

Scheme of Work

Cambridge IGCSE™ / Cambridge IGCSE™ (9–1)

English as a Second Language 0510 / 0511 / 0993 / 0991

For examination from 2019



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Introduction

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

Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours for Cambridge IGCSE courses. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The units can be used at any stage of the course. It does not assume knowledge of previous units. Learners need to have achieved a lower intermediate level of English to handle the materials effectively. It is suggested that 10–15 hours could be spent on this unit.

Outline

This scheme of work is divided into eight topic-based units, each providing practice in the syllabus's interrelated skills of speaking, listening, reading and writing. Each unit contains a series of activities linked to a common topic area. Each activity incorporates suggestions for a lesson plan, designed to engage with a particular syllabus assessment objective or objectives. Each activity can act as a stand-alone lesson (but may take more than one lesson to complete); a unit can also be taught as a progressive scheme of work. The activities may be followed in order, or you may prefer to select your own activity-based path through the unit.

There is no prescribed order to the units; teachers may prefer to start with a topic area that they feel is the most accessible for their particular learners. Some teachers may prefer to navigate across the units with a view to focusing on a particular skill, e.g. working through all the activities relating to Listening.

It is assumed that the teacher will structure open and closed questions to check vocabulary and comprehension, correct errors, monitor the acquisition of skills and carry out preparatory exercises of their own if learners lack experience or skills for the activity. The teacher is encouraged to extend the unit with further ideas and materials to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes which have both core candidates and extended candidates, by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps.

Opportunities for differentiation are offered, but there is the potential for differentiation by resource, length, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class.

The language aim of each unit is for learners to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills in the 'learning objectives' column. Note that in these activities several assessment objectives and skills are being practiced at the same time – the nature of English teaching is that all the skills are inter-related. However, the learning objectives column highlights a selection of them. The degree of confidence which the learners achieve the learning objectives will depend on their starting point and the learning approach, with weaker or core learners needing more time for examples and practice. It is expected that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

Resources

The up-to-date resource list for this syllabus, including textbooks endorsed by Cambridge, is listed at www.cie.org.uk. Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective.

Throughout this scheme of work there are references made to the Cambridge IGCSE English as a Second Language 0510 / 0511 past examination papers. The 0510 / 0511 syllabus runs parallel to syllabuses 0991 / 0993 with the same content and can be found on the School Support Hub.

School Support Hub

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

Websites

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

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

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

We have written this scheme of work for Cambridge IGCSE English as a Second Language, and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

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

Suggested teaching activities give you lots of ideas about how you can present learners with new information in a more learner-centred way. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
Reading R1 identify and select relevant information	Reading: learners practise reading for gist, e.g. attitudes and detail . what, how n, etc.	<p>Extension activity (skills): Learners read related articles online about reliance on technology, summarise the author’s findings/views and express their own opinion in a class/group discussion. They select the most common opinions on the topic and use these as a basis to write an article on the same subject of reliance on technology.</p> <p>(I) Learners should be encouraged to rewrite their first drafts as homework based on the feedback given by their peers and the teacher.</p> <p>(F) Learners read the articles and comment on style/register (semi-formal article), paragraphing, linking devices, e.g. however, range of related vocabulary and spelling.</p>

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

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding without direct input from you.

Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support
Using these resources with your learners allows you to check their progress and give them confidence and understanding.

