

Scheme of Work

Cambridge O Level English Language 1123

For examination from 2018



In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

www.surveymonkey.co.uk/r/GL6ZNJB

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Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take.

Suggestions for independent study (**I**) and formative assessment (**F**) are also included. Opportunities for differentiation are indicated as an **Extension activity**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Recommended prior knowledge

Learners should be familiar with, and have a reasonable knowledge and understanding of:

- the conventions of written English, for example, punctuation, paragraphing, spelling and grammar
- parts of speech
- the idea of range of tone, register and vocabulary
- reading of English texts and in expressing themselves orally in English
- letters, magazine and newspaper articles, speeches and talks
- the concept of selecting and retrieving information from a written text
- the terms *descriptive*, *personal*, *argumentative*, *discursive* and *narrative writing* and have experience in both the reading and the writing of these texts
- the ideas of similarities and differences, advantages and disadvantages, problems and solutions, causes and effects, and actions and consequences
- the idea of answering questions on written texts as a means of demonstrating comprehension.

All of this knowledge should have been gained through at least two years of prior learning at secondary school level.

Assessment objectives outlined in more detail in the syllabus are referred to in this scheme of work in the first column. These include:

AO1: Reading

- R1 Demonstrate understanding of explicit meanings
- R2 Demonstrate understanding of implicit meanings and attitudes
- R3 Analyse, evaluate and develop facts, ideas and opinions
- R4 Demonstrate understanding of how writers achieve effects
- R5 Select for specific purposes

AO2: Writing

- W1 Articulate experience and express what is thought, felt and imagined
- W2 Sequence facts, ideas and opinions
- W3 Use a range of appropriate vocabulary
- W4 Use register appropriate to audience and context
- W5 Make accurate use of spelling, punctuation and grammar

Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours for Cambridge O Level courses. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below gives some guidance about how many hours we recommend you spend on each topic unit of the scheme of work.

Unit	Suggested teaching time (hours/%)	Notes and suggested teaching order
Unit 1: Key writing skills	13 hours/10%	As this unit is to build on existing skills, and underpins skills to be taught it should be taught first. The unit consolidates existing skills and is designed to build confidence in the basics of English language: parts of speech, types of sentences and sentence structure, paragraphing, grammar and spelling. It introduces learners' ideas of audience, tone and register, as well as how writers make use of language through imagery.
Unit 2: Descriptive composition	13 hours/10%	The unit explores examples of good descriptive and personal writing and encourages learners analyse these. It takes learners through the process so that they will be able to produce their own pieces of descriptive and personal writing.
Unit 3: Argumentative composition	13 hours/10%	The unit explores examples of good discursive and argumentative writing and encourages learners analyse these. It takes learners through the process so that they will be able to produce discursive and argumentative writing.
Unit 4: Narrative composition	13 hours/10%	The unit explores examples of good narrative writing and encourages learners to analyse these. It takes learners through the process so that they will be able to produce narrative writing.
Unit 5: Directed writing	19.5 hours/15%	The unit explores the types of Directed Writing: reports, letters, articles and speeches. It explores the conventions of Directed Writing: content, layout, audience, tone and register.
Unit 6: Reading a variety of texts	6.5 hours/5%	The unit takes learners through fiction and non-fiction texts and explores the ideas of genre, audience and writer's craft. It is intended to foster an interest in reading and a desire to read and speak English in and outside the classroom.

Unit	Suggested teaching time (hours/%)	Notes and suggested teaching order
Unit 7: Summary writing- content, relevance and cohesion	19.5 hours/15%	The unit explains to learners the nature of summary questions and the importance of topic sentences, elaboration points and distractors. It teaches learners how to select content points from a text to be summarised and the importance of the rubric.
Unit 8: Reading for ideas	6.5 hours/5%	The unit explains how to identify and respond to the main ideas of a text, e.g. follow a sequence or argument, identify conclusion, distinguish fact from opinion, and give a personal response to the theme in a text.
Unit 9: Reading for meaning	26 hours/20%	The unit explains the difference between literal and inferential comprehension questions and teaches learners recognise their signposts and how to answer questions of each type. It teaches learners how to recognise and answer questions which have to be answered in own words, with vocabulary, quotation and writer's craft questions, and questions which can be answered by lifting from the text.

Resources

The up-to-date resource list for this syllabus, including textbooks endorsed by Cambridge, is listed at www.cambridgeinternational.org. Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. We recommend that you use one of the endorsed books and revision course book alongside this scheme of work.

School Support Hub

The School Support Hub www.cambridgeinternational.org/support is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub at www.cambridgeinternational.org/support. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org.

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge International is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended. Note: Speaking and listening are not tested but the development of these vital communication skills is encouraged across the curriculum, and is reflected in many of the activities in the scheme of work.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge O Level English Language syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as 'We are learning to / about...'

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref.	Learning objectives	Suggested teaching activities
W5 Make accurate use of spelling,	Correct punctuation of parenthesis	<p>Extension activity: Put learners into groups and ask them to move around the classroom looking at examples http://examples.yourdictionary.com/examples-of-tone-in-a-story.html of different writing tones – formal and informal, sarcastic, ironic, humorous, conversational.</p> <p>Learners add parentheses to given simple sentences. These simple sentences can be taken from texts or newspaper articles. (I)</p> <p>Ask learners to define 'writer's tone'. With a partner, learners list as many writing tones as they can. Can they reach 10? (F)</p>

Extension activities provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Past and specimen papers

Past/specimen papers and mark schemes are available to download at [www](http://www.cambridgeinternational.org/support)

Past papers, specimen papers and **mark schemes** are available for you to download at:

www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

Unit 1: Key writing skills

For learners to improve their writing skills, they need to attain correctness and accuracy in:

- Grammar
- Vocabulary
- Spelling
- Punctuation
- Layout conventions
- A range of sentence structures
- Linkage of information across sentences and paragraphs to develop a topic
- Appropriate register for the type of writing
- Awareness of the conventions in different genres of writing, such as letters, reports, dialogue and speech etc.

Teachers can use this possible sequence of writing lesson in which learners can develop writing skills. **(I)**

