

Scheme of Work

Cambridge International AS & A Level Languages other than English

For examination from 2017



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Introduction

This scheme of work is applicable to all Cambridge International AS and A Level syllabuses in languages other than English. For this reason there are no specific examples or resources for a particular language.

All textual material used in the examinations will be drawn from the topic areas listed in the syllabus, with reference to the country or countries where the language is spoken. The topic areas have been grouped together to form Units 1–7 of this scheme of work (see below). References to ‘Contemporary aspects of the country or countries where the language is spoken’ will be made in every unit, as appropriate to the topic material. For the full list of subtopics, please refer to the syllabus on our website at www.cie.org.uk

Recommended prior knowledge

Learners should have GCSE/IGCSE/O Level (or equivalent) at minimum Grade C in the language to be studied.

Syllabus aims

Cambridge International AS and A Level syllabuses in languages other than English aim to:

develop the ability to understand a language from a variety of registers

enable learners to communicate confidently and clearly in the target language

form a sound base of skills, language and attitudes required for further study, work and leisure

develop insights into the culture and civilisation of the countries where the language is spoken, including the study of literary texts where appropriate (this does not apply to AS Language qualifications)

encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations

support intellectual and personal development by promoting learning and social skills.

Assessment objectives

The examinations are designed to assess candidates’ linguistic competence and their knowledge of contemporary society. In the exams, candidates will be expected to:

understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing

manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures

select information and present it in the target language

organise arguments and ideas logically.

Rationale for this scheme of work

The examination syllabus and the scheme of work are both derived from a view of language teaching at the advanced level which is based upon the use of authentic texts organised according to topics and allowing a progression in skills and knowledge. The rationale of the scheme of work has been set out at some length in Appendix I.

Outline

The contents of this scheme of work are listed below. Note that for AS Language qualifications only Units 1–7 are applicable; for AS Literature qualifications only Unit 8 is applicable.

- Unit 1: Family (Bridging Unit)
- Unit 2: Human relationships, generation gap, young people
- Unit 3: Patterns of daily life, urban and rural life, the media, food and drink, law and order, philosophy and belief, health and fitness
- Unit 4: Work and leisure, equality of opportunity, employment and unemployment, sport, free time activities, travel and tourism, education, cultural life and heritage
- Unit 5: War and peace, social and economic development
- Unit 6: Scientific and medical advances, technological innovation
- Unit 7: Environment, conservation, pollution
- Unit 8: Component 4 – Texts

- Appendix I: Teaching methods / Types of grammar practice
- Appendix II: Sample worksheets for Component 4
- Appendix III: Grid to record quotations from Component 4 set texts
- Appendix IV: Games and other activities for teaching Component 4

Teaching order

For learners following the two-year A Level course the suggested sequence for teaching the topics is as follows:

Unit 1 is intended to last two weeks.

Units 2, 3 and 4 will be taught in the rest of the first year of the course.

Units 5, 6 and 7 will be taught in the second year of the course.

Teachers are advised to leave some time for revision and review at the end of the second year.

Unit 8 can be taught throughout the course alongside the above units.

Timings of Units 1–7 will need to be adjusted accordingly for learners following the one-year AS Language course.

The resources listed in each unit suggest the type of material that could be used – examples of which can be found in most textbooks by searching for the topic area. It should be possible for teachers to draw up a list of items from their own materials, textbooks and Internet resources alongside the suggested activities which will then produce a custom-made scheme of work. The ideas in each unit form an outline which teachers can use and adapt to suit their own requirements and circumstances.

Centres are strongly advised to consult the published mark schemes (where available) and to share these with learners. This ensures that learners are aware of the standards required for the examination. When practising past exam papers, these should where possible, be marked using the corresponding mark scheme.

Structure of Units 1–7

Each unit is intended to give a practical outline for teaching. General information and guidance on the rationale for the choice of material and ways of ensuring progression can be found in Appendix I.

Units 1–7 include the following:

- Introductory activity to present the unit, which is based on learners' previous learning, establishing a direct link with the kind of material and activities associated with GCSE/IGCSE/O Level and their own experience. This will serve as a diagnostic tool for the teacher to identify strengths and weaknesses and as a way of engaging the learners' interest in the topic.
- A series of activities to practise the skill areas and the syntax and grammar required.
- The type of resources needed to deliver the topic will be listed. The progression in text-type and length, skills development and grammatical knowledge are assured by using the relevant resources available in a number of textbooks. Teachers can search textbooks and other materials to source these.

In the early units, indication of specific language practice is given where appropriate. There will be a clear requirement to present or revise particular structures in individual languages in many contexts. These are not given but will be clear to the teacher or can be found in material sourced from text books. Teachers are encouraged to match past examination paper material to topic areas and to use this as homework or additional practice as part of the teaching programme.

Teacher support and resources

As this scheme of work is not language specific, the resources recommended below relate to aspects of language learning in general.

www.all-languages.org.uk ALL (Association for Language Learning)

www.languageawareness.org Association for Language Awareness

www.bbc.co.uk/education BBC (offers news broadcasts in many languages)

www.channel4learning.com Channel 4 Learning

www.cilt.org.uk CILT (Centre for Information on Language Teaching and Research)

www.europeanbookshop.com/ The European Bookshop (UK foreign language bookseller)

www.eurobooks.co.uk European Schoolbooks Ltd (UK agents for many foreign publishers)

www.grantandcutler.com Grant & Cutler (UK's largest foreign language bookseller)

www.linguanet-worldwide.org Lingu@net worldwide gives access to many language teaching sites and forums

www.tes.co.uk Times Educational Supplement (weekly publication with large bank of online resources)

Teacher Support is a secure online resource bank and community forum for Cambridge teachers. Go to <http://teacher.cie.org.uk> for access to syllabus-specific support such as past question papers and examiner reports on previous examinations

Unit 1: Family (Bridging unit)

Context

This unit should be seen as a bridging unit to move learners from GCSE/IGCSE/O Level to AS and A Level. It establishes starting points and begins to set targets and expectations. The aims are both motivational, to engage the learners in their new course, and diagnostic, seeking to establish current levels of skill and knowledge before moving on.

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|---|--|---|
| <p>By the end of this unit, learners will be able to:</p> <ul style="list-style-type: none"> discuss the importance of family life in their country and compare and contrast it with family life in the country or countries where the foreign language is spoken describe and discuss the life story of a member of their family or a famous person <p>talk about causes of conflict within families</p> <ul style="list-style-type: none"> use past and present tenses | <ol style="list-style-type: none"> 1. Introductory activity Teacher shows photographs of some famous families. In groups, learners have to prepare information about the members of the families – name, age, occupation, physical description, personality etc. Each group in turn presents one item of information. The other groups then have to cross this off their list. A group earns a point for information no one else has. Learners work in groups. Each learner chooses to be a member of a family from the ones already discussed. The other members of the group have to guess who they are. The learner can only answer 'yes' or 'no'. Learners work in pairs. Each learner chooses a family and compares/contrasts it to their own family. If preferred, they may choose another famous or fictional family instead. Learners help one another to prepare this – there should be up to 10 separate points made. Learners then swap partners. Each learner then tells the new partner the points prepared. The partner must note them down correctly, and then give his/her information. At the end of the activity learners check that they understood and noted information correctly. Teacher presents article about a family and their relationships, from the target country(ies). Learners research vocabulary. Teacher presents list of reading comprehension questions on article(s). Learners work in pairs to complete this. Note any cultural differences. Each learner then adapts the text to fit his/her own circumstances and presents a written piece of work. | <p>Photographs/images (from internet). These could be real or fictional families.</p> <p>Language practice – adjectival agreements, possessive pronouns, occupations, present tense verbs.</p> <p>Language – interrogatives.</p> <p><i>Language – interrogatives.</i></p> <p>Article(s) or letters giving information about the relationships within a family – conflicts, disagreements as well as positive support.</p> <p><i>Language practice – cause and</i></p> |

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|--|--|---|
| <ul style="list-style-type: none"> conduct an interview research and adapt material from texts or the Internet | <p>5. Life story – comprehension Teacher presents the life story of a well-known person from the country/countries where the target language is spoken.</p> <p>Learners have summary of the life story, with gaps. As they watch/read the presentation, they fill in the gaps. (Depending on the ability of the group, the teacher may give the missing words in random order at the bottom of the page. This could also be a differentiated activity within the class.)</p> <p>The learners discuss their answers with a partner, then with the whole class. Note any cultural points.</p> <p>6. Life story – research and presentation Each learner chooses a member of their own family or a person from the target country(ies) and researches his or her life story. The teacher may prepare a worksheet giving essential vocabulary and expressions (this could have been completed in the ‘Life story’ activity above). The learner then prepares a PowerPoint presentation or an oral presentation for the class. The teacher may prefer to make this a ‘pairs’ task to aid confidence, with two learners sharing the preparation and presentation of the task.</p> <p>7. Relationships within a family – discussion and presentation Teacher shows an episode/episodes from a soap opera (this could be in the learners’ native language at this stage of the course). Learners to note down information about the relationships and possible reasons why. Discussion in class. Learners to prepare short role plays using characters from the soap opera, perhaps following on from the episode shown, or another situation, to show that they can portray the characters and their relationships correctly. This can be done in pairs or groups.</p> | <p><i>effect (I like... because...), other expressions of feelings, indirect commands (my father wants me to...).</i></p> <p>Film/television programme/interview/article/ power point presentation with the life story of well known person from target-language country(ies).</p> <p><i>Language practice – past tenses, expressions of time (sequence and duration), opinions and feelings.</i></p> <p><i>Language practice – colloquial language, exclamations, reactions.</i></p> |

