

Scheme of Work

Cambridge IGCSE™ / Cambridge IGCSE (9–1) First Language English 0500 / 0990

For examination from 2020



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

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Introduction

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

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

Guided learning hours

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

| Topic | Suggested teaching time (%) |
|--------|---|
| 1 – 5 | It is recommended that these topics should take about 40–50% of the course. |
| 6 – 8 | It is recommended that these topics should take about 20–30% of the course. |
| 9 – 10 | It is recommended that these topics should take up to 20% of the course. |

Resources

You can find the endorsed resources to support Cambridge IGCSE First Language English on the Published resources tab of the syllabus page on our public website [here](#).

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. Any textbooks endorsed to support IGCSE First Language English 0500 for examination from 2020 are suitable for use with this syllabus. Throughout this scheme of work we have referred to our Cambridge IGCSE First Language English 0500 past papers. The 0500 syllabus runs parallel to the 0990 syllabus content and assessment criteria. Cambridge IGCSE and Cambridge IGCSE (9–1) syllabuses are at the same level. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

School Support Hub

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

Websites

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

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

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

We have written this scheme of work for the Cambridge IGCSE and Cambridge IGCSE (9–1) First Language English syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

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

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

Lesson focus

Suggested teaching activities and resources

Assessment objectives

W1, W3, W4

Learning objective

Write in different voices and viewpoints

Learners select one of the snippets they feel could be modified to sound more like the voice of the writer and indicate/offer changes they would make e.g. to vocabulary, sentence structure/range.

Suggested modifications are returned to the original group to inform redrafting/discussed in class.

Learners create a voice for a character in a literature text they are studying in order to write a short monologue. **(F)**

Learners rewrite a passage from a different point of view from that of the original, i.e. as a different character or taking an opposite argumentative stance. **(I)**

Extension activity: Learners write an opening paragraph of a new text/missing section of an article in the voice of a given columnist.

Useful resources include:

- literary text learners are familiar with

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

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

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

Useful resources and past / specimen papers

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

1 Developing reading skills

| Lesson focus | Suggested teaching activities and resources |
|--|---|
| <p>Lesson 1:</p> <p>Assessment objective R1</p> <p>Learning objective Explore how we can identify and unpack the explicit meanings of a text.</p> <p>Key words</p> <ul style="list-style-type: none"> • Purpose: What the text is trying to achieve (i.e. Persuade, Describe, Narrate, Argue, Explain) • Form: The shape the writing takes (i.e. letter, speech, transcript) | <p>Starter activity: Learners read a persuasive text in pairs, identifying its purpose, form and key arguments.</p> <p>Mini Plenary: Class to feedback on what they noticed about the text and its arguments and what they found difficult in extracting the main arguments. Model how to skim read.</p> <p>Task: In pairs, learners read 3 to 4 unseen, short texts of different purposes, e.g. narrate, inform, describe and argue, within a time limit. Learners identify the main ideas and events of each text feeding back orally to another group that looked at the same texts.</p> <p>Extension activity: Sort a wide range of texts into groups of texts, e.g. with similar themes/topics. Learners answer Who? What? When? Where? (And if relevant, Why? and How?), about a text they have just heard read to them.</p> <p>Learners skim read extracts of text within a given time frame and match each text with pictures/images that summarise what is happening in each.</p> <p>Further useful resources and activities include:</p> <ul style="list-style-type: none"> • use self-contained short passages from short stories and novels (from a range of genres), and design comprehension type questions in line with those in Paper 1 Q1 (a-e) to accompany them • explaining ideas and presenting arguments from newspapers and magazine articles • images taken from storyboards of films http://flavorwire.com/349534/awesome-storyboards-from-15-of-your-favorite-films alongside an extract from the book version • passages/extracts from a selection of 0500 past examination papers available from www.cambridgeinternational.org/support. In particular, the use of Paper 1 Q1 (a–e) (F) |
| <p>Lesson 2:</p> <p>Assessment objectives R1, R2, R3</p> <p>Learning objective Explore how we can extract detailed and implied meanings from a text.</p> | <p>Starter activity: Learners read a narrative text and list three or more things that they noticed about character(s), narrator, imagery, setting and events. On the second reading learners list things that they had overlooked on the first.</p> <p>Extension activity: Learners listen to a short text and then write at least five things that they remember about the argument, character(s), narrator, language, imagery, setting and/or events (depending on the style of text used. (Differentiate by using more or less of these variables).</p> <p>In pairs, learners underline the supporting details in a text, which could be removed without altering the story or argument.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| <p>Key words</p> <ul style="list-style-type: none"> Supporting details: Extra, detailed information given to us in a text about characters/people, events, setting or an argument. | <p>Extension activity: Create a summary style question and mark scheme for a text. Ask learners to underline relevant phrases and ideas in the text that help answer the summary question. Show learners the mark scheme answers. Learners compare what they have underlined with what is on the mark scheme. Ask learners to discuss what they found easy and difficult about this activity and ask them to write a brief success criteria for selecting relevant ideas to a summary question (in groups). Learners explain what would be lost without the underlined material.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> news reports first chapter of a novel/introduction of a character or setting compare how two different writers introduce a character or setting by considering their use of language, imagery, tone, sentence structures, etc. use Paper 1 Q1 past paper or Specimen Paper 1 questions (F). |
| <p>Lesson 3:</p> <p>Assessment objective R5</p> <p>Learning objective Consider strategies we can use to identify relevant textual evidence and ideas.</p> | <p>Starter activity: As a class read a short text. Give learners a Paper 1 Q1 (summary style) focus about activities people can do in a particular area. Model how learners can skim and scan the text for key words. Then model an oral explanation based on ideas from the text that have been found by skimming and scanning.</p> <p>Task: Give learners a range of texts offering information about an area, e.g. short extracts from travel brochures, autobiographies, biographies, magazine and newspaper articles. Ask learners to identify relevant activities for a given person in a given situation. For example, information might concern local clubs for boys and girls of different age groups and/or local attractions and places to visit. Learners might identify which activities are open to a particular child and draw up a timetable outlining what they can do and when they can do it.</p> <p>Mini plenary: Select learners to present individual explanation (based on ideas selected from the text) to the class of what one of the chosen activities involves – possibly an activity they might be interested in doing themselves.</p> <p>Extension activities: Pairs read a short extract from a novel, or watch a short clip from a television episode involving more than one storyline. Then ask learners to explain only what happened in relation to a specified character or plot line (share the focus with them before they read the extract or view the clip).</p> <p>Groups compare explanations from pairs who were allocated the same characters/plot line (and/or collate results from pairs allocated different ones). Learners consider coverage/redundant material/overlap, and produce an extensive list together.</p> <p>After reading a balanced discursive text, learners categorise arguments for and against in relation to a particular stance/focus. Learners then write up their ideas in a summary style response.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Discussion in pairs of which activities from a text(s) would be available for different family members, e.g. varying ages, religious beliefs, gender. Differentiate by complexity of texts, detail and criteria.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • leaflets/local flyers/websites of local activity groups • class novels/films • possibility of cross curricular link here, e.g. using relevant articles/texts from study in other subject areas • Paper 1 Q1 from past papers or Specimen Paper 1. (F) |
| <p>Lesson 4: Assessment objectives R1, R2, R3, R4</p> <p>Learning objective Investigate how we can overcome difficult and new vocabulary choices in a text</p> | <p>Starter activity: Give learners a passage containing some unknown, complex words (not more than 10) to underline as they read. Then individually, they work out the probable meanings by thinking about:</p> <ol style="list-style-type: none"> a. similarity to known words b. similarity to words in other known languages c. contextual clues d. breaking down words into syllables (including prefixes and suffixes). <p>Mini plenary: In groups, learners record new words in their glossaries. They then establish the correct meaning of the words and write their own synonyms or paraphrases to convey the meanings of these new words. OR ask learners to present the meaning of a word they considered. Learners must justify their explanations of meaning too.</p> <p>Homework: Learners use the new words in a sentence to illustrate and reinforce the understanding of meaning (I).</p> <p>Extension activities: Learners scan the front page of a newspaper article (more than one article could be given to more able learners) for up to 10 words that they don't know/think others might not know. Using a dictionary, learners look up and record the definition. Learners join another pair to make a group of four. In their new group, learners from each pair challenge each other to guess the meaning of their chosen words by using the words in sentences that they have created.</p> <p>Learners are offered/create possible alternative definitions from which the correct one has to be selected. In pairs, learners complete cloze (gap- fill) exercises with unknown words removed. (New words could be given at the bottom of the exercise and learners must decide which gap they fill.)</p> <p>Mini plenary: Provide answer sheet. Learners mark each other's answers.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • short non-fiction and/or fiction texts with advanced vocabulary choices • gap-fill and matching exercises (Note: these can be created using software) |

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 5: Assessment objectives R1, R2, R3, R4, R5</p> <p>Learning objective Consider ways in which we can unpack a texts purpose, meanings and sense of audience</p> <p>Key words</p> <ul style="list-style-type: none"> • Key features: The techniques that are used in a piece of writing to achieve its purpose and sense of audience. • Writing style: The different styles or purposes of writing (e.g. Writing to Describe, Writing to Narrate, Writing to Persuade) | <ul style="list-style-type: none"> • Paper 1 Q2a and b. (F) <p>Starter activity: Learners are given three texts: a leaflet (informative), a political speech (persuasive) and a travel writing extract (describe) to discuss in small groups what the purpose and intended audience is for each text.</p> <p>Mini plenary: Class discusses how every piece of writing is for a purpose and has designs on the reader and how this purpose determines style and structure. Remind class that each writing style is created by a different set of key features.</p> <p>Learners undertake a ‘Language Trawl’ to create a class/group resource. For example, learners are invited to find at least three texts which they feel have different purposes/intended audiences. Texts are then grouped into sets of texts with similarities and differences, contrasts noted and recorded e.g. using a Venn diagram. Learners label and annotate the effects of a range of key features on their chosen texts (this could be used as a useful classroom display when finished). Also, texts identified can be retained to use as a resource for later activities during the course.</p> <p>In groups, learners repeat analysis with other texts, e.g. guide book extract, a flyer (promotional), magazine feature, newspaper report.</p> <p>Extension activity: In pairs, learners identify the ways in which the reader is positioned by a text and the emotions which are evoked; supporting ideas with reference to language choice/evidence from text.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • Key Features help sheets at www.padlet.com/iain_davis/resources • exemplars from your departmental portfolio of the different relevant genres for this syllabus • texts identified by learners wherever possible, e.g. those around them in their everyday lives – perhaps in school/their locality alongside those available from other sources e.g. through internet/family members • Paper 1 Q2c and d. (F) |
| <p>Lesson 6: Assessment objectives R2</p> <p>Learning objective Explore the effects created by a text through the use of different narrative voices.</p> <p>Key words</p> | <p>Starter activity: Learners study short extracts – a diary entry, science article, news report – to collect evidence of the writer’s presence, i.e. how subjective or objective, how reflective or factual the text is.</p> <p>Extension activities: Learners discuss what they can tell about the narrator or persona of a narrative text from its voice.</p> <p>Learners give a score of 0 to 5 for strength of voice and how this relates to the purpose of the text and what it is trying to achieve.</p> <p>In pairs, learners identify the ratio of the active and passive voice in different genres of text and draw conclusions as to how this affects the reader’s feelings and emotions.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| <ul style="list-style-type: none"> Objective: Non-bias. The writer is not influenced by their own personal opinions. Subjective: Text has some bias. The writer puts forward their own personal opinion about the topic. | <p>Learners identify the different 'voices' in an extract. Learners identify (or are given a list of) the perspectives involved, e.g. in a newspaper report (as indicated by direct quotations, indirect quotations/paraphrase, suggestion of general/public opinion).</p> <p>Learners identify which voices the writer might agree with/be seen as sympathetic towards.</p> <p>Extension activities: In groups/pairs learners repeat the analysis for one or more other text(s), e.g. a magazine article, a blog, an autobiography/biography and report back findings to the class in the same way.</p> <p>Learners consider the different ways a narrative voice can manipulate the readers feelings (based on the texts that they have explored).</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> suitable texts can be found online, in news media, in reference books or in 0500 Paper 2 past or specimen papers (F) opening extracts from first person short stories or novels local and international newspaper reports Paper 1 Q2c and d. (F) |
| <p>Lesson 7: Assessment objectives R2, R3, R4</p> <p>Learning objective Investigate how we can unpack some of the hidden meanings and attitudes contained in a text</p> <p>Key words</p> <ul style="list-style-type: none"> Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context. Key features: The techniques that are used in a piece of writing to | <p>Starter activity: In pairs, learners study two texts which are of the same style, have similar content but different registers, e.g. a dialogue between teenage friends and a dialogue between a teenager and a parent/teacher. Learners make notes and give feedback on differences about vocabulary, grammar and sentence structure during a mini plenary session (an annotated example could be modelled).</p> <p>Task: Learners are given similar information, e.g. description of a (famous) place – presented in different genres perhaps as literary fiction, guide book extract, holiday brochure and a letter to a relative. By thinking about what was explored in the starter activity, learners then match each extract to one of the contexts listed and report back findings, e.g. Which text might be from a guide book? How can you tell?</p> <p>Extension activities: Learners work in groups to analyse one of the different styles of writing. They annotate the effects of the key features used in the text, and the register. Then they present their feedback on one of the texts, with examples, to the rest of the class.</p> <p>Role play dialogues in pairs to highlight different registers. Learners prep then read aloud suitable texts and class discusses how tone relates to style, i.e. how emotion, or lack of it, is conveyed through syntax and vocabulary choice. Explore how a writer conveys tone through writing rather than spoken word. How can the reader deduce the character or narrator is shy, happy, sad, embarrassed, etc. in a text?</p> |

