MARINA INTERNATIONAL SCHOOL

ENGLISH (EFL) SCHEME OF WORK

FORM 4 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Lesson 1: Assessment objective R1 Learning objective Explore how we can identify and unpack the explicit meanings of a text.	Starter activity: Learners read a persuasive text in pairs. Then they identify its purpose, form and key arguments, identifying arguments. Mini Plenary: Teacher asks class to feedback on what they noticed about the text and its arguments, and what they found difficult in extracting the main arguments. Teacher then shows the learners how to skim read
1.2	Key words Purpose: What the text is trying to achieve (i.e. Persuade, Describe, Narrate, Argue, Explain)	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. They identify main ideas and events of each text and feedback orally to another group that looked at the same texts
1.3	Form: The shape the writing takes (i.e. letter, speech, transcript)	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. Learners skim read extracts of text within a given time frame, and match each text with pictures/images that summarize what is happening in each.
2.1	Lesson 2: Assessment objectives R1, R2, R3 Learning objective Explore how we can extract detailed and implied meanings from a text.	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.

WEEK	TOPIC	TOPIC DETAILS
2.2	Key words Supporting details: Extra, detailed information given to us in a text about characters/people, events, setting or an argument.	Extension activity: Learners listen to the teacher reading 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). Learners in pairs underline the supporting details in a text, which could be removed without altering the story or argument.
2.3	Key words Supporting details: Extra, detailed information given to us in a text about characters/people, events, setting or an argument.	Extension activities: Create a summary style question 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 that the teacher has created. 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. Useful resources include: 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, Question 1 past paper or specimen paper 1 questions (F).•
3.1	Lesson 2: Assessment objectives R1, R2, R3 Learning objective Explore how we can extract detailed and implied meanings from a text.	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.
3.2	Key words Supporting details: Extra, detailed information given to us in a text about characters/people, events, setting or an argument.	Extension activity: Learners listen to the teacher reading 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). Learners in pairs underline the supporting details in a text, which could be removed without altering the story or argument

WEEK	TOPIC	TOPIC DETAILS
3.3	Key words Supporting details: Extra, detailed information given to us in a text about characters/people, events, setting or an argument.	Extension activities: Create a summary style question 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 that the teacher has created. 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. Useful resources include: 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, Question 1 past paper or specimen paper 1 questions (F).•
4.1	Lesson 3: Assessment objective R5 Learning objective Consider strategies we can use to identify relevant textual evidence and ideas.	Starter activity: Class read a short text and are given a Paper 1 question 1 (summary style) focus about activities people can do in a particular area. Teacher models how learners can skim and scan the text for key words. Teacher then models an oral explanation based on ideas from the text that have been found by skimming and scanning. Task: Learners are given a range of texts offering information about an area, e.g. short extracts from travel brochures, autobiographies, biographies, magazine and newspaper articles. They are asked 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.
4.2	Lesson 3: Assessment objective R5 Learning objective Consider strategies we can use to identify relevant textual evidence and ideas.	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. 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). • 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.

WEEK	TOPIC	TOPIC DETAILS
4.3	Lesson 3: Assessment objective R5 Learning objective Consider strategies we can use to identify relevant textual evidence and ideas.	• 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. 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. Useful resources include: 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, Question 1 from past papers or specimen paper 1. (F)•
5.1	Lesson 3: Assessment objective R5 Learning objective Consider strategies we can use to identify relevant textual evidence and ideas.	Starter activity: Class read a short text and are given a Paper 1 question 1 (summary style) focus about activities people can do in a particular area. Teacher models how learners can skim and scan the text for key words. Teacher then models an oral explanation based on ideas from the text that have been found by skimming and scanning. Task: Learners are given a range of texts offering information about an area, e.g. short extracts from travel brochures, autobiographies, biographies, magazine and newspaper articles. They are asked 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.
5.2	Assessment objective R5 Learning objective Consider strategies we can use to identify relevant textual evidence and ideas.	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. 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).
5.3	Assessment objective R5 Learning objective Consider strategies we can use to identify relevant textual evidence and ideas.	• 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. • 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.