Unit 1 Summary of skills**Speaking**

- presenting short items of information
- discussing in pairs, small group and class
- preparing and delivering a longer presentation
- devise and take part in controlled role play

Listening

- active listening for information and gauging opinions in pair, group and class activities

Reading and Writing

- taking notes from listening and written material and video/film/television
- developing strategies for reading comprehension
- writing a sequential task – life story
- writing a list of positive and negative commands

Unit 2: Human relationships, generation gap, young people

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|--|---|--|
| <p>By the end of this unit, learners will be able to:</p> <ul style="list-style-type: none"> discuss the values of young people examine the importance of friendships comment on specific differences between the generations in the learners' native country and target-language country(ies) express opinions and beliefs use the conditional tense use imperatives research and adapt materials | <ol style="list-style-type: none"> 1. Introductory activity Teacher gives class a list of adjectives which describe personality traits, e.g. generous, cheerful. Learners work in pairs to match someone from their family to each adjective, and say why. The activity is then open to the whole class. 2. Values Learners and teacher devise a questionnaire to find out what items people value the most; what they could live without; what is essential to them. The learners question some of their peers, some family members older than themselves and some younger. 3. Values – justification Role plays in pairs. Teacher prepares outline role play scenarios in which one learner plays him/herself and the other plays the role of a parent. For example: Learner asks parent to: <ul style="list-style-type: none"> buy an item for him/her allow him/her to visit a particular place allow him/her to do a specific activity Parent does not agree. Learner has to persuade parent to change his/her mind by justifying the request. Learners take it in turns to act out both roles. 4. Values – written activity Teacher presents 'agony aunt' letters from a teenage magazine in which young people complain about difficulties with parents. Learners write a reply, advising individuals what they should do. | <p>List of adjectives</p> <p><i>Language practice – adjectival agreement, synonyms and antonyms</i></p> <p><i>Language practice – comparatives and superlatives, conditional tense, interrogatives.</i></p> <p>Teacher prepares role play scenarios. Listening resources as model from textbook or internet.</p> <p><i>Language practice – asking permission, presenting argument, challenging statements, expressing agreement/disagreement.</i></p> <p>'Agony aunt' type letters (i.e. letters describing a problem and asking for advice). <i>Language practice – giving advice, imperatives.</i></p> |

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|---------------------|---|--|
| | <p>5. Family and friends Teacher sources material in which young people talk about wider relationships within the family – grandparents, aunts, uncles, cousins, etc. How do these relationships differ?</p> <p>Comprehension exercise – question/answer; gap fill; explain key phrases. Learners research information about family structure in target-language country(ies) and report back to class. Draw up a table of information as a brainstorming activity in class.</p> <p>6. Future plans Would you like to move away from your home area in the future? In pairs, make a list of dos and don'ts for a young person who has been offered a job or an opportunity to study far away from their home area. Compile a list from the whole class and select the best, after discussion or vote.</p> <p>Learner to write a piece of work entitled 'I would like to move away/I do not want to move away, because...'. .</p> <p>7. Consolidation Learners prepare answers to questions and are peer assessed. Sample questions: Do most young people share the same values as their parents? Are friends more important than family for young people? Is marriage important? What are the main causes of conflict in families? Is there such a thing as a normal or typical family? What makes a happy family? Why are grandparents important? Assessment based on: Ideas, opinions, relevance /10 Fluency, spontaneity /10 Range and quality of language /5</p> | <p>Listening/reading material on extended family.</p> <p><i>Language practice – positive and negative commands.</i></p> <p><i>Language practice – future and conditional tenses.</i></p> |

Unit 2: Summary of skills**Speaking**

- accurate description
- conducting a questionnaire
- discussion and evaluation of material
- role play activity
- speaking presentation assessment

Listening

- accurate note taking (questionnaire)
- evaluating in peer assessment

Reading and Writing

- comprehension of opinions and reactions
- writing clear questions (questionnaire)
- essay – expression of point of view and justification

Unit 3: Patterns of daily life, urban and rural life, the media, food and drink, law and order, philosophy and belief, health and fitness

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|---|---|--|
| <p>By the end of this unit, learners will be able to:</p> <ul style="list-style-type: none"> describe where they live and compare it with a town/city in the target-language country/ies compare urban and rural life consider the role of the media in modern society study patterns of daily life compare the eating habits and preferences in their own culture and that of the target language discuss healthy eating and fitness consider health issues in modern society | <ol style="list-style-type: none"> 1. Introductory activity – Where I live Brainstorming Your town/area will be given a huge amount of money for improvements. How would you like to spend the money? 2. Focus on one city and one rural area in a target-language country. Research, and produce a fact sheet on each, showing location, facilities, places of interest, pros and cons of living there. 3. Focus on one aspect affecting urban or rural life in your own country and that of the target-language country, e.g. pressure of tourism, extreme climatic conditions (drought, flooding, fires), industry, and prepare a speaking presentation. 4. The media – TV In small groups take it in turn to say which TV programmes you watched last night/at the weekend and why. Class to study TV schedules and compare/contrast type of programmes shown and note cultural differences. Each group to focus on an aspect of TV: <ul style="list-style-type: none"> benefits and dangers for children of watching TV the impact of reality shows and soap operas on modern culture news programmes TV personalities Write a paragraph as a group. Paragraphs copied and distributed to all. 5. The media – newspapers and magazines Learners to identify type of publication from examples given. | <p>Short films (tourist/holiday/history) on any towns or cities in the target country/ies as stimulus material.</p> <p><i>Language practice – conditional tense.</i></p> <p><i>Language practice – presenting factual information clearly; prepositions, passive forms.</i></p> <p><i>Language practice – amassing specific vocabulary, transfer of meaning from learners' native language to target-language.</i></p> <p>Internet material on towns/regions; tourist brochures.</p> <p>TV schedules in learners' native country and target-language country/ies (printed or from internet).</p> <p>A selection of newspapers and magazines from the</p> |

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|---|--|--|
| <ul style="list-style-type: none"> debate the causes of crime in their own culture and that of the target-language country/ies consider the role of philosophy and belief in their own culture and that of the target-language country/ies compare and contrast understand and use language of persuasion give clear opinions and justification use passive constructions develop skills of reading for gist as well as detailed comprehension | <p>Register of language – teacher to identify two or three articles/features and learners to note phrases which indicate the register of language used. If possible, these should be on the same or a similar topic. Learners discuss why a particular register is chosen and consider the target reader and the message.</p> <p>Teacher to source current material on the perception of printed media in the learners' native country or target-language country for comprehension. (Consider such matters as, e.g. invasion of privacy, paparazzi, political bias.)</p> <p>6. The media – the internet Compare the day's news on the internet, the TV and the front page of a daily newspaper. Learners work in pairs to support one of the three forms of news dissemination. Class discussion.</p> <p>Learners make notes and use these as a basis for an essay – Which do you trust most for reporting the news – the press, TV or the internet?</p> <p>8. Daily life Comprehension activities on resource material e.g. fill in diary, true/false, sentence completion. Note cultural differences.</p> <p>In pairs, find out how partner spends a typical day. Fill in a diary page as the information is given.</p> <p>Written task: My ideal day (in past, present or conditional)</p> <p>8. Food and eating habits Learners are asked to answer these questions as they watch, listen and read the stimulus material.</p> <p>What are the main differences between food in your country and in the target-language country? Is one healthier than the other? What would you order in a restaurant in the target-language country? Which do you prefer and why?</p> | <p>target-language country/ies, or the front page of these downloaded from the internet.</p> <p><i>Language practice – register; colloquial and formal expressions.</i></p> <p>Article critical of the role of the press.</p> <p>Present the front page of a daily newspaper, a news programme and top stories on the internet e.g. Yahoo.</p> <p>First-person accounts of daily life from target-language country/ies in the form of articles, TV interviews, radio interviews.</p> <p><i>Language practice – revise present tense, reflexive verbs, time expressions, expressions of frequency.</i></p> <p>Recipes or restaurant menus from the target-language country. Live tasting!</p> |

