MARINA INTERNATIONAL SCHOOL

ENGLISH (EFL) SCHEME OF WORK

FORM 5 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	selecting, analyzing and using information	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.
1.2	Lesson 1: Assessment objectives R1, R2, R3, R4, R5 W2 W3 SL1, SL2, SL3, SL4, SL5	Extension activities: Learners in groups 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.

Homework: Learners adapt their infomercial scripts into a travel brochure text. Teacher gives out a press release and learners' role play journalists at a press conference, questioning witnesses and taking notes about a recent dramatic event. |
1.3	Learning objective Select and organise relevant information in a coherent and effective way	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).
1.4	Learning objective Select and organise relevant information in a coherent and effective way	Introduce a Paper 1, Question 3 (or a Paper 2, Question 1). Ask the 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 structuring their response.

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2.1	Lesson 2: Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5	Starter activity: Learners in pairs 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.
2.2	Learning objective Develop coherent and logical texts by using supporting detail	Learners in pairs 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' 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.
2.3	Learning objective Develop coherent and logical texts by using supporting detail	Learners are given a set of headlines from which to write opening paragraphs for news reports, which give the information Who? What? When? Where? Then learners are given first paragraphs of actual reports to compare them to their own. Learners can then 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.)
2.4	Learning objective Develop coherent and logical texts by using supporting detail	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.
3.1	Lesson 3: Assessment objectives R4 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4	Starter activity: Learners (in groups) rank order three short passages of description for effectiveness, giving detailed reasons for their judgement (emphasise the importance of the use of imagery).
3.2	Learning objective Investigate and analyse the effects of a range of literary devices	Mini-plenary: Discuss and list features of an effective descriptive response. 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).

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3.3	Learning objective Investigate and analyse the effects of a range of literary devices	Learners in pairs select the best choice of three given verbs to fill gaps in a descriptive text, justifying their choices. Learners read a more extended text. In pairs, 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). (Differentiate by using whole text or narrowing down to a designated area of text. For example, if using a Passage A text from a past examination Paper 2, just consider the paragraph(s) identified in one half of the task itself).
3.4	Learning objective Investigate and analyse the effects of a range of literary devices	Extension activities: Learners mark a selection of 2017–2019 Paper 2, Q2 responses in pairs, e.g. the first part of the question from a selection of explanations taken from the corresponding section of the Example Candidate Responses booklet. 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) 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.
4.1	Lesson 4: Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4, SL5	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'. 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.
4.2	Learning objective Explore the effects of a range of key features of Persuasive writing, and how they can be used to convince the audience	Learners read a holiday brochure and discuss and decide as a class what went wrong on their holiday in that place. Teacher revisits formal letter structure and learners suggest likely features of style to consider when writing to Persuade, including aspects of tone and register.

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4.3	Padlet https://en-gb.padlet.com/: Padlet (formally Wallwishe) is a free application to create an online bulletin board that you can use to display information for any topic.	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 Padlet site where they can review and reflect on each other's writing. Learners in groups are given a job advertisement and three fictitious curriculum vitaes (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. Learners in pairs 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. Learners conduct the job interviews in role as interviewers or applicants.
4.4	Padlet https://en-gb.padlet.com/: Padlet (formally Wallwishe) is a free application to create an online bulletin board that you can use to display information for any topic.	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. Discuss how the marks are distributed for Paper 2, Q1 (i.e. Reading and Writing marks), and what learners must do to be successful. (F) Learners consider a suitable task from Paper 2, Q1 (or 2017 2019 Paper 3 Q1) 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) Pairs/groups create mark scheme points given one of two (letter) tasks from Paper 2, Q1 (or 2017–2019 Paper 3 Q1). 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.
5.1	Lesson 5: Assessment objectives R1, R2, R3, R5 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4	Starter activity: Learners in pairs 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.
5.2	Learning objective Develop a detailed report using a range of key features	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.

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5.3	Learning objective Develop a detailed report using a range of key features	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.
6.1	Lesson 6: Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4, SL5	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. Extension activities: Rewrite the blurb/write book review for given audience. (Differentiate by range/nature of texts and specifics of tasks offered) In pairs/groups learners consider a choice/range of texts suitable for younger learners, and decide which one they would most likely recommend to a younger learner to read/listen to and why.
6.2	Learning objective Evaluate and review the success of different types of texts	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. 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.
6.3	Learning objective Evaluate and review the success of different types of texts	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.

