

# MARINA INTERNATIONAL SCHOOL

## ENGLISH (ESL) SCHEME OF WORK

### FORM 5 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Travel and tourism Speaking • communicate ideas/opinions clearly, accurately and effectively • develop responses and link ideas using a range of appropriate linking devices • use a range of grammatical structures and vocabulary accurately and effectively • show control of pronunciation and intonation patterns • engage in a conversation and contribute effectively to help move the conversation forward	Speaking and listening strategies: <ul style="list-style-type: none"><li>• Describing places</li><li>• Ask about and describe places and past events.</li><li>• Use a range of 'wh'- question forms and other question forms. They are able to use narrative tenses such as past simple, past continuous, past perfect, e.g. "When we arrived at the airport the plane had already left and so we decided..."</li><li>• Choose appropriate vocabulary, e.g. dramatic vocabulary ('spectacular', 'dreadful', 'breath taking') to describe a dramatic experience.</li></ul>
1.2	Listening • understand ideas, opinions and attitudes • show understanding of the connections between ideas, opinions and attitudes • understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings	TASK: Using the conversation questions from the worksheet 'Travel', discuss aspects of holidays, such as the kind of holidays you enjoy, places you have visited, family holiday memories, holiday plans, good and bad holiday experiences and so on.

WEEK	TOPIC	TOPIC DETAILS
1.3	<p>Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p>	<p>Reading strategies:</p> <ul style="list-style-type: none"> <li>• Recognizing specialist vocabulary</li> <li>• Understand and discuss the fact that specialist fields have an associated technical vocabulary which is necessary to convey exactness of meaning and that these words are often based on existing words or word patterns, e.g. keyhole surgery.</li> <li>• Recognizing topic-based vocabulary.</li> <li>• Recognize topic-based vocabulary and develop strategies for working out the meaning of words by studying contextual clues or word formation.</li> </ul>
2.1	<p>Travel and Tourism Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organise ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling • Use appropriate register and style/format for the given purpose and audience</p>	<p>Writing strategies: email, journal entry</p> <ul style="list-style-type: none"> <li>• Judge the tone and register for different purposes, make appropriate vocabulary choices, structure work in coherent paragraphs and use a variety of grammatical structures and tenses.</li> </ul> <p>TASK: Write an email from the climber to his family describing his adventures or what he might say in a journal entry.</p>

WEEK	TOPIC	TOPIC DETAILS
2.2	Reading • Identify and select relevant information • Understand ideas, opinions and attitudes	<p>Reading strategies:</p> <ul style="list-style-type: none"> <li>• Past tenses: use the knowledge of tenses to predict text and replace verb endings.</li> </ul> <p>TASK</p> <p>Past Paper Jun 2014, Exercise 1 Take the train, reading text with comprehension questions.</p>
2.3	Speaking • Use a range of grammatical structures and vocabulary accurately and effectively	<ul style="list-style-type: none"> <li>• Recognise regular and irregular past tense verb forms.</li> <li>• Understand that some consonants are doubled when the verb is used to express the past.</li> </ul>
3.1	Travel and Tourism Writing • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling	<ul style="list-style-type: none"> <li>• Use dictionaries to check meaning.</li> </ul> <p>TASK:</p> <p>Learners familiarize themselves with the written text, then in pairs, write simple questions on the text for their partner to answer.</p>

WEEK	TOPIC	TOPIC DETAILS
3.2	<p>Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Speaking strategies:</p> <ul style="list-style-type: none"> <li>• Express opinion (as I see it, etc.) giving reasons (too many tourists lead to cause/ overcrowding/ changes in our way of life) (I'm in favour of tourism because it creates employment and helps develop our economy).</li> <li>• Make contributions and influence a discussion, e.g. If I may interrupt/I take your point but we also need to consider...</li> </ul> <p>TASK</p> <p>Debate: The class discuss the proposition: 'Tourism does more harm than good.'</p>
3.3	<p>Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organise ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling • Use appropriate register and style/format for the given purpose and audience</p>	<p>Writing strategies:</p> <ul style="list-style-type: none"> <li>• Construct an effective argument, giving clear reason and examples, and adopt a tone that sounds fairly formal.</li> </ul> <p>WRITING ACTIVITY</p> <p>Letter To A Newspaper</p> <p>There is a proposal to make a part of the beach private for tourists only. Write a letter to the newspaper giving their opinions of this idea.</p>