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

1. Travel and tourism

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S2 develop responses and link ideas using a range of appropriate linking devices S3 use a range of grammatical structures and vocabulary accurately and effectively S4 show control of pronunciation and intonation patterns S5 engage in a conversation and contribute effectively to help move the conversation forward</p> <p>Listening L2 understand ideas, opinions and attitudes L3 show understanding of the connections between ideas, opinions and attitudes L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</p>	<p>Speaking and listening strategies: Describing places</p> <p>Learners are able to ask about and describe places and past events.</p> <p>Learners are able to 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...</p> <p>Learners are able to choose appropriate vocabulary, e.g. dramatic vocabulary ('spectacular', 'dreadful', 'breath taking') to describe a dramatic experience.</p>	<p>Talking about holidays: 'Travel' a set of questions to be used in class can be found at: www.eslpartyland.com/teachers/conversation/cqtravel.htm www.eslconversationquestions.com/travel/ www.esldiscussions.com/t/travel.html (this worksheet explores more complex ideas, suitable for more able learners)</p> <p>Learners use the conversation questions from the worksheet 'Travel'. The worksheet provides the stimulus for discussing aspects of holidays, such as the kind of holidays they enjoy, places they have visited, family holiday memories, holiday plans, good and bad holiday experiences and so on.</p> <p>Learners will need to explore suitable vocabulary and phrases before they start the activity, do some revision of past tenses, and revise ways of asking questions. The conversation questions can be used flexibly, e.g. cut up for pair work. Not all of them need to be used.</p> <p>A feedback activity can round off the conversation. Groups can report views and experiences to other groups and follow-up questions can be asked across the groups. This provides opportunities to correct language errors tactfully and clarify concepts and vocabulary issues.</p> <p>The conversation can be consolidated with some written work based on the individual questions. Narrating a good or bad holiday experience would be very appropriate and could be targeted at writing a letter or magazine article.</p> <p>Attention should be paid to an appropriate format and style and register for the recipient. For example, learners in pairs could discuss the differences between writing a letter about the holiday to a friend and a letter of complaint to the manager of a hotel. This activity could be followed up by feedback to the class before the learners are invited to write as the teacher directs.</p>
<p>Reading R1 identify and select relevant information</p>	<p>Reading strategies: Recognising specialist vocabulary</p>	<p>Risk and travel abroad: Reading a newspaper report, dictionary work and writing.</p> <p>Learning English –Words in the News 10 August 2005 Climber rescued from dangerous peak: www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/08/050810_climber.shtml</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>R2 understand ideas, opinions and attitudes</p> <p>R3 show understanding of the connections between ideas, opinions and attitudes</p> <p>R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p>	<p>Learners are able to 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.</p> <p>Recognising topic-based vocabulary.</p> <p>Learners are able to recognise topic-based vocabulary and develop strategies for working out the meaning of words by studying contextual clues or word formation.</p>	<p>Learners read the intriguing newspaper report <i>Climber rescued from dangerous peak</i> about a climber who was rescued from a mountain ledge in Pakistan where he had been trapped for a week. Learners can use the text to explore the attraction of dangerous adventures and speculate as to why people are attracted to these activities - personal sense of fulfilment, search for meaning in life, curiosity about one's personal limits, etc. This discussion could take place in pairs or as a class.</p> <p>From the text, learners decide whether it is possible to infer the writer's attitude to the climber. (It is arguable that from the tone of the article the author admires the climber for his bravery and persistence, e.g. famous for his assaults/it is the second time...).</p> <p>Vocabulary: The text provides some good topic-based vocabulary, e.g. 'avalanche', 'mountain peak' and some technical vocabulary to explore, e.g. 'ropes', 'ice screws'.</p> <p>Learners try to work out the meaning of unfamiliar words, e.g. the compound 'sleeping bag', by looking at context or the way the words are formed.</p> <p>Sentence structure: The text enables the study of narrative tenses and dramatic words like <i>huddled</i>. Learners can use highlighter pens to pick out examples, e.g. Tomaz Humar had spent nearly a week huddled on a ledge.</p> <p>It would be useful for learners to identify the Republic of Slovenia, where the climber comes from, and Pakistan, on the map.</p> <p>Vocabulary follow-up: A good follow-up activity would be for learners to use reference material to build vocabulary, e.g. collocations with ice or snow. Synonyms or opposites for 'cold', 'hunger' or danger in various degrees of intensity; the connotations of <i>huddled</i>.</p>