WEEK	TOPIC	TOPIC DETAILS
5.4	Assessment objective R5 Learning objective Consider strategies we can use to identify relevant textual evidence and ideas.	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. Useful resources include: 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, Question 1 from past papers or specimen paper 1. (F)•
6.1	Lesson 4: Assessment objectives R1, R2, R3, R4 Learning objective Investigate how we can overcome difficult and new vocabulary choices in a text	Starter activity: Learners are given 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: 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). 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
6.2	Investigate how we can overcome difficult and new vocabulary choices in a text	Teacher asks learners from the class to present the meaning of a word they considered. Learners must justify their explanations of meaning too. Homework: Learners use the new words in a sentence to illustrate and reinforce the understanding of meaning (I).
6.3	Investigate how we can overcome difficult and new vocabulary choices in a text	Extension activities: Learners scan the front page of a newspaper article (differentiation: more than one article could be given to more advanced learners) for up to 10 words that they don't know/think others might not know. Using a dictionary
6.4	Investigate how we can overcome difficult and new vocabulary choices in a text	They 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. Learners are offered/create possible alternative definitions from which the correct one has to be selected. Learners in pairs do cloze (gap- fill) exercises with unknown words removed. (For differentiation, the new words can be given at the bottom of the exercise and learners must decide which gap they fill.) Mini plenary: Teacher provides answer sheet. Learners mark each other's answers.

WEEK	TOPIC	TOPIC DETAILS
7.1	Lesson 4: Assessment objectives R1, R2, R3, R4 Learning objective Investigate how we can overcome difficult and new vocabulary choices in a text	Starter activity: Learners are given 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: 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).
7.2	Learning objective Investigate how we can overcome difficult and new vocabulary choices in a text	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.
7.3	Investigate how we can overcome difficult and new vocabulary choices in a text	Teacher asks learners from the class to present the meaning of a word they considered. Learners must justify their explanations of meaning too. Homework: Learners use the new words in a sentence to illustrate and reinforce the understanding of meaning (I).
7.4	Investigate how we can overcome difficult and new vocabulary choices in a text	Extension activities: Learners scan the front page of a newspaper article (differentiation: more than one article could be given to more advanced learners) for up to 10 words that they don't know/think others might not know. Using a dictionary they 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. Learners are offered/create possible alternative definitions from which the correct one has to be selected. Learners in pairs do cloze (gap-fill) exercises with unknown words removed. (For differentiation, the new words can be given at the bottom of the exercise and learners must decide which gap they fill.) Mini plenary: Teacher provides answer sheet. Learners mark each other's answers.
8.1	Lesson 5: Assessment objectives R1, R2, R3, R4, R5	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.

WEEK	TOPIC	TOPIC DETAILS
8.2	Learning objective Consider ways in which we can unpack a texts purpose, meanings and sense of audience	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.
8.3	Key words Key features: The techniques that are used in a piece of writing to achieve its purpose and sense of audience.	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.
8.4	Writing style: The different styles or purposes of writing (e.g. Writing to Describe, Writing to Narrate, Writing to Persuade)	Learners (in groups) repeat analysis with other texts, e.g. guide book extract, a flyer (promotional), magazine feature, newspaper report. Extension activity: Learners (in pairs) 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.
9.1	Lesson 6: Assessment objectives R2 Learning objective Explore the effects created by a text through the use of different narrative voices.	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. Extension activities: Learners discuss what they can tell about the narrator or persona of a narrative text from its voice.
9.2	Key words Objective: Non-bias. The writer is not influenced by their own personal opinions.	Extension activities: Learners discuss what they can tell about the narrator or persona of a narrative text from its voice. • 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 (more suited to advance learners). • Learners in pairs 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.

WEEK	TOPIC	TOPIC DETAILS
9.3	Subjective: Text has some bias. The writer puts forward their own personal opinion about the topic.	• 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). Task: Learners identify which voices the writer might agree with/be seen as sympathetic towards.
9.4	Subjective: Text has some bias. The writer puts forward their own personal opinion about the topic.	Extension activities: Learners in groups/pairs 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. Learners consider the different ways a narrative voice can manipulate the readers feelings (based on the texts that they have explored).
10.1	Lesson 7: Assessment objectives R2, R3, R4 Learning objective Investigate how we can unpack some of the hidden meanings and attitudes contained in a text	Starter activity: Learners in pairs 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 (teacher could model an annotated example).
10.2	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	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 by the teacher and report back findings, e.g. Which text might be from a guide book? How can you tell?.
10.3	Key features: The techniques that are used in a piece of writing to achieve its purpose and sense of audience.	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. 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? Class may discuss which genres typically use imagery and which do not, and the reasons for this.