1. Introduce the topic they will be learning about. You can use pictures if you like. Conduct a group discussion of the subject in general - this will give everyone ideas for what to write about. Assign the writing task and deal with any misunderstandings.
2. Ask a learner to think about who is going to read the piece of writing (target audience) considering style, information, layout, etc.
3. Show the learners other exemplar work to illustrate the correct form.
4. Using the initial discussion as a springboard, get the learners to brainstorm ideas in groups, which you can then write up on the board. Learners can then choose which ones they want to use in their own writing.
5. Edit and put the ideas into a logical sequence individually or in groups.
6. Construct an example framework text in small groups or with the whole class.
7. Get the learners to prepare a rough draft in groups or individually.
8. Get the learners to discuss their work with each other and finally with the teacher.
9. Prepare and write the final text.
10. Go through each learner's work individually with them, discussing strengths and weaknesses of the work.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>AO2: Writing W5 Make accurate use of spelling, punctuation and grammar</p>	<p>An overview of parts of speech</p>	<p>Elicit the eight most common parts of speech and list on a flip chart or board. Ask the class to define a part of speech.</p> <ul style="list-style-type: none"> • Noun: a naming word. It names a person, place, thing, idea, living creature, quality, or action. E.g. cowboy, theatre, box, thought, tree, kindness, arrival • Verb: describes an action (doing something) or a state (being something). E.g. walk, talk, think, believe, live, like, want • Adjective: describes a noun. It tells you something about the noun. Examples: big, yellow, thin, amazing, beautiful, quick, important • Adverb: usually describes a verb. It tells you how something is done. It may also tell you when or where something happened. E.g. slowly, intelligently, well, yesterday, tomorrow, here, everywhere • Pronoun: used instead of a noun, to avoid repeating the noun. E.g. I, you, he, she, it, we, they • Preposition: usually comes before a noun, pronoun or noun phrase. It joins the noun to some other part of the sentence. E.g. on, in, by, with, under, through, at • Conjunction: joins two words, phrases or sentences together. E.g. but, so, and, because, or • Interjection: an unusual kind of word, because it often stands alone. Interjections are words which express emotion or surprise, and they are usually followed by exclamation marks. E.g. Ouch!, Hello!, Hooray!, Oh no!, Ha! <p>Learners play the 'Bag Game': Learn Parts of Speech: www.education.com/activity/article/play_word_bags_third/</p>
<p>AO2: Writing W5 Make accurate use of spelling, punctuation and grammar</p>	<p>An overview of the noun</p>	<p>Learners work in pairs or small groups with a summary of the different types of nouns, www.icteachers.co.uk/children/sats/english_nouns.htm then complete a short quiz at the end to name the types of nouns from a list/table of different nouns.</p> <p>In pairs, learners write two short quizzes similar to those above, i.e. fill in a table with different types of nouns in a paragraph, which can be taken from a published text or make it up themselves, making sure they have checked the answers. They then swap their quizzes. (F)</p> <p>Ask learners to write 10 sentences showing their own examples of proper, collective and abstract nouns. They should underline all nouns. (F)</p> <p>At this stage it may be helpful to focus learners attention on and check their understanding of the use of the definite article 'the', the indefinite article 'a' or 'an' and where no article is required. When and which article to</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		<p>use can be difficult for learners as there are a lot of exceptions. However, it is useful to cover the basic rules with your learners. For example, learners compare sentences and explain the differences, e.g.</p> <p>She is playing with the doll. She is playing with a doll. She is playing with dolls.</p> <p>Using articles: https://owl.english.purdue.edu/owl/resource/540/01/</p>
<p>AO2: Writing W5 Make accurate use of spelling, punctuation and grammar</p>	<p>An overview of the verb</p>	<p>Learners work in pairs or small groups to complete verb tense review quiz: https://www.ecenglish.com/learnenglish/verb-tense-review-quiz</p> <p>Adapt the table in this link for active and passive verbs. Copy the table and remove the 3rd column to make a worksheet for learners. https://www.englishpage.com/verbpage/activepassive.html</p> <p>Learners complete worksheets on regular and irregular verbs. http://esl.fis.edu/grammar/verbs/5.htm</p> <p>Learners work with a partner to write tables similar to the one just done, in which they write sentences with verbs of various tenses. These can be taken from a published text or they can make it up themselves, making sure they have checked the answers. They then swap their quizzes. (F)</p>
<p>AO2: Writing W5 Make accurate use of spelling, punctuation and grammar</p>	<p>An overview of the pronoun</p>	<p>Learners work in pairs or small groups to complete worksheets on pronouns. https://www.superteacherworksheets.com/grammar/pronouns_WDDRM.pdf?up=1466611200</p> <p>Q and A session on what learners have learned. (F)</p>
<p>AO2: Writing W5 Make accurate use of spelling, punctuation and grammar</p>	<p>An overview of the adjective</p>	<p>Learners work in pairs or small groups to complete worksheets on adjectives. https://www.superteacherworksheets.com/adjectives.html</p> <p>Learners work with a partner to write tables similar to the one just done. These can be taken from a published text or they can make it up themselves, making sure they have checked the answers. They then swap their quizzes. (F)</p>
<p>AO2: Writing</p>	<p>Simple and compound sentences</p>	<p>The whole class completes a worksheet on simple and compound sentences. http://blogs.scholastic.com/files/simple-and-compound-sentences-1.pdf</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
W5 Make accurate use of spelling, punctuation and grammar		Learners write 10 sets of two simple sentences which can be made into one compound sentence. Then learners swap with a partner and join up their partner's pairs of simple sentences into single compound sentences.
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Complex sentences Speaking and listening	Ask the class how they would explain the differences between simple, compound and complex sentences. www.bbc.co.uk/skillswise/factsheet/en28conn-l1-f-complex-sentences Learners construct compound sentences using conjunctions, present participle and relative pronouns. Learners write 10 pairs of simple sentences which can be joined by conjunctions. They swap with a partner, and each learner in the pair completes the other's sentence construction exercise. Learners write 10 pairs of simple sentences which can be joined by present participles. They swap with a partner, and each learner in the pair completes the other's sentence construction exercise. (F) Learners write 10 pairs of simple sentences which can be joined by relative pronouns. They swap with a partner, and each learner in the pair completes the other's sentence construction exercise. (F) Extension activity: Learners complete further exercises in construction of simple, compound and complex sentences www.k12reader.com/sentence-structure/Gr1-3_Simple_Compound_Complex.pdf Q and A session on what learners have learned. (F)
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Using correct paragraphing	Learners write paragraphs, using variety of simple, compound and complex sentence structures. Scrabbled paragraph writing activity. Learners reconstruct a text which has been mixed up.
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Identifying topic sentences	Here are some example texts for the learners to pick out the topic sentence: www.bbc.co.uk/skillswise/worksheet/en14para-l1-w-find-the-topic-sentence Ask learners how they would recognise the topic sentences in a paragraph. Ask learners to identify and select topic sentences in given paragraphs from selected class texts or newspaper articles.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities												
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Revision of basic punctuation	Learners revise use of full stops, capital letters and commas by reading a given text or newspaper article. Beginning, intermediate and advanced paragraph correction worksheets with answers: www.englishforeveryone.org/Topics/Paragraph-Correction.htm												
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Develop knowledge about punctuation and build on existing skills	Ask the class why they think punctuation is important. In groups, learners look at examples of punctuation from selected sections of simple texts. www.ef.com/english-resources/english-grammar/punctuation/ (F) In pairs learners identify each punctuation mark and write down, in a table, its use in the context. <table border="1"> <thead> <tr> <th>Punctuation</th> <th>Notes</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>comma</td> <td>- used to separate phrases or items in a list.</td> <td>She bought milk, eggs, and bread.</td> </tr> <tr> <td>Exclamation mark</td> <td>- used to show excitement or emphasis</td> <td>It's freezing in here!</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Punctuation	Notes	Examples	comma	- used to separate phrases or items in a list.	She bought milk, eggs, and bread.	Exclamation mark	- used to show excitement or emphasis	It's freezing in here!			
Punctuation	Notes	Examples												
comma	- used to separate phrases or items in a list.	She bought milk, eggs, and bread.												
Exclamation mark	- used to show excitement or emphasis	It's freezing in here!												
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Use correct punctuation	Ask the class to re-write with correct punctuation, unpunctuated sections of a text: www.bbc.co.uk/skillswise/worksheet/en29punc-e3-w-marking-the-ends-of-sentences or sentences: www.bbc.co.uk/skillswise/worksheet/en29punc-e3-w-adding-basic-punctuation Learners write a paragraph of unpunctuated prose and swap with a partner who will correct it. (F)												
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Use the colon and semi-colon correctly	Ask learners when they would use the colon or semi-colon and put the correct into sentences: e.g. <ul style="list-style-type: none"> Remember Two can play at that game. (Colon) Dad is going bald his hair is getting thinner and thinner. (Semi colon) I had a huge meal however, I am already hungry again. (Semi colon) These are my favourite colours purple, turquoise, pink and yellow. (Colon) She kept saying "I want to get out of the car." (Colon) Never forget this point Think before you speak. (Colon) She calls it the sidewalk I call it the pavement. (Semi colon) I will finish it that is a promise I will definitely keep. (Semi colon) 												

Assessment objectives (AO)	Learning objectives	Suggested teaching activities						
		<table border="1" data-bbox="1209 311 1691 406"> <thead> <tr> <th data-bbox="1209 311 1444 343">Colon</th> <th data-bbox="1444 311 1691 343">Semi-colon</th> </tr> </thead> <tbody> <tr> <td data-bbox="1209 343 1444 375"></td> <td data-bbox="1444 343 1691 375"></td> </tr> <tr> <td data-bbox="1209 375 1444 406"></td> <td data-bbox="1444 375 1691 406"></td> </tr> </tbody> </table> <p data-bbox="795 438 1400 470">Ask learners to revise use of colon and semi-colon.</p> <p data-bbox="795 502 1713 566">Extension activity: Learners complete quiz in use of colon and semi-colon. www.englishforeveryone.org/PDFs/Semicolons%20-%20practice%20quiz.pdf</p> <p data-bbox="795 598 2027 662">Extension activity: Put learners into groups to look at examples of colon and semi-colon from selected sections of more complex texts. ‘Classics’ such as Charles Dickens or Jane Austen would be useful.</p> <p data-bbox="795 694 2094 782">Learners write sentences on a topic in which colon and semi-colon might be used, e.g. There are many reasons to exercise: it’s good for your health, it’s fun, and it’s free. Bananas are a healthy snack; they contain potassium which may help your vision. They should then swap with their partner and check their work. (F)</p>	Colon	Semi-colon				
Colon	Semi-colon							
<p data-bbox="168 805 459 933">AO2: Writing W5 Make accurate use of spelling, punctuation and grammar</p>	<p data-bbox="470 805 761 901">Use the question mark and exclamation mark correctly</p>	<p data-bbox="795 805 1556 869">Learners revise use of question mark and the exclamation mark. www.primaryresources.co.uk/english/pdfs/PC_questexcl.pdf</p> <p data-bbox="795 901 2094 997">Learners complete worksheets on use of exclamation mark and question mark. (I) www.worksheetplace.com/index.php?function=DisplayCategory&showCategory=Y&links=3&id=96&link1=43&link2=94&link3=96</p> <p data-bbox="795 1029 2094 1149">Learners produce 10 sentences showing the use of the question mark and 10 sentences showing the use of the exclamation mark. Ask learners to swap with their partners and check their work. Learners could write sentence without revealing which use question marks or exclamation marks. Partners have to identify which is which. (F)</p>						
<p data-bbox="168 1173 459 1300">AO2: Writing W5 Make accurate use of spelling, punctuation and grammar</p>	<p data-bbox="470 1173 772 1300">Develop knowledge about agreement of singular and plural and to build on existing skills</p> <p data-bbox="470 1332 761 1364">Speaking and listening</p>	<p data-bbox="795 1173 1937 1236">Learners revise use of singular and plural. Examples can be found in our endorsed textbooks at www.cie.org.uk/i-want-to/resource-centre/</p> <p data-bbox="795 1268 2027 1332">Ask learners to read material on agreement from http://grammar.ccc.commnet.edu/grammar/sv_agr.htm and complete the three quizzes on agreement between subject and verb at the end of the material.</p>						