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6.4	Learning objective Evaluate and review the success of different types of texts	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.
7.1	Lesson 1: Assessment objectives R1, R3, R3 W1, W2, W3, W4 SL1, SL2, SL3, SL4	Starter activity: Learners transform a informative text into a descriptive text, adding figurative language and stylistic devices. Class discusses the difference in effect on the reader.
7.2	Learning objective Consider how we can maximise our writing marks in Directed Writing questions Key words VARP: Voice, Audience, Register and Purpose	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 2017 2019 Paper 3 Q1 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.) Teacher reminds of/explains 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.
7.3	Learning objective Consider how we can maximise our writing marks in Directed Writing questions Key words VARP: Voice, Audience, Register and Purpose	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. 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 specimen or sample papers/guidance from the syllabus. The tasks should specify form, perspective, audience and purpose. Class compares and evaluates the tasks.

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7.4	Learning objective Consider how we can maximise our writing marks in Directed Writing questions Key words VARP: Voice, Audience, Register and Purpose	(F) Learners try answering a directed writing task in pairs/individually and then peer mark responses according to the actual mark scheme. Extension activity: Learners in pairs 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. (F) 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.
8.1	Lesson 2: Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4, SL5	Starter activity: Learners consider a transcript text and identify purpose, audience and key features used. Learners in pairs study a suitable text/extract and decide on three questions which an interviewer or reporter could ask a persona in the text, in order to elicit the key explicit and implicit information.
8.2	Learning objective Explore the key features of language and style used in a transcript	Learners in pairs 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. Learners transform a discursive passage, e.g. a magazine feature profiling a pop star or sportsperson) 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.
8.3	Learning objective Explore the key features of language and style used in a transcript	Learners in pairs use an advertisement as the basis for writing and performing of a dialogue between two people, who disagree about the desirability of the product. Learners in pairs write and role-play an interview between a journalist and an important local resident who is leading a campaign
8.4	Learning objective Explore the key features of language and style used in a transcript	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. Learners write up the transcript of the interview in Q and A format.

WEEK	TOPIC	TOPIC DETAILS
9.1	Lesson 3: Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5	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. Teacher reminds learners, using models and support material, of formal letter writing structure and style.
9.2	Learning objective Investigate the conventions of letter writing	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. 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. Extension activity: Learners respond to a letter published in a newspaper by writing to the editor to disagree with its views.
9.3	Learning objective Investigate the conventions of letter writing	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. Learners rank order learner responses to a Paper 3 letter task giving justifications linked to mark scheme. Class identify the features (strengths) of the writing in the answer judged to be the highest which make it more successful as a response. Identify lowest marked piece. Learners redraft a response to approach the standard for writing of the one above it. (Differentiate by starting point and relative level of the responses, e.g. lowest to middle, middle to highest). 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.
9.4	Learning objective Investigate the conventions of letter writing	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. 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.
10.1	Lesson 4: Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4, SL5	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.

WEEK	TOPIC	TOPIC DETAILS
10.2	Learning objective Develop engaging and thoughtful articles using a range of key features to inform, explain and describe.	Learners consider mark scheme for writing (Paper 2, Section B or coursework criteria if applicable). 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. Learners are allocated a section to write and class/group draft final article from contributions.
10.3	Learning objective Develop engaging and thoughtful articles using a range of key features to inform, explain and describe.	Learners choose a topic of personal interest, e.g. a sport or hobby, and write a brief article explaining the subject and its appeal. Learners use the mark scheme to give annotated suggested improvements and feedback on their peer's writing.
10.4	Learning objective Develop engaging and thoughtful articles using a range of key features to inform, explain and describe.	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. 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.
11.1	Lesson 5: Assessment objectives R1, R2, R3 W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4, SL5	Starter activity: Teacher reminds 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. Extension activity: Learners research online to find examples of: 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).