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|---------------------|---|---|
| | <p>What are the special dishes? What do the eating habits tell us about the culture or values?</p> <p>9. Health and fitness Learners are given material on fitness and healthy diet. Do a vocabulary search for all words to do with exercise/fitness. Summarise advice on eating. Draw up a meal plan for a day. Note all phrases related to giving advice, encouragement or instruction.</p> <p>Learners prepare a booklet to encourage young people to improve fitness and eat healthily.</p> <p>10. Health issues Teacher displays words such as: cigarettes; food; wine; pollution; work; watching TV; socialising. Learners asked to add any words or phrases relating these to health issues individually, and then produce a paragraph on one aspect in pairs. Draw up a grid with a list of health issues and how they can be avoided.</p> <p>11. Law and order What are the main preoccupations in your country and in the target-language country/ies with regard to crime?</p> <p>Transfer of meaning from native language.</p> <p>12. Law and order – criminal acts Learners read first-hand accounts of crimes, from victims and witnesses. Analyse accounts, separating factual information from personal reactions.</p> <p>Watch the depiction of a crime, such as a robbery, and then give an account either as the victim or a witness. Compare accounts to determine which was closest to the actual events.</p> <p>13. Law and order – punishment Consider the concept of punishment. Teacher prepares cards with different types of punishment written on each, for example '25 years in prison'; 'a fine of £500'; 'tidy up the sports field/school yard'. Learners to decide what deed would merit such punishment.</p> | <p>Film/video extracts of people ordering meals and drinks in restaurant and eating at home.</p> <p>Research on internet, textbooks.</p> <p>Articles/features on the benefits of exercise and healthy eating.</p> <p><i>Language practice – positive and negative commands.</i></p> <p><i>Language practice – specific vocabulary on health issues, parts of the body; impersonal expressions.</i></p> <p>Political manifesto from native and target-language country, highlighting priorities for protection of citizens.</p> <p>Articles or interviews from press; excerpts from films or TV programmes, such as police series, court dramas.</p> |

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|---------------------|---|---|
| | <p>14. Law and order – the causes of crime Learners to research crime in the target-language country/ies. Write an essay on ‘Crime in’ Analyse some possible causes and solutions.</p> <p>15. Philosophy and belief In advance of lesson, learners to research different religions and summarise each one in two or three sentences. Write summary on a card without the name of the religion. In class, teacher numbers and displays all cards. Learners then have to identify which religion is being described.</p> <p>Brainstorm how religion affects life in native and target-language country/ies.</p> <p>16. Philosophy and belief – current issues Following brainstorm at end of previous lesson, learners to choose one aspect, for example immigration, women’s rights, and prepare a short speaking presentation, showing how religious beliefs influence behaviour.</p> <p>17. The role of religion in the target-language country/ies Learners to choose an important religious figure, past or present, a place of religion, a religious artefact, a law, a celebration, or an event and prepare and give a PowerPoint presentation to the class.</p> | <p><i>Language practice – revise all past tenses.</i></p> <p><i>Language practice – perfect tense.</i></p> <p><i>Personal research.</i></p> |

Unit 3: Summary of skills**Speaking**

- presentation (factual)
- presentation (opinion)
- interview

Listening

- recognise register
- listen for detail

Reading and Writing

- understanding and writing facts in a logical order
- giving opinions
- recognising register
- summarising
- transfer of meaning
- persuasive language
- essay
- eyewitness account

Unit 4: Work and leisure, equality of opportunity, employment, sport, free time activities, travel and tourism, education, cultural life and heritage

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|---|--|---|
| <p>By the end of this unit, learners will be able to:</p> <ul style="list-style-type: none"> • discuss experiences of school • compare aspects of the education system in their native country and the target-language country/ies • consider career choices and employment options • analyse the changing world of work and unemployment • discuss the benefits of sport • consider the commercialisation of sport • discuss leisure activities | <ol style="list-style-type: none"> 1. Education – personal experience Teacher displays a grid of nine squares, with a word or phrase written in each one, for example, ‘favourite teacher’, ‘journey to school’, ‘playtime’, ‘uniform’. These should refer to the learners’ primary school. The object of the game is to ‘win’ a square by talking about the topic indicated and building up to ‘winning’ a line of three boxes. Learners work in two teams. 2. The education system Learners work in pairs to analyse the education system in the target-language country/ies. Draw up a list of similarities and differences. Discuss in class. ‘What would you study if you were at school in that country?’ 3. The learners’ view Teacher prepares comprehension activity about school life in the target-language country. Before the activity, learners could be asked to predict which issues will be raised – too much homework, bullying, etc. 4. Education and employment Learners come to class with a list of different jobs and careers. These are shared with the rest of the class. Check meaning by using a monolingual dictionary. Discussion about which school subjects are relevant for pursuing individual jobs. Role play – a learner and his/her parent are discussing options. They each have different ideas about which subjects are important and why. Learners devise the conversation in pairs and perform to the class. | <p>Diagram to explain the education system in the target-language country/ies.</p> <p>Printed article, listening material, video material where pupils relate experiences at school. Prepared activities such as finding synonyms and antonyms, ‘explain in your own words’, summarise.</p> <p><i>Language practice – using monolingual dictionary.</i></p> <p><i>Language practice – language of discussion and debate: expressing beliefs and opinions, contradicting those views and justifying opposite position.</i></p> |

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
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| <ul style="list-style-type: none"> • describe travel experiences • analyse the effects of tourism • talk about an aspect of the heritage of the target-language country/ies • give a personal review of a book, play, film or work of art from the target-language country/ies • write a formal letter • use all past tenses correctly • use 'if' clauses • use a monolingual dictionary • develop comprehension skills | <p>5. Future plans Learners to prepare a short speaking presentation on their plans for the future. Further study, type of work, where they would like to work – abroad/at home, why a particular career would suit them.</p> <p>6. Applying for a job Learners listen to and watch the job interview. Note down the questions asked and answers given (in note form). Listen and watch again and write down up to 15 key words.</p> <p>Learners read job advertisements and choose one. They list the qualities and experience they have which are relevant for the job.</p> <p>Using the sample letter as a model, learners write a letter of application for the chosen job.</p> <p>7. Changes in the world of work and unemployment Learners conduct a survey round the class and amongst friends to find out about parents' and grandparents' jobs and careers.</p> <p>Using the material indicated, learners work in pairs to discuss differences and similarities in the work situation for young people today and for their parents and grandparents. Decide on the ten most important points. Compare with other learners in the class.</p> <p>8. Sport Learners identify as many of the sports depicted in the pictures as possible. Put sports into categories under headings such as racquet sports, individual sports, team games, sports using wheels, water sports, etc.</p> <p>Learners read about national sports and carry out a comprehension exercise.</p> <p>Write a paragraph about what sports they are going to do to keep fit and why.</p> <p>9. Sport as a business Learners have a range of resources as listed and a series of statements on cards. They have</p> | <p><i>Language practice – future tenses, conditional tense.</i></p> <p>Film clip of job interview, series of job advertisements suitable for teenagers.</p> <p>Sample letter of application for a job.</p> <p><i>Language practice – past tenses, 'used to', time phrases: from ... to, since, for.</i></p> <p>Information about current unemployment, typical problems. This could be an article, an interview with an unemployed person, a news item. They should cover both native and target-language country/ies. Pictures of a range of sports, both traditional and extreme.</p> <p>Information about national sports from a target-language country. Prepare reading comprehension</p> |

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|---------------------|---|---|
| | <p>to use the resources to find evidence to challenge or substantiate the statements. Learners make notes as they prepare their responses. Class discussion. Learners may not all have the same answers.</p> <p>Essay – ‘Sport is too commercialised.’ ‘The Olympic Games are not worth the money.’</p> <p>Learners choose a title. Follow guidelines on structuring an argument provided by the teacher.</p> | <p>activities.</p> <p><i>Language practice – future tenses.</i></p> <p>Interview with famous sportsperson.</p> <p>Articles or features about wealthy footballers, football teams, racing drivers.</p> <p>Articles/news items about cheating in sport, use of drugs.</p> <p>A set of cards with controversial statements, e.g. ‘Famous footballers are over-paid’; ‘Footballers are worth many millions of pounds’; ‘Many athletes cheat’; ‘Being good at sport doesn’t make you a celebrity’. These need to be tailored to the resources.</p> <p>Guidelines on essay writing, including essential phrases, in sections, e.g.</p> <ul style="list-style-type: none"> • introduction – say what the essay is about • give your own opinions • present the debate – on one hand |