| Lesson focus | Suggested teaching activities and resources |
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| <p>achieve its purpose and sense of audience.</p> <ul style="list-style-type: none">• Writing style: The different styles or purposes of writing (e.g. Writing to Describe, Writing to Narrate, Writing to Persuade) | <p>Class may discuss which genres typically use imagery and which do not, and the reasons for this.</p> <p>Useful resources include:</p> <ul style="list-style-type: none">• extracts from relevant literary texts and newspaper articles• 0500 Paper 2 passages• suggested end of unit assessment: Paper 1 Q1 and 2. (F) |
| Past and specimen papers | |
| Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) | |

2 Developing writing skills

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 1:</p> <p>Assessment objectives W2, W4 SL4, SL5</p> <p>Learning objective Consider how the language, structure and register of a text are dependent on audience</p> <p>Key words</p> <ul style="list-style-type: none"> Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context. | <p>Starter activity: Learners consider how our choice of language and tone is affected by our audience. Give learners an example by talking about a car crash that you have witnessed to a police officer and then to a younger sibling. Show a transcript of both conversations and ask learners to underline and annotate texts to show differences in language and tone.</p> <p>Extension activity: Learners discuss/predict the likely audience and context for contrasting utterances, e.g.</p> <ul style="list-style-type: none"> <i>I should be grateful if you would sit down.</i> <i>Please sit down</i> <i>Sit down!</i> <p>Mini plenary: Class discussion. Learners give reasons for their ideas.</p> <p>Extension activities: Pairs write a short dialogue around the snippet to illustrate their interpretations.</p> <p>Ask learners to write short texts in pairs on a similar topic but to contrasting audiences, e.g. two postcards from holiday – one learner writes to an elderly relative and the other to a friend; or a post complaining about an aspect of school to a teen discussion forum and a letter to the Head Teacher complaining about the same thing. Learners then exchange writing and identify ways in which they differ.</p> <p>Learners read short extracts of different types of writing, e.g. newspaper reports, diary extracts, blogs, magazine features, letters, textbooks, travel brochures, instruction manuals, emails and sort according to audience (likely reader). They discuss findings in groups and suggest the reasons readers might have for reading each text and where and when they may read them, e.g. to find out what has happened in relation to a recent incident, looking back at an earlier experience or researching possible destinations for a visit/holiday.</p> <p>Which features of the text, e.g. vocabulary, syntax, punctuation, sentence length, make each style of text appropriate for its target audience?</p> <p>A situation is outlined, e.g. one person wants to borrow something from the other. Speakers are each given a numbered card to indicate their social status between 1 (high) and 10 (low). Scene is improvised and participants/observers have to work out from the interaction the status (number) of each speaker. Learners should give reasons for their ideas.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Learners are given a selection of topics and asked to write two paragraphs on the same topic but aimed at different types of audiences, e.g. a diary entry and a witness statement. (I) Learners read their passages aloud to the class, who try to identify the style/context/audience of each text.</p> <p>Learners transform style/register of short texts to adapt them for a different audience/context, e.g. change an email to a formal letter.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • characters from studied texts • resource sheet containing selection of different examples of writing (perhaps ex-learner writing/coursework) • class/department bank of texts/snippets some or all of which have been collected/contributed by learners • resource sheet containing selection of topics and relevant information about them from which learners choose their own topic to write about • Paper 2 Section B (Composition). |
| <p>Lesson 2: Assessment objectives W1, W3 (R4)</p> <p>Learning objective Utilise a range of appropriate vocabulary choices to convey ideas to the reader accurately</p> | <p>Starter activity: Begin the lesson by performing some dramatic action with strong feelings, e.g. walks into room angrily, slamming door. Ask the class to write a paragraph describing what happened and to be careful to choose the exact words to describe what happened. Responses are read out, compared and judged by the class.</p> <p>Extension activities: Learners are given lists of synonyms for words in a short passage. They rank order them for closeness to the original word and then again for strength of meaning according to their connotations, e.g. anger = fury, rage, wrath, annoyance, irritation.</p> <p>Learners watch a short film clip and write a half-page report on the event observed, taking care to report the incident accurately. They form groups of 3 or 4 and comment on how accurate the report is by considering vocabulary, register and use of language devices.</p> <p>Different information is given to each half of the class about the characters concerned, e.g. for a scene which depicts someone in an office looking through a desk. Give half of the class details to suggest the person searching is a villain and up to no good. The other half are told that this is the hero in the villain's office. Compare the descriptions in terms of vocabulary choices, register and sequence of ideas.</p> <p>Learners replace underlined words in a descriptive text with more precise/evocative ones. In pairs, learners label a picture of a person. Learners use precise vocabulary to describe their features and clothing.</p> <p>Short descriptions of people are mixed up. Learners try to match them with the original picture that they are based on.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Useful resources include:</p> <ul style="list-style-type: none"> • narrative passage with underlined words and lists of synonyms • pictures of human figures, e.g. selected from online image banks, old photographs/calendars or posters • online film clip or scene from a movie, TV series or sporting event • examples of coursework writing • Paper 2 Section B (Composition). |
| <p>Lesson 3: Assessment objectives W2, W5 SL2, SL3</p> <p>Learning objective Explore how we can effectively structure and sequence our writing</p> | <p>Starter activity: Learners look at some short but complete texts in styles that were used in previous activities to notice the order of ideas and how texts differ from each other in language and structure, e.g. some have an introduction, some use the material chronologically, some repeat the main points in a conclusion.</p> <p>Feedback to be collected on board followed by discussion of why and how style, purpose and audience determine structure. Learners or class summarise general rules for writing each style of text.</p> <p>Extension activities: Explain the definition of a paragraph and its structuring role in a text. Learners find examples in the texts used in the starter activity of longer and shorter paragraphs and reasons for this. Demonstrate on the board and learners practise paragraph building, e.g. according to the PEE chain method, i.e. a point (topic sentence) developed into a paragraph by the addition of explanation, evidence, exploration, or elaboration, to support it for a piece of persuasive writing.</p> <p>In groups of 4 or 5, learners create paragraphs connected to the same subject, but are given different topic sentences. Learners choose from a list of paragraph links/connectives to connect a number of the paragraphs to make a cohesive text. Learners then write an introduction and conclusion for their group text.</p> <p>In groups, learners arrange cut-up paragraphs of a short story or separate pictures into a logical order. OR Learners reconstruct a news report which has its paragraphs in the wrong order by putting numbers against each/a recipe or science experiment with stages mixed up.</p> <p>In pairs, learners instruct each other how to complete tasks, e.g. tie a tie/shoelaces as if via video link. Once both have completed the task, they write the instructions for how to complete the procedure. Instructions are compared/tested by other pairs, then feedback is given. OR learners explain to the class a procedure with which they are familiar (perhaps something they know how to do well as a result of a hobby/pastime, e.g. a keen kayaker might explain how to save someone who has fallen into the water). Visual aids may be used to help explain for the benefit of the audience. Teacher gives feedback on their use of language and structure.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Class considers how they can use the bullet points from Paper 1 Q3 to form effective topic sentences. Learners read the mark scheme for this question (writing marks) and discuss what they should do in their writing to achieve 5 marks out of 5. Learners make a checklist of the things that will help them achieve these marks.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • selection of complete texts in a course-book or a prepared resource sheet • envelopes for each group containing 6–10 cut-up photocopied photographs or electronically reordered sections of a short story. • texts in which paragraph links have been blanked out. |
| <p>Lesson 4: Assessment objectives W1, W2, W3, W4</p> <p>Learning objectives Explore how the success of different texts depend upon different groups of key features</p> <p>Develop effective written texts in a variety of styles by using a range of appropriate key features</p> | <p>Starter activity: Learners in pairs or groups, are given a grid to fill in which lists styles of writing/features of writing styles. Learners match features to an example of a writing style, e.g. Rhetorical question to Persuasive writing. Alternatively, having worked one example as a class, learners identify features for one or more further styles.</p> <p>Learners use key feature lists in order to review and redraft a previous draft of their own writing in a particular genre. (F)</p> <p>Extension activities: Class to be set a topic, e.g. hurricanes. Each pair or small group is asked to write a paragraph about it in a different style, e.g. narrative opening, news bulletin, science article, charity appeal. These are then posted around the classroom and discussed by class. Learners produce a piece of writing on a different topic in a different style.</p> <p>Learners change a paragraph of writing in the active voice into the passive voice and comment on the difference this makes and why some writing needs to be impersonal.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • selection of texts covering a range of genres, which could come from a course book, teacher resource CD or departmental portfolio of learner writing • models which could come from examiner reports or previous learners' or teacher's own writing. |
| <p>Lesson 5: Assessment objectives W1, W3, W4</p> <p>Learning objective Experiment in using a range of vocabulary choices and sentence</p> | <p>Starter activity: Explain that some tasks require learners to adopt a persona and role so that they use a different range of vocabulary than they normally would, e.g. so that they can convey a sense of character and perspective in a text. Learners offer ideas on how different characters would use language and punctuation/sentence structures to convey a distinct voice, e.g. Head Teacher, angry resident, enthusiastic tourist (teacher may have prepared examples for learners to consider and annotate).</p> <p>Extension activities: Learners improvise/prepare an initial dialogue, e.g. for a customer complaining to an assistant in a shop.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| <p>structures to convey different voices in our writing</p> | <p>In pairs, learners develop the situation further, e.g. role play from the perspective of the assistant reporting the incident to the shop manager (and/or explaining to an older relative), the assistant/customer discussing with a friend later. Once sufficient details of the incident have been established, learners (in groups) are designated role(s) and task(s), e.g.</p> <ul style="list-style-type: none"> • write a letter of complaint from the customer to head office • write the manager's report to head office • write the assistant's interview with regional manager following the incident. <p>Learners identify/consider sections from texts written by different groups about the incident:</p> <ul style="list-style-type: none"> • Who is writing? • How can they tell how convincing the voice is? • What key features are being used? <p>Learners select one of the snippets they feel could be modified to sound more like the voice of the character and indicate/offer changes they would make, e.g. to vocabulary, sentence structure/range. Suggested modifications are returned to the original group to inform redrafting/discussion of ideas.</p> <p>Learners create a voice for a character in a literature text they are studying and write a short monologue (a hot seating activity could be a good way into this piece of writing). (F)</p> <p>Learners rewrite a passage from a different point of view from that of the original, i.e. as a different character or taking an opposite argumentative stance. (I) Learners look at argumentative media articles by columnists and identify the way that their views are conveyed e.g. exaggeration, irony, mockery, repetition, shocking vocabulary. (I)</p> <p>Learners write an opening paragraph of a new text/missing section of an article in the voice of a given columnist (or an alternate ending to a novel from a different narrative perspective).</p> <p>Useful resources include: Literary text learners are familiar with some varied texts, particularly autobiographies, persuasive speeches and travel accounts to act as models.</p> |
| <p>Lesson 6: Assessment objective W5 Learning objective Consider ways in which we can improve the accuracy of our spelling and grammar structures</p> | <p>Starter activity: Learners complete sentence joining exercises using subordinating connectives to form complex sentences from three simple sentences (Learners could be asked to write complex sentences of their own to differentiate for higher ability learners).</p> <p>Revise the rules for the use of full stops, commas, dashes, hyphens, apostrophes, semicolons and colons. Learners put the missing punctuation in a passage which has had the punctuation removed.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Extension activity: Revise spelling rules, e.g. for 'i.e.' words, double consonants, adverb endings – using examples on board and learners provide their own.</p> <p>In pairs, learners study spelling lists of useful words often misspelt. They underline each other's 'hot spots', are tested on them, and do corrections using the 'Look, Cover, Write, Check' method.</p> <p>Remaining in pairs learners make a list of words they find difficult to spell, e.g. necessary, definite, liaison, accommodation, embarrassment, separate. They check the spelling of the words in their list, and devise mnemonics to help remember them.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • course book material on punctuation usage, and complex sentence formation • worksheet of simple sentences for joining • short unpunctuated passages. (Note: These can be found online.) • course book material on spelling rules, e.g. short vowel followed by double consonant – common patterns and suffixes, e.g. dis, ough, ight, qu, ely, and confused homonyms, e.g. their, they're, there • suggested end of unit assessment: Paper 2 Section B question. (F) |
| <p>Past and specimen papers</p> | |
| <p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> | |