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11.2	Learning objective Explore how we can compose effective speeches that inform and persuade	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. Learners in pairs are given the points for one side of an argument and they must produce points for the other side.
11.3	Learning objective Explore how we can compose effective speeches that inform and persuade	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. 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.
11.4	Learning objective Explore how we can compose effective speeches that inform and persuade	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 pan/structure revisited.
12.1	Lesson 6: Assessment objectives R1, R2, R3 W1, W2, W3, W4 SL1, SL2, SL3, SL4, SL5	Starter activity: Learners consider some examples of journal writing/diary entries and suggest the reasons/purpose for writing in each case. Extension activity: Annotate examples of key features. State the purpose and form of the text(s). Learners in pairs 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.
12.2	Learning objective Explore how we can write an effective journal entry that informs and describes	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. (Differentiate by agreeing/offering some of the likely content points from the mark scheme ahead of writing as required.) Learner responses (anonymous) are judged for writing mark out of five (using mark scheme/agreed criteria).

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12.3	Learning objective Explore how we can write an effective journal entry that informs and describes	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. The other learners use mark scheme for Paper 2, Section B (or coursework one) to create a criteria by which to judge the responses in terms of writing objectives. (Differentiate by viewpoint offered/manipulation required, e.g. choose a character on the edge of a scene and/or someone at odds with the narrator. Suggested content may also be given as appropriate, e.g. to help keep the focus on writing skills.)

ENGLISH (EFL) SCHEME OF WORK
FORM 5 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Lesson 1: Assessment objectives W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4	Starter activity: Teacher initiates 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. Learners in pairs 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, in order to understand how change of persona changes perspective.
1.2	Learning objectives Investigate the effects created by different narrative perspectives. Explore how we can show and avoid telling the reader in our descriptions.	Learners in pairs revisit a narrative extract from a novel or short story they have studied, in the 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. 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.

WEEK	TOPIC	TOPIC DETAILS
1.3	Learning objectives Investigate the effects created by different narrative perspectives. Explore how we can show and avoid telling the reader in our descriptions.	Learning objectives Investigate the effects created by different narrative perspectives. Explore how we can show and avoid telling the reader in our descriptions. Learners find/read extracts from narratives where a 3rd person narrator is: • a specific character within the story • not involved in the narrative and 'all knowing' • limited to what a single person observer would know. Learners consider the likely effect of perspective or plan and write their own narratives for at least two of the options. Explain/introduces 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).

WEEK	TOPIC	TOPIC DETAILS
1.4	Learning objectives Investigate the effects created by different narrative perspectives. Explore how we can show and avoid telling the reader in our descriptions.	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 in to the room and offer more precise alternatives to give a clue about how and why, e.g. she wobbled in to the room. (Differentiate by providing a bank of possibilities, e.g. re visual aspect – walked, glided, hobbled or sound related talked, rasped or boomed.) 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 3rd 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 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.' 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. (Differentiate by stimulus material/scaffolding offered, e.g. situation – you meet on a train, or the character knocks on your door asking for your help.
2.1	Lesson 2: Assessment objectives W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4	Starter activity: Teacher elicits the reasons for a change of paragraph (change of time, place, direction or topic) and stresses importance of using paragraphs in continuous writing. Learners in pairs put paragraph breaks in a short story and label the narrative stages. 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.
2.2	Learning objective Explore how we can enhance the style and accuracy of our writing	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. (Differentiate by level of support, e.g. modelling possible changes for one section of writing and then moving to working individually/in pairs.) Teacher gives 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.

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2.3	Learning objective Explore how we can enhance the style and accuracy of our writing	Extension activities: Learners create their own writing frames/structures using samples of successful responses, e.g. noticing how details resetting can be sprinkled through the story. 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.
3.1	Lesson 3: Assessment objectives W1, W2, W3, W4, W5 SL2, SL3, SL4, SL5	Starter activity: Teacher reminds 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. Learners try to group words/imagery under categories of the different types of atmosphere that they create.
3.2	Learning objective Communicate effective, vivid descriptions by using a range of key features	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. 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.)
3.3	Learning objective Communicate effective, vivid descriptions by using a range of key features	Learners in pairs study a paragraph of strongly 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. Extension activities: Learners in pairs work on an example of less successful descriptive writing to identify the weaknesses and suggest improvements.
3.4	Learning objective Communicate effective, vivid descriptions by using a range of key features	Homework: Learners re-draft the text. Learners write 50 words describing the room they are in, without repeating any word and using as many key features as they can. Teacher puts 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. Learners listen to a piece of music and simultaneously write a description of the scene the music conjures in their mind. Learners in groups 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.