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		<p>Working with a partner, learners write their own quiz on agreement, and swap with a partner, who answers the questions. (F)</p> <p>Learners move round the classroom answering all the quizzes set by the other groups. (F)</p>
<p>AO2: Writing W5 Make accurate use of spelling, punctuation and grammar</p>	<p>Develop knowledge about agreement of subjects and verbs and to build on existing skills</p>	<p>Learners correct examples of sentences containing errors of verb agreement.</p> <p>Subject verb agreement (printable worksheets and exercises). www.englishworksheets.com/subject_and_verb.html</p>
<p>AO2: Writing W5 Make accurate use of spelling, punctuation and grammar</p>	<p>Spell accurately the words within the working vocabulary</p>	<p>The class do a quick spelling test using commonly misspelt words (see link below). Learners mark each other's answers.</p> <p>Learners read list of words which are commonly misspelt. (F) http://grammar.yourdictionary.com/spelling-and-word-lists/misspelled.html</p> <p>Learners read handy hints for improving spelling in revision guides which are listed on our website at www.cie.org.uk/i-want-to/resource-centre/</p> <p>Ask the class to work with a partner and check partner's work for spelling errors. This can be a recently completed writing assignment. (F)</p> <p>Learners can be taught to re-write misspelt words in margin of their notebooks to produce personalised dictionary for further reference. (F)</p> <p>Learners can be taught to re-write each misspelt word in a sentence; personal notebooks can be provided for this. (F)</p>
<p>AO2: Writing W5 Make accurate use of spelling, punctuation and grammar</p>	<p>Correct punctuation of direct speech</p>	<p>Learners examine the punctuation of direct speech in given sections of text.</p> <p>Working in pairs, learners complete exercises in punctuation of direct speech in www.primaryresources.co.uk/english/pdfs/direct.pdf</p> <p>Extension activity: This provides opportunity for extension material which can be done individually or with a partner. (I)</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Correct punctuation of parenthesis	<p>Learners examine the punctuation of parenthesis – dashes, brackets and parenthetical commas. Have a look at our endorsed textbooks which provide some useful exercises.</p> <p>Learners read material on parenthesis in http://grammar.ccc.commnet.edu/grammar/marks/parentheses.htm</p> <p>Extension activity: Learners can then go on to write 10 sentences of their own which include parenthesis. Swap with a partner who will identify parenthesis in other's sentences.</p> <p>Learners add parentheses to given simple sentences. These simple sentences can be taken texts or newspaper articles. (I)</p>
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Correct use of prepositions	<p>In groups learners list as many prepositions as they can. Can they get to 50?</p> <p>In groups learners read list of prepositions in www.englishclub.com/grammar/prepositions-list.htm</p> <p>With a partner, learners complete exercise in use of prepositions: https://gb.education.com/worksheets/prepositions/</p> <p>Extension activity: Learners write 20 sentences in which a preposition is used. 10 are correct, 10 are incorrect. Partner has to underline the preposition in each sentence, and write the correct version beside each one which is incorrect.</p> <p>Extension activity: With a partner, learners complete worksheets on the use of the preposition in https://www.ego4u.com/en/cram-up/grammar/prepositions/exercises</p>
AO2: Writing W4 Use register appropriate to audience and context	Appreciate and be able to write in a variety of tones Speaking and listening	<p>Ask learners to define 'writer's tone'. With a partner, learners list as many writing tones as they can. Can they reach 10? (F)</p> <p>Extension activity: Put learners into groups and ask them to move around the classroom looking at examples http://examples.yourdictionary.com/examples-of-tone-in-a-story.html of different writing tones – formal and informal, sarcastic, ironic, humorous, tongue-in-cheek, conversational.</p> <p>Extension activity: Put learners into groups and ask them to find their own examples of a variety of tones. This can be done using texts or newspaper articles. Learners work with a partner and to write short passages in a variety of tones.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
AO2: Writing W4 Use register appropriate to audience and context	Appreciate audience and register	Register and audience quiz: www.educationquizzes.com/gcse/english/register-and-audience/ Ask learners to define 'audience' and 'register'.
AO1: Reading R4 Demonstrate understanding of how writers achieve effects	Appreciation of imagery	A short two-minute video which explains simile, metaphor and personification: www.youtube.com/watch?v=oF9_fsUkxuk Extension activity: Ask learners to give some examples of: (i) simile (ii) metaphor (iii) personification. Extension activity: In pairs, learners complete worksheets on simile, metaphor and personification in www.tes.com/lessons/OXOZE1dx31ISWg/simile-metaphor-personification Extension activity: In pairs, learners write four sentences containing simile, four containing metaphor and four containing personification.
AO1: Reading R4 Demonstrate understanding of how writers achieve effects	Appreciation of writer's craft	Review and revision can be taken from our endorsed textbooks which you can find a list of at www.cie.org.uk/i-want-to/resource-centre/ Q and A session on what learners have learned. (F)

Unit 2: Descriptive composition

Assessment objectives (AO)	Learning objectives	Suggested teaching activities								
<p>AO2: Writing W1 Articulate experience and express what is thought, felt and imagined</p> <p>W3 Use a range of appropriate vocabulary</p> <p>W5 Make accurate use of spelling, punctuation and grammar</p>	<p>Define, recognise and understand the features of descriptive compositions</p>	<p>Learners list examples of two types of writing:</p> <table border="1"> <thead> <tr> <th>Directed writing</th> <th>Composition</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Introduce the idea of references to one or more of the senses. Learners describe a car journey. What might they see, touch, smell, taste and hear?</p> <p>Here is a free guide to descriptive writing which you can hand out to learners: www.englishbiz.co.uk/mainguides/describe.htm</p>	Directed writing	Composition						
Directed writing	Composition									
<p>AO2: Writing W1 Articulate experience and express what is thought, felt and imagined</p> <p>W3 Use a range of appropriate vocabulary</p>	<p>Appreciate writer's craft in descriptive compositions</p> <p>Speaking and listening</p>	<p>Teacher read examples of good descriptive composition to the class. <i>Cider with Rosie</i> Laurie Lee <i>Oliver Twist</i> Charles Dickens – descriptions of London.</p> <p>Put learners into groups and ask them to examine the text, read, and pick out words/phrases/images which are particularly effective.</p> <p>Learners read example of good descriptive compositions in www.bbc.co.uk/schools/gcsebitesize/english/writing/writingtoinformrev7.shtml</p> <p>Learners write brief commentary on what makes this a good piece of descriptive writing. Then they swap commentaries with their partners and discuss. (F)</p> <p>Tips on writing a descriptive essay: www.time4writing.com/writing-resources/descriptive-essay/</p>								

Assessment objectives (AO)	Learning objectives	Suggested teaching activities																				
AO2: Writing W1 Articulate experience and express what is thought, felt and imagined	Report back on group discussion Speaking and listening	Ask the group spokesperson to report back on group findings.																				
AO2: Writing W1 Articulate experience and express what is thought, felt and imagined	Understand the genre of descriptive compositions.	Ask learners to write short commentary on given piece of descriptive composition, picking out effective language.																				
AO2: Writing W3 Use a range of appropriate vocabulary	Prepare for descriptive compositions Speaking and listening	Put learners into groups and ask them to produce word banks for six given descriptions e.g. person (old man), busy place (railway station) quiet place (riverbank), etc. Synonyms to be found for some word bank vocabulary. There are useful exercises for finding synonyms and using correct vocabulary in our endorsed textbooks, listed at www.cie.org.uk/i-want-to/resource-centre/ Forty descriptive writing topics: http://grammar.about.com/od/developingessays/a/topdescription.htm																				
AO2: Writing W1 Articulate experience and express what is thought, felt and imagined W3 Use a range of appropriate vocabulary W5 Make accurate use of spelling, punctuation and grammar	Produce short pieces of descriptive composition	Put learners into groups and give them a topic for a single descriptive paragraph e.g. An untidy kitchen/A busy market/Brainstorm senses (sight, smell, etc.) Ask learners to produce a word bank using the table below. <table border="1" data-bbox="801 1150 2056 1342"> <thead> <tr> <th>What can be seen?</th> <th>What can be heard?</th> <th>What can be felt?</th> <th>What can be tasted?</th> <th>What can be smelt?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Extension activity:</p>	What can be seen?	What can be heard?	What can be felt?	What can be tasted?	What can be smelt?															
What can be seen?	What can be heard?	What can be felt?	What can be tasted?	What can be smelt?																		