WEEK	TOPIC	TOPIC DETAILS
10.4	Writing style: The different styles or purposes of writing (e.g. Writing to Describe, Writing to Narrate, Writing to Persuade)	extracts from relevant literary texts and newspaper articles 0500 Paper 2 passages (2016• 2019)☐ Ecuador nature expeditions: www.rainforestsecuador.com/ (I)• suggested end of unit assessment: Paper 1, question 1 and 2. (F)•
11.1	Lesson 1: Assessment objectives W2, W4 SL4, SL5	Starter activity: Learners consider how our choice of language and tone is affected by our audience. Teacher gives example of talking about a car crash that you have witnessed to a police officer, and then to a younger sibling.
11.2	Learning objective Consider how the language, structure and register of a text are dependent on audience	Teacher shows transcript of both conversations and learners underline and annotate texts to show differences in language and tone. Extension activity: Learners discuss/predict the likely audience and context for contrasting utterances, e.g.
11.3	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	• I should be grateful if you would sit down. • Please sit down • Sit down! Mini plenary: Class discussion. Learners give reasons for their ideas. Extension activities: Pairs write a short dialogue around the snippet to illustrate their interpretations. Set 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. 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).

WEEK	TOPIC	TOPIC DETAILS
11.4	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	Which features of the text, e.g. vocabulary, syntax, punctuation, sentence length – make each style of text appropriate for its target audience? 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. 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.
12.1	Lesson 1: Assessment objectives W2, W4 SL4, SL5	Starter activity: Learners consider how our choice of language and tone is affected by our audience. Teacher gives example of talking about a car crash that you have witnessed to a police officer, and then to a younger sibling.
12.2	Consider how the language, structure and register of a text are dependent on audience	Extension activity: Learners discuss/predict the likely audience and context for contrasting utterances, e.g. • I should be grateful if you would sit down. • Please sit down • Sit down!
12.3	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	Mini plenary: Class discussion. Learners give reasons for their ideas. Extension activities: Pairs write a short dialogue around the snippet to illustrate their interpretations. Set 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.

WEEK	TOPIC	TOPIC DETAILS
12.4	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	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). Which features of the text, e.g. vocabulary, syntax, punctuation, sentence length – make each style of text appropriate for its target audience? 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. 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.
13.1	Revision of Lesson 1: Assessment objectives W2, W4 SL4, SL5	Starter activity: Learners consider how our choice of language and tone is affected by our audience. Teacher gives example of talking about a car crash that you have witnessed to a police officer, and then to a younger sibling.
13.2	Learning objective Consider how the language, structure and register of a text are dependent on audience	Teacher shows transcript of both conversations and learners underline and annotate texts to show differences in language and tone. Extension activity: Learners discuss/predict the likely audience and context for contrasting utterances, e.g.
13.3	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	Extension activity: Learners discuss/predict the likely audience and context for contrasting utterances, e.g. • I should be grateful if you would sit down. • Please sit down • Sit down! Mini plenary: Class discussion. Learners give reasons for their ideas.

WEEK	TOPIC	TOPIC DETAILS
13.4	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	Extension activities: Pairs write a short dialogue around the snippet to illustrate their interpretations. Set 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. 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). Which features of the text, e.g. vocabulary, syntax, punctuation, sentence length – make each style of text appropriate for its target audience? 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. 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.
14.1	Revision of Lesson 1: Assessment objectives W2, W4 SL4, SL5	Starter activity: Learners consider how our choice of language and tone is affected by our audience. Teacher gives example of talking about a car crash that you have witnessed to a police officer, and then to a younger sibling.
14.2	Learning objective Consider how the language, structure and register of a text are dependent on audience	Teacher shows transcript of both conversations and learners underline and annotate texts to show differences in language and tone.

