprehension and find the required information in the text.	1	With support, I can skim a short and simple text to identify the main idea.	
		2	I can skim a simple text to find information.	
		3	I can skim a more complex text to find information.	
		1	With support, I can scan a short and simple text to locate specific information.	
		2	I can scan a simple text to locate information.	
		3	I can scan a more complex text to locate information.	
R 5.7	I can make informed assumptions about a text or long work from its title and introductory material.	1	With support, I can predict what a text is about from its title.	
		2	I can make predictions about a text from its title.	
		3	I can make predictions about a text from its title, blurb and the introduction.	

# WRITING

## Learning Outcomes

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Learning Outcome		Assessment Criteria		
W 5.1	I can write well-formed letters that are legible.	1	With support, I can write letters and words showing regularity of spacing by holding a writing instrument in a comfortable and correct manner.	WRITING
		2	I can write sentences showing regularity of spacing by holding a writing instrument in a comfortable and correct manner.	
		3	I can write with speed, precision and legibility.	
W 5.9	I can write a paragraph appropriately for an audience and with a purpose. <i>(Please refer to page 25 for a list of genres)</i>	1	With support, I can follow given prompts to write a few simple sentences for an audience and with a purpose.	
		2	I can follow given prompts to write a short paragraph for an audience and with a purpose.	
		3	I can write a paragraph accurately to address different audiences and purposes.	
W 5.12	I can make a text more interesting or more relevant to me by changing the vocabulary.	1	With support, I can begin to modify short sentences using some content and function words.	
		2	I can modify a paragraph by using some content and function words.	
		3	I can modify a paragraph using a wide range of content and function words.	
W 5.13	I can use various strategies to spell correctly.	1	With support, I can use strategies to spell correctly simple, monosyllabic words which observe common patterns.	
		2	I can use a range of strategies to spell correctly including the usage of a dictionary.	
		3	I can use a range of strategies to spell correctly, including the spelling of words with common prefixes and suffixes.	
W 5.14	I can use resources to help me plan my written work and present it accurately.	1	With support, I can use simple graphic organisers to plan for writing.	
		2	I can use graphic organisers to plan for writing.	
		3	I can use organisers accurately to plan for writing.	
		1	With support, I can use exemplar texts and / or prompts to gather information and generate ideas about a topic.	
		2	I can write relevant plans by using exemplar texts and / or prompts which generate ideas.	
		3	I can write detailed, relevant and organised plans by using exemplar texts and / or prompts.	
W 5.16	I can write instructions to explain the steps of a process.	1	With support, I can complete the steps of a simple process.	
		2	I can write a few simple instructions in the correct sequence to explain the steps of a process.	
		3	I can write a number of simple instructions accurately and in the correct sequence to explain the steps of a process.	

# LITERATURE

## Learning Outcomes

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Learning Outcome		Assessment Criteria		
LIT 5.1	I can read and understand simple poems.	1	With support, I can read aloud a simple and short poem and identify its main idea.	LITERATURE
		2	I can read aloud simple poems and identify its main idea.	
		3	I can read aloud simple poems and comment on the main and subsidiary ideas.	
LIT 5.2	I can read and understand literary texts, including poetry, prose and drama, and listen to literary texts being performed or read aloud.	1	With support and using modelled responses, I can respond to a few simple questions about plot and characters in a short simple literary text.	
		2	I can respond to a few questions about plot, characters and setting in a short literary text.	
		3	I can respond to a few open-ended questions about content, characters, setting and (textual) features typical of a longer literary text.	
LIT 5.3	I can respond to simple poems, stories and plays by speaking and writing briefly about how I feel about the literary texts and about the events and characters in these texts.	1	With support, I can express my feelings about the content and characters in simple literary texts.	
		2	I can express my feelings about the content, characters and theme in simple literary texts.	
		3	I can express my feelings about the content, characters and theme in simple literary texts and support this with reasons.	
LIT 5.4	I can, with support, identify the use of simple literary devices.	1	With support, I can identify the difference between a poem, story and play.	
		2	I can identify rhyme and sound words (e.g. onomatopoeia and alliteration).	
		3	I can understand the effect of similes, onomatopoeia and rhyme.	