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		Learners write their own single paragraphs of descriptive writing, using prepared word banks. (I)
<p>AO2: Writing W1 Articulate experience and express what is thought, felt and imagined</p> <p>W3 Use a range of appropriate vocabulary</p> <p>W5 Make accurate use of spelling, punctuation and grammar</p>	Evaluate descriptive compositions	<p>Learners swap pieces of descriptive composition with a partner and write short commentary on merits and demerits of the other group's piece of descriptive writing. (F)</p> <p>Useful guidance for how to write commentaries on descriptive composition can be found in the endorsed textbooks listed on our website at: www.cie.org.uk/i-want-to/resource-centre/</p>
<p>AO2: Writing W1 Articulate experience and express what is thought, felt and imagined</p> <p>W3 Use a range of appropriate vocabulary</p> <p>W5 Make accurate use of spelling, punctuation and grammar</p>	Produce descriptive composition	<p>Groups swap back and re-draft for peer assessment. (F) and (I)</p> <p>Peer and Self Assessment: A Guide https://www.tes.com/teaching-resource/peer-and-self-assessment-guide-6024930</p>
<p>AO1: Reading R4 Demonstrate understanding of how writers achieve effects</p>	<p>Appreciate writer's craft in descriptive composition</p> <p>Speaking and listening</p>	<p>Read out to the class, examples of good descriptive composition. <i>As I Walked out One Midsummer Morning</i> by Laurie Lee has many good examples</p> <p>Put learners into groups, and ask them to examine one of the text(s) used in the previous exercise and pick out words/phrases/images which make this a good piece of descriptive writing.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
AO2: Writing vW1 Articulate experience and express what is thought, felt and imagined	Report back on group discussion Speaking and listening	Ask the group spokesperson to report back on the group's findings. Teacher recaps on these findings. Here are some methods and tips which you could use with your learners to help them to get the most out of feeding back to the class: https://lindsayannlearning.com/classroom-discussion-goals/
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Produce paragraph plans	Learners read about strategies for paragraph planning from one of our endorsed textbooks at www.cie.org.uk/i-want-to/resource-centre/
AO2: Writing W3 Use a range of appropriate vocabulary	Prepare for a descriptive composition	In groups learners make up a word bank for each of their six descriptive composition topics (based on persons or places)
AO2: Writing W1 Articulate experience and express what is thought, felt and imagined	Produce descriptive composition	Learners produce full length descriptive composition based on their preparation in terms of word bank and paragraph plans. Suitable topics can be found in past examination papers (e.g. Paper 2, Section 1, Q3) and our endorsed textbooks www.cie.org.uk/i-want-to/resource-centre/
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Descriptive composition : opportunity for summative assessment	1123 past examination papers: Jun 2015 Paper 12 Q2 Jun 2015 Paper 12 mark scheme 1123 Specimen Paper (for examination from 2018): Specimen Paper 1 Q2 and mark scheme (I)
Past examination papers and specimen papers		
Jun 2015 Paper 12 and mark scheme Specimen Paper 1 and mark scheme		

Unit 3: Argumentative composition

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
AO2: Writing W2 Sequence facts, ideas and opinions	Define, recognise and understand the features of discursive and argumentative composition. (Point out that, although syllabus talks only of argumentative compositions, these can be either discursive or argumentative in nature.)	Start by asking learners to give examples of discursive composition, argumentative composition., and the differences between the two. Elicit the idea that discursive composition deals with two sides of an argument, whereas argumentative composition deals with only one side. https://patricktay.wordpress.com/2014/03/17/writing-discursive-compositions-secondary-level-part-i-differences-between-discursive-and-argumentative-essays/
AO2: Writing W3 Use a range of appropriate vocabulary	Understand discursive and argumentative composition and the differences between them	Put learners into groups and ask them to examine newspaper articles and pick out examples of emotive or persuasive language. Extension activity: Learners research what they can find out about emotive language www.encyclo.co.uk/define/Emotive%20Language
AO2: Writing W1 Articulate experience and express what is thought, felt and imagined	Use appropriate vocabulary Speaking and listening	Put learners into groups and ask them to compile a list of emotive language of their own. Hand out some advertisements, articles and other texts where they can find more examples of emotive language. Learners can try this quiz about spotting emotive language: www.educationquizzes.com/gcse/english/emotive-language/
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Understand the techniques of argumentative composition.	Put learners into groups and ask them to look at examples of articles in which a topic is argued either 'for' or 'against'. (i) work out and write down the main point the writer is making (ii) work out and write down the elements of the argument he makes to support his main point. In the same groups, they pick out examples of emotive or persuasive language in the given newspaper articles.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
AO2: Writing W2 Sequence facts, ideas and opinions	Understand the techniques of discursive composition.	Learners read examples of discursive composition. With reference to each exemplar looked at, in groups learners <ol style="list-style-type: none"> (i) work out and write down the two possible points of view the writer is considering, e.g. for and against a particular issue (ii) work out and write down the elements of the argument he makes to support each of these possible points of view.
AO2: Writing W2 Sequence facts, ideas and opinions	Analyse argumentative and discursive composition.	Show learners examples of argumentative and discursive composition, and elicit more examples from learners. Learners in groups then re-read given examples of argumentative and discursive composition and pick out examples of the features of these genres of writing, concentrating on vocabulary and structure. Class discussion about how the structure of argumentative composition differs from the structure of discursive composition. Q and A session on what learners have learned. (F)
AO2: Writing W1 Articulate experience and express what is thought, felt and imagined	Produce argumentative composition Speaking and listening	Ask learners to work with a partner on a given 'for' <u>or</u> a given 'against' topic, and produce a single 'for' OR a single 'against' paragraph (e.g. for capital punishment or against the mobile (cell) phone).
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Analyse argumentative composition.	Learners swap their work with their partner, and write a short commentary on the merits and de-merits of their argumentative paragraph. Groups swap back and re-draft for peer assessment. (F) and (I) Extension activity: Useful guidance on how to write commentaries is given in our endorsed textbooks as well as worked examples. Ask learners to look at this guidance before beginning to write their own commentaries.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
AO2: Writing W2 Sequence facts, ideas and opinions	Produce discursive composition.	Learners work with a partner on a given 'for <u>and</u> against' topic, and produce two paragraphs, one 'for' AND one 'against' (e.g. for and against school uniform).
AO2: Writing W2 Sequence facts, ideas and opinions	Analyse discursive composition.	Ask learners to swap their work with their partners, and write short commentary on the merits and de-merits of their partner's discursive writing paragraphs. Groups swap back and re-draft for peer assessment. (F) and (I) Useful guidance on how to write commentaries is given in our endorsed textbooks as well as worked examples. Ask learners to look at this guidance before beginning to write their own commentaries.
AO2: Writing W3 Use a range of appropriate vocabulary	Choose appropriate vocabulary	Learners work with a partner and look at linking words in discursive and argumentative composition. Good examples of discursive and argumentative writing can be found in our endorsed textbooks.
AO2: Writing W3 Use a range of appropriate vocabulary	Link ideas in argumentative and discursive compositions	Learners examine the way ideas are linked in samples of argumentative and discursive composition. Q and A session on what learners have learned (F)
AO2: Writing W2 Sequence facts, ideas and opinions W3 Use a range of appropriate vocabulary and context W5 Make accurate use of spelling, punctuation and grammar	Produce argumentative writing	How to write an argumentative composition: http://scc.losrios.edu/~thomasb/ESLW310_Argument_Practice_32pp.doc Put learners into groups and ask them to produce a paragraph plan for 'The advantages of the internet'. Extension activity: Learners use their prepared paragraph plan to write an argumentative composition entitled 'The advantages of the internet'.
AO2: Writing W2 Sequence facts, ideas and opinions	Produce discursive writing	Put learners into groups and ask them to produce a paragraph plan for ' <i>The advantages and disadvantages of the internet</i> '.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>W3 Use a range of appropriate vocabulary and context</p> <p>W5 Make accurate use of spelling, punctuation and grammar</p>		<p>Learners use their prepared paragraph plan to write a discursive composition entitled 'The advantages and disadvantages of the internet'.</p>
<p>AO2: Writing W5 Make accurate use of spelling, punctuation and grammar</p>	<p>Use correct grammar and punctuation</p>	<p>Ask learners to swap with partner who will check accuracy of paragraphing, punctuation and spelling.</p> <p>Learners swap their pieces of writing with a partner, and write a commentary outlining the merits and demerits of the given composition. Merits will relate to structure and paragraphing, and the clarity with which supporting points have been made, developed and linked. (F) and (I)</p>
<p>AO2: Writing W5 Make accurate use of spelling, punctuation and grammar</p>	<p>Paragraph and plan argumentative and discursive composition</p>	<p>Learners in groups produce a paragraph plan for one piece of argumentative writing of their own choice.</p> <p>Extension activity: Learners in groups, produce a paragraph plan for one piece of discursive writing of their own choice. Topics are brainstormed first as a whole class activity. List on a board or flipchart.</p>
<p>AO2: Writing W2 Sequence facts, ideas and opinions</p> <p>W3 Use a range of appropriate vocabulary and context</p> <p>W5 Make accurate use of spelling, punctuation and grammar</p>	<p>Produce full pieces of discursive and argumentative composition</p>	<p>Present the class with suggested topics and revise paragraphing rules.</p> <p>Learners produce their own pieces of either discursive or argumentative composition. http://creativewritingprompts.com</p> <p>Discursive writing: Organising a discursive essay: www.bbc.co.uk/bitesize/standard/english/writing/discursive_writing/revision/1/</p>
<p>AO2: Writing W2 Sequence facts, ideas and opinions</p>	<p>Discursive composition.: opportunity for summative assessment</p>	<p>Discursive composition under examination conditions.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
W3 Use a range of appropriate vocabulary and context W5 Make accurate use of spelling, punctuation and grammar		
Past examination papers and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) Jun 2015 Paper 12 and mark scheme Specimen Paper 1 and mark scheme Specimen Paper 1 and mark scheme		