3 Writing summaries

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 1:</p> <p>Assessment objectives R1, R2, R5 SL2, SL5</p> <p>Learning objective Investigate how we can write effective responses to the summary question (Paper 1 Q1(F))</p> | <p>Starter activity: Outline what learners should not do when they write a summary.</p> <p>Give learners a text, a summary question and a summary response that is written incorrectly. Learners identify what is wrong with it and give feedback to the imaginary writer about how they should improve. Ask the class for feedback and reveal the feedback that would have been given to this writer. Learners compare teacher feedback with their own and what they discussed in the starter activity.</p> <p>Learners consider a summary question and text. Learners (in pairs or individually) underline at least 15 relevant quotations from the text that they could use in their response to the summary question. Learners write up their ideas in paragraphs by using their own words. Learners compare their answer with the list of possible answers from the mark scheme.</p> <p>Plenary: Explain how learners are able to achieve the 5 marks for Writing in this question. Learners exchange summaries and mark each other's writing out of 5. Take in the summaries and give definitive marks and feedback to those learners who wrote the summaries and those who marked them incorrectly.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • range of short texts, including informative ones (Note: Wikipedia is a source of short informative texts which lend themselves to the removal of non-essential material) • Paper 1 Q1. (F) |
| <p>Lesson 2:</p> <p>Assessment objectives R1, R2, R5 W1, W2, W3</p> <p>Learning objective Develop and enhance our writing to summarise skills</p> | <p>Starter activity: Give learners a focus/summary style question accompanied with short informative texts, e.g. travelogues, for key points and highlight/underline them. Choices are compared and discussed in class. Share the definitive answers.</p> <p>Mini plenary: Learners reflect on how they found information successfully and what problems they encountered, e.g. look for key words, noun phrases, select short phrases rather than single words, avoid long sentences, make sure to read around phrase selected to check you have understood context correctly. Learners/class write a short step by step guide about how you can successfully select information from a text to answer a summary question. Learners could add what to not do/be careful of when selecting evidence too.</p> <p>Extension activities: Learners create a summary question on a text of their choice and write the answers/mark scheme on a separate sheet of paper. Learners exchange question and text and complete. Learners then return each other's completed summaries and mark each other's writing using their answer sheet.</p> <p>Learners read an article or newspaper report and write a sub-heading for each paragraph to summarise what they are about.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>OR learners match paragraphs from a text with mixed up sentences (written by the teacher) that summarise what they are about.</p> <p>Plenary: Learners use the guide they wrote in the starter to identify and list facts from an informative text, e.g. from a nature magazine.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • selection of short, informative texts, including news reports and scientific articles (Note: These can be found in course books and on websites) • Paper 1 Q1 (F) |
| <p>Lesson 3:</p> <p>Assessment objectives R1, R2, R3 W3, W4 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Improve our summary responses by reflecting upon how we can use our own words</p> | <p>Starter activity: Present the rules for writing a summary response. Learners discuss and consider these requirements, e.g. What do these things mean in terms of how we write our summaries? Why are these things important? You may wish to highlight: the importance of using own words, how a summary question may require a response in the third person and past tense, although the passage may be in the first person and present tense.</p> <p>Learners change short passages of descriptive/informative writing into their own words, staying as near as possible to the original meaning.</p> <p>Give learners a list of quotations from a text to paraphrase. Class judges the best answers when read out/match paraphrases with original quotations.</p> <p>In pairs, learners complete thesaurus exercises to decide on the nearest synonym to words underlined in a text.</p> <p>Extension activity: Link to R4 understanding of how writers achieve effects: Learners find more bland or tactful language, including euphemisms, to convey criticism or complaint, e.g. in a school report or Head Teacher's letter to parents; this activity can also be done in reverse, replacing anodyne comments with more direct language.</p> <p>Plenary: Learners consider how meaning changes when a text is reduced to a summary. What is lost? How does it change the reader's understandings?</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • Paper 1 passages, and Paper 2 passages • possibility of cross curricular links using texts from other subject areas • selection of quotations from Literature texts learners are familiar with • mock school report, school match/visit report or letter to parents • assertive complaint letter to be modified for vocabulary use. |

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 4: Assessment objectives R1, R2, R5 W2 SL2</p> <p>Learning objective Develop logically sequenced summary responses.</p> | <p>Starter activity: Learners identify relevant material in a text for a specific question. They extract the material as a list of points (paraphrased). Then they agree on a grouping and order for the points and write a paragraph.</p> <p>Learners change a narrative version of a journey to a summary of its dangers, re-ordering the material to group similar items.</p> <p>Learners are given a paragraph with a jumbled sentence sequence and have to reorder it logically or chronologically.</p> <p>Learners practise reordering jumbled reports so that the logical, chronological order is restored.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • jumbled sentences in paragraphs • jumbled reports, e.g. for science experiments, made by cut and pasting in Word docs • narrative account of a dangerous journey from a course book, media or online source • Paper 1 passages and Paper 2 passages. |
| <p>Lesson 5: Assessment objectives R5 W1, W2, W4</p> <p>Learning objective Develop precise and concise summary responses</p> | <p>Starter activity: Learners reduce short passages/short stories to a percentage of their original length by writing economically, e.g. by removing repetition of ideas, additional details, changing phrasal verbs to single-word verbs, and using colons and semicolons to replace connectives where appropriate.</p> <p>Learners watch a short movie clip. Then they complete a short story of it in 50 words. Redundant words will probably need to be deleted from the first draft, and grammar structures made more concise, e.g. passive changed to active voice, in order to achieve the exact length.</p> <p>Extension activities: Learners write a one paragraph plot synopsis of a short story or movie of their choice which mentions only the essential elements of the story. Learners read out summaries and others guess the film/story title.</p> <p>Class revises the language of headlines. In pairs, learners read short news reports and give them headlines, of no longer than six words, which summarise the events of the report. Learners then pretend to be eyewitnesses to the events and write a summary of what they saw using relevant details from the newspaper report.</p> <p>Learners consider a selection of responses to past summary questions – underlining parts of each response which lack concision of expression and bracketing parts which contain irrelevant material which drifts from the topic. OR learners study examples of summary responses and rank order them according to different elements of performance, e.g. the best structure, use of own words.</p> <p>In pairs, learners construct a response to a summary question suitably modified from a past examination paper, e.g. a 2017–2020 Paper 2 question for Passage B only. OR learners re-work a specified response (possibly their original). (F)</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Useful resources include:</p> <ul style="list-style-type: none"> workbooks containing exam-type summary passages and tasks selected texts written in an uneconomical style learners own responses to selective summary tasks/those from other class groups/exemplars from relevant coursebook or <i>Example Candidate Responses</i> booklet available at School Support Hub www.cambridgeinternational.org/support. Paper 1 passages and Paper 2 passages (2017 onwards). |
| <p>Lesson 6:</p> <p>Assessment objectives W1, W2, W3, W4 SL3, SL4, SL5</p> <p>Learning objective Enhance the fluency and clarity of our summary responses.</p> | <p>Starter activity: Remind learners of the ways in which complex sentences can be constructed and of the list of possible subordinators that they can use to create subordinate clauses.</p> <p>Learners join together 10 simple sentence (possibly adapted from the mark scheme content of a summary question) to construct a half-page summary. Learners can use any of the subordinators, but not conjunctions.</p> <p>Extension activities: In pairs, learners collaborate to improve a half-page summary from a previous activity which received three or less for writing. Learners work in pairs to familiarise themselves with the mark scheme for summary writing. Learners then match comments and marks to examples of answers.</p> <p>Mark two (anonymous) class members' sample answers, giving a mark out of five for concision, clarity, focus and fluency after discussing and justifying their decision. Learners should write a comment which uses mark scheme band descriptors.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> course book or workbook exercises on complex sentences Paper 1 Q1 and Paper 2 Q3 (2017 onwards), alongside corresponding mark schemes. Examiner reports for summary questions (F) <i>Example Candidate Responses</i> booklet available from School Support Hub www.cambridgeinternational.org/support |
| <p>Past and specimen papers</p> | |
| <p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> | |

4 Responding to reading

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 1: Assessment objectives R1, R2, R3</p> <p>Learning objective Explore ways in which we can identify implicit meanings, and consider how they impact upon the reader.</p> <p>Key words</p> <ul style="list-style-type: none"> • Dramatic Irony: When the audience/reader knows something about the events of the narrative that the character(s) on stage/in a passage do not. | <p>Starter activity: Demonstrate the plant analogy of response, i.e. stems (main points explicit in text), flowers (details to illustrate ideas in text), and roots (inferred points implicit in text). A good written response consists of a range of secure and blooming plants.</p> <p>In groups. learners identify, from fiction or descriptive writing passages, the explicit points (the stems), the implicit points (the roots) and the supporting details (the flowers).</p> <p>Extension activities: In groups of four, pairs of learners read dialogues from drama texts where characters are not saying what they are thinking. Their shadow pair offers a subtext of the characters' thoughts to follow the actual text after each speech. Alternatives include:</p> <ul style="list-style-type: none"> • dialogue from a section of narrative that contains dramatic irony. Pairs offer reader/audience reaction to episode • fictional text is presented in cartoon format and 'actual thought' bubbles added alongside spoken dialogue. <p>Learners interrogate a passage from a play by using evidence to answer key questions, e.g. When did they arrive there? What might each of the characters involved be thinking at that point? Why might characters have decided to be there? How might they have got there? Where might they be going to next? Learners read between the lines and infer meaning in a text, noting how implicit meaning is conveyed through language features, e.g. tone, description of characters, setting, symbolism.</p> <p>Give groups of learners a series of euphemisms and ask them to state what they actually mean in context used, e.g. mature, vertically challenged, and note how these often give an opposite impression. Consider the text of a Paper 1 Q3 or a Paper 2 Q1 (2017 onwards) and the accompanying bullet points. Learners explore the text to find the explicit meanings that match the one/more bullet points of the question.</p> <p>Learners work in pairs to try and identify and list as many implicit meanings from the text as possible. List strategies that learners can use to uncover implicit meanings.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • poetry that contains a lot of imagery and allegory, e.g. sonnets • extracts from allegorical novels, such as <i>Animal Farm</i> • dialogues from drama texts that contain dramatic irony • Paper 1 Q3 or Paper 2 Q1 (2017 onwards) • advertisements or public health leaflets where euphemisms are used to disguise offensive implications. |