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|---------------------|---|---|
| | <p>10. Leisure activities Learners to create a mind map / spidergram http://uk.ask.com/what-is/what is a spidergram with 'leisure activities' at the centre. Learners take turns to make up sentences from the mind map. As a class, learners define separate areas for research within the topic, e.g. learning as a leisure activity. Allocate subtopics to individuals. Learners to choose how to research and present interpretation of the subtopic.</p> <p>Present at later class.</p> <p>Essay: 'Leisure is more important than work for most people.'</p> <p>11. Travel Learners work in pairs to find out about previous travel in their native country and abroad. This should include information about transport, accommodation, activities, impressions of the places visited. In addition, they should find out future plans or hopes for travel in the future, and reasons why.</p> <p>12. Tourism and its effects Reading comprehension activities prepared by the teacher.</p> <p>Learners prepare a role play activity. Two friends are planning to visit the target-language country. They plan their trip – transport, accommodation, excursions etc. One of the friends is</p> | <p>on the other hand with examples to support points made</p> <ul style="list-style-type: none"> • conclusion – which side of the debate is most convincing? <p>Provide learners with vocabulary list on 'Leisure'.</p> <p>Suggestions as to how to present subtopics, e.g. quiz (with multiple choice answers); PowerPoint presentation; camcorder recording of interview; extracts from magazine articles, e.g. headlines crossword puzzle; match the muddled beginning and ending of sentences.</p> <p><i>Language practice – asking questions using a wide range of tenses for factual information and personal impressions.</i></p> <p>Articles, internet material, brochures to illustrate nature of tourism in target-language country/ies.</p> |

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|---------------------|--|--|
| | <p>a committed environmentalist.</p> <p>13. An aspect of the cultural heritage of the target-language country Learners to choose an area of personal interest, with guidance from the teacher and produce a piece of written work. This may be an imaginative treatment, such as a fictional witness account, a brochure to attract visitors, a virtual tour, an historical account.</p> <p>14. Appreciation of culture Teacher to show a film, read a short story in class, read a poem, etc. Learners are given an outline of how to describe and analyse the work and give personal reaction, whether positive or negative.</p> <p>Learners to choose a film, short story, the work of an artist or poet and write a personal review.</p> | <p>Material to show benefits of tourism and of the disadvantages or damage caused. Reading comprehension activities.</p> <p><i>Individual research.</i></p> <p><i>Language practice – specific structures as determined by the type of writing; register.</i></p> <p><i>Language practice – specific vocabulary for literary criticism, talking about a film.</i></p> <p><i>Impersonal and personal evaluation and analysis.</i></p> |

Unit 4: Summary of skills

Speaking

- presentation
- role play – persuasive language

Listening

- listening for gist
- taking accurate notes

Reading and Writing

- formal letter
- essay – debate an issue
- imaginative writing
- a review

Unit 5: War and peace, social and economic development

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|--|--|---|
| <p>By the end of this unit, learners will be able to:</p> <ul style="list-style-type: none"> • discuss current conflicts and issues relating to development • discuss a conflict affecting the target-language country/ies • write about a conflict in a discursive and/or nondiscursive form • talk about an important individual in the history of the target-language country/ies • show appreciation of a literary work, film or work of art dealing with the theme • listen for gist and detail in news items • read for gist and detail in research | <ol style="list-style-type: none"> 1. International issues Learners have a world map with names of countries removed, and listed in alphabetical order. Timed exercise, work in pairs to complete map. Check and discuss extent of learners' knowledge. 2. International issues – news Learners watch extracts from news programmes and look at recent newspaper headlines. Use world map to prepare grid showing what news is being reported from which areas. Compare news output from native and target-language country/ies and note commentary also. 3. Conflicts Teacher displays series of names of countries which are currently suffering conflict. Learners write sentences with any comments they want to make about these areas – information about the conflict, those involved, personal views. The material is then distributed to pairs/groups who put the information in to a fact sheet, indicating any gaps of knowledge. All fact sheets discussed, with extra data added. 4. Conflict in target-language country/ies Learners to prepare fact sheet as in previous activity on specific conflict, either current or in the past. Teacher to provide a series of articles for learners to work from. 5. An important individual Learners to extend research skills in choosing an individual who played an important role in a conflict, current or historic, affecting the target-language country. Prepare a speaking presentation of 3–5 minutes. | <p>A world map both with and without countries labelled.</p> <p>Access to news reports from native country and target-language country to compare coverage of news and commentary. All items should be relatively short (300–400 words).</p> <p>Large sheets of paper/display boards with names of countries in conflict, space for learners to add written comments or stick post-it notes. Teacher to have information on conflicts to hand.</p> <p>Articles on a selection of conflicts affecting target-language country/ies. These should be factual to allow learners to collect information and to widen their knowledge of the necessary language structures.</p> <p>Guidance on useful resources for research.</p> |

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|--|--|--|
| <p>for speaking</p> <ul style="list-style-type: none"> • presentation and written work • correctly identify facts and commentary in spoken and written texts • use language of debate • use a wide range of tenses • use specific vocabulary and register correctly • express appreciation of a work of art, whether book, film or other medium • develop skills in summarising | <p>6. Conflict depicted in imaginative work Class to be exposed to film, poetry, drama, extracts from novels, paintings, sculpture which deal with the topic of war. Learners summarise or describe the work and analyse how it deals with and presents the theme.</p> <p>7. Social and economic development Teacher to prepare an article(s) on an aspect of development focused on a country where the target language is spoken. Learners to develop skills of finding synonyms, antonyms, defining words and phrases and manipulating grammar in the style of the examination.</p> <p>8. Social and economic development – simulation Teacher prepares outline of needs within a specific region of the target-language country. This could be a film/video presentation, written material or a PowerPoint presentation. The material should indicate what the problems are, how people or landscape etc. are affected and possible projects. One project is presented to each group. Learners must prepare their case for that project. Each group presents and the best one is chosen by the class. The winning scenario is then considered. The teacher issues a role to each group, reflecting how the project could be supported or challenged, e.g. environmentalist, government minister, unemployed young person, etc. The group nominates a spokesperson who will represent their views but who can accept advice from the group. The teacher acts as chairperson.</p> <p>9. Social and economic development – summary The learners take notes on the debate as it takes place and produce a summary of the discussion, organising the material under given headings. They must adhere to a word limit.</p> <p>10. Individual response. Candidates choose one topic from this unit (war, peace, social and economic development) and prepare an individual response to it. This could be a poem, story, letter, witness account, appeal for help, etc. This activity could be the focus of work with a foreign language assistant, if available. Learners have the opportunity to express themselves, explore register, syntax and vocabulary in an imaginative way.</p> | <p>Stimulus material – film, literary, etc. Examples of reviews on such works. Access to the necessary language – syntax and structure.</p> <p>Stimulus material – article(s) on development with exploitation.</p> <p>Material to illustrate needs and possible projects within a region or regions of the target-language country. Outlines of the projects.</p> <p><i>Language required for a debate.</i></p> <p>List of headings for summary task (to reflect project under discussion).</p> <p>Stimulus/model material. Guidance on material and appropriate language.</p> <p><i>Individual work.</i></p> |

Unit 5: Summary of skills

Speaking

- presentation
- debate

Listening

- for information
- in order to take full part in a debate – persuasive or challenging as well as factual

Reading and Writing

- examination skills
 - detailed notes
 - summary
 - literary/cinema/art criticism and appreciation
 - imaginative piece of writing
- extended reading

Unit 6: Scientific and medical advances, technology innovation

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|---|---|--|
| <p>By the end of this unit, learners will be able to:</p> <ul style="list-style-type: none"> • identify and describe scientific and medical advances • talk about the effect of these advances • consider what is still needed • discuss the spread of technology • talk about technology at an individual level • debate whether advances in these fields are generally beneficial or not • describe form and function accurately • use full range of tenses • use impersonal expressions | <ol style="list-style-type: none"> 1. Scientific and medical advances Learners are given a definition of a number of advances, which they have to match up to the name. 2. Advances – priorities Learners put the list in rank order of importance. Learners work in pairs. Feed back to class to draw up class rank order after discussion. 3. Advances – contrast Teacher prepares two contrasting texts (e.g. for and against genetic manipulation) on the theme with a range of examination type exercises exploring comprehension and grammatical manipulation. 4. Advances – what is still needed? Three in a row game as before – teacher prepares grid of nine boxes. Each box has a word related to the topic, e.g. the name of a specific disease, space travel. There must be a different word in each box. Learners, in two teams (X and O) take turns to say something relevant to the topic, win the box and aim for three in a row. 5. Advances – essay question Choose two or three titles from past papers on this topic. Learners work in pairs to produce an outline for the essay. Study the mark scheme for this component (24 marks for quality of language and 16 for content). Discuss and improve some of the suggested outlines. Learners write up one essay. 6. Technological innovations – introduction Teacher finds advertisements for some commonly used devices such as smartphones, mobile phones, mp3 players, satnavs, and gives learners the description of the item with the | <p>Teacher prepares list of names of advances and their definitions; these are given out randomly for learners to match up.</p> <p>Teacher chooses and prepares two contrasting texts (two articles of up to 800 words in total) on the theme, together with comprehension and grammatical exercises.</p> <p>Draw up nine-box grid, write words on them.</p> <p>Mark scheme for Essay paper.</p> <p>Prepare advertisements for the activity.</p> |