WEEK	TOPIC	TOPIC DETAILS
4.1	Travel and Tourism Listening • identify and select relevant information • understand ideas, opinions and attitudes • show understanding of the connections between ideas, opinions and attitudes • understand what is implied but not directly stated, e.g. gist, speaker’s purpose, intention and feelings	Listening skills: <ul style="list-style-type: none"> <li>• Recognising implicit and explicit attitudes</li> <li>• Recognising speaker’s feelings and attitudes, and through rising and falling intonation.</li> <li>• Identify common structures and vocabulary used in expressing positive attitudes, e.g. positive adjectives.</li> <li>• Listening and discussion: Class discussion on environmentally friendly tourism, its title, and brainstorm what this could involve.</li> </ul>
4.2	Speaking • Communicate ideas/opinions clearly, accurately and effectively • Use a range of grammatical structures and vocabulary accurately and effectively • Engage in a conversation and contribute effectively to help move the conversation forward	<ul style="list-style-type: none"> <li>• Selecting and organising vocabulary for specific purposes.</li> </ul> Activity (skills/language) <p>Record a short clip about their city with a running commentary.</p>
4.3	Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, writer’s purpose, intention and feelings	Reading strategies: <p>Order of paragraphs</p> <ul style="list-style-type: none"> <li>• Recognise and use the correct order of paragraphs so that the whole text flows and makes complete sense.</li> <li>• Develop reading skills and competence in an exam-type text.</li> </ul> TASK <p>Reading text: On the rails in India Appendix 1: Exercise 1</p>

WEEK	TOPIC	TOPIC DETAILS
5.1	<p>Shopping and the consumer society Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Speaking and listening strategies:</p> <ul style="list-style-type: none"> <li>• Use language to describe and compare, e.g. The best thing I have bought was....My favourite place to shop is.... Shopping in a small local shop is more enjoyable than shopping in a chain store because...</li> <li>• Give detailed descriptions, e.g. Shopping online is really good fun...</li> <li>• Knowing and applying vocabulary for shopping, e.g. 'label', 'bargain', 'receipt', 'boutique', etc.</li> </ul>
5.2	<p>Listening • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes</p>	<p>TASK Shopping: Discussion and vocabulary.</p> <p>Conversation Questions – shopping</p>
5.3	<p>Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organise ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling • Use appropriate register and style/format for the given purpose and audience</p>	<p>Writing strategies:</p> <ul style="list-style-type: none"> <li>• Plan and draft writing and choose what is appropriate to include for the purpose and recipient.</li> <li>• Proof-reading skills: Learners are able to proof read their work and correct errors of punctuation, spelling, word order, sentence structure and vocabulary.</li> </ul> <p>TASK Write a letter of complaint about an unsatisfactory product or poor service in a shop</p>

WEEK	TOPIC	TOPIC DETAILS
6.1	<p>Shopping and the consumer society Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p>	<p>Reading strategies:</p> <ul style="list-style-type: none"> <li>• Read for detailed meaning.</li>   <li>• Identify the main points of the argument and the supporting details and examples.</li>   <li>• Draw inferences from the text.</li>   <li>• Analyse the use of features of an argument.</li>   <li>• Evaluate bias in an argument.</li> </ul> <p>TASK</p> <p>Reading Comprehension: The pros and cons of the Consumer Society</p>