WEEK	TOPIC	TOPIC DETAILS
14.3	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	Extension activity: Learners discuss/predict the likely audience and context for contrasting utterances, e.g. • I should be grateful if you would sit down. • Please sit down • Sit down! Mini plenary: Class discussion. Learners give reasons for their ideas.
14.4	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	Extension activities: Pairs write a short dialogue around the snippet to illustrate their interpretations. Set 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. 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). Which features of the text, e.g. vocabulary, syntax, punctuation, sentence length – make each style of text appropriate for its target audience? 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. 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.

ENGLISH (EFL) SCHEME OF WORK
FORM 4 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Lesson 2: Assessment objectives W1, W3 (R4)	Starter activity: Teacher begins lesson by performing some dramatic action with strong feelings, e.g. walks into room angrily, slamming door. Teacher asks class to write a paragraph describing what happened and to be careful to choose the exact words to describe what happened.
1.2	Learning objective: Utilise a range of appropriate vocabulary choices to convey ideas to the reader accurately	Responses are read out, compared and judged by the class. 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.
1.3	Learning objective: Utilise a range of appropriate vocabulary choices to convey ideas to the reader accurately	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. 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.
1.4	Learning objective: Utilise a range of appropriate vocabulary choices to convey ideas to the reader accurately	Learners replace underlined words in a descriptive text with more precise/evocative ones. • Learners in pairs label a picture of a person. Learners use precise vocabulary to describe their features and clothing. (For differentiation learners can use a thesaurus/word bank created by class/or teacher beforehand). Short descriptions of people are mixed up.

WEEK	TOPIC	TOPIC DETAILS
2.1	Lesson 2: Assessment objectives W1, W3 (R4)	Starter activity: Teacher begins lesson by performing some dramatic action with strong feelings, e.g. walks into room angrily, slamming door. Teacher asks class to write a paragraph describing what happened and to be careful to choose the exact words to describe what happened.
2.2	Learning objective: Utilise a range of appropriate vocabulary choices to convey ideas to the reader accurately	Responses are read out, compared and judged by the class. 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. 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.
2.3	Learning objective: Utilise a range of appropriate vocabulary choices to convey ideas to the reader accurately	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.
2.4	Learning objective: Utilise a range of appropriate vocabulary choices to convey ideas to the reader accurately	Learners replace underlined words in a descriptive text with more precise/evocative ones. • Learners in pairs label a picture of a person. Learners use precise vocabulary to describe their features and clothing. (For differentiation learners can use a thesaurus/word bank created by class/or teacher beforehand). Short descriptions of people are mixed up.
3.1	Assessment objectives W2, W5 SL2, SL3	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.

WEEK	TOPIC	TOPIC DETAILS
3.2	Learning objective Explore how we can effectively structure and sequence our writing	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. Extension activities: Teacher elicits 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. Teacher demonstrates on board and learners practice 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.
3.3	Learning objective Explore how we can effectively structure and sequence our writing	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. Learners, in groups, 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. Learners, in pairs, 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.
3.4	Learning objective Explore how we can effectively structure and sequence our writing	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. Class considers how they can use the bullet points from Paper 1, Question 3 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.
4.1	Lesson 4: Assessment objectives W1, W2, W3, W4	Starter activity: Learners in pairs or groups, are given a grid to fill in which lists styles of writing/features of writing styles.
4.2	Learning objectives Explore how the success of different texts depend upon different groups of key features	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. (F) Learners use key feature lists in order to review and redraft a previous draft of their own writing in a particular genre.

WEEK	TOPIC	TOPIC DETAILS
4.3	Develop effective written texts in a variety of styles by using a range of appropriate key features	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. 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.
5.1	Lesson 4: Assessment objectives W1, W2, W3, W4	Starter activity: Learners in pairs or groups, are given a grid to fill in which lists styles of writing/features of writing styles
5.2	Learning objectives Explore how the success of different texts depend upon different groups of key features	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. (F) Learners use key feature lists in order to review and redraft a previous draft of their own writing in a particular genre.
5.3	Develop effective written texts in a variety of styles by using a range of appropriate key features	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. 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.
6.1	Lesson 4: Assessment objectives R1, R2, R3, R4	Starter activity: Learners are given 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: 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).
6.2	Learning objective Investigate how we can overcome difficult and new vocabulary choices in a text	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.