# Appendix 1: Language Awareness and Production Learning Outcomes

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Learning Outcome		Assessment Criteria		LANGUAGE AWARENESS AND PRODUCTION
LAP 5.1	I can continue simple and compound sentence patterns showing an awareness of language structure.	1	With support, I can complete simple sentences verbally and in writing.	
		2	I can complete compound sentences verbally and in writing, using conjunctions such as <i>and, or, but, so, because</i> to join clauses.	
		3	I can create complex sentences, using conjunctions such as <i>if, although, after, as, before, even if, since, unless, whenever, whether, and while</i> to link clauses.	
LAP 5.2	I can use the correct word order when writing and speaking.	1	I can adopt the correct word order in simple noun phrases to describe and specify.	
		2	I can adopt the correct word order when constructing statements and questions with expanded noun phrases (by adding adjectives, nouns and prepositions).	
		3	I can vary the order of words in context purposefully (for instance, use of fronted adverbials for emphasis – <i>Shivers running down my spine, I watched the terrible car crash against the wall.</i> )	
LAP 5.3	I can write and speak about present and past events adopting simple linguistic forms <i>e.g. using simple present and past tenses, using simple and compound sentences.</i>	1	With support, I can use modelled simple sentences in speaking and writing activities that deal with the present and past.	
		2	I can use simple and compound sentences when writing and speaking about present and past events.	
		3	I can use complex sentences accurately when writing and speaking about present, past and future events.	
LAP 5.8	I can, at an elementary level, use the language necessary to show time, place and movement in a sentence <i>e.g. prepositions of time, place and movement.</i>	1	With support, I can use some words to show time, place and movement in a modelled sentence, <i>e.g. first, next, on, in, at, under, off, into, onto.</i>	
		2	I can use a range of words to show time, place and movement in a sentence, <i>e.g. yesterday, finally, behind, between outside, over, past, around, into, across, off, against, along, down, from, on, onto, out of, towards, up, upon; quickly, slowly</i>	
		3	I can use a wide range of words and phrases to show time, place and movement in a sentence, <i>e.g. meanwhile, daily, wherever, everywhere, through, beyond; out of; rapidly, swiftly, steadily.</i>	

## Appendix 2: Assessment Plan

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Teachers of Year 3 need to report on a number of **learning outcomes (LOs)** per student, **per term**. Here is a table for English language and literature with the LO codes which are to be reported on per term:

	Term 1	Term 2	Term 3
<i>Listening</i>	LS 5.2	LS 5.14	LS 5.10
<i>Speaking</i>	LS 5.8	LS 5.17	LS 5.13
<i>Reading</i>	R 5.1	R 5.2	R 5.7
<i>Writing</i>	W 5.1 W 5.13	W 5.14 W 5.16	W 5.9 W 5.12
<i>Literature</i>	LIT 5.2	LIT 5.3	LIT 5.4
LOs to report on	6	6	6

These will be reported using the **online reporting system *My School*** to which all stakeholders will have access. All the LOs will be available for ticking and so, teachers do not necessarily have to follow the order stated above. However, all LOs identified above need to be ticked by the end of the scholastic year.

	Term 1	Term 2	Term 3
<b>Listening</b>	LS 5.2 I can understand audio-visual texts across a range of genres, identifying the main idea and specific information.	LS 5.14 I can listen carefully and follow a sequence of simple instructions and directions.	LS 5.10 I can listen to others, letting them put forward their point of view and take turns in a discussion and / or conversation.
<b>Speaking</b>	LS 5.8 I can communicate my own experiences, likes and dislikes fluently and accurately with some allowance to self-correct in the process. (e.g. Role Play)	LS 5.17 I can give clear instructions to guide an activity. (e.g. Presentation)	LS 5.13 I can ask questions and make simple contributions in a discussion. (e.g. Picture interpretation / Debate)
<b>Reading</b>	R 5.1 I can read aloud clearly and with confidence and express clear diction.	R 5.2 I can read silently on my own and demonstrate understanding.	R 5.7 I can make informed assumptions about a book or long work from its title and introductory material.
<b>Writing</b>	W 5.1 I can write well-formed letters that are legible.  W 5.13 I can use various strategies to spell correctly.	W 5.14 I can use resources to help me plan my written work and present it accurately.  W 5.16 I can write instructions to explain the steps of a process.	W 5.9 I can write a paragraph appropriately for an audience and with a purpose.  W 5.12 I can make a text more interesting or more relevant to me by changing the vocabulary.
<b>Literature</b>	LIT 5.2 I can read and understand literary texts, including poetry, prose and drama, and listen to literary texts being performed or read aloud.	LIT 5.3 I can respond to simple poems, stories and plays by speaking and writing briefly about how I feel about the literary texts and about the events and characters in these texts.	LIT 5.4 I can, with support, identify the use of simple literary devices.
<b>LOs</b>	<b>6</b>	<b>6</b>	<b>6</b>

APART FROM THE 16 LEARNING OUTCOMES IDENTIFIED, LEARNERS WILL BE WORKING ON OTHERS THROUGH TASKS WHICH NEED TO BE PEGGED TO THE LEARNING OUTCOMES AND EQUALLY NEED TO BE EFFECTIVE, MEANINGFUL AND WITH A PURPOSE.