WEEK	TOPIC	TOPIC DETAILS
6.2	<p>Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Speaking strategies:</p> <p>Discussion: Globalization:</p> <p>Analyzing and speculating:</p> <ul style="list-style-type: none"> <li>• Use skills of analyzing and speculating, e.g. I believe that if we all buy McDonald's burgers rather than have traditional food from our culture at home.... ) as well as giving views and expressing likes and dislikes and feelings.</li> </ul> <p>Speaking clearly and appropriately:</p> <ul style="list-style-type: none"> <li>• Speak clearly, in a manner which is appropriate to the situation, using suitable pitch and intonation. They are able to interrupt politely and disagree (Can I just stop you there..., etc.)</li> <li>• Know and use vocabulary for the topic, e.g. 'identity', 'culture', 'multi-national corporations', 'global market' and 'brand name'.</li> </ul>
7.1	<p>Shopping and the consumer society Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organise ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling • Use appropriate register and style/format for the given purpose and audience</p>	<p>Writing activities: Complex structures</p> <ul style="list-style-type: none"> <li>• Writing complex sentences using a main clause and one or more subordinate clauses.</li> <li>• Using connectives to express reason, purpose, condition, contrast, etc.</li> </ul> <p>TASK:</p> <p>Write an essay on the pros and cons of globalisation</p>
7.2	<p>Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes</p>	<ul style="list-style-type: none"> <li>• Using connectives to express reason, purpose, condition, contrast, etc.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
7.3	<p>Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, writer’s purpose, intention and feelings</p>	<p>Reading strategies:</p> <ul style="list-style-type: none"> <li>• Understand and discuss abstract concepts.</li> <li>• Recognize and understand key specialist terms for business activity, e.g. contracts.</li> <li>• Recognize the features which show the purpose of the text and the target audiences for the text (sports lovers and business people) and judge the level of formality in the style.</li> </ul> <p>TASK: Reading a newspaper report: The Beckham Brand</p>
8.1	<p>Science and nature Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Speaking strategies:</p> <ul style="list-style-type: none"> <li>• Use stress and intonation so that meaning is clear.</li> <li>• Give opinions and select appropriate words to carry the stress in sentences, e.g. People say that...</li> <li>• Pronounce new vocabulary and put the stress correctly on multi-syllable words such as ‘endangered’.</li> <li>• Speak at an appropriate pace and speed and respond to the speaker.</li> <li>• Influence the direction of the conversation.</li> </ul> <p>Speaking activity: Zoos – the pros and cons Success International English Skills for IGCSE (Georgian Press) Unit 9 pages 165–167</p>

WEEK	TOPIC	TOPIC DETAILS
8.2	<p>Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p>	<p>Reading strategies: Building vocabulary: phrasal verbs</p> <ul style="list-style-type: none"> <li>• Identify literal and non-literal uses of the phrasal verb 'look up' and develop further work on phrasal verbs, contrasting literal and non-literal uses</li> </ul> <p>Drawing inferences: Awareness of bias</p> <ul style="list-style-type: none"> <li>• Understand that bias creates a one-sided view.</li> <li>• Infer information from the tone of a text.</li> </ul> <p>Reading activity: Zoos: Newspaper report</p>
8.3	<p>Listening • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</p>	<p>Listening strategies: Learners are able to</p> <ul style="list-style-type: none"> <li>• Orientate themselves to the text and mentally prepare for what they might hear, in terms of language and content.</li> <li>• Identify exact detail.</li> </ul> <p>Listening activity: The electronic zoo Success International English Skills for IGCSE (Georgian Press) Unit 9</p>

WEEK	TOPIC	TOPIC DETAILS
9.1	Science and nature Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organize ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling • Use appropriate register and style/format for the given purpose and audience	Writing strategies: <ul style="list-style-type: none"> <li>• Use appropriate sentence structure and grammar to achieve purpose.</li> <li>• Recognize and use past simple, continuous and perfect forms.</li> <li>• Recognize and use countable and uncountable nouns when checking subject-verb agreement.</li> <li>• Identify and use the correct prepositions after verbs, adjectives, etc.</li> </ul> Writing activity: The zoo visit  Imagine you have visited a zoo. Write about your visit for the school magazine.

WEEK	TOPIC	TOPIC DETAILS
9.2	<p>Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, writer’s purpose, intention and feelings</p>	<p>Reading strategies:</p> <p>Linking devices:</p> <ul style="list-style-type: none"> <li>• Recognise and use pronoun references and subordinate clauses. They understand their role in text cohesion.</li> </ul> <p>Spelling and vocabulary for topic areas – Science and English:</p> <ul style="list-style-type: none"> <li>• Recognize and use vocabulary from science. They are able to apply knowledge of word structure and root.</li> <li>• Awareness of word borrowings to describe science inventions. mouse, and recognize and use them correctly.</li> </ul> <p>Homophones and homonyms:</p> <ul style="list-style-type: none"> <li>• Recognize and apply homonyms and homophones.</li> <li>• Use spelling strategies such as syllabification to spell words correctly.</li> </ul> <p>Reading activity: Big cat in danger</p>