Unit 4: Narrative composition

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>AO2: Writing W1 Articulate experience and express what is thought, felt and imagined</p> <p>W2 Sequence facts, ideas and opinions</p> <p>W3 Use a range of appropriate vocabulary</p>	Define, recognise and understand the features of narrative composition	Start by asking learners to give examples of and then try to define narrative composition. Answers may be put on flipchart. www.slideshare.net/noelyncagalawan/features-of-a-narrative-text
<p>AO2: Writing W1 Articulate experience and express what is thought, felt and imagined</p>	Understand the techniques of good narrative composition (i)	<p>Learners read a short story, e.g. <i>The Landlady</i> Roald Dahl www.teachingenglish.org.uk/sites/teacheng/files/landlady_text.pdf</p> <p>Put learners into groups, where they discuss what techniques make this an effective short story. Elicit the following techniques:</p> <ul style="list-style-type: none"> • characters • simplicity of plot • setting • theme • possible plot twists • opening and ending. <p>At this stage it is sufficient that learners understand these terms and recognise good practice.</p>
<p>AO2: Writing W1 Articulate experience and express what is thought, felt and imagined</p>	Understand the techniques of good narrative composition (ii)	<p>Read another short story to the class. <i>Secrets</i> Bernard MacLaverty</p> <p>Put learners into groups and ask them to discuss how the story demonstrates</p> <ul style="list-style-type: none"> • characters • simplicity of plot

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • setting • theme • possible plot twists • opening and ending. <p>Ask groups to report back on their findings.</p> <p>Here are some methods and tips which you could use with your learners to help them to get the most out of feeding back to the class: https://lindsayannlearning.com/classroom-discussion-goals/</p> <p>Q and A session on what learners have learned. (F)</p>
AO2: Writing W2 Sequence facts, ideas and opinions	Understand the techniques of good narrative composition (iii) Speaking and listening	In pairs, learners make a list of the key features of good narrative composition. Features of narrative writing: http://ncowie.wordpress.com/2008/02/10/features-of-narrative-writing/
AO2: Writing W2 Sequence facts, ideas and opinions	Analyse narrative composition (i)	Ask the learners choose one of the short stories already read and discuss and write a commentary or discuss the relevant points of its style, e.g. plot, characterisation, ending, opening, setting, theme. Class discussion
AO2: Writing W2 Sequence facts, ideas and opinions	Analyse narrative composition (ii) Speaking and listening	Ask some learners to give a talk to the class about their chosen short story, in which they justify the claim that it is a good narrative composition.
AO2: Writing W1 Articulate experience and express what is thought, felt and imagined	Write about the plot	Put learners into groups and ask each group to produce a simple plot outline for a particular genre, e.g. crime, mystery, science fiction. Narrative composition: www.bbc.co.uk/schools/gcsebitesize/english/creativewriting/narrativewriting1.shtml

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		Creative writing prompts: www.writersdigest.com/prompts ?????//
AO2: Writing W1 Articulate experience and express what is thought, felt and imagined	Write about character	Keep learners in the same groups and ask each group to make a list of two or three characters for their genre. They write three sentences describing each character.
AO2: Writing W1 Articulate experience and express what is thought, felt and imagined	Write about setting	Keep learners in the same groups and ask each group to create a setting for their genre. They write three sentences to describe their setting.
AO2: Writing W1 Articulate experience and express what is thought, felt and imagined	Write endings	Keep learners in the same groups and ask each group to work out a possible plot for a narrative composition.
AO2: Writing W2 Sequence facts, ideas and opinions	Produce paragraphs	Keep learners in the same groups and ask each group to produce a paragraph plan for their narrative composition.
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Punctuation of direct speech	Learners examine the use of the direct speech/dialogue in the short stories already studied and discuss its usefulness in narrative composition. Learners complete worksheets on http://www.skillsworkshop.org/resources/speech-marks Ask learners to write a short section of dialogue as an introduction to a narrative composition. Cover four genres. Extension activity: Put learners into groups and ask them to compile a list of words to use instead of 'said' in direct speech. Can they make 40? In groups learners look at www.spwickstrom.com/said/ for words to use instead of 'said'.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		<p>In groups learners look at www.writersbeat.com/showthread.php?t=11782 for words to use instead of 'said'.</p> <p>This can be made into a wall frieze.</p>
<p>AO2: Writing W1 Articulate experience and express what is thought, felt and imagined</p> <p>W5 Make accurate use of spelling, punctuation and grammar</p>	<p>Produce narrative writing</p>	<p>Extension activity: Learners produce a narrative composition based on their previous group work.</p> <p>Possible topics might come from: http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm</p>
<p>AO2: Writing W1 Articulate experience and express what is thought, felt and imagined</p> <p>W5 Make accurate use of spelling, punctuation and grammar</p>	<p>Redraft and improve narrative writing</p>	<p>Learners swap their narrative composition with a partner. Ask each partner to write a commentary outlining the merits and de-merits of the given composition Merits will relate to:</p> <ul style="list-style-type: none"> • creation of character • setting • plot • ending • sentence structure • punctuation. <p>Groups swap back and re-draft for peer assessment. (F) and (I)</p> <p>Extension activity: A checklist may be used as they work through their partner's composition. Learners redraft their work.</p>
<p>AO2: Writing W1 Articulate experience and express what is thought, felt and imagined</p>	<p>Produce more narrative writing</p>	<p>Learners are given a list of narrative composition topics or settings and choose one to write about:</p> <ol style="list-style-type: none"> 1. When I Got Lost 2. My Favourite Meal 3. If I Could Go Back in Time 4. I Saw the Weirdest Thing 5. An Animal I Would Be 6. Something I Wish I Had

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
W5 Make accurate use of spelling, punctuation and grammar		7. If I Could Only See One Color 8. If I Could Change One Thing About Me 9. A Place I'd Like to Live 10. My Secret Place Have a look at our endorsed textbooks which provide useful lists at www.cie.org.uk/i-want-to/resource-centre/
AO2: Writing W1 Articulate experience and express what is thought, felt and imagined W5 Make accurate use of spelling, punctuation and grammar	Narrative writing: opportunity for summative assessment	Learners create a checklist for what they need to include in their narrative: e.g. <ul style="list-style-type: none"> <input type="checkbox"/> I have described the setting. <input type="checkbox"/> I have included five senses to create an atmosphere. <input type="checkbox"/> I have introduced a problem or an event. <input type="checkbox"/> I have included dialogue. <input type="checkbox"/> I have used powerful verbs and adjectives. <input type="checkbox"/> I have checked my spelling and punctuation. <input type="checkbox"/> I have checked my story makes sense.
Past examination papers and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) Jun 2015 Paper 12 and mark scheme Specimen Paper 1 and mark scheme		