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|---------------------|---|---|
| | <p>name removed. Learners have to name them.</p> <p>7. Balloon game Learners choose an item from the advertisements they have been working on and justify why their item is of greater value than the others. All learners vote out one item and then continue until only one item is left.</p> <p>8. Technology and the individual How did people manage without a? Learners choose an item and then find out from parents/grandparents how earlier generations coped without it. Find examples to show how life is better or worse for the individual now.</p> <p>9. Technology and society Teacher to find articles exploring the benefits and/or drawbacks of the computer revolution. Learners to carry out a range of activities practising comprehension, grammatical exploitation, summary, commentary of the articles.</p> <p>10. Do we still have individual freedom of action? Brainstorm the impact of the internet and modern communications systems in general, both good and bad, and consider whether the moral aspects of these have been addressed. Write an essay on this.</p> | <p><i>Language practice – specific practice of past and present tenses.</i></p> <p>Articles on the benefits and/or drawbacks of the computer revolution. Devise exam-type exercises.</p> <p>Specific vocabulary and syntax.</p> |

Unit 6: Summary of skills**Speaking**

- giving definitions
- persuasive presentation
- taking part in a debate

Listening

- to others and responding/challenging
- and taking notes

Reading and Writing

- comprehension of more detailed texts, offering differing views
 - planning an essay
 - organising material for a specific effect
- examination practice

Unit 7: Environment, conservation, pollution

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|---|--|--|
| <p>By the end of this unit, learners will be able to:</p> <ul style="list-style-type: none"> • identify environmental problems within the target-language country/ies • discuss the causes and effects of environmental problems • describe and evaluate current conservation programmes in the target-language country/ies • discuss how an individual can make a difference • tackle more technical texts with greater confidence • use more technical language effectively • adapt language syntax and vocabulary to suit a | <ol style="list-style-type: none"> 1. Environmental problems Introductory activity – ‘hangman’ Teacher has a list of words or phrases such as ‘acid rain’, ‘global warming’ in the target language. The teacher announces the topic and puts a dash for each letter of the word or phrase. The learners have to guess the word by suggesting one letter of the alphabet in turn. Once the word has been guessed, learners must devise a definition or suggest a synonym. 2. Environmental problems – texts The teacher presents at least two articles of around 400 words each on the topic, focused on the target-language country/ies. The articles should be exploited to give learners practice in comprehension, understanding specific phrases, transfer of meaning using their own words, grammatical manipulation. The texts should not be simply descriptive, but indicate dilemmas involved in finding a solution. 3. Compare and contrast city life in native country and target-language country/ies Learners to choose and research two cities, and present results under specific headings, such as ‘air pollution’, ‘noise pollution’, ‘traffic’, ‘extreme weather’ (to be decided by the teacher). 4. An individual’s story Teacher and learners discuss examples of an extreme event in the target-language country/ies, e.g. earthquake, flood, hurricane, environmental disaster such as an oil leak. Teacher presents interviews with those involved. Learners work through activities such as summary, comprehension questions. Learners work in pairs on one event and devise an interview between a journalist and a victim. 5. Protest The teacher presents articles about environmentalists protesting about a threat in a region in the target-language country. The article should be exploited as if it is an examination paper. | <p>List of words/phrases about the environment.</p> <p>Finding and exploiting suitable newspaper /magazine articles.</p> <p>Guidance on location of source material. List of subheadings.</p> <p>Film/video/download of interview with victims after natural disaster or environmental threat.</p> <p>Newspaper/magazine article about a protest organised by environmentalists.</p> |

| Learning objectives | Suggested teaching activities | Required resources/Teaching focus |
|--|--|--|
| <p>purpose</p> <ul style="list-style-type: none"> continue to develop reading strategies for both gist and detail continue to develop skills in essay planning and writing | <p>6. Letter of protest A scenario is prepared where, for example, planners propose to build a huge shopping centre in or near an important historic monument or an area of special significance because of the landscape or animal and plant life. Learners discuss the implications and arguments for and against the development and, in pairs, write a formal letter to a member of parliament or government minister, with their protest.</p> <p>7. Poster Using the same scenario, learners devise a poster to seek support for their campaign. They consider the type of language needed to attract attention and inspire action.</p> <p>8. Why is conservation important? Consider the cultural aspects of this issue. Learners to research current conservation programmes within the target-language country/ies and identify locations desperately in need of them. They should bring evidence of this to class, with photographs or downloads, an outline of the problem, a solution and indication of whether it is successful or why it has not been implemented. This should be presented to the class. The learner should then be able to take questions and respond to them.</p> <p>9. What can I do? Teacher to find examples of individual action – sponsor animals, work as volunteer, etc. These are likely to be a series of fairly short articles. Exercises should follow the pattern of examination-type tasks, but it may be appropriate to set fewer tasks on each article if they are short.</p> <p>10. Individual action plan Learners write an essay expressing what they plan to do to help the environment. They must make use of as much material studied in class as possible to substantiate the argument.</p> | <p>Guidance on formal letter writing.</p> <p>Guidance on register of language exhortation, negative and positive commands, hyperbole.</p> <p>Guidance on source material and presentation.</p> <p>Source suitable articles and prepare exercises.</p> <p>Guidance with essay planning.</p> |

Unit 7: Summary of skills**Speaking**

- discussion
- conducting an interview and being interviewed
- giving a presentation and being questioned

Listening

- listening for information
- as part of a discussion
- in order to understand a presentation and ask appropriate questions

Reading and Writing

- researching and reading longer texts for gist and detail
 - writing notes
 - writing a formal letter
 - writing material to be displayed on a poster
 - rewriting phrases in their own words
- marshalling material and writing an essay to show how this has inspired individual action

Unit 8: Component 4 – Texts

This unit provides guidance and ideas relating to the teaching of Component 4, Texts.

The format of the examination

A list of set texts is published each year in the syllabus. These are the texts that will be examined in the year to which the syllabus corresponds. Each set text will usually remain on the syllabus for at least two years to give continuity.

The examination for this component lasts 2 hours 30 minutes. There are 75 marks available: candidates answer three questions, each of which is worth 25 marks.

Candidates must answer three questions as follows:

- one question from Section 1
- one question from Section 2
- one further question from either Section 1 or Section 2.

Candidates must not answer more than one question on any set text. They should aim to write 500–600 words for each question in the target language. An answer which is longer than 600 words cannot be placed higher than the 16–17 category in the mark scheme.

Section 1

Two questions are set on each text in Section 1: one question is passage-based and the other question is an essay question. Candidates **must not** answer more than one question on any set text.

Section 2

Two questions are set on each text in Section 2: both questions are essay questions. Candidates **must not** answer more than one question on any set text.

Choice of texts

Centres are free to choose the texts from the list published in the syllabus. It is essential for teachers to ensure that they are referring to the syllabus which corresponds to the year in which learners will sit the examination, and that the chosen texts cover both sections of the question paper.

When deciding which texts to teach, there are a number of issues to consider. The teacher must be enthusiastic about the text and know it well as this will help to motivate learners. This is possibly the area of the syllabus that is most daunting for learners, depending on their language studies up to this point. The texts reflect a range of literary genres, styles and themes, often from a number of historical periods. Learners need much guidance in approaching and analysing the texts, requiring the teacher to prepare thoroughly. This covers both the linguistic and critical aspects of the texts as well as planning teaching and testing activities. Some teachers choose to link the texts to language topics and units, others treat the texts as a separate teaching activity. Both can be effective. The criteria for success in

this component are detailed knowledge and understanding of the text and the author's intention, and sound essay-writing skills. Teachers are advised to allow sufficient time and guidance to train learners in writing essays. Examiners look for well-planned essays with a clear progression and argument, leading to an appropriate conclusion. Learners need to be taught how to support assertions with reference to the text, and how to keep the focus of the essay on the question set. They must also be able to express themselves clearly in the target language. Simple unambiguous language is preferable to incorrect use of more complex structures as the learner's ideas must be clearly conveyed.

Ideas for preparation and teaching

1 The text

Choosing a text may depend on many issues, ranging from the teacher's own interests and reading to the cost of obtaining books. This is very much an individual decision.

Some learners may have little experience of reading set texts before embarking on A Level study. In this case, it could be beneficial to introduce a 'bridging text' to ease them into this aspect of the examination. Suitable texts include short stories and well-known poems. Alternatively, teachers may decide to begin the study of the chosen texts straightaway. It could still be helpful to select a short text by the same author, or a complementary piece, to introduce learners to the use of the necessary terminology with a more limited focus. See sections below on different genres for more ideas.