WEEK	TOPIC	TOPIC DETAILS
9.3	Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, writer’s purpose, intention and feelings	Reading strategies: <ul style="list-style-type: none"> <li>• Use contextual clues and knowledge of vocabulary and grammar to predict meaning of unfamiliar words and expressions, e.g. bio tech, regulatory hurdles; has won initial permission.</li> </ul> Reading activity: Science and ethics 0510 Paper 51 Jun 2013, Oral Assessment Card G, The Medical World 0510 Paper 51 Jun 2012, Oral Assessment Card J, Science
10.1	Science and nature Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward	TASK: Debate on recent science and nature issues
10.2	Writing • use a range of grammatical structures and vocabulary accurately and effectively • show control of punctuation and spelling	Writing task on contentious science issues
10.3	Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes	Reading text: <ul style="list-style-type: none"> <li>• A Doctor in the House Summary and Note taking (Georgian Press) pages 8–9</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
11.1	Science and nature Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organize ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling	Writing strategies:  Summarizing: • Plan and draft writing and judge how much detail to include.  • Identify suitable links and connectors to make a summary paragraph flow smoothly.  Use paraphrasing or words of similar meaning rather than copying from the text.  • Correct spelling errors.
11.2	Reading • Identify and select relevant information • Understand ideas, opinions and attitudes show understanding of the • Connections between ideas, opinions and attitudes	Reading Activity Learners read and discuss the text about a gorilla's intelligence
11.3	Writing • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling	Writing strategies: • Recognise and use a range of linking words and expressions, relative clauses and pronouns to produce a concise summary with some words and expressions of their own.  • Write correctly punctuated dialogue.  Writing activity: Making notes 'Gorillas have a word for it.' Appendix 2

WEEK	TOPIC	TOPIC DETAILS
12.1	Health, fitness and sport Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings	<p>Reading strategies:</p> <p>Word building strategies:</p> <ul style="list-style-type: none"> <li>• Identify and use prefixes and suffixes to make new words in various grammatical categories.</li> </ul> <p>Inferences:</p> <ul style="list-style-type: none"> <li>• Draw an appropriate inference from the text.</li> </ul>
12.2	Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward	<p>Speaking and Listening Task</p> <p>0510 Paper 51 Jun 2014 Oral Assessment Card, Keeping fit</p>
12.3	Listening • Identify and select relevant information • Understand ideas, opinions and attitudes	<p>Speaking and Listening Task</p> <p>0510 Paper 51 Jun 2014 Oral Assessment Card, Keeping fit</p>
13.1	Health, fitness and sport Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward	<p>Speaking strategies:</p> <p>Resenting an effective spoken argument</p> <ul style="list-style-type: none"> <li>• Use a suitable register to present their argument to their target audience, using more formal features, such as speaking in complete sentences, using precise vocabulary.</li> <li>• Use conjunctions and markers such as 'therefore', 'on the contrary', which show logical and sequential links between ideas.</li> <li>• Relate to the target audience explicitly, e.g. As parents you will be concerned about...</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
13.2	Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Use appropriate register and style/format for the given purpose and audience	Speaking activity: Cigarette smoking – the right to choose
13.3	Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes	Reading strategies: Making notes • Ability to be selective and identify the key points in a text.  Reading activity: Reading and taking notes  Summary and Note-taking (Georgian Press) page 14
14.1	Health, fitness and sport Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, writer’s purpose, intention and feelings	Reading strategies: • Use the title and picture to predict meaning.  • Skim and scan to locate details and information.  • Distinguish fact from opinion  Reading activity: The role of sport in keeping fit – ‘Women fight to be Sumos’
14.2	Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward	Speaking and Listening Activity  0510 Paper 51 Nov 2014 Oral Assessment Card, Equality
14.3	Listening • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, speaker’s purpose, intention and feelings	Speaking and Listening Activity  0510 Paper 51 Nov 2014 Oral Assessment Card, Equality



# ENGLISH (ESL) SCHEME OF WORK

## FORM 5 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Family and lifestyles Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward	<p>Speaking strategies:</p> <ul style="list-style-type: none"><li>• Apply a wide range of communicative functions. This will include: giving factual information, e.g. The club is open at weekends from ...until.... using prepositional phrases.</li><li>• Explain arrangements, e.g. We are going to get the bus into town and then meet at the ...</li><li>• Ask for permission, e.g. Would you mind if/ would it be all right if...</li><li>• Give permission/conditional permission, e.g. We may let you go, if you ...</li><li>• Give reasons to support views, e.g. The club has a bad reputation. In the newspaper we read that ...</li><li>• ask for clarification: Can you tell us exactly what kind of ...</li><li>• Give warnings: You should be very careful about ...</li><li>• Respond to warnings: I understand why you are worried. I'll make sure...</li><li>• Persuade: Do let me go! I'll promise I'll be....</li><li>• Use 'Tell us about...'</li></ul>