<p>Writing</p> <p>W1 communicate information/ideas/opinions clearly, accurately and effectively</p> <p>W2 organise ideas into coherent paragraphs using</p>	<p>Writing strategies: email, journal entry</p> <p>Learners are able to judge the tone and register for different purposes, make appropriate vocabulary choices, structure</p>	<p>Writing activities: email, journal entry.</p> <p>Learners brainstorm ideas for writing an email from the climber to his family describing his adventures or what he might say in a journal entry.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>a range of appropriate linking devices</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p>	<p>work in coherent paragraphs and use a variety of grammatical structures and tenses.</p>	<p>When planning and drafting writing, sentence structure (including structure for narrative tenses) can be further explored. Suitable vocabulary and expressions for telling a story can be elicited, repeated, practised in example sentences and written on the board.</p> <p>Extension activity: Suitable words and phrases for writing in an informal register can be elicited and discussed. Learners write more emails related to travel for homework using these phrases, e.g. 0510 Jun 2019 Paper 22 Q13</p> <p>More able learners can write at greater length. They can be challenged to experiment with different styles/tones/viewpoints, e.g. write a narrative of the rescue of a mountain climber from the point of view of a rescuer.</p>
<p>Reading</p> <p>R1 identify and select relevant information</p> <p>R2 understand ideas, opinions and attitudes</p> <p>Speaking</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>Writing</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p>	<p>Reading strategies:</p> <p>Past tenses: Learners are able to use their knowledge of tenses to predict text and replace verb endings.</p> <p>Learners are able to recognise regular and irregular past tense verb forms.</p> <p>Learners know that some consonants are doubled when the verb is used to express the past.</p> <p>Learners are able to use dictionaries to check meaning.</p>	<p>Reading text: 'The New Seven Wonders of the World' (The text is about the seven modern wonders of the world as opposed to the ancient seven wonders.) www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/07/070711_wonders.shtml</p> <p>The endings of verbs in the past tense in the text can be blanked out and learners work in pairs to replace them. The replacements can be checked and discussed, and attention drawn to spelling issues, e.g. <i>shunned</i>. Irregular forms such as <i>unknown</i> can be identified and several other examples elicited from learners' prior knowledge.</p> <p>The article itself can be read as a whole and discussed. Dictionaries can be used to check the meaning of unfamiliar words and to write example sentences with these words as a follow-up.</p> <p>After familiarising themselves with the written text, as above, learners in pairs can write simple questions on the text for their partner to answer. Learners then read the text again and answer each other's questions.</p>
<p>Speaking</p> <p>S1 communicate ideas/opinions clearly, accurately and effectively</p>	<p>Speaking strategies:</p> <p>Learners are able to express opinion (as I see it, etc.) giving reasons (too many tourists lead to cause/ overcrowding/</p>	<p>The pros and cons of tourism: discussion www.englishclub.com/esl-worksheets/conversation/travel.htm</p> <p>Brainstorming:</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>S2 develop responses and link ideas using a range of appropriate linking devices</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S4 show control of pronunciation and intonation patterns</p> <p>S5 engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>changes in our way of life) (I'm in favour of tourism because it creates employment and helps develop our economy).</p> <p>Learners are able to make contributions and influence a discussion, e.g. If I may interrupt/I take your point but we also need to consider...</p>	<p>The stimulating questions relating to tourism from the worksheet can be selected and used to explore the benefits, disadvantages and future of tourism. This could be done as a brainstorming activity in groups, with groups asked to find a minimum of ten points which are then discussed with the whole class.</p> <p>Language exploration: Learners explore, revise, practise and repeat suitable expressions for giving opinions, giving reasons to justify views, and suitable phrases for moving a discussion forward.</p> <p>Debate: The topic could be developed by using a structured debate in which, for example, the class discuss the proposition: 'Tourism does more harm than good.'</p>
<p>Writing</p> <p>W1 communicate information/ideas/opinions clearly, accurately and effectively</p> <p>W2 organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p>	<p>Writing strategies: This writing activity will enable learners to show that they can construct an effective argument, giving clear reason and examples, and adopt a tone that sounds fairly formal.</p> <p>Writing strategies: Advertising The leaflet will enable learners to show they can use persuasive language for a specified reader. Learners will be able to use positive adjectives for describing places ('delightful', 'charming', 'historic', 'bustling', 'rare') and persuasive expressions, e.g. an unforgettable sight.</p> <p>Layout: Learners will be able to use a suitable layout, including bullet points, diagrams, etc. for a leaflet.</p>	<p>Writing activity: letter to a newspaper Learners imagine there is a proposal to make a part of the beach private for tourists only. Learners write a letter to the newspaper giving their opinions of this idea. In small groups, learners brainstorm ideas for their letters, plan and draft an outline, review suitable expressions for expressing views and giving reasons.</p> <p>Less able learners could be offered more help such as more time for the activity and more checking with regard to the word lists they will work from. More able learners can write at greater length and revise suitable language for a formal tone and register.