WEEK	TOPIC	TOPIC DETAILS
4.1	Lesson 4: Assessment objectives W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4	Starter activity: What are the differences between Writing to Narrate and Writing to Describe? Teacher introduces 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.
4.2	Learning objective Explore how we can develop an effective piece of narrative writing	Extension activities: Learners in pairs 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). Teacher elicits 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.
4.3	Learning objective Explore how we can develop an effective piece of narrative writing	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: • to improve the current draft? • before they attempt to write a narrative in a Cambridge IGCSE examination/for coursework? Homework: Learners select one piece and re-draft/improve it.
4.4	Learning objective Explore how we can develop an effective piece of narrative writing	Learners plan a narrative composition based on the first sentence of a famous novel (Planning using a storyboard). 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.
5.1	Lesson 5: Assessment objectives W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4, SL5	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.

WEEK	TOPIC	TOPIC DETAILS
5.2	Learning objective Investigate how we can engage the reader in the openings of our written texts	Extension activity: Learners consider a range of narrative openings to identify how they interest the reader by creating a sense of mystery and intrigue. Teacher introduces 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. (Differentiate by range of response offered)
5.3	Learning objective Investigate how we can engage the reader in the openings of our written texts	Write and compare the opening paragraphs for a number of different text types and purposes, including: • speech • magazine article • Letter • Journal • Report • short story. 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.
5.4	Learning objective Investigate how we can engage the reader in the openings of our written texts	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. Useful resources include: • 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.•
6.1	Lesson 6 assessment objectives W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4	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. 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).

WEEK	TOPIC	TOPIC DETAILS
6.2	Learning objective Consider how we can construct embedded and plausible endings to our narrative responses.	Learners suggest/are given a possible opening line for a descriptive composition. E.g. In the distance he saw the fairground. I stood in the middle of the fairground. The fairground was quiet. 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. 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.
6.3	Learning objective Consider how we can construct embedded and plausible endings to our narrative responses.	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)
7.1	Lesson 6 assessment objectives W1, W2, W3, W4, W5 SL1, SL2, SL3, SL4	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.

WEEK	TOPIC	TOPIC DETAILS
7.2	Learning objective Consider how we can construct embedded and plausible endings to our narrative responses	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).

Learners suggest/are given a possible opening line for a descriptive composition. E.g. In the distance he saw the fairground.

I stood in the middle of the fairground.
The fairground was quiet.

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.
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| 7.3 | Learning objective Consider how we can construct embedded and plausible endings to our narrative responses | 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.

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| | | |
| 8.1 | REVISION … Practice exercises using IGCSE past papers/Revision of Mock Exam papers. | REVISION …Practice exercises using IGCSE past papers/Revision of Mock Exam papers. |

WEEK	TOPIC	TOPIC DETAILS
8.2	REVISION ... Practice exercises using IGCSE past papers/Revision of Mock Exam papers.	REVISION ...Practice exercises using IGCSE past papers/Revision of Mock Exam papers.
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8.4	REVISION ... Practice exercises using IGCSE past papers/Revision of Mock Exam papers.	REVISION ...Practice exercises using IGCSE past papers/Revision of Mock Exam papers.
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9.4	REVISION ... Practice exercises using IGCSE past papers/Revision of Mock Exam papers.	REVISION ...Practice exercises using IGCSE past papers/Revision of Mock Exam papers.

WEEK	TOPIC	TOPIC DETAILS
10.1	REVISION … Practice exercises using IGCSE past papers/Revision of Mock Exam papers.	REVISION …Practice exercises using IGCSE past papers/Revision of Mock Exam papers.
10.2	REVISION … Practice exercises using IGCSE past papers/Revision of Mock Exam papers.	REVISION …Practice exercises using IGCSE past papers/Revision of Mock Exam papers.
10.3	REVISION … Practice exercises using IGCSE past papers/Revision of Mock Exam papers.	REVISION …Practice exercises using IGCSE past papers/Revision of Mock Exam papers.
10.4	REVISION … Practice exercises using IGCSE past papers/Revision of Mock Exam papers.	REVISION …Practice exercises using IGCSE past papers/Revision of Mock Exam papers.

ENGLISH (EFL) SCHEME OF WORK

FORM 5 - TERM 3

WEEK	TOPIC	TOPIC DETAILS