WEEK	TOPIC	TOPIC DETAILS
		<p>Intonation and stress:</p> <ul style="list-style-type: none"> <li>• Practice using intonation and stress to speak clearly and confidently.</li> <li>• Adapt tone and rhythm to convey attitudes and feelings, e.g. sounding concerned, sounding persuasive, sounding disappointed, etc.</li> <li>• Use an appropriate register for speaking to family members.</li> </ul> <p>Speaking activity: Conversation questions</p>
1.2	<p>Listening • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes</p>	<p>Speaking activity: Conversation questions</p>
1.3	<p>Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organize ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling • Use appropriate register and style/format for the given purpose and audience</p>	<p>Writing strategies:</p> <ul style="list-style-type: none"> <li>• Use correct basic grammar, use punctuation</li> <li>• Use correct spelling for common words and some problematic words, use modal verbs for giving instructions (you should/could, etc.)</li> <li>• Use an informal tone and register for giving advice to a friend.</li> </ul> <p>Writing activity: An informal email (invitation)</p> <p>Write an informal email to a friend inviting them to an evening at a club.</p>

WEEK	TOPIC	TOPIC DETAILS
2.1	<p>Family and lifestyles Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organise ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling • Use appropriate register and style/format for the given purpose and audience</p>	<p>Writing strategies:</p> <ul style="list-style-type: none"> <li>• Use correct basic grammar, use punctuation</li> <li>• Use correct spelling for common words and some problematic words, use modal verbs for giving instructions (you should/could, etc.)</li> <li>• Use an informal tone and register for giving advice to a friend.</li> </ul> <p>Writing activity: An informal email (invitation)</p> <p>Write an informal email to a friend inviting them to an evening at a club.</p>
2.2	<p>Speaking • Communicate ideas/opinions clearly, accurately and effectively • Use a range of grammatical structures and vocabulary accurately and effectively • show control of pronunciation and intonation patterns</p>	<p>Vocabulary usage:</p> <ul style="list-style-type: none"> <li>• Use a range of vocabulary, including clauses, for describing clothes.</li> <li>• Recognize and apply the order of adjectives and judge how many adjective are acceptable before a noun.</li> </ul>
2.3	<p>Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Speaking activity:</p> <p>Does appearance really matter?</p>

WEEK	TOPIC	TOPIC DETAILS
3.1	<p>Family and lifestyles Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes</p>	<p>Reading strategies:</p> <p>Instructional texts. Tattoos – Worksheet B</p> <ul style="list-style-type: none"> <li>• Recognize and predict the features of an instructional text.</li> <li>• Recognize and analyses layout features – numbered points or bullets, headings, subheadings.</li> <li>• Recognize and analyses grammatical features: use of the imperative, e.g. keep the bandage on; use of the second person, e.g. after you've had your tattoo; sequencing; advice language (you could, warnings (it might seem like a good idea at the time ...but), linking words (however, but).</li> </ul> <p>Pictorial features:</p> <ul style="list-style-type: none"> <li>• Predict the author's intention and to infer meaning.</li> </ul> <p>Spelling: hard and soft 'g' sounds</p> <ul style="list-style-type: none"> <li>• Identify, pronounce and spell hard and soft g sounds. Examples in the worksheet include 'surgery', 'guarantee', 'regret', and 'bandage'.</li> <li>• Identify and apply spelling strategies such as memorising the look of a word, tracing the word in the air, noticing the silent letters in the word, breaking the word into the component syllables, e.g. un-com-fort-a-ble, recognizing suffixes and prefixes, etc.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
3.2	<p>Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organise ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling</p>	<p>Writing strategies: Summarizing</p> <ul style="list-style-type: none"> <li>• Plan and draft writing and judge how much detail to include to answer the summary question. They are able to identify suitable links and connectors to make the paragraph flow smoothly.</li> <li>• Use paraphrasing or words of similar meaning rather than copying from the text.</li> <li>• Correct spelling errors and identify why the error might have been made, e.g. silent letter, addition of suffix, etc.</li> </ul> <p>Writing activity: ‘The Sound of Silence’ article Appendix 3</p>
3.3	<p>Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organise ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling</p>	<p>Writing strategies: Summarizing</p> <ul style="list-style-type: none"> <li>• Plan and draft writing and judge how much detail to include to answer the summary question. They are able to identify suitable links and connectors to make the paragraph flow smoothly.</li> <li>• Use paraphrasing or words of similar meaning rather than copying from the text.</li> <li>• Correct spelling errors and identify why the error might have been made, e.g. silent letter, addition of suffix, etc.</li> </ul> <p>Writing activity: ‘The Sound of Silence’ article Appendix 3</p>