</p> <p>Writing activity: Advertising leaflet Learners write a leaflet for a tourist agency promoting the attractions of their town for visitors. At the planning and drafting stage, suitable vocabulary for places and expressions of enthusiasm can be explored.</p> <p>Extension activity: More advanced learners need to consider the target readership and what would be an appropriate tone or level of formality.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Listening L1 identify and select relevant information L2 understand ideas, opinions and attitudes L3 show understanding of the connections between ideas, opinions and attitudes L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</p> <p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S3 use a range of grammatical structures and vocabulary accurately and effectively S5 engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Listening skills: Recognising implicit and explicit attitudes</p> <p>The listening exercise will enable learners to recognise the speaker's feelings and attitudes, and through rising and falling intonation. Learners are able to identify common structures and vocabulary used in expressing positive attitudes, e.g. positive adjectives.</p> <p>Learners are able to select and organise material for specific purposes.</p>	<p>https://www.esolcourses.com/content/lifeintheuk/london/green-london/upper-intermediate-listening-lesson.html</p> <p>Listening and discussion: environmentally friendly tourism. Learners discuss the title, brainstorm what this could involve. Learners then watch the clip and take notes of examples of environmentally friendly tourism in London and what the speaker's attitude to London is. Learners check their answers with others and feedback to the whole class.</p> <p>Learners check the key vocabulary. Alternatively, learners are given example sentences from the video clip with the key vocabulary and guess the meaning from the context. They are then given the correct dictionary definitions and match them to the correct words/phrases.</p> <p>Learners watch the video clip one more time and do the multiple-choice comprehension exercise. Learners discuss how environmentally friendly their town/city/capital city is.</p> <p>Extension activity (skills/language): Learners identify the target audience of this video clip (i.e. the wider public, probably the younger generation), what register is used (informal to semi-formal) and how this affects the choice of language structures and vocabulary, e.g. phrasal verbs – 'hang out', active voice rather than passive voice, as if talking directly to the listener – 'put your credit card into the machine here... and away you go'. If possible, learners record a short clip about their city with a running commentary.</p>
<p>Reading R1 identify and select relevant information R2 understand ideas, opinions and attitudes R3 show understanding of the connections between ideas, opinions and attitudes</p>	<p>Reading strategies: Order of paragraphs</p> <p>Learners can recognise and use the correct order of paragraphs so that the whole text flows and makes complete sense. Learners develop reading skills and competence in an exam-type text.</p>	<p>Reading text: <i>On the rails in India</i> (See Appendix 1: Exercise 1)</p> <p>A traveller explains why he will never forget his first train journey in India. The paragraphs of the text can be cut up for reordering in groups. Learners talk afterwards in pairs and consider how they were able to rebuild the passage – they will identify the discourse features, e.g. 'after seeing the pyramids' links back to the previous paragraph.</p> <p>Internet project: Lonely Planet online Learners visit the Lonely Planet website www.lonelyplanet.com/</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p> <p>Writing</p> <p>W1 communicate information/ideas/opinions clearly, accurately and effectively</p> <p>W2 organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>Speaking</p> <p>S1 communicate ideas/opinions clearly, accurately and effectively</p> <p>S5 engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Reading strategies: Lonely Planet online. Learners will be able to skim, scan and read for meaning to locate and retrieve information online.</p> <p>Learners are able to use the internet to research information and can recognise and follow computer instructions such as 'click on homepage', 'icon'.</p>	<p>Lonely Planet publishes guidebooks for travellers. Learners explore the site and its links and answer the questions on the worksheet about places to visit and advice for travellers.</p> <p>Writing an email: Learners write an email to a teacher about what they have found out from their exploration of the Lonely Planet website.</p> <p>Extension activity (skills): For homework, learners write a short paragraph about what they like to do on their holidays, the destinations and type of transport they prefer, etc. The information can be fictional. Learners are also asked to bring in a range of leaflets for tourists visiting the local area, e.g. to visit a Zoo, a castle, a museum, a nature reserve, an advertisement for a hotel, etc. In the following lesson, learners work in groups, read somebody else's description and plan a holiday for them based on the preferences expressed in the piece of writing. Learners then present their plans to the class and justify their choices.</p> <p>For extension work, the theme of travel and tourism can be further explored in IGCSE textbooks. E.g. <i>Cambridge IGCSE Core English as Second Language, Coursebook</i>, Chapter 3 where all four skills are practised with more related language input. http://education.cambridge.org/uk/subject/english/english-as-a-second-language/cambridge-igcse-core-english-as-a-second-language</p> <p>This topic could also be developed into <i>Exploration</i>.</p>