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 2: Assessment objectives R1, R2, R3, R4 W1, W2, W3, W4</p> <p>Learning objective Develop ideas about a writer's ideas/use of language in a concise and logical manner</p> <p>Key words</p> <ul style="list-style-type: none"> • PEEA: Point, Evidence, Explain and Analyse • EEA: Evidence, Explain and Analyse | <p>Starter activity: Learners are given a list of ideas relating to a topic to extend them and find ways of connecting them to each other.</p> <p>Extension activities: Learners reduce a text of developed ideas to a list of its main points. In pairs, learners find details and quotations in a text to support a set of ideas extracted from it. In pairs, learners match a list of quotations and statistics to their relevant main points.</p> <p>Learners read discursive and argument texts to identify and annotate five or six separate lines of argument/points which they then work into PEEA chain paragraphs, i.e. add to each Point a piece of Evidence followed by an Explanation, followed by an Analysis of the idea and language used.</p> <p>Learners consider a Paper 1 Q2d text and question. Learners use PEEA (or EEA) to formulate a developed response. (F)</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • political speech texts and newspaper editorials on a current topic • formal letters • newspaper columnist and magazine articles containing controversial ideas • Paper 1 Q2d or Paper 2 Q2 (2017 onwards) and accompanying texts. |
| <p>Lesson 3: Assessment objectives R1, R2, R3, R4 W1, W2, W3, W4 SL1, SL2, SL3, SL4</p> <p>Learning objective Explore how a writer's use of language affects the reader's thinking and understandings</p> | <p>Starter activity: Read and display a detailed descriptive passage. Learners to draw a picture of the place being described.</p> <p>Mini plenary: Learners compare pictures with each other and teacher's example one. Class discuss why pictures vary and how vocabulary choice affects the reader. Learners pick out the powerful words in a passage and give their associations.</p> <p>Extension activity: This can be done as a pyramid/iceberg diagram with the deepest connotations and intended effects on the lowest layer.</p> <p>Call out adjectives and ask learners to give a score between +5 to -5 for the positive and negative connotations of the words. (They are unlikely to give 0, and this is a basis for discussion about words rarely being neutral.)</p> <p>Learners fill in gaps in a descriptive passage using vocabulary in keeping with the atmosphere of the whole.</p> <p>Learners rank order synonyms for their strength of meaning, and compare their orders with others.</p> <p>Extension activity: Learners identify figurative language, sense impressions and onomatopoeia, in a passage and explain meanings; suggesting something about the effect of the technique used in context.</p> |

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| | <p>Homework: Learners consider a Paper 1 Q2d text and question and use PEEA (or EEA) to formulate a developed response. Learners then peer mark each other's work (using the PEEA pie) before getting official feedback. Learners can then reflect on this response compared to their last response to this question.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • novel extracts describing buildings/landscapes, travel writing and familiar Literature texts • Paper 1 Q2d or Paper 2 Q2 (2017 onwards) and accompanying texts. |
| <p>Lesson 4: Assessment objectives R1, R2, R3 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Explore how narratives are developed and sequenced</p> | <p>Starter activity: In pairs, learners arrange jumbled paragraphs of a story or stanzas from a narrative poem into the correct sequence. Discuss clues from the start of the texts that help prepare the reader for the ending of the narrative.</p> <p>In the same pairs, learners draw a labelled diagram to represent the event sequence of a short story, e.g. concentric circles, triangle, parallel lines, converging lines and explain it to the class.</p> <p>Read a story to learners stopping at points to ask for predictions for the next stage. Learners write an appropriate continuation or an alternative ending to a story.</p> <p>Extension activity: Learners write/improvise an episode we don't see fully in the text itself, using clues from the original to predict appropriate events and details.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • complete short stories • first part of a short story • jumbled paragraphs of prose or verse narratives. |
| <p>Lesson 5: Assessment objectives R1, R2, R3, R4 W1, W2, W3, W4 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Investigate ways in which we can analyse how a character is presented</p> | <p>Starter activity: Role play – In groups, learners hot seat a character from a text they know well. They explore the characters feelings and reactions to an issue in the text, or a contemporary global issue. Learners write an individual speech/interview from the character's perspective about the issue. Audience feedback in relation to how realistic/appropriate the speech was in relation to what they know about the character.</p> <p>Extension activities: Learners create a character file after reading a short story, using evidence from and reference to the text for their interpretation. Learners could use PEEA to structure their responses. Learners write a letter in role as a character from a piece of narrative writing to another of its characters. In pairs learners write a dialogue between two of the characters to create a short play and perform it to the class.</p> <p>Hot seat a learner in role as a character from a play or novel, requiring them to explain and justify their actions, or simulate a trial scene for a crime committed by a character.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Homework: Learners write the final speech for the defence. Learners write a journal entry/speak their thoughts and feelings as a character in a play or novel at a particular point in the action, capturing the attitudes and using the language of the character.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • short story with strong main character • play or novel recently studied by class |
| <p>Lesson 6: Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5</p> <p>Learning objective Consider how an argument can effectively persuade the reader</p> | <p>Starter activity: Elicit a list of devices used in persuasive writing and write on the board, rhetorical questions, shocking statistics, emotive language. Learners identify these devices in an argumentative text.</p> <p>In groups, learners list points which could be used to balance an argument which gives only one viewpoint. Learners discuss as a class and evaluate how persuasive three texts on the same topic are.</p> <p>Extension activities: Learners identify bias in a text by collecting evidence, e.g. of exaggerated claims, hyperbolic language, threatening predictions. Learners reduce an argumentative text to a list of its original ideas and planning points.</p> <p>Learners work in pairs to refute a series of assertions. Then develop a persuasive speech against the original premise.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • magazine articles and blogs which adopt extreme views • polemical writing and propaganda leaflets • samples of learner argument compositions which mention only one viewpoint • online resources, such as Wikipedia, which can be accessed to find alternative views. |
| <p>Past and specimen papers</p> | |
| <p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> | |

5 Selecting, analysing and using information

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 1:</p> <p>Assessment objectives R1, R2, R3, R4, R5 W2 W3 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Select and organise relevant information in a coherent and effective way.</p> | <p>Starter activity: Learners edit a text by only keeping evidence from it that answers a specific question, e.g. things to do on holiday, removing repetition and irrelevant details.</p> <p>Extension activity: In groups, learners research information about their town and collect material from a variety of genres and media, e.g. websites, leaflets, video clips. Learners then decide which material to use and in which order to draft an infomercial which would persuade people to visit their town.</p> <p>Homework: Learners adapt their infomercial scripts into a travel brochure text. Give out a press release and learners role play journalists at a press conference, questioning witnesses and taking notes about a recent dramatic event.</p> <p>Offer further 'new' information, possibly contradictory, mid-way through the discussion stage, requiring some reassessment of original material/notes e.g. statement from an eyewitness. Learners organise their conference notes and quotations for a news report of the event, and give it a headline. Learners then write a newspaper report about the event by using their findings (differentiate by assigning a bias perspective).</p> <p>Introduce a Paper 1 Q3 (or a Paper 2 Q1). Ask learners to use a different highlighter for each bullet point to select relevant information from the passage. Use a writing frame or paragraph plan to help learners use the bullet points as a way of structuring their response.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • online and library resources • models of information sheets for tourists • Paper 1 Q3 or Paper 2 Q1 (2017 onwards) • Paper 2 Q1 or Paper 3 Q1 (2017 onwards) • press release statement. |
| <p>Lesson 2:</p> <p>Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5</p> <p>Learning objective</p> | <p>Starter activity: In pairs, learners identify and highlight the topic sentence in each paragraph of a discursive text and then discuss how the main idea has been developed to make up the rest of the paragraph, i.e. using example, comparison, statistic, quotation, explanation, reference. Different coloured highlighters can be used for different types of supporting material.</p> <p>Remaining in pairs, learners select key phrases from a discursive text in relation to and develop them into full sentences using their own words. They then assemble the sentences into paragraphs of related ideas, using introductory 'attitude'</p> |

| Lesson focus | Suggested teaching activities and resources |
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| <p>Develop coherent and logical texts by using supporting detail</p> | <p>phrases to link them, e.g. Indeed, In fact, Remarkably, to show development of thought. Finally, the paragraphs are put into a cohesive order using paragraph links, e.g. furthermore, nevertheless.</p> <p>Learners are given a set of headlines from which to write opening paragraphs for news reports, which give the information Who? What? When? Where? Learners are then given the first paragraphs of actual reports to compare them to their own.</p> <p>Learners write second and third paragraphs explaining Why? and How? (Ask learners to remember to use the three magic words to help add supporting reasons to their ideas – because, since and as.)</p> <p>Extension activity: Learners are given a narrative text and headline, plan the opening sections of the article. Learners listen to a broadcast, e.g. on a current affairs topic, and collect brief notes which they then expand and link to give an account of the gist of the broadcast.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • magazine feature articles discussing a topical issue • set of dramatic headlines, e.g. of a rescue or a natural disaster • video or audio recordings of TV or radio broadcasts. |
| <p>Lesson 3: Assessment objectives R4 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4</p> <p>Learning objective Investigate and analyse the effects of a range of literary devices</p> | <p>Starter activity: In groups, learners rank order three short passages of description for effectiveness, giving detailed reasons for their judgement (emphasise the importance of the use of imagery).</p> <p>Mini-plenary: Discuss and list features of an effective descriptive response.</p> <p>Learners are given a short piece/paragraph including description of a character. Learners create visual responses, e.g. draw or create any picture(s) suggested. Label each picture with the key words/phrases from the text that helped create that image (encourage learners to ensure they select imagery, sense impressions, before presenting text).</p> <p>In pairs, learners select the best choice of three given verbs to fill gaps in a descriptive text, justifying their choices.</p> <p>Learners read a more extended text. In pairs, learners consider and work to explain how a given number of those key words/phrases contribute to the overall effect (encourage learners to use PEEA as a guide).</p> <p>Extension activities: Learners mark a selection of Paper 2 Q2 responses (2017 onwards) in pairs, e.g. the first part of the question from a selection of explanations taken from the corresponding section of the <i>Example Candidate Responses</i> booklet.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Individual/pairs attempt to answer second part of the task. Learners then review own response using the marking criteria in the mark scheme to identify targets to improve, e.g. steps required to move answer to next band of the table, and attempt to refine answer in the light of targets identified. (F)</p> <p>Learners complete or create similes to describe objects or pictures in the classroom; the class judges the best, according to their originality and aptness. Learners use their similes to develop a piece of descriptive writing, e.g. make the reader feel that the classroom is tranquil or creepy or chaotic. Learners exchange writing and analyse effects of each other's use of imagery.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • Three short texts describing the same thing in a different way, e.g. a snowy mountain scene or desert landscape • Stylised literary description of an everyday event or object, e.g. thunderstorm or insect • Polemical text with rhetorical devices and strong language • Gap-fill exercise with some verbs removed • Persuasive text, e.g. charity appeal letter. |
| <p>Lesson 4: Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Explore the effects of a range of key features of Persuasive writing, and how they can be used to convince the audience.</p> | <p>Starter activity: Learners identify where the reader has been positioned in an argument text to agree with the writer, e.g. track examples of use of inclusive 'we'.</p> <p>Learners identify and underline the rhetorical devices of vocabulary and syntax usage in a piece of argumentative writing, and define the purpose and effect of each of the uses, e.g. transposed word order, emotive diction.</p> <p>Learners read a holiday brochure and discuss and decide as a class what went wrong on their holiday in that place.</p> <p>Revisit formal letter structure and ask learners to suggest likely features of style to consider when writing to Persuade, including aspects of tone and register.</p> <p>Learners draft a letter of complaint to the holiday company, which mentions claims made in the brochure and explains in detail how they were misleading. Learners post responses on a <i>Padlet</i> site where they can review and reflect on each other's writing.</p> <p>In groups, learners are given a job advertisement and three fictitious curriculum vitae (CVs) of applicants for the post. They discuss and evaluate the CVs, before presenting their verdict and justifying it to the rest of the class.</p> <p>In pairs, learners write and perform a role-play dialogue, based on the brochure, between a complainant and a representative of the holiday company, in which each defends their position by using a range of key features.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Learners conduct the job interviews in role as interviewers or applicants.</p> <p>Extension activities: Learners write letters of application on which the interviews were based. Learners swap texts and annotate the effects created by their peer's use of key features/effects created on reader.</p> <p>Discuss how the marks are distributed for Paper 2 Q1 (i.e. Reading and Writing marks) and what learners must do to be successful.</p> <p>Learners consider a suitable task from Paper 2 Q1 or Paper 3 Q1 (2017 onwards) and identify the points that could be used. Consider points identified in relation to the actual mark scheme and in pairs/class create a 'model' answer. (F)</p> <p>Pairs/groups create mark scheme points given one of two (letter) tasks from Paper 2 Q1 or Paper 3 Q1 (2017 onwards). Learners answer the task they haven't yet considered and then receive (anonymous) answers to mark from their first task, modifying their mark scheme/identifying targets for improvement and/or strong arguments in the responses. (F)</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • holiday brochures or texts from course book • job advert and CVs for three applicants • Paper 2 Q1 and Paper 3 Q1 (2017 onwards) with corresponding Examiner Reports. |
| <p>Lesson 5: Assessment objectives R1, R2, R3, R5 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4</p> <p>Learning objective Develop a detailed report using a range of key features</p> | <p>Starter activity: In pairs, learners rearrange stages in a disordered process into correct chronological order. Learners adopt a character's viewpoint from a text to write an account of an event they witnessed, to be used as a police statement. The register should be impersonal and objective.</p> <p>Learners devise and carry out a survey (of about five questions) among their year group, e.g. on TV viewing habits, summer holiday plans. They organise the results and use them to plan a report which they deliver orally to the class. Class makes notes of findings as reported to them and in pairs learners write an overall report.</p> <p>Learners write specific chapter or scene summaries for a literary text, which give only the main events and in order. Learners are given information to use to plan and write an account of a recent school trip or event, e.g. a drama production for a school magazine.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • novel or play being studied in class • jumbled stages in a process, e.g. a recipe or DIY assembly instructions • facts relating to a recent school event, e.g. names and dates. |