2 Historical, social and geographical context

The text itself must be the main focus of study. The following paragraphs must be read in the context of a particular set text. Some texts require more background knowledge to enable the learner to appreciate the author's intentions. It is preferable to give a very brief introduction to the text, then perhaps encourage further reading once the set text has been mastered.

Learners need to be aware of the historical and social background of all texts studied. In some cases the geographical context is also of particular significance. Accurate background information on the literary periods and on historical events will help learners understand the texts and make it easier to retain a clear picture of each individual work. Detailed study of the author may give greater insight into the text, but many learners find it difficult to separate the writer from the work and guidance is needed here.

Task suggestion: Teacher prepares a set of questions to elicit important background details for the text about to be studied. These could be divided into sections on the historical/biographical/social aspects as appropriate. Learners research answers to one section of questions finding contemporary visual material, whether maps of region, photographs of setting, archive historical material, outline of author's life, for example, as well as written responses. Learners then present findings to a group/the class and compare/consolidate results and feed in to whole class discussion. This should be conducted in the target language. The teacher could add any essential information which has been omitted. The task could be set for the holiday period prior to the start of the A Level course, or as part of the bridging unit as described above. This task would serve to set the context of the text, encourage individual research, promote group work to achieve high standards, establish the use of the target language as the lingua franca within the classroom and demonstrate that although the teacher guides learning, learners have responsibility for their own progress.

3 General issues

Use of **translations**: learners may find it helpful to read a translation of the set text in their own language in order to acquire an overview quickly. It must be emphasised that all reference to the text and quotations from it must be in the target language. The study of poetry in translation may prove a useful teaching tool in analysing how the imagery, rhyme and rhythm affect the impact of the poem.

Use of **films**: learners are usually keen to watch a film version of the set text. This can be beneficial in motivating some learners. More importantly, there is an excellent opportunity to compare and contrast the presentation of characters and themes and discuss the overall effectiveness of the production. However, as with translations, the learner must have a detailed knowledge of the text itself.

Note taking: learners often need guidance in making effective notes which can then be easily accessed in planning essays. There are many methods of note-taking – the important thing is that learners find whatever works best for them as individuals. Good, accessible and detailed notes are the basis of essay preparation.

Essay writing: as stated above, the importance of this skill cannot be underestimated. Learners need practice in how to plan, construct an argument, select, organise and evaluate relevant material to support points made and come to a clear conclusion. To access the highest mark band, learners need to show understanding of some literary techniques and sensitivity to language and to the author's intentions. Examiners also look for insight when discussing characters and understanding of the underlying themes. Teachers are encouraged to use questions set on previous examination papers as practice, and to ensure that learners always focus on the exact wording of the question. All essays should be marked according to the published mark scheme. A simplified approach to writing an essay, particularly a 'timed' response in exam preparation could be:

- open with a clear statement relating to the question (not a general introduction to the text) and maintain this focus throughout
- outline your argument first
- choose relevant points only – don't try to show all you know about the text
- be sure you support your points with specific reference to the text (not always quotations)
- peer assesses the first draft, using the mark scheme

Task suggestion: In preparation for analytical writing, more personal and reactive writing can be most effective. Learners can write briefly about their own reactions and opinions about a work. This serves to reinforce the information they need to retain and increases their involvement in the text. As part of the 'bridging unit', learners may be asked to comment on anything they have read in their own language, perhaps as a review. They could be asked to write a letter from one character in a work to another, or to describe or explain an incident from the point of view of one of the characters. The teaching of specialised literary terminology should be introduced as needed, in context.

4 Teaching a novel

Learners may feel challenged by the length of a novel; however, examiners report on excellent answers to very long texts when candidates become absorbed by an interesting plot and well-drawn characters. Some teachers expect learners to read the text on their own and use class time for discussion. Others spend lessons reading the novel aloud, clarifying vocabulary and commenting on plot, characters and themes as they progress. In most cases, learners should aim to have a summary of the action of each chapter and separate notes on each theme, the main characters and literary technique. All of this work needs to have specific

references to the text to support the points made. The learner then has material that is ideal for revision. Films can be helpful but warn learners that the text is heavily edited and often changed in the screenplay. References must be to the text itself.

Strategies:

prepare pre-reading activities to give the historical and geographical context with as many visual cues as possible (see 2 above also)

to help with reading comprehension, provide a worksheet that learners fill out as they read each chapter (or each short story) – see **Appendix II**

prepare a series of questions on each chapter which will guide learners to follow the plot and development of characters

encourage learners to work in groups so they can learn from one another

work through a series of projects, for example, learners in one group could prepare a visual/cartoon outline of a chapter, another group could search for a theme, or presentation of a character or relationship, another could look at literary devices such as use of dialogue, description, point of view

share learner work

as learners read the text, they keep a record (see **Appendix III**) of important quotations, page number and a personal note as to why that particular quotation was chosen

at the end of a chapter, and at the end of the book, learners work in groups to come to an agreement about the theme(s) and produce a representation of this with the name of the theme, an illustration and a quotation. This is then discussed with the rest of the group

devise games to maintain learners' interest. These could be prepared by learners themselves. Often, short activities work best. See **Appendix IV** for ideas.

5 *Teaching a play*

Plays are a unique literary experience. The concept of the 'suspension of disbelief' means that the spectators participate in the event – although the play is fiction, the audience is prepared to accept the enactment as real. Playwrights write their work to be performed, to be responded to. It is important that learners regard themselves as a viewing audience and not simply readers of the text. Also, the play needs to be seen as a whole. Therefore the use of videos or films is very effective, provided the screenplay is true to the text.

Strategies:

watch and follow the first Act of the play. Divide the class into groups. Each group must present the Act – not read it. This could involve a storyboard presentation of the action; a reading of significant quotations or sections with a commentary; a presentation of the scenery or costumes in the form of drawings or on the computer; a time line showing the chronological sequence of events; characters introducing themselves. This could be repeated for the subsequent Acts. Each group presents their work in separate lessons to allow for discussion and once a group has presented, they help the groups yet to 'perform'.

performance of scenes of the play as written

performance of each scene with and then without stage directions – consider the importance of stage directions

6 *Teaching poetry*

Many teachers are daunted by the idea of teaching poetry. It is, however, possible to draw up a plan, which can be applied to any form of poem. Essentially, in order to understand and appreciate poetry the reader must identify the theme and the form. In other words, what the poem is about, the tone in which it is written, the key words and how the language is used – poetic images, rhetorical devices. It is helpful, as in other genres of text, to place the work within its historical and literary context.

Strategies:

Introduce poetry by using song lyrics. Invite learners to bring in to class a recording of a favourite song and copies of the lyrics. (This may be in the candidate's own language.) The learners then analyse the lyrics as a poem, with the teacher introducing some of the literary critical language required in context as appropriate.

Steps to follow to complete an analysis and commentary on a poem:

2. Close reading of the text.
3. Use a dictionary to ensure all vocabulary is clearly understood.
4. Establish the context of the poem.
5. Indicate where the poem fits within the poet's work and whether it belongs to a particular literary movement.
6. Identify the theme.
7. Find the word or phrase that expresses the author's intention.
8. Identify the structure.
9. Rhyme/metre.
10. Analysis of form and theme.

Study the close relationship between form and theme. Show how each element within the structure of the poem is essential to express the theme.

Conclusion.

Highlight the main characteristics which come together to form the overall analysis. Do not give detailed comments here.

Worksheet – see **Appendix II** for a sample worksheet for learners to complete as they read the poem. This needs to be adapted according to the poem studied.

7 Conclusion

These suggestions are only some of the activities that can be used to prepare learners for the Texts component of the examination. Examiners are looking for three main points when assessing essays:

Does the candidate have detailed understanding and knowledge of the text?

Can the candidate write a coherent essay with relevant reference to the text?

Does the essay address the question?

In order to do well, candidates need guidance, support and encouragement to enable them to fulfil these requirements

Appendix 1

Teaching methods

The advice set out in Units 1–7 will best be understood within the context of the particular view of advanced level language teaching which underlies the suggestions. That approach may be set out in five stages of teaching, as follows:

Stage 1 Encounter with text

When embarking on a new topic, the learners first encounter a text focused on an aspect of the topic being studied.

The teacher's role is to introduce the theme, raising interest and curiosity to know more. It is important to make links to learners' own knowledge and experience so that they are engaged with the subject matter. The teacher introduces new lexis and structures in this first phase to give some signposts to the language needed. This initial stimulus may be a reading or a listening text.

Possible varieties of text include:

- Article
- Cartoon
- Literary extract
- Radio item
- Video
- Website
- Internet news item

At this point, and before discussing the sequence of teaching any further, it may be helpful to explore briefly the nature of reading and listening comprehension.