WEEK	TOPIC	TOPIC DETAILS
6.3	Learning objective Investigate how we can overcome difficult and new vocabulary choices in a text	OR Teacher asks learners from the class to present the meaning of a word they considered. Learners must justify their explanations of meaning too. bottom of the exercise and learners must decide which gap they fill.) Mini plenary: Teacher provides answer sheet. Learners mark each other's answers.
7.1	Lesson 4: Assessment objectives R1, R2, R3, R4	Starter activity: Learners are given 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: 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).
7.2	Learning objective Investigate how we can overcome difficult and new vocabulary choices in a text	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.
7.3	Learning objective Investigate how we can overcome difficult and new vocabulary choices in a text	OR Teacher asks learners from the class to present the meaning of a word they considered. Learners must justify their explanations of meaning too. bottom of the exercise and learners must decide which gap they fill.) Mini plenary: Teacher provides answer sheet. Learners mark each other's answers.
8.1	Lesson 5: Assessment objectives R1, R2, R3, R4, R5	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.
8.2	Learning objective Consider ways in which we can unpack a texts purpose, meanings and sense of audience	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.

WEEK	TOPIC	TOPIC DETAILS
8.3	Key words Key features: The techniques that are used in a piece of writing to achieve its purpose and sense of audience.	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.
8.4	Writing style: The different styles or purposes of writing (e.g. Writing to Describe, Writing to Narrate, Writing to Persuade)	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.
9.1	Lesson 6: Assessment objectives R2	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.
9.2	Learning objective Explore the effects created by a text through the use of different narrative voices.	Extension activities: Learners discuss what they can tell about the narrator or persona of a narrative text from its voice.
9.3	Key words Objective: Non-bias. The writer is not influenced by their own personal opinions	• 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 (more suited to advance learners). • Learners in pairs 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. • 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).

WEEK	TOPIC	TOPIC DETAILS
9.4	Subjective: Text has some bias. The writer puts forward their own personal opinion about the topic.	Task: Learners identify which voices the writer might agree with/be seen as sympathetic towards. Extension activities: Learners in groups/pairs 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. Learners consider the different ways a narrative voice can manipulate the readers feelings (based on the texts that they have explored).
10.1	Lesson 7: Assessment objectives R2, R3, R4 Learning objective Investigate how we can unpack some of the hidden meanings and attitudes contained in a text	Starter activity: Learners in pairs 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 (teacher could model an annotated example).
10.2	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	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 by the teacher and report back findings, e.g. Which text might be from a guide book? How can you tell?.
10.3	Key features: The techniques that are used in a piece of writing to achieve its purpose and sense of audience.	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.

WEEK	TOPIC	TOPIC DETAILS
10.4	Writing style: The different styles or purposes of writing (e.g. Writing to Describe, Writing to Narrate, Writing to Persuade)	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? Class may discuss which genres typically use imagery and which do not, and the reasons for this. extracts from relevant literary texts and newspaper articles 0500 Paper 2 passages (2016• 2019)☐ Ecuador nature expeditions: www.rainforestsecuador.com/ (I)• suggested end of unit assessment: Paper 1, question 1 and 2. (F)•
11.1	Lesson 1: Assessment objectives W2, W4 SL4, SL5	Starter activity: Learners consider how our choice of language and tone is affected by our audience. Teacher gives example of talking about a car crash that you have witnessed to a police officer, and then to a younger sibling. Teacher shows transcript of both conversations and learners underline and annotate texts to show differences in language and tone.
11.2	Learning objective Consider how the language, structure and register of a text are dependent on audience	Extension activity: Learners discuss/predict the likely audience and context for contrasting utterances, e.g. • I should be grateful if you would sit down. • Please sit down • Sit down! Mini plenary: Class discussion. Learners give reasons for their ideas.
11.3	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	Extension activities: Pairs write a short dialogue around the snippet to illustrate their interpretations. Set 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. 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). Which features of the text, e.g. vocabulary, syntax, punctuation, sentence length – make each style of text appropriate for its target audience?