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 6: Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Evaluate and review the success of different types of texts</p> | <p>Starter activity: Given outlines of three novels suitable for independent private reading and the opening section of each, learners decide which would be the one they (or a specified reader) would most prefer to read on with and explain reasons why.</p> <p>Extension activities: Rewrite the blurb/write book review for a given audience. In pairs learners consider a choice/range of texts suitable for younger audiences and decide which one they would most likely recommend to a younger learner to read/listen to and why.</p> <p>Review the alternatives for a feature article in a magazine aimed at parents, suggesting possible titles to encourage independent reading habits in their children (learners must include at least one further new title from own research, offering supporting reasons). Learners watch key episodes of film versions of a novel or play they have studied, while completing a worksheet with relevant headings, e.g. location, casting, costume, pace, camera work, faithfulness to original text, effectiveness of opening and closing shots. Group decides which version(s) they would recommend.</p> <p>Write a review of preferred version for school magazine. Learners in groups study outlines of three projects, e.g. gap year plans, proposed (local /global) developments and arrive at a consensus, after devising success criteria, on which is more attractive/worthwhile/relevant. Groups give feedback on their decision and reasoning to the class.</p> <p>Learners write an editorial letter to the editor of local paper/school magazine expressing and explaining views. Learners review their workbooks/coursework/recorded tasks as available. Learners plan, organise and write their own school report for English in the third person, commenting on what they have achieved this year, and areas for improvement in the future.</p> <p>Compare targets for improvement in groups and draft advice to learners new to course/about to start next session, e.g. speech/leaflet suggesting things to be aware of/ways to improve. based on own experience. Future 'recipients' can review advice offered by these learners ahead of writing their own advice once underway themselves. Learners write a review of two short stories on the same theme, comparing and contrasting them and judging which is more successful and why, as if the final two in a competition.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • DVDs of literary texts • two theme-related short stories • gap year materials, available online • learners' own work over the course to date. |
| <p>Past and specimen papers</p> | |
| <p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> | |

6 Directed writing

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 1:</p> <p>Assessment objectives R1, R3, R3 W1, W2, W3, W4 SL1, SL2, SL3, SL4</p> <p>Learning objective Consider how we can maximise our writing marks in Directed Writing questions</p> <p>Key words</p> <ul style="list-style-type: none"> • VARP: Voice, Audience, Register and Purpose | <p>Starter activity: Learners transform an informative text into a descriptive text, adding figurative language and stylistic devices. Class discusses the difference in effect on the reader.</p> <p>Extension activities: Map the key features of a descriptive text. Discuss how the use of the key features helps to establish VARP. Learners look at Paper 1 Q3 and Paper 2 Q1 or Paper 3 Q1 (2017 onwards) and Paper 2 Q1 tasks to identify the VARP for each example. (Note how there is a persuasive element in the Directed Writing task for Paper 3.) Remind learners of the importance of considering VARP while planning a piece of response writing and how the style and tone should be determined by these factors, which in turn are determined by the nature of the task. Emphasise that thinking about VARP will help us achieve the writing marks for these questions, and the coursework assignments. Having identified VARP in a given text, learners transform one or more of these. For example, given a piece of non-fiction writing, e.g. a diary entry or news report, redraft it into a different register (more or less formal) and/or person, and/or for a different audience.</p> <p>Given a stimulus theme, e.g. holidays, learners devise tasks with contrasting VARP and suggest what they might be looking for if they were judging a response to each task that they have created.</p> <p>Learners underline the key phrases in the mark band descriptors for Paper 3 Q1 Writing. Use past examination paper texts. Learners imagine task. Consider actual directed writing task set and draw up 'mark' scheme of possible content points and/or likely features of a strong answer and possible weaknesses of less successful responses. Learners in pairs play the role of examiner and set Directed Writing tasks/Extended Response tasks after studying a suitable passage and model tasks from relevant past or specimen or papers. The tasks should specify form, perspective, audience and purpose. Class compares and evaluates the tasks.</p> <p>Learners try answering a directed writing task in pairs/individually and then peer mark responses according to the actual mark scheme. (F)</p> <p>Extension activity: In pairs, learners write and perform a dialogue between two personae in a non-fiction text, conveying their views and attitudes, and distinguishing them through the choices of language given to each.</p> <p>Review part of response completed so far/initial draft according to selected strand(s)/bands from marking criteria and then the opportunity to redraft work/modify plan in the light of that before completing/presenting the response. (F)</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • diary entries, news reports or other non-fiction texts containing named people |

| Lesson focus | Suggested teaching activities and resources |
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| | <ul style="list-style-type: none"> • Paper 2 Q1 or Paper 3 Q1 (2017 onwards) • Paper 2 Q1 mark scheme. |
| <p>Lesson 2: Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Explore the key features of language and style used in a transcript</p> | <p>Starter activity: Learners consider a transcript text and identify purpose, audience and key features used. In pairs, learners study a suitable text/extract and decide on three questions which an interviewer or reporter could ask a persona in the text to elicit the key explicit and implicit information.</p> <p>Remaining in pairs, learners write the responses to the three questions, having identified and developed the relevant information from the text, and perform the interviews, remembering that although an oral form, interviews are a formal genre.</p> <p>Learners transform a discursive passage, e.g. a magazine feature profiling a pop star or sports person) into a chat show transcript between host and guest, devising no more than three questions for the host to ask to allow the interviewee to talk at length and communicate a sense of who they are as portrayed in the original article.</p> <p>Learners use an advertisement as the basis for writing and performing of a dialogue between two people, who disagree about the desirability of the product. In pairs, learners write and role-play an interview between a journalist and an important local resident who is leading a campaign.</p> <p>Groups of four choose a literary character from a text they are studying to be hot-seated and each learner in the group decides on a relevant question to ask the learner in role. The role-play is conducted, with notes being taken.</p> <p>Learners write up the transcript of the interview in Q and A format.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • novel or play being studied in class • texts with a persona who represents a viewpoint or perspective, from course books, workbooks or past examination papers. |
| <p>Lesson 3: Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5</p> <p>Learning objective Investigate the conventions of letter writing</p> | <p>Starter activity: Present learners with a series of different letters that have a variety of purposes. Learners identify the purpose and audience of each letter. Remind learners, using models and support material, of formal letter writing structure and style.</p> <p>Learners transform a letter to a friend in colloquial style to an official one, from the teacher to the parent, about an incident which happened in class.</p> <p>Homework: Learners exchange responses and answer the details in the letter written by their peer by attempting to persuade the teacher that the son/daughter was not to blame.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Extension activity: Learners respond to a letter published in a newspaper by writing to the editor to disagree with its views.</p> <p>Learners study samples of charity appeal letters and note the persuasive devices. They then research a topic of their choice in order to write an appeal letter to raise money.</p> <p>Learners rank order learner responses to a Paper 3 letter task giving justifications linked to mark scheme.</p> <p>Class identify the features (strengths) of the writing in the answer judged to be the highest which make it more successful as a response.</p> <p>Identify lowest marked piece. Learners redraft a response to approach the standard for writing of the one above it.</p> <p>Extension activity: Learners write a letter to the author of a literary text they have studied, arguing that the ending is unsatisfactory and suggest an alternative.</p> <p>Learners write a letter to a competition to win the product concerned by explaining its desirability, countering criticisms and suggesting how it would add to their life experience by owning it.</p> <p>Learners work in pairs to write and reply to each other's letters requesting information and advice about an aspect of their school, e.g. about the curriculum or dress code, in role as potential parent and Head Teacher.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • course book guidance on letter format, tone and language, and/or letter writing • letter to a friend giving an account of a classroom event in which the writer was involved • real or created 'published letter' from a newspaper on a local issue, e.g. plans for development in the area • magazine advertisement which contains information and claims about a product, e.g. a new car model or latest technical gadget • novel or play studied in class. |
| <p>Lesson 4:</p> <p>Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective</p> | <p>Starter activity: Give pairs a magazine article cut into paragraphs. Learners sort article into correct order by considering connectives and topic sentences. Learners then identify the key features used in the article and state its purpose and audience.</p> <p>Learners consider mark scheme for writing (Paper 2 Section B or coursework criteria if applicable).</p> <p>Learners plan as a class a school magazine article based on an informative text, e.g. about a new educational method, IT resource, or scientific discovery.</p> <p>Learners are allocated a section to write and class/group draft final article from contributions.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| <p>Develop engaging and thoughtful articles using a range of key features to inform, explain and describe.</p> | <p>Learners choose a topic of personal interest, e.g. a sport or hobby, and write a brief article explaining the subject and its appeal.</p> <p>Learners use the mark scheme to give annotated suggested improvements and feedback on their peer's writing.</p> <p>Extension activities: Learners research the biographical data of a chosen famous person (local/national/global) and turn it into an article for a local/national/school magazine which discusses the person's influence.</p> <p>Group discussion of which out of a choice of up to five famous people should be commemorated by the town/area/school, e.g. by statue/piece of art work/road named after them.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • course book guidance on article format and style • ex-learner coursework writing, or responses to Paper 2 Section B • informative text on a topical educational issue • internet access for biographical research, e.g. Bibliomania website provides data on famous historical figures: www.bibliomania.com/ |
| <p>Lesson 5: Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Explore how we can compose effective speeches that inform and persuade</p> | <p>Starter activity: Remind learners, using models and support material, of writing structure and style for speeches (oral presented as written genre). Emphasise and discuss the persuasive element of a speech and how it is achieved.</p> <p>Extension activity: Learners research online to find examples for: advice for speech making and/or engaging speeches. Learners create a checklist of ideas/ways to interest/influence audience. Consider Paper 2 Section B mark scheme (or coursework criteria if applicable).</p> <p>Learners are given newspapers from which to choose a current affairs topic which interests them. They then use information from a selected report to write an editorial giving the newspaper's views and stance on the issue.</p> <p>Learners in pairs are given the points for one side of an argument and they must produce points for the other side.</p> <p>Learners study an informative text on a controversial subject, e.g. university tuition fees, sporting salaries, a new law, and write and deliver a speech against the topic.</p> <p>Learners in pairs identify for and against ideas in a discursive passage, e.g. on the benefits and dangers of social network sites, decide which side to argue. Pairs plan and structure a speech for a school assembly.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Extension activity: Each partner delivers the speech in turn whilst the other makes notes. Notes are reported/pooled at the end to identify targets for improvement and plan/structure revisited.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • course book guidance on speech format and language and/or argument writing structure from School Support Hub www.cambridgeinternational.org/support • online guides to speech making • national newspapers, including samples of editorial columns • newspapers are available free online, e.g. Paperboy website: www.thepaperboy.com/uk/ provides front page articles from a variety of newspapers in real time • informative text on controversial subject • Paper 2 past examination passages. |
| <p>Lesson 6: Assessment objectives R1, R2, R3 W1, W2, W3, W4 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Explore how we can write an effective journal entry that informs and describes</p> | <p>Starter activity: Learners consider some examples of journal writing/diary entries and suggest the reasons/purpose for writing in each case.</p> <p>Extension activity: Annotate examples of key features. State the purpose and form of the text(s). In pairs, learners complete the other half of a dialogue text, which has one speaker's speeches removed, by inferring the likely content from the previous and following speeches. Learners then write the journal entry for one of those involved at the time the 'conversation' happened.</p> <p>Learners write initial notes/jottings/response to journal task from a past examination paper/specimen paper. Then ideas and observations are pooled in groups, before being reported back to the class. Learners consider general notes from the mark scheme for this question and agree 'dos and don'ts' for this task. Learners plan/write answer individually or in pairs. Learner responses (anonymous) are judged for writing mark out of five (using mark scheme/agreed criteria).</p> <p>Extension activity: Half of the class write the diary entry for a character in a literature text they have studied at a key moment in the piece. Other learners use mark scheme for Paper 2 Section B to create a criteria by which to judge the responses in terms of writing objectives.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • selection from diaries/autobiographies (real/fictitious) and suitable examples from those available online • dialogue text, e.g. a parent making a complaint to a Head Teacher, with half the speeches removed • novel or play studied in class |
| <p>Past and specimen papers</p> | |
| <p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> | |