Unit 5: Directed writing

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
AO2: Writing W4 Use register appropriate to audience and context	Define, recognise and understand the features of directed writing	Ask learners to define directed writing and give some examples. E.g. a letter, speech, an article or report, which is fit for purpose and relevant to the world of study, work or the community. In pairs, learners choose one example of directed writing and make a list of the skills, vocabulary, tone, register, useful phrases and expressions, purpose of the text, sentence length they would expect to use when writing it. You may need to provide some examples which the learners can look at and make notes about.
AO2: Writing W4 Use register appropriate to audience and context	Understand the differences between directed writing and composition Speaking and listening	Working with a partner, learners look at examples of a directed writing exam questions. They make notes on the ways in which this task differs from an open-ended creative writing task. Working with a partner, learners think of the forms which directed writing might take. Elicit: reports, letters, emails, magazines or newspaper articles, speeches.
AO2: Writing W4 Use register appropriate to audience and context	Understand various genres in directed writing	Learners work with a partner to make a list of five possible directed writing tasks, in which each of the genres outlined above is covered.
AO2: Writing W4 Use register appropriate to audience and context	Understand audience, register and tone in directed writing Speaking and listening	Ask learners to define 'audience', 'register' and 'tone'. What different registers and tones do they use, and in what context? Answers are put on to flipchart or board. Extension activity: Working with a partner, learners make a list of as many tones as they can. Can they reach 12? In groups learners choose eight tones from the list in www.mshogue.com/AP/tone.htm And for each tone write a short paragraph which demonstrates the tone. (F)
AO2: Writing	Understand the conventions of task fulfilment and language	Learners should now understand that directed writing involves a more detailed task than composition writing. Ask them to define 'task fulfilment' and explain what they understand it to mean. Elicit the ideas that task fulfilment is 'what' is being written and language is 'how' it is being written.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
W4 Use register appropriate to audience and context		<p>Learners look again at the example of a directed writing question used in a past examination paper. They should see that the three bullet points in the question comprise the area for task fulfilment and so must be covered in the answer. Look at corresponding mark schemes to see how the marks are given.</p> <p>Put learners into groups and ask them to make up five directed writing tasks of their own, one from each of the genres of:</p> <ul style="list-style-type: none"> • reports • letters • magazine or newspaper articles • speeches. <p>Each task should have three bullet points. (F)</p> <p>Learners read the examples of directed writing written by the other groups.</p> <p>Q and A session on what learners have learned. (F)</p>
AO2: Writing W4 Use register appropriate to audience and context	Understand the nature of task fulfilment Speaking and listening	Working with a partner, learners examine a mark scheme for assessment criteria for task fulfilment: <ol style="list-style-type: none"> (i) understanding purpose (ii) awareness of situation and audience (iii) using the correct format (iv) using the information in the question to justify personal opinion (v) using appropriate tone and register (vi) developing all bullet points given. <p>Working in groups, learners discuss and write down what they think is meant by each of these criteria.</p>
AO2: Writing W4 Use register appropriate to audience and context	Understand awareness of situation and audience Speaking and listening	Working with a partner, learners make a list of people for whom a piece of directed writing might be written, remembering that these might lead to both formal in informal writing.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
AO2: Writing W4 Use register appropriate to audience and context	Understand the use of correct format for letters Speaking and listening	Working with a partner, learners look at rules and identify the elements of a letter – address, date, salutation, valediction, etc. Formal letter writing: www.usingenglish.com/resources/letter-writing.php#layout Planning a letter: www.bbc.co.uk/skillswise/factsheet/en11lett-e3-f-planning-a-letter
AO2: Writing W4 Use register appropriate to audience and context	Understand the use of correct format in magazine or newspaper article Speaking and listening	Take a selection of newspapers or newspaper articles into the classroom for learners to look at. Ask learners to work with a partner to identify the layout of newspaper reports – headlines, subheadings, interviews and statements, order of paragraphs, photos and captions, quotations, etc. In their pairs learners devise a multiple choice quiz for the class about newspapers. Questions could include: <ul style="list-style-type: none"> • What is a headline? • Where would you expect to find a caption? • What do you think this story is about? 'Freak weather' • Why do articles include quotations? • Which tense are newspaper reports written in? • Etc.
AO2: Writing W4 Use register appropriate to audience and context	Understand the use of correct format in reports	Learners need to know the purpose and style of reports. List the features of a report, and ask learners to highlight these features in a text and include others.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities																																				
		<table border="1"> <thead> <tr> <th data-bbox="810 300 1384 325">Features</th> <th data-bbox="1391 300 1485 325">Yes</th> <th data-bbox="1491 300 1581 325">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="810 330 1384 368">A Heading</td> <td data-bbox="1391 330 1485 368"></td> <td data-bbox="1491 330 1581 368"></td> </tr> <tr> <td data-bbox="810 373 1384 411">Subheadings</td> <td data-bbox="1391 373 1485 411"></td> <td data-bbox="1491 373 1581 411"></td> </tr> <tr> <td data-bbox="810 416 1384 454">Pictures</td> <td data-bbox="1391 416 1485 454"></td> <td data-bbox="1491 416 1581 454"></td> </tr> <tr> <td data-bbox="810 459 1384 497">Diagrams</td> <td data-bbox="1391 459 1485 497"></td> <td data-bbox="1491 459 1581 497"></td> </tr> <tr> <td data-bbox="810 502 1384 541">Labels</td> <td data-bbox="1391 502 1485 541"></td> <td data-bbox="1491 502 1581 541"></td> </tr> <tr> <td data-bbox="810 545 1384 584">Captions</td> <td data-bbox="1391 545 1485 584"></td> <td data-bbox="1491 545 1581 584"></td> </tr> <tr> <td data-bbox="810 588 1384 627">Facts not opinions</td> <td data-bbox="1391 588 1485 627"></td> <td data-bbox="1491 588 1581 627"></td> </tr> <tr> <td data-bbox="810 632 1384 670">Technical words to do with the subject</td> <td data-bbox="1391 632 1485 670"></td> <td data-bbox="1491 632 1581 670"></td> </tr> <tr> <td data-bbox="810 675 1384 713">Text organised into paragraphs</td> <td data-bbox="1391 675 1485 713"></td> <td data-bbox="1491 675 1581 713"></td> </tr> <tr> <td data-bbox="810 718 1384 756">Varied sentence beginnings</td> <td data-bbox="1391 718 1485 756"></td> <td data-bbox="1491 718 1581 756"></td> </tr> <tr> <td data-bbox="810 761 1384 799">The text contain words like 'I', 'we' and 'think'</td> <td data-bbox="1391 761 1485 799"></td> <td data-bbox="1491 761 1581 799"></td> </tr> </tbody> </table>	Features	Yes	No	A Heading			Subheadings			Pictures			Diagrams			Labels			Captions			Facts not opinions			Technical words to do with the subject			Text organised into paragraphs			Varied sentence beginnings			The text contain words like 'I', 'we' and 'think'		
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<p>AO2: Writing W4 Use register appropriate to audience and context</p>	<p>Understand audience, tone and register of speeches/talks</p>	<p>Discuss with the class about what speeches they have heard recently or any famous speeches that they know of. Select a famous person and elicit what learners know about the person and predict the style and tone of the speech they are going to listen to. Learners listen to the speech by a famous person, e.g. Nelson Mandela, and make notes about the style, register and impact it has.</p> <p>Learners work with a partner to examine printed copies of the speech used above and write short commentaries on its merits of style, e.g. use of first person, introduction, rhetoric, repetition, and climax.</p> <p>Working with a partner, learners read a section of Mandela's speech on www.historyplace.com/speeches/mandela.htm</p>																																				

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		<p>And Martin Luther King on http://abcnews.go.com/Politics/martin-luther-kings-speech-dream-full-text/story?id=14358231</p> <p>Extension activity: Learners write a speech to give in a school assembly on the theme of [prejudice/child labour/a person they admire]. Ask learners to select a text on the subject which they can incorporate into their speech. Learners perform their speeches in class.</p>
<p>AO2: Writing W4 Use register appropriate to audience and context</p>	<p>Understand the difference between formal and informal tone and register</p>	<p>Ask learners what they understand to be the difference between formal and informal language, stressing that appropriate tone and register is to be used according to the topic given. Ask them to give example of formal and informal language.</p> <p>Formal and informal speaking: www.bbc.co.uk/skillswise/worksheet/en37spea-l1-w-formal-or-not</p>
<p>AO2: Writing W2 Sequence facts, ideas and opinions</p> <p>W4 Use register appropriate to audience and context</p>	<p>Add detail for interest to bullet points</p>	<p>Working in groups, learners take a past examination paper directed writing task, or a directed writing task from one of our endorsed textbooks.</p> <p>Against each bullet point, they decide what information might be added to elaborate on it.</p> <p>Learners move around the classroom to read the elaboration details of the other groups. (F)</p> <p>1123 past examination paper: Jun 2015 Paper 12 Q1</p>
<p>AO2: Writing W5 Make accurate use of spelling, punctuation and grammar</p>	<p>Accurate use of language in directed writing</p>	<p>Learners revise rules for good language usage, remembering that language as well as task fulfillment is assessed in directed writing.</p>
<p>AO2: Writing W2 Sequence facts, ideas and opinions</p>	<p>Produce pieces of directed writing</p>	<p>Learners attempt directed writing task from a past examination paper.</p> <p>1123 past examination paper: Paper 2 Jun 2015 Q1</p> <p>1123 Specimen Paper (for examination from 2018)</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>W4 Use register appropriate to audience and context</p> <p>W5 Make accurate use of spelling, punctuation and grammar</p>		<p>Specimen Paper 1 Q1</p>
<p>AO2: Writing</p> <p>W2 Sequence facts, ideas and opinions</p> <p>W4 Use register appropriate to audience and context</p> <p>W5 Make accurate use of spelling, punctuation and grammar</p>	<p>Produce pieces of directed writing</p>	<p>Learners swap their pieces of directed writing with a partner, and partner to indicate errors and suggest areas for improvement in task. (F)</p> <p>Learners redraft their pieces of directed writing. (I and F)</p>
<p>Past examination papers and specimen papers</p>		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> <p>Jun 2015 Paper 12 and mark scheme Nov 2015 Paper 12 and mark scheme Specimen Paper 1 and mark scheme</p>		