2. Shopping and the consumer society

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S2 develop responses and link ideas using a range of appropriate linking devices S3 use a range of grammatical structures and vocabulary accurately and effectively S4 show control of pronunciation and intonation patterns S5 engage in a conversation and contribute effectively to help move the conversation forward</p> <p>Listening L1 identify and select relevant information L2 understand ideas, opinions and attitudes L3 show understanding of the connections between ideas, opinions and attitudes</p>	<p>Speaking and listening strategies:</p> <p>Learners are able to 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...</p> <p>Learners are able to give detailed descriptions, e.g. Shopping online is really good fun...</p> <p>Learners know and can apply vocabulary for shopping, e.g. 'label', 'bargain', 'receipt', 'boutique', etc.</p> <p>Learners are able to listen and respond accordingly</p>	<p>Shopping: Discussion and vocabulary.</p> <p>Conversation Questions - shopping: www.eslpartyland.com/teachers/conversation/cqshopping.htm www.englishclub.com/esl-worksheets/conversation/TP_Shopping.pdf</p> <p>The worksheet: Shopping can be used in a flexible way (cut up for a game for example) to discuss practical issues around shopping, including the kind of shoppers Learners are, the places they shop, whether they read the label, how price conscious they are and what was the last thing they bought for themselves. Alternatively, learners are given one question each. They each answer the question - trying to develop their answers. Others listen and guess the question that is being answered. At the end they respond by asking extra questions or commenting on what had been said.</p> <p>Extension activity: The shopping worksheet from englishclub.com enables Learners to make comparisons, e.g. say whether they prefer shopping in big shops or little boutiques and whether it is safer to shop in stores or online.</p> <p>Extension activity: For more able groups, a selection of questions from both worksheets would be ideal to cover a greater range of ability. The Shopping worksheet from www.englishclub.com has a stretching range of vocabulary, e.g. chain store, 'boutique', 'bargain-hunter', 'shopaholic'. It can be cut up for flexible use.</p>
<p>Writing W1 communicate information/ideas/opinions clearly, accurately and effectively</p>	<p>Writing strategies: Learners are able to plan and draft writing and choose what is appropriate to include for the purpose and recipient.</p>	<p>Writing: Shopping</p> <p>The previous speaking exercise will have generated many ideas, themes, vocabulary and structures for writing.</p> <p>Written work to consolidate the activity could include:</p>