7 Composition writing

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 1: Assessment objectives W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4</p> <p>Learning objectives Investigate the effects created by different narrative perspectives.</p> <p>Explore how we can show and avoid telling the reader in our descriptions.</p> | <p>Starter activity: Initiate discussion of the usage, benefits and limitations of first and third person perspective, including ‘one’, in both singular and plural, in different types of continuous writing/composition providing short examples.</p> <p>In pairs, learners study a news crime report and turn it into two informative statements, one made by the victim, and one by the perpetrator of the crime to understand how change of persona changes perspective.</p> <p>Remaining in pairs, learners revisit a narrative extract from a novel or short story they have studied in first or third person. They discuss, and feedback their views to the class, if/how a change of person would also change the content, register and reader positioning.</p> <p>Extension activities: Learners rewrite an incident from a novel or short story, giving the narrative voice to a different character and adopting a different perspective.</p> <p>Learners find/read extracts from narratives where a third person narrator is:</p> <ul style="list-style-type: none"> • a specific character within the story • not involved in the narrative and ‘all knowing’ • limited to what a single person observer would know. <p>Learners consider the likely effect of perspective or plan and write their own narratives for at least two of the options.</p> <p>Explain/introduce the approach of ‘Show don’t tell’ (i.e. letting a reader make their own judgements encouraged by clues and details in the text, rather than by the writer telling them what to think – offering images not facts).</p> <p>Learners read a narrative piece written to introduce a character. They identify things the reader has been told about the character rather than worked out for themselves, e.g. old/cheerful/bossy/posh. In pairs learners underline verbs used in relation to the character, e.g. she walked into the room and offer more precise alternatives to give a clue about how and why, e.g. she wobbled into the room.</p> <p>Repeat/have other pairs underlining nouns linked to character and offering more precise alternatives, e.g. clothes worn-thin coat/jacket/faded hoodie and re setting cottage, apartment, mansion, lounge, sitting room, conservatory or props/items used, e.g. drinks from a mug, tea cup, bottle. Learners consider narrative response(s) written in the third person created/selected by the teacher. They identify a fact offered re a character, e.g. ‘Mrs Brown was fat and didn’t care about other people.’ and write a paragraph ‘showing’ the same idea(s), e.g. ‘Mrs Brown squeezed herself in to the last available seat on the bus. She</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>heaved her shopping bag up onto her pink marshmallow knees which peeped out with some embarrassment at the unfortunate passengers still waiting in the queue.'</p> <p>Learners review 'Show don't tell' advice and consider its benefits/possible limitations. Using a third person narrator, involved or separate from the story, learners introduce a character to the reader for the first time.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • props/costume items, e.g. glasses, hats, shoes, walking sticks • newspaper report of a crime, e.g. a robbery at a wealthy person's house • 'Day in the Life' type magazine profiles presented as monologues • extracts from a selection of texts, including some suitable for independent reading to encourage learners to continue reading outside of lesson time • novel or short story studied by the class • online tips and advice to writers re 'Show don't tell': http://en.wikipedia.org/wiki/Show,_don't_tell • examples selected/adapted from learners' writing, created by the teacher and/or adapted from studied texts. |
| <p>Lesson 2:</p> <p>Assessment objectives W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4</p> <p>Learning objective Explore how we can enhance the style and accuracy of our writing</p> | <p>Starter activity: Elicit the reasons for a change of paragraph (change of time, place, direction or topic) and stresses importance of using paragraphs in continuous writing. In pairs, learners add paragraph breaks to a short story and label the narrative stages.</p> <p>Learners study a narrative and/or descriptive text containing a mixture of simple and complex sentences, and discuss the effect of this variety of sentence types in context, and the importance of using a variety of sentences to engage the reader.</p> <p>Learners identify W4 criteria through the upper bands of Paper 2 composition mark scheme for 'style and accuracy'. They consider example(s) of their own writing in terms of sentence variety and structure. Learners agree band from mark scheme for their response(s) and identify how to modify sentences to move to next band up.</p> <p>Give half of the class a structure/writing frame for all/part of a narrative/discursive composition. The other learners are asked to write the same composition without using the frame. Pairs/groups compare the results.</p> <p>Extension activities: Learners create their own writing frames/structures using samples of successful responses, e.g. noticing how details re setting can be sprinkled through the story.</p> <p>Learners identify the sentence structure features of a piece of narrative writing and continue it in the same style. Learners use website material, e.g. results of search 'vary your sentences' then revisit a draft or earlier response and highlight where changes might be made to interest/engage the reader.</p> |

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| | <p>Useful resources include:</p> <ul style="list-style-type: none"> • selection of passages exemplifying contrasting use of sentence structures • short story and famous speech texts (available from websites) with paragraph breaks removed • successful learner narratives/descriptions selected from the <i>Example Candidate Responses</i> booklet and/or relevant course books |
| <p>Lesson 3: Assessment objectives W1, W2, W3, W4, W5 SL2, SL3, SL4, SL5</p> <p>Learning objective Communicate effective, vivid descriptions by using a range of key features</p> | <p>Starter activity: Remind learners of the need in descriptive writing for precision, variety, and interesting words and imagery. Learners in groups compile lists of unusual vocabulary and appropriate imagery for a specified event or place, e.g. blizzard, beach, skiing, and feedback to rest of class on their topic.</p> <p>Learners try to group words/imagery under categories of the different types of atmosphere that they create. Half the class writes a paragraph of negative description and half of positive description about a kind of place, e.g. an overgrown garden. Class discuss the types of atmosphere created.</p> <p>Learners sit back to back in pairs and take turns to orally describe a picture postcard of a place while the other draws it. Then they compare the drawings with the original. (They will realise that without using a range of key features to give detail then a true likeness is not possible.)</p> <p>In pairs, learners study a paragraph of descriptive writing to identify and explore/analyse the effect of the devices used, e.g. compound adjectives, present participles, multiple adjectives, alliteration, exotic colours, and reference to senses.</p> <p>Extension activities: In pairs, learners work on an example of less successful descriptive writing to identify the weaknesses and suggest improvements.</p> <p>Homework: Learners re-draft the text. Learners write 50 words describing the room they are in without repeating any words and using as many key features as they can. Put phrases on board, e.g. storm at sea, ruined house, area of drought, and learners create vocabulary mind maps for each, representing the five senses, e.g. stinging saltiness, mouldy damp, parched craters.</p> <p>Learners listen to a piece of music and simultaneously write a description of the scene the music conjures in their mind.</p> <p>In groups, learners play the Furniture Game with famous people or those they know, i.e. they say what piece of furniture, car, pet, colour, food, day of the week, they think best represents that person. Learners must give supporting explanations.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • set of picture postcards or calendar pages |

| Lesson focus | Suggested teaching activities and resources |
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| | <ul style="list-style-type: none"> • descriptive passages from novels, e.g. <i>Lord of the Flies</i> • CD of peaceful or stirring instrumental or orchestral music, e.g. Holst's <i>Planet Suite: Mars and Venus</i>, or Beethoven's <i>Fifth Symphony</i> • examples of descriptive writing from the <i>Example Candidate Responses</i> booklet. |
| <p>Lesson 4: Assessment objectives W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4</p> <p>Learning objective Explore how we can develop an effective piece of narrative writing</p> | <p>Starter activity: What are the differences between Writing to Narrate and Writing to Describe? Introduce a resource sheet on narrative openings and learners practise each type for a given title, e.g. first day at a new school then feedback which one they think works best.</p> <p>Extension activities: In pairs, learners study examples of narrative writing to identify and analyse the effect of the narrative devices (e.g. direct speech, change of pace, creation of atmosphere, tension, suspense, flashback, foreshadowing, repetition for effect, symbolism). Elicit the purpose of using dialogue in narrative writing and the best place/time to use it, the rules for its punctuation and layout, and the need to avoid repeating 'said'. Learners then create dialogue punctuation, including a new paragraph for a new speaker, in a passage from which it has been removed.</p> <p>Consider example(s) of learner responses to identify those which over use dialogue/miss opportunities to use it/use it ineffectively. Suggest changes the writer could consider. Learners in pairs consider examples of less successful/secure narrative writing to identify the weaknesses and suggest improvements. For example, they consider stories written by younger learners (anonymous) in terms of their strengths and weaknesses. What advice would learners give the younger writers:</p> <ul style="list-style-type: none"> • to improve the current draft • before they attempt to write a narrative in a Cambridge IGCSE examination/for coursework? <p>Homework: Learners select one piece and re-draft/improve it.</p> <p>Learners plan a narrative composition based on the first sentence of a famous novel (Planning using a storyboard).</p> <p>Learners create a superhero/villain based on one of their teachers and present a character overview of them, e.g. birthplace, super powers, weaknesses, nemesis, origin story. Learners then write a short story entitled 'Payback' featuring their super hero.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • model of a storyboard • resource sheet on first sentences of famous novels (compiled by teacher or available in coursebook) • narrative passage, e.g. from 1984 (George Orwell) or Hard Times (Charles Dickens) • dialogue from which punctuation, indentation and speech verbs have been removed • example of narrative writing/narratives from younger learners or from the <i>Example Candidate Responses</i> booklet. |

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 5:</p> <p>Assessment objectives W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Investigate how we can engage the reader in the openings of our written texts</p> | <p>Starter activity: Explain how important openings are for all types of writing. Class considers texts and discusses what makes an effective kind of opening for each of a range of text types, e.g. identifies how some examples of opening are attempting to draw a reader in, e.g. to the argument in an article/narrative at the start of a novel/atmosphere or mood in description/events in a news report.</p> <p>Extension activity: Learners consider a range of narrative openings to identify how they interest the reader by creating a sense of mystery and intrigue.</p> <p>Introduce a resource sheet on narrative openings and learners practise each type for a given title, e.g. Moonlight's Curse, then feedback which they think works best. Learners in pairs rank order openings to narrative responses and select/work on an example they feel could be improved. Write and compare the opening paragraphs for a number of different text types and purposes, including:</p> <ul style="list-style-type: none"> • speech • magazine article • letter • journal • report • short story. <p>Given the same topic/list of facts learners prepare the opening 40 seconds only of an informative speech to the class. Class vote on which of the openings they found most engaging and why, deciding as an audience member which they would be more likely to carry on listening to.</p> <p>Extension activity: In pairs/groups learners continue with the chosen opening to prepare the next 30–60 seconds of the speech in an attempt to maintain the interest of listeners.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • openings from variety of texts • ex-learner responses to Paper 2, Section B, and coursework responses • examples of learners' work, e.g. anonymous examples from other classes. |
| <p>Lesson 6:</p> <p>Assessment objectives W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4</p> <p>Learning objective</p> | <p>Starter activity: Explain how important effective endings are for all types of writing, and gives examples. Class discuss why first-person narrators can't die, why clichéd/'Then I woke up' endings should be avoided, and why/how a circular structure which refers back to the opening can be effective in all genres.</p> <p>Learners are given three penultimate paragraphs from three different stories and must create three different types of endings (a cliff hanger, a happy ending and a shocking ending).</p> |

| Lesson focus | Suggested teaching activities and resources |
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| <p>Consider how we can construct embedded and plausible endings to our narrative responses.</p> | <p>Learners suggest/are given a possible opening line for a descriptive composition. For example:</p> <ul style="list-style-type: none"> • In the distance he saw the fairground. • I stood in the middle of the fairground. • The fairground was quiet. <p>Learners plan a structure/route through the description to begin and end with the same line/almost the same line. (Note: The emphasis is finding ways to move the description on without relying on narrative events, e.g. moving the observer towards the fairground through the middle of it and out the other side. This might mean ending with a slight change to the beginning, e.g. 'Looking back, he saw the fairground in the distance'. Another possibility might be keeping the observer still as time passes and/or the scene changes around them, e.g. the fairground packing away or the same spot the next day contrasted with the excitement of the fairground there the night before.</p> <p>Learners work in pairs on examples of compositions with weak endings to identify the weaknesses and suggest improvements by using Paper 2 Section B (or coursework) mark scheme.</p> <p>Given openings/early sections of narratives – continue to the end of the chapter/resolve (write in pairs and compare outcomes). Texts are often available free online as tasters of the whole piece. Learners discuss in groups ways to change the ending, e.g. fairy tales/happy endings/alternate endings. Learners rewrite the ending of a (studied) text to how they think it should/could end. (F)</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • openings of texts are often available free online as tasters of the whole piece • titles from Paper 2 Section B or Paper 3 descriptive writing tasks (2017 onwards) • examples of compositions (e.g. from the <i>Example Candidate Responses</i> booklet) which have unclear/less successful endings • suggested assessment: Timed Paper 2 Section B task, or coursework draft (if applicable). (F) |
| <p>Past and specimen papers</p> | |
| <p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> | |