Unit 6: Reading a variety of texts

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
	<p>Distinguish between fiction and non-fiction</p> <p>Speaking and listening</p>	<p>Ask the learners to work with a partner to examine two fiction and two non-fiction texts.</p> <p>Learners make a list of features which distinguish the two and swap lists with their partner.</p> <p>Working in groups, learners make a list of features of any text, both fiction and non-fiction. They swap with other groups who identify the genre against each item in the list.</p> <p>Learners listen to and compare the statements in the two links below and discuss which ones they agree or disagree with: www.differencebetween.net/miscellaneous/difference-between-fiction-and-non-fiction/</p> <p>www.writerlylife.com/2010/04/whats-the-difference-between-fiction-and-non-fiction/</p> <p>Q and A session on what learners have learned. (F)</p>
	<p>Foster an interest in reading and an appreciation of its benefits</p> <p>Speaking and listening</p>	<p>Ask the class to sit in groups to discuss their favourite books and what they are currently reading, giving brief reports on a text of their choice. All learners bring a book/magazine, website page with them to show to the class.</p> <p>Learners write short paragraph about the books of three other learners, saying why they were persuaded by the speaker to read that particular book. This activity could also be done as a discussion, either with the whole class or in groups.</p>
	<p>Identify different genres of fiction and non-fiction texts</p> <p>Speaking and listening</p>	<p>In groups learners make a list of genres in fiction texts. Can they list 10?</p> <p>In groups learners read http://writing.colostate.edu/gallery/multigenre/genrelist.html and then make two columns headed 'fiction' and 'non-fiction', and assign each item in the list in the above website to the appropriate column.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>AO1: Reading R3 Analyse, evaluate and develop facts, ideas and opinions</p> <p>R5 Select for specific purposes</p>	Group discussion	<p>Put the learners into groups and ask them to examine at least four fiction texts, each from a different genre.</p> <p>You can remind learners that genre is a kind of text and different genres have different kinds of setting and characters. Elicit different genres from the learners before you give them some examples, or ask them to pick some from the school library.</p> <p>Here are some examples of fiction genres which your learners may suggest:</p> <ul style="list-style-type: none"> ● Historical ● Fantasy ● Science fiction ● Mystery ● Folktales ● Etc. <p>In groups, learners can discuss their preferences explaining why and giving examples of books they have read.</p>
	<p>Identify different genres of fiction texts</p> <p>Speaking and listening</p>	<p>Elicit what the learners understand by each of the following terms in fiction: character, setting, theme, plot. Match definitions to words, either using cards or worksheets.</p> <p>In groups learners identify key features of each of their four genres: what kind of character would they expect in that genres, what kind of setting, theme, plot.</p>
<p>AO1: Reading R3 Analyse, evaluate and develop facts, ideas and opinions</p>	Evaluate fiction texts	<p>Groups of learners list features of one genre and present their list to the class or ask other groups to add any other ideas.</p> <p>For independent study learners write a short commentary on the key features (as identified above) of at least one of their given genres of fiction texts. (I)</p>
<p>AO2: Writing W1 Articulate experience and express what is thought, felt and imagined</p>	Write about fiction texts	<p>Ask each learner invents a title for a fiction text in any genre and write a blurb for their imaginary text (maximum 50 words). Both title and blurb should reflect the chosen genre. Ask the learners redraft their blurbs so that they could be used as classroom displays. (I)</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
W5 Make accurate use of spelling, punctuation and grammar		
	Identify different genres in non-fiction texts Speaking and listening	Ask the learners go back to list of genres of texts in http://writing.colostate.edu/gallery/multigenre/genrelist.html They should already have identified which of these are non-fiction. They should take at least four non-fiction genres now and identify with a partner its key features.
	Understand audience in non-fiction texts Speaking and listening	Ask the learners work with a partner to discuss the different audiences addressed in a selection of non-fiction texts. Texts from school library – autobiography, travel, sport, biography, etc.
AO1: Reading R5 Select for specific purposes	Identify key features of different genres of non-fiction texts	Put learners into groups and ask them to examine at least four non-fiction texts, each from a different genre. Ask each learner to write a short commentary on the key features of at least one of these non-fiction texts. Texts from school library – autobiography, travel, sport, biography, etc.
AO1: Reading R3 Analyse, evaluate and develop facts, ideas and opinions R5 Select for specific purposes	Distinguish between fiction and non-fiction	Learners read examples of Paper 2, and discuss the ways in which Passage 1 differs from Passage 2. <ul style="list-style-type: none"> - Passage 1: a factual text or texts, e.g. report(s), article(s), advertisement(s), letter(s), etc. Reading for ideas - learners are asked to identify and note down required information and write a summary based on relevance and coherence and then answer questions to identify the function of the text. - Passage 2: a narrative text, e.g. report article, story, etc. Reading for meaning - learners respond to short answer and multiple choice questions. <p>Q and A session or a quiz on what learners have learned. (F)</p>
Past examination papers and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		

Unit 7: Summary writing – content, relevance and cohesion

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
AO1: Reading R5 Select for specific purposes	Understand the nature of summary questions	<p>Ask learners what they understand by the term 'summary'. http://public.wsu.edu/~mejia/Summary.htm</p> <p>Learners should have a clear understanding of how to distinguish key information from extended information in order to be able to extract appropriate points from the given passage prior to undertaking any summary-writing activities, and an awareness of the sub-skills needed to complete the task correctly.</p> <p>One activity could be to provide simple sentences which learners extend by adding further information, or short passages on a specific topic could be given to extract the key idea and present in the class.</p> <p>Learners could be shown a clip or documentary in class and then asked to write and present information with the help of given key points within the specific word limit.</p> <p>How to stretch learners' thinking? Here are some general questions teachers can ask their learners to consider when summarising either fiction or nonfiction:</p> <ul style="list-style-type: none"> • What happened? • Who was involved? • What was the outcome? • Is the essential piece of information included? • Are interesting but nonessential facts or details eliminated? • Would someone who read my summary really understand the main points of the text? <p>Following some practice, an assessment task could also be helpful. Rules or guidelines for writing a summary could be handed out in advance. The text could be selected randomly from newspapers, magazines or taken from past papers. Learners look at and identify the elements in the rubric of a past examination paper for summary. (F)</p> <p>1123 past examination paper: Jun 2015 Paper 22 Q1(a)</p>
AO1: Reading R5 Select for specific purposes	Understand the nature of summary questions	With a partner, learners examine the rubric of a short passage for summary, with given content points.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
AO1: Reading R5 Select for specific purposes	Revise topic sentences	With a partner, learners finish the sentences below and make a list of the functions of topic sentences. What is the function of topic sentences? <ul style="list-style-type: none"> • To provide • To introduce ... • To grab • To support ... • To summarise ...
AO1: Reading R5 Select for specific purposes	Learn how to select content points	Groups of learners look at non-fiction texts (Passage 1) from past question papers and answer the following questions: <ul style="list-style-type: none"> • Is the passage developed with specific information (facts, statistics, etc.) that is related to the main topic? • Does all of the information support the main topic? • Does the passage have enough information to answer the question asked? • What are the elaboration points, i.e. points which merely add to points already made as opposed to being separate points in themselves? Q and A session on what learners have learned. (F)
AO1: Reading R5 Select for specific purposes	Select topic sentences from given texts	Put the class into groups and ask them to select the topic sentences from paragraphs of given texts. Select the test topic sentence and paraphrase: www.time4writing.com/downloads/PDFs/Printable-WritingParagraphs-TopicSentence-HS.pdf
AO1: Reading R5 Select for specific purposes	List content points in note form from a short texts	Keep the class in the same groups and ask them to list in note form the content points from a short text. Then reverse the task and give learners 10 content points which they should include in a short text.
AO1: Reading R5 Select for specific purposes	List content points in note form from a longer texts	Keep the class in the same groups and ask them to jot down in note form the content points in the past examination paper the rubric for which has already been examined. 1123 past examination paper: Jun 2015 Paper 22 Q1(a)

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
	Provide opportunity for pair discussion and writing Speaking and listening	Ask learners in their groups to make a list of the content points of an argument: the advantages and disadvantages of email. Ideas can be found at www.bbc.co.uk/schools/gcsebitesize/ict/datacomm/1emailrev3.shtml Extension activity: Learners write a list of content points on a topic of their own choice. This may be for example, advantages and disadvantages of school uniform, etc. Ask learners to swap with a partner and write a version of their partner's argument using only the content points.
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Write in coherent English	Coherence (logically sequenced and appropriately organised and cohesion (connecting ideas using cohesive devices): this is a vital feature of writing. Coherence and cohesion tips and activities: https://takeielts.britishcouncil.org/sites/default/files/IELTS%20Writing-%20Coherence%20&%20Cohesion.pdf English grammar guide: https://www.ef.com/english-resources/english-grammar/
AO2: Writing W5 Make accurate use of spelling, punctuation and grammar	Write in coherent English	Working with a partner, learners revise the rules of simple, compound and complex sentences and create a multiple choice quiz: e.g. He went out. <input type="checkbox"/> Simple <input type="checkbox"/> Compound <input type="checkbox"/> Complex He went out, and met his friend. <input type="checkbox"/> Simple <input type="checkbox"/> Compound <input type="checkbox"/> Complex Here is a definition and activity for learners to work on in class or as a homework activity: www.bbc.co.uk/norfolk/kids/kuwtc_pack2.PDF
AO1: Reading	Select content points for summary	In pairs, learners select the content points of a past examination paper summary question.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
R5 Select for specific purposes		1123 past examination paper: Jun 2015 Paper 21 Q1(a)
AO2: Writing W2 Sequence facts, ideas and opinions	Write a summary in relevant, coherent English	Ask the learners to write out the content points from the previous exercise in relevant, coherent English which include the main points and is easy to follow. Remember that the focus of the summary task is on how the text is organised and the task fulfilment, rather than on spelling, punctuation and grammar. Learners swap with partner and write comment on each other's piece of relevant, coherent English, outlining merits of use of own words or sentence structure as well as pointing out any errors.
Past examination papers and specimen papers		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> <p>Jun 2015 Paper 21 and mark scheme Jun 2015 Paper 22 and mark scheme Specimen Paper 2 and mark scheme</p>		