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HERE IS A **WORKING DEFINITION** OF A TASK WHICH TEACHERS MIGHT WISH TO ADOPT:

*A classroom task will have a clear beginning and end; it may be quite short or it may last over several lessons. For the [learner], a classroom task should have a clear communicative purpose and meaning; for the teacher, the task should have clear language learning goals...*

Cameron (2001) in *Teaching Languages to Young Learners*

**By the end of the scholastic year, Year 3 students should have done a minimum of:**

- **10 TASKS** per language skill (writing, reading, listening and speaking);
- **4 TASKS** per literary genre (poetry, prose and drama)\*.

**\*Literature in Year 3 should include a minimum of:**

**1 prose reader or a collection of short stories,**

**1 drama text,**

**and a collection of at least 8 poems.**

## Appendix 3: Lexical Areas

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IT IS HIGHLY RECOMMENDED THAT A THEMATIC APPROACH TO PLANNING IS ADOPTED BOTH FOR INTEGRATING THE CURRICULUM AND FOR TEACHING SKILLS IN CONTEXT.

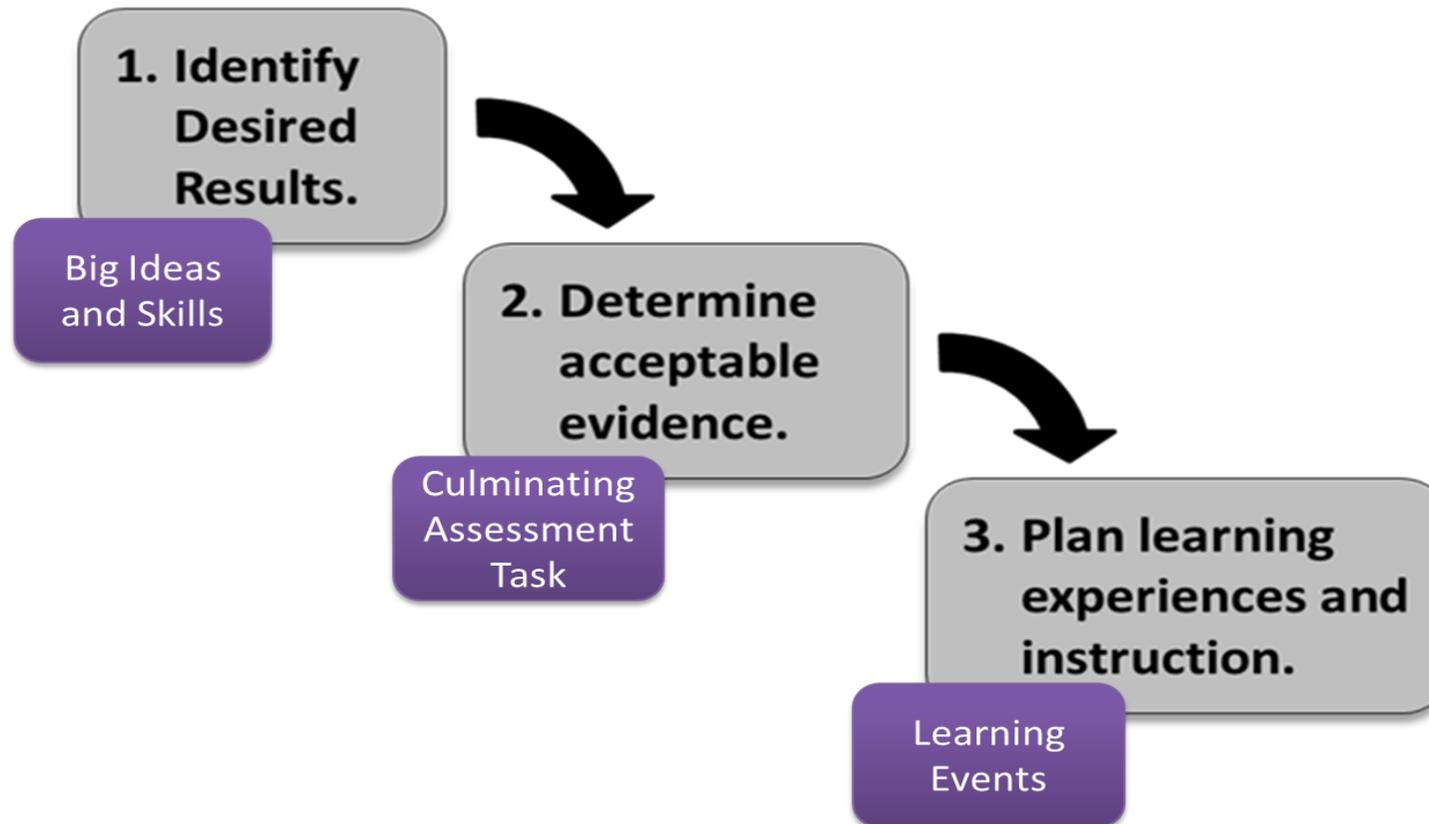
YEAR 3 LEARNERS WILL BE EXPECTED TO UNDERSTAND AND USE A RANGE OF VOCABULARY RELATED TO THE FOLLOWING THEMATIC AREAS:

1. *The body and the face*
2. *Clothes*
3. *Family and friends*
4. *School life*
5. *Food and Drink*
6. *Health*
7. *Work*
8. *Sports and free time*
9. *The home*
10. *Places and directions*
11. *Transport*
12. *Animals*
13. *The world around us*

## Appendix 4: Planning using the LOF Approach

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The template on the next page may be used when planning your Scheme of Work. The template follows the Backward Design process which is briefly explained in the image below:



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

YEAR ___	Week ___ : (add date)	TOPIC	LO code	Learning Outcome	Assessment	Activity / Procedure	Resources (incl. digital)	Language Structure / Vocabulary / Language Function

The following procedure might be followed:

First, the theme for the week/s needs to be chosen. Then, the Learning Outcomes need to be identified. Ideally, a learning outcome from each strand (i.e. listening, speaking, reading, writing and literature) is included each week. Before choosing the content, think about the end product (mentioned in the LO). This would be how you can assess the extent the LO has been achieved. It is then that you can move on to the teaching and learning activities.

When choosing content, we suggest you start by thinking about the final product which is the speaking and / or writing task related to the topic chosen. Keeping this in mind, including the language the students will be needing to be able to complete the speaking and / or writing task, choose the reading or listening task you think would be age- and level-appropriate and ideally of interest to your learners. It should be related to the topic and preferably, a point of reference to students when they are doing their speaking and / or writing task.

When planning a language lesson, scaffolding strategies need to be used throughout to support every student by breaking learning up into chunks and providing a concrete structure for each. These stages include (i) warmers and lead-in activities (pre-task) to contextualise and activate schemata whilst also addressing any difficult vocabulary; (ii) while-tasks to keep students actively engaged throughout and (iii) lead-out activities (post-tasks) which help extend the task and integrate the skills more effectively.

## Appendix 5: Other guidelines and resources

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The following authentic genres can be used to assess the different writing subskills and are **highly recommended** for Year 3 learners:

Text Type	Genre
Narrative	Recount
	Short Story
Descriptive	Identity kit (Describe a person)
	Postcard (Describe a place)
	Advert (Describe an object / animal)
Informative / Instructive	List
	Message
	Invitation
	Directions
	Instructions
	*Informal letter / email

Please note that the **text types are binding** and reflect LO W 5.9. The genres are examples of tasks that can be assigned in order to assess the LO. When assigning a writing task, the title needs to include GAP: the **genre** (eg. *invitation*), the **audience** (e.g. *young players*) and the **purpose** (e.g. *to guide and give them clear instructions*). \*Teachers may wish to assign an informal email / letter as a writing task through which they can address other genres such as *directions* and *recount*. Although students in Year 3 should be encouraged to write approximately 60 – 80 words in a writing task, they should not be penalised for not adhering to the word limit. Students should be assessed on other criteria, including *relevance and task achievement, organisation and structure, cohesion and coherence, vocabulary, language use and spelling and punctuation* as indicated in the LOs in this document, namely W5.12, 5.13, LAP 5.1, 5.2, 5.3, and 5.8. The rubrics on the next two pages may be used as a guide when ticking the writing and speaking LOs and to give constructive feedback to all stakeholders.