8 Writing for coursework

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 1: Assessment objectives SL1, SL2, SL3, SL4, SL5 R1, R2, R3, R5</p> <p>Learning objective Explore how we can develop effective responses to coursework assignment 1 (Writing to Discuss, Argue and Persuade)</p> | <p>Starter activity: Learners discuss/list out things that they would change in the world. Use this list to create with the class a suitable, relevant and engaging topics and titles for persuasive/informative pieces. Give out a stimulus text on the chosen topics and ask learners to collect further information on their issues by underlining facts and opinions in the text and by reading through a number of other texts to select potentially relevant ideas.</p> <p>Extension activities: Learners talk for up to a minute offering their initial knowledge, ideas and opinions on the subject. Listeners make notes of each new idea/opinions offered and then reconsider their own opinion in the light of what they have heard.</p> <p>Learners discuss with adult, e.g. parent/another teacher) about their opinions/views on the topic. Learners try to write down each of their ideas by using one or two key features to express them.</p> <p>In pairs, learners study a piece of argument and a piece of discursive writing and define the difference in structure, purpose, form, audience, use of key features and tone.</p> <p>In pairs, learners work on an example of poor quality argument writing to identify the weaknesses and suggest improvements.</p> <p>Learners devise and conduct a survey on their topic to collect data to use in their coursework.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • non-fiction texts on the selected topics, e.g. a current affairs issue affecting young people locally or nationally. • internet access to news articles and essays on current affairs topics • learners' own interests, knowledge and study in other areas – possibility for cross curricular links through topic chosen • 'A Question of Scruples' board game or Teacher's own cards with a moral dilemma on each: http://en.wikipedia.org/wiki/Scruples_(game) |
| <p>Lesson 2: Assessment objectives W1, W2, W3, W4, W5</p> <p>Learning objective</p> | <p>Starter activity: Learners consider examples of writing in this category, e.g. in terms of voice, audience, register, purpose.</p> <p>Elicit the success criteria for an effective piece of informative/persuasive writing and learners use this as a check list during the coursework process. (Content, tone, syntax, diction, and structure should be considered along with style and accuracy). Refer to the mark scheme for ideas.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| <p>Reflect on how we can improve our use of persuasive language in response to coursework assignment 1.</p> | <p>Learners plan their coursework piece using a suitable graphic organiser/paragraph plan, e.g. as a single side of A4, containing 8–10 main ideas, arranging their notes under paragraph headings in logical order and indicating how evidence will be used to support each point (lower ability learners could list 3–4 key features they will use in each paragraph).</p> <p>Extension activity: In pairs, learners exchange plans and give advice on improving their content and structure.</p> <p>Class devise a list of rhetorical devices. For example, learners might listen to a recording of speech, e.g. Barack Obama's inauguration speech, and identify rhetorical devices/listen to a broadcast from a Charity Appeal. Having the speech as a text for learners would be advantageous.</p> <p>Learners use their plan/notes to experiment with ways of writing up to three of their own potential points. Learners swap writing again and use teacher checklist to provide feedback and targets for improvement.</p> <p>Set the writing of the draft as a homework assignment and gives an appropriate deadline for its submission.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • previous coursework (anonymous) by learners • relevant planning models, e.g. from course book/online graphic organisers. Political speech from YouTube. |
| <p>Lesson 3: Assessment objectives R1, R2, R3, R4 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Explore how we can be successful in our responses to coursework assignment 3 (writing to narrate)</p> | <p>Starter activity: Give out samples of narrative texts in various genres/for defined audiences. Based on the extract, learners discuss which they might like to read and why, identifying how the author engages the reader in each case.</p> <p>Extension activities: Note and compare features of style/language choice. Elicit the success criteria for an effective piece of narrative writing and learners use these as a check list during the coursework process. Plot, character, style, imagery, voice, viewpoint, structure, and use of dialogue should be considered.</p> <p>Learners bring in/identify and read out particularly effective moments of a narrative/descriptive text, e.g. a turning point, or a tense scene. Learners generate title ideas for a novel/short story. Discuss what makes a good title (hint of themes, use of symbolism, short). Present learners with a suitable theme and title for a creative piece and manages the class discussion and collection of ideas. Learners read other short stories on similar themes and take notes of useful ideas. Learners exchange ideas about possible plots and descriptive elements for their short stories. In pairs, learners interrogate images/photographs, e.g. in terms of possible events before and after, suggestions for characters involved/atmosphere of the place or time. Use the storyline diagram as a model.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • short story collection, (perhaps one being studied for Cambridge IGCSE Literature), e.g. <i>Gone with the Wind</i>, <i>Twentieth Century Short Stories</i>, <i>Stories of Ourselves</i> |

| Lesson focus | Suggested teaching activities and resources |
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| | <ul style="list-style-type: none"> range of texts from study/private reading. |
| <p>Lesson 4: Assessment objectives W1, W2, W3, W4, W5</p> <p>Learning objective Develop and enhance a response to coursework assignment 3</p> | <p>Starter activity: How are the reader's expectations different towards a short story and an opening chapter?</p> <p>Learners plan their coursework piece using the storyline diagram. In pairs, learners exchange plans and give advice, e.g. on their plot and use of detail.</p> <p>Extension activities: Learners write an explanation as if to a publisher of a creative writing magazine explaining their proposed piece and how exactly it is going to keep their reader engaged. Learners write the first draft/section of their coursework and then create up to three alternative versions varying one aspect only in each from a given list, e.g. opening and ending, perspective or character, chronology/pace.</p> <p>Learners read different version(s) to a partner/group and discuss which elements of each they think work well.</p> <p>Learners read back through and annotate their own draft versions following the discussion, then revisit and modify their original plan accordingly. Learners redraft coursework to incorporate new/alternate ideas and linguistic devices. (F)</p> |
| <p>Lesson 5: Assessment objectives R1, R2, R3, R4 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Investigate how we can develop opinions and arguments, and maximise our reading mark</p> | <p>Starter activity: Present various articles from media texts containing a range of provocative opinions on a relevant topic, i.e. one which young people are interested in and feel strongly about. Class/groups collect ideas with learners identifying and evaluating the extent to which they might agree/disagree with the arguments, ideas and opinions.</p> <p>Learners write discussion forum response(s) to one/more of the text snippets they can disagree with, challenging views.</p> <p>Extension activities: Learners exchange texts and then write the response to their response, defending the original point in the light of the forum post.</p> <p>Learners select further idea/opinion(s) from the text(s) with which they agree in part and write responses to these, suggesting how each point might be modified to be more valid as an argument. Elicit the success criteria for an effective piece of critical, argumentative writing and learners use these as a check list during the coursework process. Voice, viewpoint, persuasive devices, emotive language, selection of material, structure and use of support should be considered. Learners read other articles on the same topic to gather counter arguments. Learners work in pairs on separating facts from opinions in an opinion text, and determining the level of bias by discussing the extent of omission of an alternative viewpoint, the use of misleading statistics, inconsistent argument or the emotive use of language. Give out a model of a critical response and the text to which it is responding. Learners identify points in the response and trace them to details/ideas in the original text.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Learners annotate key features used to position the reader by underlining them in the text. These features, e.g. pathos, ethos, logos, use of inclusive first-person plural, can be employed in their own response, to elicit sympathy towards their viewpoint.</p> <p>Offer a suitable coursework text and establish the final directed writing task for learners, e.g. a letter in response to an article. Learners identify and evaluate for themselves the argument, ideas and opinions with which they will engage by annotating the text ahead of planning and writing.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • media texts from a newspaper, magazine or internet website • successful coursework (anonymous) from previous learners' portfolios/department exemplars • relevant coursebooks with examples of learner responses to Assignment three texts |
| <p>Lesson 6: Assessment objectives W1, W2, W3, W4, W5</p> <p>Learning objective Develop an effective response to coursework assignment 1</p> | <p>Learners plan their coursework piece, e.g. as a single side of A4 paper, containing 8–10 main ideas, arranging their notes under paragraph headings in logical order. They should indicate how quotation from and reference to the text will be used to develop each point in each paragraph.</p> <p>Set the writing of the draft as a homework assignment and gives an appropriate deadline for its submission. (F) Learners consider their first drafts in terms of a mark out of 10 for reading and identify targets for redrafting.</p> <p>Learners revisit/draft in pairs suitable checklists for writing, e.g. to argue and persuade/evaluate and comment and then individually reconsider their own drafts, noting possible alterations, corrections and additions in pencil/colour on a printout/written draft before reworking the final piece considering these adaptations.</p> |
| <p>Past and specimen papers</p> | |
| <p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> | |

9 Speaking and listening

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 1: Assessment objectives SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Investigate what makes an individual talk effective and successful</p> | <p>Starter activity: Class suggests considerations when giving a talk/presentation – engagement of listener, tone, register, stance, gesture, voice projection, eye contact and reviews list drawn up alongside the assessment criteria.</p> <p>Extension activity: In pairs, learners consider a range of available advice re giving a speech to class and draw up their own 1–2-minute presentation ‘How/how not to give a speech to the class’.</p> <p>Learners listen to a successful example of a speaker giving a talk and identify positive features, considering it alongside the relevant marking criteria.</p> <p>Learners plan and perform a 3–4-minute informative talk on a topic of personal interest about which they already have some knowledge, e.g. a hobby or sport. They could include details, examples and references, researched statistics, and perhaps visual aids. They should transfer key notes, i.e. main ideas not script, of their talk to a card (post card size) to which they can refer during their performance.</p> <p>Extension activity: Learners pitch their hobby as a new school club/activity.</p> <p>Learners give feedback on each other’s practice talks, including the length, using the grade descriptions.</p> <p>Learners in groups/pairs select from topic cards, e.g. outlining issues of local, national or global interest and talk for one minute on their views/opinion related to the subject/situation. Listeners make notes of points of interest/questions they could ask the speaker to explore the topic further. Process is repeated to allow each group member to select and speak on a topic. Group discusses which of the topics might be best for the subject of a TV documentary aimed at engaging young people/representing their views.</p> <p>Learners listen to/watch preselected online examples of less successful speeches. Note down the problems/weaknesses in the performances as they occur along with any redeeming features. Pairs decide how to word advice politely for the speaker on where they went wrong and how they might improve next time.</p> <p>Learners select a long running news story about which they have an opinion. The story can be local, national or global. Learners research to understand how events have unfolded, then prepare their 3–4-minute podcast for inclusion in a series of programmes about young people and their views.</p> |

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| | <p>Extension activity: Learners write an informative written piece for coursework using and evaluating views/information expressed by others' talks as the basis/magazine article about young people's interests/opinions.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • coursebook material on giving a talk • TED talks • suitable online videos of talks/presentations selected by teacher (identified initially through relevant key word searches, e.g. worst speech ever/bad examples of speech to class) • recording of speaker giving a talk on an area of expertise, e.g. on a wildlife topic from a documentary or an address by a visiting speaker to the school. |
| <p>Lesson 2: Assessment objectives SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Explore what presentational and language devices are needed to create an effective paired talk.</p> | <p>Starter activity: Give learners advice on aspects of paired talk – balanced contribution, cohesion, support, tone, and register – and refer to the assessment criteria.</p> <p>Learners in pairs decide on and plan a 3–4-minute argument dialogue on a topic of school/local interest, e.g. a campaign to abolish uniform, or proposed local development plan, e.g. allocation of funds to a community project. They should include details, examples and references to support their different views</p> <p>In pairs, learners rehearse their dialogues, making sure that their talk, although unscripted, follows the general agreed structure and ends conclusively. They discuss improvements and length adjustments.</p> <p>Extension activities: Pairs watch and make notes on others' dialogues, highlighting strengths and suggesting possible improvements.</p> <p>Role play interview for local radio two speakers, e.g. experts or interested parties, who are likely to hold contrasting views.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • course book material on conducting a dialogue • recording of speakers exchanging opposing ideas, e.g. between anchor and correspondent on a news programme, host and guest on a current affairs programme. |
| <p>Lesson 3: Assessment objectives SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective</p> | <p>Starter activity: Give learners advice on aspects of group discussion – listening, acknowledging, linking, balance of input, tone, and register – and refer to the Assessment Criteria.</p> <p>Learners discuss in a group a topic of relevance and interest to them, e.g. an impending election for head of school/choices for a school-leaving event.</p> |