WEEK	TOPIC	TOPIC DETAILS
11.4	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	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. 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.
12.1	Lesson 1: Assessment objectives W2, W4 SL4, SL5	Starter activity: Learners consider how our choice of language and tone is affected by our audience. Teacher gives example of talking about a car crash that you have witnessed to a police officer, and then to a younger sibling. Teacher shows transcript of both conversations and learners underline and annotate texts to show differences in language and tone.
12.2	Learning objective Consider how the language, structure and register of a text are dependent on audience	Extension activity: Learners discuss/predict the likely audience and context for contrasting utterances, e.g. • I should be grateful if you would sit down. • Please sit down • Sit down! Mini plenary: Class discussion. Learners give reasons for their ideas.
12.3	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	Extension activities: Pairs write a short dialogue around the snippet to illustrate their interpretations. Set 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. 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).Which features of the text, e.g. vocabulary, syntax, punctuation, sentence length – make each style of text appropriate for its target audience?

WEEK	TOPIC	TOPIC DETAILS
12.4	Key words Register: The type of language, pronunciation and syntax used in relation to the formality of a situation; often determined by social context.	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. 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.

ENGLISH (EFL) SCHEME OF WORK
FORM 4 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Lesson 3: Assessment objectives R1, R2, R3 W3, W4 SL1, SL2, SL3, SL4, SL5	Starter activity: The teacher presents 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.
1.2	Learning objective Improve our summary responses by reflecting upon how we can use our own words	Learners change short passages of descriptive/informative writing into their own words, staying as near as possible to the original meaning.
1.3	Learning objective Improve our summary responses by reflecting upon how we can use our own words	Learners are given a list of quotations from a text to paraphrase. Class judge best answers when read out/match paraphrases with original quotations. Learners (in pairs) complete thesaurus exercises to decide on the nearest synonym to words underlined in a text.
1.4	Learning objective Improve our summary responses by reflecting upon how we can use our own words	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. 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?

WEEK	TOPIC	TOPIC DETAILS
2.1	Lesson 4: Assessment objectives R1, R2, R5 W2 SL2	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.
2.2	Learning objective Develop logically sequenced summary responses.	Learners change a narrative version of a journey to a summary of its dangers, re-ordering the material to group similar items.
2.3	Learning objective Develop logically sequenced summary responses.	Learners are given a paragraph with a jumbled sentence sequence and have to reorder it logically or chronologically. Learners practise reordering jumbled reports so that the logical, chronological order is restored.
2.4	Learning objective Develop logically sequenced summary responses.	Learners are given a paragraph with a jumbled sentence sequence and have to reorder it logically or chronologically. Learners practise reordering jumbled reports so that the logical, chronological order is restored.
3.1	Lesson 4: Assessment objectives R1, R2, R5 W2 SL2	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.
3.2	Learning objective Develop logically sequenced summary responses.	Learners change a narrative version of a journey to a summary of its dangers, re-ordering the material to group similar items.
3.3	Develop logically sequenced summary responses.	Learners are given a paragraph with a jumbled sentence sequence and have to reorder it logically or chronologically. Learners practise reordering jumbled reports so that the logical, chronological order is restored.
4.1	Assessment objectives R5 W1, W2, W4	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.

WEEK	TOPIC	TOPIC DETAILS
4.2	Learning objective Develop precise and concise summary responses Assessment objectives	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.
4.3	Develop precise and concise summary responses Assessment objectives	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. Class revises the language of headlines. Learners (in pairs) 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.
4.4	Develop precise and concise summary responses Assessment objectives	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. (Differentiate through choice of passage and responses, modification of material and task instructions/support). Learners in pairs construct a response to a summary question suitably modified from a past examination paper, e.g. a 2017–2019 Paper 2 question for Passage B only. OR Learners re-work a specified response (possibly their original). (F)
5.1	Lesson 6: W1, W2, W3, W4 SL3, SL4, SL5	Starter activity: Teacher reminds 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.
5.2	Learning objective Enhance the fluency and clarity of our summary responses.	Learners join together 10 simple sentence (possibly adapted from mark scheme content of a summary question) to construct a half-page summary. Learners can use any of the subordinators, but not conjunctions.
5.3	Enhance the fluency and clarity of our summary responses.	Extension activities: Learners in pairs 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.