What exactly is reading comprehension?

This seems a rather obvious question to ask, but in fact, reading comprehension can operate at several levels. It might mean understanding individual words or it might extend to larger units such as short phrases, sentences and, finally, a grasp of the whole text. Current exam papers set out to test reading comprehension at each of these levels, so there are tasks which focus on words and other exercises which test comprehension of longer sequences.

To test comprehension of the more advanced reading skills, questions can be set which ask for comparison and evaluation of differing approaches to the theme. So the answer to the question, "What is reading comprehension?" is linked to another question "How is reading comprehension tested?", and we might list quite a number of different activities which are involved in the process of testing reading comprehension in a language. Some of those activities are listed below. Not all these activities are represented in every examination paper, but this is the sort of thinking that lies behind the tasks that examiners may set, whether in non-verbal forms or requiring more extended written answers.

| | |
|-------------------|--|
| Locate | information already present in the text (e.g. by answering specific questions). Further advice about answering this type of question is given later in Stage 5, Assessment. |
| Reorganise | information already present in the text (e.g. by making a summary). |
| Compare | information drawn from different parts of a text or from two texts. |
| Infer | information not stated explicitly in the text but implicit in the way the information in the text is presented. |
| Appreciate | or give an opinion on views presented in the text. |

What exactly is listening comprehension?

Listening comprehension does not form part of the Cambridge AS/A Level examination in languages other than English, but is an important element in teaching a language course and in presenting new material. Listening comprehension requires us to decode information using phonological, lexical and grammatical clues. It is this complexity of response, allied to the fleeting nature of the spoken word, which makes listening comprehension so difficult.

Learning to listen is a continuous process of the listener attempting to increase his/her capacity to interpret and respond to language events. In classroom approaches, controlling the level of difficulty is important to prevent learners from being demoralised. Learners should be encouraged to develop their capacity for interpreting a text by carrying out some of the following processes:

Deduce the meaning of unfamiliar words

Infer information not explicitly stated

Recognise indicators for introducing an idea, changing topic, emphasis, clarification, expressing a contrary view

Construct the main idea or theme in a stretch of discourse and distinguish the main point from supporting details

Predict subsequent parts of the text

Identify elements in the text that can help to recognise a pattern of organisation

Stage 2 Collecting information and language

This stage involves coming to terms with a text through a graded sequence of tasks, e.g.

Comprehension questions (oral and written)

Expand plans and outlines

Fill in details of summary

Incomplete sentences

Gapped texts

Ordering, tabulating and classifying information

True/false and multiple choice tasks

- Find equivalents in English or another language
- Find words equivalent to definitions
- Find synonyms

Some of these tasks are best conducted by the teacher (e.g. oral questions and answers on the text). But the process of 'discovering' the text may be carried out largely by the learner working alone or with a partner. This is a stage of learner autonomy, where learners may set their own pace of learning, make use of dictionaries and other reference materials on an individual basis and draw their own conclusions. The tasks are set and guided by the teacher or coursebook, but there is no need at this stage for systematic direction of the discovery process by the teacher. Learners need to discover the text in their own time, and the teaching process works best at an individual level.

Stage 3 Practising the language

This stage may use more formal drills and exercises to form a bridge between comprehension and production. New material is practised in targeted tasks aiming to clarify the grammar and use new structures and vocabulary. This is where methods which some might consider 'old-fashioned' have a place in fixing new knowledge: short passages for translation and re-translation, dictation, learning by heart and formal grammatical practice, such as inserting correct endings or practising word order.

The type of task may be summarised in the list below.

- Sentence and phrase building
 - Partial or total reconstruction of text
 - Grammatical practice
 - Pattern drills
 - Sentence translation and re-translation
 - Manipulating sentence structures

Stage 4 Integrating the language

Now the knowledge gained is used for productive work. Learners are encouraged to apply the information 'discovered' and the formal elements practised. They may become more independent and adventurous, and the productive skills of Speaking and Writing take precedence (see notes below).

- Summary (oral and written)
 - Note taking
 - Paragraph writing
 - Expansion from notes to text or from notes to oral presentation
 - Change form, e.g. dialogue to narrative
 - Personal reaction – more extended writing, discussion of oral topic

Productive Skills – Speaking and Writing

The tests in the oral examination are topic presentation and conversation and general conversation. The pattern of progression which has been presented here would generate more structured speaking practice in Stage 3 (Practising the language), practising new grammatical structures or new topic vocabulary. All current coursebooks suggest pairs activities and other tasks for developing fluency and accuracy. Learners are then guided towards Stage 4 (Integrating the language) where they can bring together their knowledge of the topic and the language ‘discovered’ earlier to develop presentations and expressions of a point of view.

The process for writing is similar. Stage 3 gives the chance to practise new material in targeted tasks aiming to clarify the grammar and use new structures and vocabulary. In Stage 4, working away from the text, learners will develop skills of continuous extended writing, as in a summary or an essay. For extended writing it is important to develop an approach to the writing process. In any piece of writing outside an examination, an author knows his/her audience, the purpose of the task and the level of formality to adopt. It will also be normal to plan and draft a document before editing and redrafting a final version. This same process can be followed in the preparation for writing tasks in the language, Skills can be developed in sequence, starting by making notes on a set topic, then planning sections and paragraphs, writing a first draft for discussion, and finally editing, checking and rewriting as necessary.

Stage 5 Assessment

It is important to note that assessment is actually taking place throughout the sequence outlined above. Teachers will note that certain examination tasks feature in Stage 2 (e.g. finding synonyms) or Stage 3 (e.g. manipulating sentence structures). The aim of Units 1–7 is also to give practice at examination-style tasks, but at the learners’ current level of progress.

A particular issue to be addressed in assessment was mentioned earlier in the section on Reading Comprehension. Questions requiring candidates to locate a piece of information are a common style of testing comprehension. Such questions are often answered with a direct quote lifted from the text. Does such an answer indicate merely the capacity to locate the answer or does it offer genuine comprehension? The problem for the examiner is simply stated: how much quoting from the text is allowed if the marks are to be awarded? It is not sufficient to tell candidates to use their own words. There are words in the text which are the only words possible for certain answers, unless one was to require an impossible exercise in finding synonyms. So one must expect a certain necessary and unavoidable lifting of items from the text. If, therefore, key words must be allowed, but not whole sentences quoted, this suggests that the examiner is looking for two fundamental elements in a correct answer: (i) locating the correct bit of the text; (ii) manipulating that bit of text so that it is not a direct quotation. The examiner must work on the assumption that an ability to manipulate the text in some way is sufficient to indicate comprehension.

Therefore, to gain marks in the assessment stage and in the examination, the candidate must show:

either: some ability to manipulate the linguistic material of the text (even quite small changes will usually show that the candidate can handle the ideas as well as the language)

or: some explanation, by adding to or extending the quoted material.

Types of grammar practice – from accuracy to fluency

Parallel to the skills of listening, speaking, reading and writing, learners need to develop their knowledge of grammar and their ability to manipulate the grammar of the language.

Teachers may find the following sequence useful. It begins with raising awareness of grammatical features and develops through formal practice to free use of new structures in written work (adapted from Ur, P. (1996), *A Course in Language Teaching*, Cambridge University Press).

Type 1: Awareness

Learners are introduced to the structure and are then given opportunities to encounter it in a text, and complete a task that focuses their attention on its form and/or meaning.

Example: Learners are given extracts from newspaper articles and asked to find and underline all the examples of the past tense that they can find.

Type 2: Controlled drills

Learners produce examples of the structure: these examples are predetermined by the teacher or textbook, and have to conform to very clear, closed-ended cues.

Example: Write or say statements about John, modelled on the following example:

John drinks tea but he doesn't drink coffee.

(a) like: ice cream/cake

(b) speak: English/Italian

(c) enjoy: playing football/playing chess

Type 3: Meaningful drills

Again the responses are very controlled, but learners can make a limited choice of vocabulary.

Example: To practise forms of the present simple tense:

Choose someone you know very well, and write down their name. Now compose true statements about them according to the following model:

He/She likes ice cream OR He/She doesn't like ice cream.

(a) enjoy: playing tennis

(b) drink: wine

(c) speak: Polish

Type 4: Guided, meaningful practice

Learners form sentences of their own according to a set pattern, but exactly what vocabulary they use is up to them.

Example: Practising conditional clauses, learners are given the cue: 'If I had a million dollars', and are asked to suggest, in speech or writing, what they would do.

Type 5: (Structure-based) free sentence composition

Learners are provided with a visual or situational cue, and invited to compose their own responses; they are directed to use the structure.

Example: A picture showing a number of people doing different things is shown to the class; they describe it using the appropriate tense.

