

## Key descriptors in Self-Assessment Checklists

### Literature and films:

- A2:** · I can understand short narratives about everyday things dealing with topics which are familiar to me if the text is written in simple language. (Reading, descriptor 8)
- B1:** · I can listen to a short narrative and form hypotheses about what will happen next. (Listening, descriptor 3)
- I can understand the plot of a clearly structured story and recognise what the most important episodes and events are and what is significant about them. (Reading, descriptor 8)
- I can relate the plot of a book or film and describe my reactions. (Spoken Production, descriptor 5)
- I can describe in a personal letter the plot of a film or a book or give an account of a concert. (Writing, descriptor 4)
- B2:** · I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points. (Reading, descriptor 5)
- I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot. (Reading, descriptor 8)
- I can understand and summarise orally the plot and sequence of events in an extract from a film or play. (Spoken Production, descriptor 3)
- I can write a short review of a film or a book. (Writing, descriptor 7)
- C1:** · I can without too much effort understand films which contain a considerable degree of slang and idiomatic usage. (Listening, descriptor 6)
- I can understand fairly long demanding texts and summarise them orally. (Reading, descriptor 1)
- I can read contemporary literary texts with ease. (Reading, descriptor 6)
- I can go beyond the concrete plot of a narrative and grasp implicit meanings, ideas and connections. (Reading, descriptor 7)
- I can recognise the social, political or historical background of a literary work. (Reading, descriptor 8)

- C2:**
- I can understand contemporary and classical literary texts of different genres (poetry, prose, drama). (Reading, descriptor 4)
  - I can read texts such as literary columns or satirical glosses where much is said in an indirect and ambiguous way and which contain hidden value judgements. (Reading, descriptor 5)
  - I can write a critical review of cultural events (film, music, theatre, literature, radio, TV). (Writing, descriptor 4)
  - I can write summaries of factual texts and literary works. (Writing, descriptor 5)

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## ELP: key descriptors referring to literature:

- ➔ “I can understand in a narrative or play the motives for the characters’ actions and their consequences for the development of the plot.”  
(B2, reading, descriptor 8)

### A Exercise:

**Task:** Debate and explain why these characters in “The Cement Garden” do the following.

What impact do these events have on the plot?

- 1) Jack: His decision to go to the toilet towards the end of chapter 1.
- 2) Tom: His wanting to be a girl (chapter 4, p. 54, Reclam edition).
- 3) Sue: Her asking her older siblings if they shouldn’t tell s.b. about their mother’s death (chapter 5, p. 67).
- 4) Julie: Her decision to bring home Derek and to break the unspoken family rule (chapter 7).
- 5) Sue / Jack: Their conversation in her room about Jack’s dream, about mother and Sue’s diary. Sue’s reading a passage in her diary (chapter 8, p. 112ff.)
- 6) Derek: His starting to smash up the the trunk with a sledge-hammer (at the end of the novel).

### B Ideas:

**Task:** State how the skill defined in the descriptor above can be acquired and consolidated.

List three ideas:

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## **ELP: key descriptors referring to literature:**

- ➔ “I can understand in a narrative or play the motives for the characters’ actions and their consequences for the development of the plot.”  
(B2, reading, descriptor 8)

### **Ideas (4cL, September 2008):**

😊:

- After reading the book: Thinking about the whole story and trying to find relations between the actions and what happens afterwards. Thinking more carefully.
- When you read more, it’ll get easier to understand things. The more you read, the more you can understand characters’ actions and their consequences for the development of the plot.
- You have to think like the characters. What would you have done? You have to put yourself in his or her shoes.
- Make a graph in which you can see how the characters relate to each other (how their relationships are etc) and point out three character traits and then take another colour and draw in how the situation is after the developments.
- First I’d read the passage again and write out the situation clearly. Then I would characterize a character and study the relationship(s) involved here and think about the reasons for his actions. Last I’d see what happens afterwards and study the impact on the plot.

😊 / 😞:

- By going to an English-spoken theatre performance and before and after having been there really try to get into the play and to think about it.
- Read more books and think about them (-> interpretation).
- Characterizing the character and thinking how he would react in every situation.
- While reading it might be helpful to take notes because you learn to perceive the difference between details and essential points.
- Thinking and realizing more while reading.
- Reading interpretations of other students or people (on the Internet or by friends).
- The more you read the better you will understand the characters.



- Reading more stories. (I usually don't read a lot.)
- Marking and pointing out outstanding text passages.
- Watching English-spoken films and writing some plot summaries and characterizations.
- The more you read the more you are able to understand characters and their consequences.
- Watching English TV channels.
- Schedule
- Having a notebook where you always write the most important things down.
- Thinking about things in English.
- Watching a special excerpt of a movie several times.

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## English Literature: Key Descriptors at Matura Level

**Descriptors:**

**Yes: So-so: No:**

I can use <u>basic literary terms</u> like <i>plot, characters, setting, narrator, narrative point of view, indirect characterization</i> etc correctly.			
I can recognize and define the most common <u>figures of speech</u> like <i>alliteration, assonance, anaphora, chiasm</i> etc.			
Dealing with verse in poetry or in drama, I can define the <u>metre</u> .			
I know what an <u>exposition</u> is and I can name its most important components.			
I can <u>paraphrase</u> a text excerpt, choosing my own wording.			
I can <u>put a text excerpt in a broader context</u> . In a nutshell I can summarize the events before and after the excerpt.			
I can <u>interconnect</u> the text excerpt and the play or novel as a whole, referring to topics, characters, images etc.			
I can highlight <u>crucial statements</u> in the text excerpt and comment on them.			
I can <u>characterize</u> the most important characters in a novel or a play (-> appearance, character, background ...).			
I can define literary characters as <u>static</u> or <u>dynamic</u> and I can summarize the development of the dynamic ones.			
I can describe and comment on <u>key relationships</u> between / among characters in a novel or a play and I can point out how these relationships change.			
I can point out <u>similarities and differences</u> between / among characters in a text or in different texts I have read.			
I can concisely define the <u>setting</u> of a novel.			
If necessary, I can comment on <u>relevant aspects of an era</u> .			
I can define and elaborate <u>key topics</u> in a novel or a play.			
I can <u>compare aspects of an overall topic</u> by referring to two or three of the texts I have chosen.			
I can highlight <u>turning points</u> in the texts I have read.			
I can compare different aspects of <u>open endings</u> , e.g. I can try to extrapolate relationships and developments or I can compare the different options protagonists have at the end of a novel or a play etc.			
I can recognize and comment on <u>key quotations</u> from the texts I have read.			
I can define the <u>narrative point of view</u> in a novel and debate the advantages and disadvantages of its choice.			
I can mention typical features of an <u>author's language and style</u> in the novel or play I am dealing with.			
I can briefly state what <u>might have motivated</u> the author to write the			

novel or play or what might his or her <u>overall message</u> be.			
I can <u>express my opinion</u> about key aspects of a text such as a topic or the characters and their relationships or the author's style etc.			
Referring to the <u>author's biography</u> , I can mention some relevant facts and figures.			
I can <u>interpret</u> relevant aspects of a literary text, e.g. an image or a character's motives or a title of a novel or a play. I can try to interconnect different levels of a literary text.			

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