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| <p>Consider how we can successfully participate in a group discussion</p> | <p>Extension activity: Learner observers shadow members of a group discussion making notes on their contribution to the discussion according to criteria agreed beforehand. Observers discuss findings as a group with a view to suggesting guidelines/tips for discussing in groups observed by the learners formerly shadowed.</p> <p>Learners in groups of four read an unfamiliar poem silently and make notes on the ideas and views they are going to contribute to the discussion along with any questions/uncertainties they might have relating to it. They should include highlight in the text any quotations they wish to refer to, as well as identify areas of the text which may be less clear/open to alternative interpretations. Learners discuss and explore their interpretations of the text as a group.</p> <p>Extension activity: Envoys from the group move to a different group to report ideas discussed so far and hear reactions from the new group. Learner envoys return to original group where ideas are reviewed and modified. Learners listen to/watch and use as a model a DVD of a small group discussion. Learners discuss a suggested interpretation of a poem or short story already studied.</p> <p>Possibility to link with work on writer's choice of language/effect Learners identify 3–5 choices of words/phrases from the poem to explain as if to a fellow learner who had not seen the poem before.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • unseen poems perhaps from anthology being studied for Literature, e.g. <i>Songs of Ourselves</i> • course book material on participating in a discussion • recording of group of speakers exchanging ideas and views, e.g. recording of learners from previous year, or chat show broadcast. |
| <p>Lesson 4: Assessment objectives SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Explore how we can be successful in presenting role play sketches.</p> | <p>Starter activity: Give learners advice on aspects of role-play: choosing appropriate content and adopting a suitable voice and register for a particular audience, aim and context.</p> <p>In pairs, learners decide on a scenario in which normal roles can be reversed for comic effect, e.g. customer and shop assistant, doctor and patient, diner and waiter. They plan, polish and then perform their sketches for the rest of the class.</p> <p>Learners/teacher assesses against either Speaking or Listening category of the mark scheme for paired talks and discuss/explain decision. Pairs decide on their own mark(s) for the other aspect of the task with supporting justification. (F)</p> <p>Learners in groups of five (two interviewers and three applicants) conduct a job interview simulation, after preparation of material. The applicants' performance is evaluated by the interviewers and themselves, and the job is awarded to the best of the three.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Learners take on the roles of journalists (differentiation by role) – including an editor, sub-editor and photographer – in a newsroom and work in real time, e.g. one hour, to produce a news report. They make decisions about which news item to use as the front-page story, the headline, the sub-headings, the length, the interviewees, the photograph, and the caption.</p> <p>Teacher/other learner observers might assess the group discussion. (F)</p> <p>Learners watch/listen to comic sketches involving two characters.</p> <p>Learners in pairs practise role play telephone calls, e.g. phone-ins to a radio show.</p> <p>Learners take on the roles of characters in a novel they have studied and challenge each other, e.g. Ralph and Jack from <i>Lord of the Flies</i> on their voyage home.</p> <p>Learners conduct hot-seating interrogations or put each other on trial as literary characters.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • DVDs of TV comedy programmes • recently studied novel • newsroom computer simulation software • preparatory material for job interview simulation • mark scheme for Speaking and Listening. |
| <p>Lesson 5: Assessment objectives SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Consider how we can make our dramatic performances more lively and engaging.</p> | <p>Starter activity: Provide texts that allow learners to explore the features of dramatic monologues: implied audience, movement, passing of time, and changes of mood.</p> <p>Learners choose a character from a prose or drama text and write a monologue script which gives the character's thoughts and feelings about events and other characters.</p> <p>Learners record their monologues with appropriate voice and expression. Learners listen back to their own monologues to identify positives and negatives of the performance (using mark scheme to help them). (F)</p> <p>Learners in small groups choose an incident from a fiction text to turn into a play script, which they then perform by reading their parts with convincing intonation and emotion.</p> <p>Learners listen to/watch and use as a model a DVD of a dramatised scene from a novel or short story.</p> <p>Video each group's performance and class watches, discusses and evaluates them using mark scheme.</p> |

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| | <p>Useful resources include:</p> <ul style="list-style-type: none"> • sample dramatic monologue, e.g. sample empathic literature essay • other examples of prose dramatic monologues available online. |
| <p>Lesson 6:</p> <p>Assessment objectives SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Investigate how we can respond to feedback and challenges effectively.</p> | <p>Starter activity: Watch a short, formal debate. Learners create a criteria for talking successfully in a debate.</p> <p>Give learners advice on what makes a convincing debate speech (i.e. sufficient relevant and cogent content and fluent delivery). Set a motion to be debated, e.g. 'This House believes that young people should be allowed the vote at 16', and divides the class into four groups.</p> <p>Groups volunteer (or are told) which side they are on. Two groups for and two against. They discuss and plan a five-minute debate speech. They should include facts, examples and references to support their view, and agree on the order.</p> <p>Groups elect the speaker to represent their group – who prepares a card with key notes on – and the debate takes place. Learners take notes on points they wish to dispute and at the end of the debate challenge the relevant speakers, who must respond to the questions and counter arguments.</p> <p>Class votes on the debate winners according to the quality and delivery of the speeches, and the speakers' handling of the challenges.</p> |
| <p>Past and specimen papers</p> | |
| <p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> | |

10 Planning, drafting, editing and checking

| Lesson focus | Suggested teaching activities and resources |
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| <p>Lesson 1: Assessment objectives R1, R2, R3, R4</p> <p>Learning objective Consider how we can successfully identify and annotate significant details in a text.</p> | <p>Starter activity: Learners practise annotating a stimulus or source text prior to transferring ideas and facts to use in a written/spoken piece. They should use underlining in pencil (highlighting in different colours may be used for different kinds of material) but sparingly, indicating only the exact material to be used. (Note: learners cannot use highlighters on the live question paper and answer booklet.)</p> <p>Learners practise using models before attempting the kind of writing/speech required. They should identify, with marginal annotation on a copy/transcript, the aspects of structure and expression which make the model so effective, so that they can emulate them.</p> <p>Learners use three different colours (for the 3 different bullet points) in Paper 1 Q3 to underline relevant ideas from the text. They should also circle noun phrases and proper nouns that may be used as supporting details. Learners then compare their underlined material with the mark scheme.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • source and stimulus texts for annotation practice • models of high-quality writing in various relevant genres • texts for literary study • Paper 1 Q3 (2017 onwards), Paper 2 Q1. |
| <p>Lesson 2: Assessment objectives W1, W2</p> <p>Learning objective Explore how we can plan effectively without wasting time in an examination</p> | <p>Starter activity: Learners discuss how much time should be given to planning during an exam.</p> <p>Demonstrate different planning models, e.g. mind maps, paragraph headings, topic sentences, brainstorming, and recommend different approaches for different types of writing, e.g. two columns of opposing points for argumentative response, time-line or structural diagrams for narrative.</p> <p>Extension activity: Learners are given one planning model to use for a given task/title, or told to go straight in to writing with no planning. Groups/class should consider strengths and weaknesses of responses generated by each approach. (Can use adapted marking criteria for writing from relevant section of Paper 2 to inform discussion.)</p> <p>Learners transfer highlighted text and annotations from a stimulus or source text into a plan. They should change the material into their own words as they transfer it using a dictionary to check any words they are unsure of.</p> <p>Learners experiment with different ways of planning, using past examination Paper 2 or Paper 3 (2017 onwards) tasks and titles.</p> |

| Lesson focus | Suggested teaching activities and resources |
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| | <p>Learners in pairs swap their plans to make comparisons and exchange comments with another pair.</p> <p>Extension activity: Learners work backwards from an example of a successful Directed writing response to identify likely planning decisions. Discuss how the bullets in the questions can help structure our responses.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • examples of different kinds of plan for different types of writing (Note: Inspiration software can be used for this) • simple outline plans for the three main writing genres • texts previously annotated by learners. |
| <p>Lesson 3: Assessment objectives W1, W2, W3, W4, W5</p> <p>Learning objective Explore how we can effectively and successfully re-draft our written work</p> | <p>Starter activity: Learners generate reasons why it is important/benefits of re-drafting. Explain the process and aspects of turning a plan into a draft: development of ideas, addition of supporting detail, writing in continuous prose, paragraph usage, linking of paragraphs, suitably effective openings and endings.</p> <p>Learners refer to mark schemes for writing, to devise success criteria and check lists for reference when writing a draft. (These can be turned into wall displays for the classroom or stuck into English folders.)</p> <p>Learners use a previous plan to turn into a first draft, preferably word processing it. They should be conscious of paragraph usage as a structural device. They should count the number of words in their completed draft. Emphasise that learners should not attempt to re-draft extensive parts of their examination answers but instead cross out words/phrases and add in words.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • plans previously prepared by learners in Paper 2 Section B and coursework • assessment criteria and band descriptors for writing for Paper 2 Section B and Coursework. |
| <p>Lesson 4: Assessment objectives W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4, SL5</p> <p>Learning objective Reflect on ways in which we can check our writing is accurate and secure.</p> | <p>Starter activity: Learners presented with text that contains language and grammar errors. Learners attempt to correct text. Revise basic punctuation rules of sentence and clause separation and direct speech.</p> <p>Learners read the general advisory comment made by the teacher on their returned draft. They use a different coloured pen to identify and correct inaccuracies of spelling, grammar and punctuation, and to delete, add and clarify material. Special attention should be given to:</p> <ul style="list-style-type: none"> • spelling which has relied on spell-checker and may therefore appear correct but not be correct • introductory and concluding sentences, which should be engaging and effective • the structure and sequence of the content, which should be cohesive and progressive • –vocabulary choices, which should be precise and ambitious |

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| | <ul style="list-style-type: none"> –sentence structures, which should be varied –length which should be between 500 and 800 words. <p>Useful resources include:</p> <ul style="list-style-type: none"> drafts previously submitted by learners copies of sample first draft containing various types of error, and weakness of content and expression. |
| <p>Lesson 5: Assessment objectives W1, W2, W3, W4, W5</p> <p>Learning objective Consider ways in which we can check, change and correct</p> | <p>Starter activity: Emphasise the need for checking, changing and correcting all responses written in the exam and how to do this. (Time should be made for this and learners should make use of it. Careless mistakes can make the difference of a grade.)</p> <p>In pairs, learners read through a piece of each other’s writing and annotate in pencil as appropriate according to relevant, agreed criteria, e.g. circle errors/use omission marks to signify points which need extension, e.g. because they read as list-like/put brackets around material which drifts, repeats or is otherwise irrelevant/identify expression or vocabulary to refine.</p> <p>Learners consider the annotations, e.g. correcting the errors in their returned piece of writing/using asterisks to add relevant material, and deleting unnecessary material. Learners are all given the same piece of exemplar writing by a previous learner, to correct and improve in every possible way. Class shares and discusses the suggested changes.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> highlights from previous 0500 Examiner reports which recommends the checking of exam answers copies of exemplar piece of learner writing in middle band range. |
| <p>Lesson 6: Assessment objectives W1, W2, W3, W4, W5</p> <p>Learning objective Reflect on how we can improve our expressions and accuracy</p> | <p>Starter activity: Learners identify repeated, vague or weak vocabulary in their own writing/that of others and suggest options to replace it with more precise and ambitious words.</p> <p>Learners look at ways to improve variety of syntax and sentence structures, e.g. the possibility of changing 'and', 'but' and 'so' to subordinators or semicolons. Learners rewrite a paragraph which contains repetition of vocabulary and sentence structures in a more varied, fluent and concise style.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> exemplar text with areas of weakness indicated highlights from examiner reports commenting on qualities of good and weak expression in Paper 3 and Paper 4 School Support Hub www.cambridgeinternational.org/support |
| <p>Past and specimen papers</p> | |
| <p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p> | |

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