MARKING CRITERIA FOR WRITING IN YEAR 3

	<b>Fully Achieved (FA)</b>	<b>Satisfactorily achieved (SA)</b>	<b>Partially Achieved (PA)</b>	<b>Started to be achieved (ST)</b>
<b>Content and Relevance</b>	<ul style="list-style-type: none"> <li>Content is completely relevant</li> <li>Task is achieved in full</li> </ul>	<ul style="list-style-type: none"> <li>Content is mostly relevant</li> <li>Task is mostly achieved</li> </ul>	<ul style="list-style-type: none"> <li>Content is not always relevant</li> <li>Task is achieved in part</li> </ul>	<ul style="list-style-type: none"> <li>Content is under developed</li> <li>Task is hardly achieved</li> </ul>
<b>Organisation and Structure</b>	<ul style="list-style-type: none"> <li>Structure and organise their writing in a cogent manner</li> <li>Cohesive devices are varied and link together well</li> </ul>	<ul style="list-style-type: none"> <li>Structure and organise their writing into a coherent prose</li> <li>Cohesive devices are quite varied and generally correct</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph and sentence structure are fairly correct though unambitious</li> <li>Cohesive devices are rather limited</li> </ul>	<ul style="list-style-type: none"> <li>Paragraph and sentence structure show lack of control</li> <li>Cohesive devices are not used</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Wide-ranging and appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Very good range and appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Good range and appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary, possibly seen in the repetition of words</li> </ul>
<b>Language use</b>	<ul style="list-style-type: none"> <li>Varied and accurate grammatical structures and syntax</li> <li>Excellent choice of expression</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate grammatical structures and syntax</li> <li>Quite varied grammatical Structures</li> <li>Good choice of expression</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical structures and syntax are rather basic and sometimes inaccurate</li> <li>Adequate choice of expression but with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical structures and syntax are limited and mostly inaccurate</li> <li>Limited choice of expression and with some inaccuracies</li> </ul>
<b>Spelling &amp; Punctuation</b>	Accurate spelling and use of punctuation	Good spelling and use of punctuation	Adequate spelling and use of punctuation	Spelling and punctuation use is rather poor

MARKING CRITERIA FOR SPEAKING IN YEAR 3

	<b>Fully Achieved (FA)</b>	<b>Satisfactorily achieved (SA)</b>	<b>Partially Achieved (PA)</b>	<b>Started to be achieved (ST)</b>
<b>Content and Relevance</b>	<ul style="list-style-type: none"> <li>Content is completely relevant</li> </ul> <p>Task is achieved in full</p>	<ul style="list-style-type: none"> <li>Content is mostly relevant</li> <li>Task is mostly achieved</li> </ul>	<ul style="list-style-type: none"> <li>Content is not always relevant</li> <li>Task is achieved in part</li> </ul>	<ul style="list-style-type: none"> <li>Content is under developed</li> <li>Task is hardly achieved</li> </ul>
<b>Fluency and Interaction</b>	<ul style="list-style-type: none"> <li>Interacts extremely well</li> <li>Hesitation typical of spoken language</li> </ul>	<ul style="list-style-type: none"> <li>Interacts very well</li> <li>Hesitation typical of spoken language</li> </ul>	<ul style="list-style-type: none"> <li>Interacts fairly well</li> <li>Speech is often affected by repetitions, pauses and self-correction</li> </ul>	<ul style="list-style-type: none"> <li>Communication is inadequate</li> <li>Speech is mostly unintelligible</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Wide-ranging and appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Very good range and appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Good range and appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary, possibly seen in the repetition of words</li> </ul>
<b>Spoken Grammar</b>	<ul style="list-style-type: none"> <li>Varied and accurate grammatical structures and syntax</li> <li>Excellent choice of expression</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate grammatical structures and syntax</li> <li>Quite varied grammatical Structures</li> <li>Good choice of expression</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical structures and syntax are rather basic and sometimes inaccurate</li> <li>Adequate choice of expression but with some inaccuracies</li> </ul>	<ul style="list-style-type: none"> <li>Grammatical structures and syntax are limited and mostly inaccurate</li> <li>Limited choice of expression and with some inaccuracies</li> </ul>
<b>Pronunciation, intonation and stress</b>	<p>Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.</p>	<p>Speech is generally clear and intelligible, generally using the appropriate intonation and stress to express the desired meaning.</p>	<p>Speech is not always clear and intelligible with noticeable influence of first language intonation and stress patterns but meaning generally achieved.</p>	<p>Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language.</p>

For updates and resources, kindly refer to our website via this link:

<http://taleinmalta.wixsite.com/elrc>

Should you have any suggestions or comments or wish to share your ideas, resources or successful lessons, please contact Ms Pamela Zerafa (Education Officer) via email:

[pamela.zerafa@ilearn.edu.mt](mailto:pamela.zerafa@ilearn.edu.mt)

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