WEEK	TOPIC	TOPIC DETAILS
5.4	Enhance the fluency and clarity of our summary responses.	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.
6.1	Lesson 1: Assessment objectives R1, R2, R3	Starter activity: Teacher demonstrates 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
6.2	Learning objective Explore ways in which we can identify implicit meanings, and consider how they impact upon the reader.	Learners in groups identify in passages from fiction or descriptive writing the explicit points (the stems), the implicit points (the roots) and the supporting details (the flowers).
6.3	Key words 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.	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: • 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.

WEEK	TOPIC	TOPIC DETAILS
6.4	Key words 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.	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. Class are given a series of euphemisms and must 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, Question 3 (or 2017 2019 Paper 2, Question 1) and the accompanying bullet points. Learners explore the text to find the explicit meanings□ that match the one/more bullet points of the question. Then they 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.
7.1	Lesson 2: Assessment objectives R1, R2, R3, R4 W1, W2, W3, W4	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 (Differentiation can be by relative complexity of ideas).
7.2	Learning objective Develop ideas about a writer's ideas/use of language in a concise and logical manner	Extension activities: Learners reduce a text of developed ideas to a list of its main points. Learners in pairs find details and quotations in a text to support a set of ideas extracted from it. Learners in pairs match a list of quotations and statistics to their relevant main points.
7.3	Key words PEEA: Point, Evidence, Explain and Analyse EEA: Evidence, Explain and Analyse	Learners read discursive and argument texts to identify and annotate five or six separate lines of argument/points which hey 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. Learners consider a Paper 1, Question 2d text and question. Learners use PEEA (or EEA) to formulate a developed response. (F)
8.1	Lesson 3: Assessment objectives R1, R2, R3, R4 W1, W2, W3, W4 SL1, SL2, SL3,SL4	Starter activity: Teacher reads (and/or displays) a detailed descriptive passage and learners draw a picture of the place being described. 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.

WEEK	TOPIC	TOPIC DETAILS
8.2	Learning objective Explore how a writer's use of language affects the reader's thinking and understandings	Extension activity: This can be done as a pyramid/iceberg diagram with the deepest connotations and intended effects on the lowest layer. Teacher calls out adjectives and learners 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.)
8.3	Learning objective Explore how a writer's use of language affects the reader's thinking and understandings	Teacher calls out adjectives and learners 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.) Learners fill in gaps in a descriptive passage using vocabulary in keeping with the atmosphere of the whole. Learners rank order synonyms for their strength of meaning, and compare their orders with others.
8.4	Learning objective Explore how a writer's use of language affects the reader's thinking and understandings	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. Homework: Learners consider a Paper 1, Question 2d text and question. Learners use PEEA (or EEA) to formulate a developed response. Learners could then peer mark each other's work (using the PEEA pie) before the teacher gives official feedback. Learners can then reflect on this response compared to their last response to this question.
9.1	Lesson 4: Assessment objectives R1, R2, R3 SL1, SL2, SL3, SL4, SL5	Starter activity: Learners in pairs 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.
9.2	Learning objective Explore how narratives are developed and sequenced	Learners in pairs 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. Teacher stops at points in a story reading to ask for predictions for the next stage.
9.3	Learning objective Explore how narratives are developed and sequenced	Learners write an appropriate continuation or an alternative ending to a story. 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.

WEEK	TOPIC	TOPIC DETAILS
10.1	Lesson 5: Assessment objectives R1, R2, R3, R4 W1, W2, W3, W4 SL1, SL2, SL3, SL4, SL5	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. Then the 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.
10.2	Learning objective Investigate ways in which we can analyse how a character is presented	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. Learners in pairs write a dialogue between two of the characters to create a short play, and perform it to the class. (Differentiate by roles allocated.)
10.3	Learning objective Investigate ways in which we can analyse how a character is presented	Class hot seat 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.
10.4	Learning objective Investigate ways in which we can analyse how a character is presented	Homework: Learners write the final speech for the defense.) 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.