Unit 8: Reading for ideas

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>AO1: Reading R3 Analyse, evaluate and develop facts, ideas and opinions</p>	<p>Understand questions on main ideas</p>	<p>Explain to learners that they need to be able to answer questions which can be seen as testing understanding of the main ideas of a text. These might be questions asking them to identify examples of a function in the text, e.g. opinions, advice, criticism or warnings.</p> <p>Elicit</p> <ul style="list-style-type: none"> (i) distinguishing fact from opinion (ii) distinguishing fact from advice (iii) distinguishing fact from criticism (iv) distinguishing fact from warning (v) identifying standpoint or conclusion of the writer
<p>AO1: Reading R3 Analyse, evaluate and develop facts, ideas and opinions</p>	<p>Identify facts</p>	<p>In groups learners are given a short newspaper article and asked to find and write down six facts from the text. Groups move around the classroom to look at facts selected by other groups. (F)</p> <p>Learners write a short passage of personal writing of no more than 100 words which contains at least six facts.</p> <p>Possible topics: <i>'My Family'</i> <i>'My Pet'</i></p> <p>Learners swap with a partner and each has to find and write down six facts from their partner's piece of writing.</p> <p>Learners write a short discursive passage of no more than 150 words which contains at least six facts.</p> <p>Possible topics: <i>'The internet'</i> <i>'My Country'</i></p> <p>Learners swap with a partner and each has to find and write down six facts from their partner's piece of writing.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>AO1: Reading R3 Analyse, evaluate and develop facts, ideas and opinions</p>	<p>Distinguish between facts and opinions</p>	<p>Ask learners to give examples of value judgement. Elicit the idea of opinion, something which cannot be supported by logic, the difference between objective and subjective statements.</p> <p>Distinguishing between fact and opinion: www.bbc.co.uk/skillswise/factsheet/en06opin-e3-f-fact-or-opinion</p> <p>Distinguishing between fact, opinion, belief and prejudice: http://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm</p> <p>Working in groups, learners are given a list of single words, some of which suggest value judgment, or opinion, (e.g. 'delicious') and others which are factual (e.g. 'green'). They write each word in either the 'opinion' column in their notebooks or the 'factual' column.</p> <p>Working with a partner, learners produce a list of 10 value judgement words, and 10 factual words.</p> <p>Learners write five opinion statements of their own. Swap with a partner and discuss.</p> <p>Learners write 10 statements, five opinions and five facts. Swap with a partner and distinguish the facts from the opinions.</p> <p>Q and A session on what learners have learned. (F)</p> <p>Exercises which are available in our endorsed textbooks which highlight the difference between fact and opinion which can be completed with a partner.</p> <p>Learners write a list of 20 statements, 10 facts and 10opinions. They swap with a partner, who has to write against each statement whether it is fact or opinion.</p> <p>Extension activity: Learners should look at past examination paper examples of questions which test distinguishing facts from opinions and complete with a partner.</p>
<p>AO1: Reading R3 Analyse, evaluate and develop facts, ideas and opinions</p>	<p>Identify writer's standpoint, conclusion, advice or criticism</p>	<p>In groups learners read a newspaper or magazine article and discuss its contents. They identify the writer's standpoint and/or conclusion. For example, is the writer in favour of the actions of a particular person, or in favour of a particular social trend?</p> <p>Learners identify the standpoint and/or conclusion, and write down particular sentences/phrases/words which make that most clear.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		<p>Learners write a short commentary on their newspaper article, in which they outline the contents of the article, and the writer's standpoint and/or conclusion, explaining with reference to the text how that standpoint and/or conclusion is made clear.</p> <p>Extension activity: Learners should look at past examination paper examples of questions which test identifying writer's standpoint and complete with a partner.</p>
<p>AO1: Reading R3 Analyse, evaluate and develop facts, ideas and opinions</p>	<p>Identify writer's standpoint, conclusion, advice or criticism</p>	<p>Learners write a short commentary on a newspaper article, in which they outline the contents of the article, and the writer's standpoint and/or conclusion, explaining with reference to the text how that standpoint and/or conclusion is made clear.</p>
<p>AO1: Reading R3 Analyse, evaluate and develop facts, ideas and opinions</p>	<p>Answer questions on Reading for Ideas: summative assessment</p>	<p>Answering questions on main ideas under examination conditions.</p> <p>1123 past examination papers: Nov 2015 Paper 21 Section 2, Q3, 4 Nov 2015 Paper 22 Section 2 Q2, 3,4</p> <p>1123 Specimen Paper (for examination from 2018) Specimen Paper 2 Q2</p>
<p>Past examination papers and specimen papers</p>		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> <p>Nov 2015 Paper 21 and mark scheme Nov 2015 Paper 22 and mark scheme Specimen Paper 2 and mark scheme</p>		

Unit 9: Reading for meaning

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>AO1: Reading R1 Demonstrate understanding of explicit meanings</p> <p>R2 Demonstrate understanding of implicit meanings and attitudes</p>	Understand the difference between literal and inferential comprehension questions	<p>Learners are given examples of each type of question and asked to explain how they are different. Ask learners what they think is meant by literal and inferential comprehension and what is the difference between them.</p> <p>Elicit the idea that in a literal comprehension question the answer is on the surface of the text, whereas in inferential comprehension the answer lies beneath the surface and some working out or deducing has to be done.</p> <p>Working with a partner, learners write down the signposts of literal and inferential comprehension questions.</p>
<p>AO1: Reading R1 Demonstrate understanding of explicit meanings</p>	Answer simple literal comprehension questions	<p>Class activities:</p> <p>Weave a web of understanding After reflection on a factual text, gather learners in a circle. The first learners hold a ball of wool and shares one thing that is remembered about the text. The first learner hangs on to the string and the ball is passed across the circle not around. Repeat this process until a complete web is formed.</p> <p>Gallery images In small groups, learners read a section of a factual text and create mental images as they read. Learners create and label images on paper to represent the content. Share images with the class.</p> <p>I remember Learners are reminded to remember interesting information during a read-aloud. During the reading, stop and pause and learners share what they remembered from the text.</p> <p>Working with a partner or individually, learners complete some exercises in literal comprehension questions.</p> <p>Q and A session on what learners have learned. (F)</p>
<p>AO1: Reading R1 Demonstrate understanding of explicit meanings</p>	Answer more difficult literal comprehension questions	<p>Working with a partner, learners answer literal comprehension questions set in recent past examination papers.</p> <p>1123 past examination papers:</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		Nov 2015 Paper 21 Q5b, 5d, 7b, 8b Nov 2015 Paper 22 Q 6b, 9c
AO1: Reading R2 Demonstrate understanding of implicit meanings and attitudes	Answer inferential comprehension questions	Working with a partner, learners answer inferential comprehension questions set in recent past examination papers. 1123 past examination papers: Nov 2015 Paper 21 Q5a, 7a Nov 2015 Paper 22 Q5d, 9a, 9b
AO1: Reading R1 Demonstrate understanding of explicit meanings R2 Demonstrate understanding of implicit meanings and attitudes	Distinguish between and answer literal and inferential questions	Learners work in groups to make up their own literal and inferential questions from a variety of given texts. Text and questions to be swapped with other groups and answered and then corrected by group who wrote passage and questions. Inferences worksheets: www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/ Q and A session on what learners have learned. (F)
AO1: Reading R1 Demonstrate understanding of explicit meanings	Understand the nature of comprehension questions which can be answered by lifting from the text	When practicing for examination you can use texts that range from easy to challenging. The criteria for text selection should focus on text usefulness for teaching a particular strategy or set of strategies, learner interests and connections to literacy themes. If the text is challenging use 'read-aloud' when modelling. Look at our endorsed textbooks which focus on this topic.
AO1: Reading R1 Demonstrate understanding of explicit meanings	Understand the nature of own words comprehension questions	Working with a partner, learners look again at their answers to questions in exercises which can be found in our endorsed textbooks and put their answers into their own words. Extension activity: Learners write a list of 20 words in one column with jumbled synonyms for these words in the other column. Ask them to swap with a partner, who has to match each word up with its correct synonym. www.superteacherworksheets.com/dictionary-skills.html www.teachingenglish.org.uk/article/dictionary-skills-secondary-learners

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
AO1: Reading R1 Demonstrate understanding of explicit meanings	Answer own words comprehension questions	Assessments based on randomly selected text can also be helpful. Questions should be carefully designed as to cater for learners from low to high ability levels. (F) 1123 Specimen Paper (for examination from 2018) Specimen Paper 2 Q8 Q12
AO1: Reading R1 Demonstrate understanding of explicit meanings	Answer quotation questions	Ask learners what they think they have to do in quotation questions, and how quotation questions differ from literal comprehension questions. Learners look at some quotation past examination paper questions, and differentiate between single word, expression and consecutive words. 1123 past examination papers: Nov 2015 Paper 21 Q7d new wording would ask for four-word phrase not four consecutive words Nov 2015 Paper 22 Q7c Learners work with a partner to produce a list of 10 quotation questions from a text, covering single word answers, two or more consecutive word answers and expression answers.
AO1: Reading R1 Demonstrate understanding of explicit meanings	Understand the nature of vocabulary questions	Quiz – improving vocabulary: www.educationquizzes.com/ks2/english/improving-vocabulary-02/
AO1: Reading R1 Demonstrate understanding of explicit meanings	Answer vocabulary questions	1123 Specimen Paper (for examination from 2018) Specimen Paper 2 Q13
AO1: Reading R4 Demonstrate understanding of how writers achieve effects	Appreciate writer's craft.	Learners revise use of simile, metaphor, and personification using Unit 1 of this scheme of work. Learners revise use of contrast, alliteration, onomatopoeia, exaggeration. Learners watch www.youtube.com/watch?v=5EqG5v07R24 Working with a partner, learners answer past examination paper questions on writer's craft. http://examples.yourdictionary.com/examples-of-similes.html

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		1123 Specimen Paper (for examination from 2018) Specimen Paper 2 Q14
AO1: Reading R1 Demonstrate understanding of explicit meaning R2 Demonstrate understanding of implicit meanings and attitudes R4 Demonstrate understanding of how writers achieve effects	Comprehension: opportunity for summative assessment	Comprehension under examination conditions. 1123 past examination papers: Jun 2015 Paper 21 Q5, 6, 8, 9 Jun 2015 Paper 22 Q6, 8, 9
Past examination papers and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) Nov 2015 Paper 21 and mark scheme Nov 2015 Paper 22 and mark scheme Jun 2015 Paper 21 and mark scheme Jun 2015 Paper 22 and mark scheme Specimen Paper 2 and mark scheme		

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