WEEK	TOPIC	TOPIC DETAILS
4.1	Family and lifestyles Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward	Speaking strategies: <ul style="list-style-type: none"> <li>• Use a range of questions and respond appropriately to questions.</li> <li>• Use suitable vocabulary for expressing views and feelings.</li> <li>• Influence the direction of the conversation.</li> </ul>
4.2	Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward	Speaking activity:  Oral interview – A Noise Appendix 5: Oral Assessment Card
4.3	Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling	Writing strategies:  Writing to persuade
5.1	Family and lifestyles Reading • Identify and select relevant information • Understand ideas, opinions and attitudes	Reading Task: Follow-on the 0510/0511 past paper for oral assessment, 'Noise'
5.2	Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organize ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling • Use appropriate register and style/format for the given purpose and audience	Writing strategies: Writing to persuade <ul style="list-style-type: none"> <li>• Plan and draft writing and choose what is appropriate to include for the purpose and recipient.</li> </ul>
5.3	Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward	Listening skills: <ul style="list-style-type: none"> <li>• Listen for and identify relevant information and opinion from explanations.</li> </ul> Listening activity:  Specimen paper 4 2019, Exercise 2 (Question 5).

WEEK	TOPIC	TOPIC DETAILS
6.1	<p>Media and films Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Speaking strategies: Listen and respond</p> <ul style="list-style-type: none"> <li>• Listen closely to the speakers.</li> <li>• Ability to use clues such as body language, facial expressions and intonation, to understand what is being said and follow the speakers' attitudes.</li> <li>• Use different registers: e.g. I object to. I can't stand, I don't mind.</li> </ul>
6.2	<p>Listening • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</p>	<ul style="list-style-type: none"> <li>• Listen for accuracy in the speakers' use of grammar, e.g. use of tenses, pronouns, prepositions, word order, phrasal verbs.</li> <li>• Use clarification strategies: <ul style="list-style-type: none"> <li><input type="checkbox"/> Do you mean that...?</li> <li><input type="checkbox"/> Can you go over that point again?</li> <li><input type="checkbox"/> I don't see what you mean.</li> <li><input type="checkbox"/> Why do you say that...?</li> </ul> </li> </ul> <p>Speaking activity: Conversation questions: The media</p> <p>0510 Paper 51 Jun 2015, Oral assessment Card Working in the media, 0510 Paper 53 Jun 2015, Oral assessment card The cinema.</p>
6.3	<p>Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organise ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling • Use appropriate register and style/format for the given purpose and audience</p>	<p>Writing strategies:</p> <ul style="list-style-type: none"> <li>• Analyze text and comment on the style and language used. Some learners are able to draw comparisons between different writing styles and their effects.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
7.1	Media and films Listening • Identify and select relevant information	<p>Listening strategies:</p> <ul style="list-style-type: none"> <li>• Write down exactly what is being read to them.</li> <li>• Know that unstressed syllables can be difficult to hear, they are able to listen for discourse markers and grammatical structures.</li> <li>• Use strategies for checking back and confirming understanding during the dictation, e.g.  <input type="checkbox"/> Can you say that again, did you say...?</li> </ul> <p>Punctuation:</p> <ul style="list-style-type: none"> <li>• Understand and apply the rules for sentence boundaries, commas for subordinate clauses and separating words in a list.</li> </ul> <p>Listening activity:</p> <p>Young people and Television – the pros and cons</p>
7.2	Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward	<p>Spelling:</p> <ul style="list-style-type: none"> <li>• Spell correctly common words as well as the more problematic or multi-syllable words such as documentaries, statistics, specifically.</li> <li>• Recognize and apply the 'qu' pattern in spelling.</li> <li>• Recognize and apply the suffix 'ally'.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
7.3	<p>Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organize ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling • Use appropriate register and style/format for the given purpose and audience</p>	<p>Writing strategies:</p> <ul style="list-style-type: none"> <li>• Integrate writing skills and apply writing knowledge to produce a piece of well- connected prose.</li> </ul> <p>Handwriting:</p> <ul style="list-style-type: none"> <li>• Identify their own handwriting issues and develop strategies for making improvements.</li> </ul> <p>Writing activity:</p> <p>No TV for a week</p> <p>Cambridge IGCSE English as a Second Language – Student Book. (Collins) Chapter 11.3 ‘Television’</p>
8.1	<p>Media and films Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, writer’s purpose, intention and feelings</p>	<p>Reading strategies:</p> <ul style="list-style-type: none"> <li>• Identify the use of the topic sentence to introduce an idea which is then developed in the paragraph.</li> <li>• Gain more understanding of the concept of target audience and can identify the prior knowledge the target audience might be expected to have.</li> <li>• Infer the author’s attitude and intention from the text.</li> </ul>
8.2	<p>Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Speaking and reading activity:</p> <p>The World of Films</p>