Type 6: (Structure-based) discourse composition

Learners hold a discussion or write a passage according to a given task; they are directed to use at least some examples of the structure within the discourse.

Example: The class is given a dilemma ('You have seen a good friend cheating in an important test') and asked to recommend a solution. They are directed to include modals (might, should, must, can, could, etc.) in their speech/writing.

Type 7: Free discourse

As in Type 6, but the learners are given no specific direction to use the structure; however, the task is such that instances of it are likely to appear.

Example: As in Type 6, but without the final direction

Appendix 2a

Sample worksheet for short story / chapter of a novel.

Name: _____

Text: _____

Author: _____

| SUMMARY | NARRATION |
|---------|-----------------------|
| Where? | Narrator |
| Who? | Tone |
| When? | Description |
| What? | Dialogue |
| Why? | Literary technique(s) |
| How? | Recurring theme |

| RESPONSE |
|---------------------|
| 3 words |
| 3 questions |
| Grammar points |
| Key passage / event |
| Key quotation |
| Favourite quotation |
| Comment |

Appendix 2b

Sample worksheet for study of novel / short story; literary terminology.

Name: _____

Text: _____

Author: _____

Find as many examples of these elements and literary techniques in the text as you can:

| LITERARY DEVICE | EXAMPLES |
|---------------------|----------|
| Plot: exposition | |
| Plot: climax | |
| Plot: dénouement | |
| Main characters | |
| Action | |
| Atmosphere | |
| Time | |
| Place | |
| Tone | |
| Theme | |
| Characterisation | |
| Point of view | |
| Suspense | |
| Narrator | |
| Dialogue | |
| Linguistic features | |
| Images | |
| Key quotations | |
| Comments | |

Appendix 2c

Sample worksheet for a poem.

Name: _____

Date: _____

Poem: _____

Poet: _____

| CONTENT – what does the poet talk about? | EXAMPLES |
|---|-----------------|
| Verse 1 | |
| Verse 2 | |
| Verse 3 | |

| FORM AND THEME | EXAMPLES |
|------------------------|-----------------|
| Theme | |
| Structure | |
| Imagery | |
| Other literary devices | |

| ANALYSIS | EXAMPLES |
|-----------------------------|-----------------|
| Literary context | |
| Development of theme – how? | |
| Effectiveness of language | |
| Conclusion | |

Appendix 2d

Sample worksheet for a poem.

This worksheet needs to be created specifically for each poem. The following is a generic example.

Poem: _____

Author: _____

| CHARACTERISTIC | EXAMPLE AND EFFECT(S) |
|--|-----------------------|
| Use of popular language – colloquialisms, etc. | |
| Metaphors | |
| Irony | |
| Hyperbole | |
| Humour | |
| Alliteration | |
| Comparisons | |
| Imagery | |
| Antithesis | |
| Paradox | |

Other sections could be: references to senses (touch/sight/hearing/taste); onomatopoeia; personification; symbols; sensuality; repetition.

Appendix 2e

Sample worksheet for a play. This could be one Act from a play or the whole play.
This is a generic example – a specific worksheet is required for each play.

Title of play: _____

Author: _____

Study of: Act 1 / Act 2 / Act 3 / whole play (delete as applicable)

Section 1

| | |
|--------------------------|--|
| Summary of plot | |
| Characters and groupings | |

Section 2

| | |
|--|--|
| Opening impact | |
| Key aspects of the set (objects on stage, lighting etc.) | |
| Stage directions | |

Scheme of Work

| | |
|------------------------------|--|
| Central issue | |
| Sub-plot | |
| Development of central issue | |
| Characterisation | |
| Dramatic imagery | |
| Dramatic symbols | |

Scheme of Work

| | |
|------------------------------|--|
| Time / place / action | |
| Creation of dramatic tension | |
| Key scenes / episodes | |
| Suspense | |
| Humour | |
| Language | |

Scheme of Work

| | |
|-----------------------------------|--|
| Audience involvement | |
| Key quotations – plot | |
| Key quotations – main character 1 | |
| Key quotations – main character 2 | |
| Key quotations – theme | |
| Personal reaction | |

With a historical play, reference must be made to the presentation of this and how the theme is made universal. Consideration of how to stage a performance is also important. In this regard, watching a film or a recording of the play is invaluable. Comparing the effect of a film with that of a stage performance is most interesting with specific reference to the way the audience interacts with the work. Other aspects to consider would be all the aspects of poetry if applicable, the inclusion of music or dance, sub-plots and elements of classical tragedy or comedy

Appendix 3

Grid to record quotations from any set text.

Text: _____

| QUOTATION | PAGE NO. | Reason for choosing this quotation. Write two complete sentences. |
|-----------|----------|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Learners complete all sections of the grid as they read and should note any phrase they find important or interesting, and the reason why that particular quote stands out for them.

The teacher may choose to give a specific focus for the quotations, e.g. a particular theme or character. This task lends itself to group discussion as learners compare their chosen quotations and justifications

Appendix 4

Games and other activities

Venn diagrams: can be used to clarify structure and the relationships of the characters within the text. The idea is to pinpoint the interrelationships of characters, which are shown in the intersections of the circles.

www.purplemath.com/modules/venndiag.htm

Noughts and crosses: draw up a grid as shown below of nine squares.

| | | |
|--|--|--|
| | | |
| | | |
| | | |

Fill in the squares with prompts – names of characters, incidents, places, quotations (whatever is appropriate to the text being studied). A non-specific example could be:

| | | |
|-----|-------------|--------|
| ent | | er |
| n | eadful day” | ch |
| n | om | ograph |

The class could be in teams (X and O) or learners could be in pairs. Each would take turns to choose an item from the grid and talk about it in relation to the text. If this is successful, they ‘win’ the square and put an X or O in it. The aim is either to gain as many squares as possible or to get three in a row. The prompts would then be changed for another game.

Bingo: to revise specific vocabulary. Learners are asked to learn vocabulary from a particular chapter or poem, for example.

Learners are given a game card – a grid of 5x5 squares. They fill it in at random with a selection of the words they had to learn. The teacher will then read, or put up on PowerPoint, a synonym or explanation of each word. Learners must match the explanation with the correct word. The first to complete the card wins. This could also be done with characters’ names – the teacher gives a clue and the learners cross off the name.

True / false: the teacher or a learner reads or displays a PowerPoint with sentences about the plot or characters in a chapter/section/novel. Learners decide true or false – if false, they correct it. Another similar activity could be that the teacher gives a summary of a chapter, for example, but some events are not in the correct order, or reference is made to the wrong character. The learners have to find the mistakes and correct them.

Gap fill: the teacher produces a summary of a chapter, for example, with key words left blank. Learners must fill in the blanks. At the beginning of the course, the missing words could be given in a random order but later these could be omitted.

Who am I?: each learner chooses a character from the text. Their partner or group must find out who they are by asking questions. The learner can only answer ‘yes’ or ‘no’. The identity would be revealed after a certain number of questions e.g. 20 or 25. If the group does not guess, the learner wins.

Scheme of Work

Time lines: this may be helpful for complicated plots. The teacher prepares a set of cards with an event on each one. The learners must place the events in the correct order according to the set text. This can be an individual/pair/group activity.

What happened next?: on the same lines as the previous activity, cards are prepared and learners have to say what happened next in the plot.

Spidergrams or mind maps: learners are given one word, e.g. a theme, a literary device such as suspense, a character, and they have to construct as large a web as they can, showing how the central element relates to other events/characters/themes in the set text. A double web can be made when learners are asked to compare and contrast two short stories or poems. http://en.wikipedia.org/wiki/Mind_map

How much can you say?: learners are in groups. The teacher gives an opening phrase or name, such as 'poverty' – the learners each have to say something about the prompt, which is related to the text. The activity continues until no-one has anything else to add. Keep a record of how many contributions were made.

Alphabet game: the letters of the alphabet are written up with a score attached to each one. The most difficult letters, e.g. Z, would have a high score and the easier ones, e.g. A, a lower score. Learners work in pairs or groups to devise sentences about the text, each starting with a different letter of the alphabet.

Quotation game: learners work in pairs/groups to draw up a list of key quotations. These are presented to the class and the other learners have to identify the quotations and explain their importance. This could also be a teacher-prepared activity or a test.

Emotions: the teacher gives the class a list of emotions that are portrayed in the text. The learners have to find examples of each one. This could be prepared on a worksheet and given as homework to be brought to the next class for discussion.

There are many more games and activities. The key principle in devising your own is to ensure that the learners are doing the work – they are practising the language and deepening their knowledge and understanding of the text. Pair or group work is helpful in encouraging debate and discussion, in the target language. Many other types of practice are possible, such as preparing cartoons of a chapter or scene and asking others to identify it, summarising a scene / chapter / short story in pictures or symbols and explaining why these were chosen or devising an interview with one of the main characters and acting it out.

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