WEEK	TOPIC	TOPIC DETAILS
8.3	<p>Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organize ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling • Use appropriate register and style/format for the given purpose and audience</p>	<p>Writing strategies: Apply the knowledge of film review genre, register, organization of text, choice of vocabulary, sentence length and structure to write a lively and persuasive film review.</p> <p>Writing activity: Writing a film review</p>
9.1	<p>Technology Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of pronunciation and intonation patterns • Engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Speaking:</p> <ul style="list-style-type: none"> <li>• Express opinions on the given topic, develop and justify their answers and give examples</li> <li>• Listen to other speakers and respond relevantly and effectively</li> <li>• Use appropriate language phrases to express their ideas and feelings, e.g. I'm not so sure about that – disagreement / Exactly! – agreement, What did you mean when you said... - asking for clarification, etc.</li> <li>• Use a range of related vocabulary effectively</li> </ul>
9.2	<p>Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Practice reading for gist, e.g. attitudes and detail, e.g. what, how often, etc.</li> <li>• Guess unknown vocabulary from the context</li> <li>• Practice note taking and summarizing skills, e.g. writer's views on a given topic</li> <li>• Practice proofreading skills</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
9.3	<p>Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organize ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling • Use appropriate register and style/format for the given purpose and audience</p>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Write an article using the appropriate style, register and a range of related vocabulary</li> <li>• Develop writing skills from given feedback and by observing writing conventions from a model piece of writing</li> </ul>
10.1	<p>Technology Reading • Identify and select relevant information • Understand ideas, opinions and attitudes • Show understanding of the connections between ideas, opinions and attitudes • Understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Practice reading for gist, e.g. summarizing ideas in paragraphs, writer's opinions, and detail, e.g. dictionary entries.</li> <li>• Guess target vocabulary from the context by looking for contextual clues, e.g. preceding articles/adjectives, suffixes to identify the part of speech, surrounding vocabulary, etc.</li> </ul>
10.2	<p>Writing • Communicate information/ideas/opinions clearly, accurately and effectively • Organize ideas into coherent paragraphs using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Show control of punctuation and spelling • use appropriate register and style/format for the given purpose and audience</p>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• Practice target language of giving tips in a personalized meaningful context</li> <li>• Practice writing at sentence level as well as text level, applying the correct conventions of punctuation and using language structures accurately and effectively for the given purpose and audience.</li> </ul>
10.3	<p>Speaking • Communicate ideas/opinions clearly, accurately and effectively • Develop responses and link ideas using a range of appropriate linking devices • Use a range of grammatical structures and vocabulary accurately and effectively • Engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Speaking:</p> <ul style="list-style-type: none"> <li>• Share personal experiences on the given topic and to reflect on the differences between the past the present</li> <li>• Practice target language in a more communicative way adopting the appropriate register</li> </ul>



# ENGLISH (ESL) SCHEME OF WORK

FORM 5 - TERM 3

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
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