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<p>W2 organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p> <p>Reading</p> <p>R1 identify and select relevant information</p> <p>R2 understand ideas, opinions and attitudes</p> <p>R3 show understanding of the connections between ideas, opinions and attitudes</p>	<p>Proof-reading skills: Learners are able to proof read their work and correct errors of punctuation, spelling, word order, sentence structure and vocabulary.</p>	<ul style="list-style-type: none"> • a letter of complaint about an unsatisfactory product or poor service in a shop • an email to a friend with a description of a favourite place to shop or a shopping website and recommending it • an email to a friend about a recent shopping trip where something totally unexpected happened or something was bought on impulse and later regretted • a report on the range of shops in the local area which evaluates their usefulness • an article about the pros and cons of shopping online <p>After brainstorming for ideas, planning and drafting is completed, learners compose their own work. Final drafts can be shared with each other for help with proof-reading and peer evaluation. Learners read some good examples aloud to the class for discussion and peer feedback. Less able learners will need more preparation time for the activity and more support to develop a language resource to work from, e.g. word and useful phrases lists.</p> <p>Extension activity: More able learners can write at greater length. Also with support, learners can be directed to acquire a formal tone and register, if they are writing in a formal context.</p> <p>The Consumer Society: www.teachingenglish.org.uk/try/lesson-plans/consumer-society The worksheet on the Consumer Society is a useful resource for introducing useful vocabulary and ideas, including a reading/comprehension exercise.</p>
<p>Reading</p> <p>R1 identify and select relevant information</p> <p>R2 understand ideas, opinions and attitudes</p> <p>R3 show understanding of the connections between ideas, opinions and attitudes</p> <p>R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p>	<p>Reading strategies:</p> <p>Learners are able to read for detailed meaning.</p> <p>Learners are able to identify the main points of the argument and the supporting details and examples.</p> <p>Learners are able to draw inferences from the text.</p> <p>Learners are able to analyse the use of features of an argument.</p>	<p>The pros and cons of the Consumer Society</p> <p>http://learnenglish.britishcouncil.org/sites/podcasts/files/learnenglish-magazine-consumer-society-support-pack.pdf</p> <p>www.teachingenglish.org.uk/article/consumer-power</p> <p>The British Council lessons' package 'The Consumer Society' enables learners to explore the issues around modern consumer society and whether there is pressure to buy the things that are produced. The package provides vocabulary building work, discussion questions.</p> <p>There is interactive material for classroom or individual use.</p> <p>The detailed reading comprehension text introduces the ideas of being a consumer rather than simply a customer.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	<p>Learners are able to evaluate bias in an argument.</p>	<p>Learners explore the effect of the choices we consciously or unconsciously make and whether we are influenced by advertising and promotions. From the text, it is possible to draw the inference that being rich or poor is as much about the way we think and feel, as about the money we have.</p> <p>Learners have the opportunity to explore bias in the argument, especially what has not been mentioned or avoided by the author, such as the long-term effects on the economy if people stop buying things so much. It should produce some heated discussion and will make even the most committed shopaholics in the group pause for thought.</p> <p>Highlighter pens are useful to help learners pick out evidence and examples in the text from the main points in the argument. Attention can be drawn to the repeated use of the word 'if' to draw attention to choices. The text is accompanied by comprehension questions requiring short answers.</p>
<p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S2 develop responses and link ideas using a range of appropriate linking devices S3 use a range of grammatical structures and vocabulary accurately and effectively S4 show control of pronunciation and intonation patterns S5 engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Speaking strategies: Discussion: Globalisation:</p> <p>Analysing and speculating: Learners are able to use skills of analysing 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.</p> <p>Speaking clearly and appropriately:</p> <p>Learners are able to 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.)</p>	<p>Discussion: Globalisation www.tefl.net/esl-lesson-plans/TP_Globalisation.pdf</p> <p>Learners explore the Globalisation worksheet from www.tefl.net to discuss what globalisation means to them and how it has affected them. The worksheet helps focus their thoughts on the advantages and disadvantages of a global economy in every aspect of life. Activity 4 could be carried out in a flexible way with small groups exploring one main question each and a couple of key words such as 'food', 'clothes'.</p> <p>Vocabulary for the topic can be elicited, repeated, used in example sentences and written on the board. Learners will have a chance to discuss how and why globalisation comes about. They could speculate on the future of a world where life has become much more homogenous and big brands dominate more and more of our lives and they could discuss alternatives.</p> <p>The discussion can lead on to how globalisation or alternative economic systems might affect higher values, such as care for the elderly, help for, and attitudes to, poor people, etc.</p> <p>Extension activity: In the discussion, the use of stress and intonation patterns and suitable phrases to express views, disagree and interrupt politely can be highlighted, tactfully corrected if necessary, and practised by the whole class. New and more vocabulary can be elicited, repeated, practised (in example sentences) and written on the board/whiteboard.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	Learners know and can use vocabulary for the topic, e.g. 'identity', 'culture', 'multi-national corporations', 'global market' and 'brand name'.	
<p>Writing W1 communicate information/ideas/opinions clearly, accurately and effectively W2 organise ideas into coherent paragraphs using a range of appropriate linking devices W3 use a range of grammatical structures and vocabulary accurately and effectively W4 show control of punctuation and spelling W5 use appropriate register and style/format for the given purpose and audience</p> <p>Reading R1 identify and select relevant information R2 understand ideas, opinions and attitudes R3 show understanding of the connections between ideas, opinions and attitudes</p>	<p>Writing activities: Complex structures</p> <p>The writing exercises enable Learners to focus on writing complex sentences using a main clause and one or more subordinate clauses.</p> <p>Learners are able to use connectives to express reason, purpose, condition, contrast, etc.</p>	<p>Writing: Pros and cons of globalisation</p> <p>Writing activities to consolidate the speaking activities could include writing paragraphs based on questions in the worksheet.</p> <p>Extension activity: More demanding writing tasks could include writing a letter to a newspaper in favour of, or against, a proposal to build a foreign-owned factory in a local area.</p> <p>Alternatively, learners plan an article for a teenage magazine persuading teenagers to either keep to 'traditional' lifestyles and traditions or to encourage new 'modern' ideas and behaviours. The best examples could be printed and letters written in response to the teenage magazine article disagreeing/agreeing with the views presented.</p> <p>For preparation, learners brainstorm ideas, plan and draft writing in small groups. Examples of complex sentence structure can be written on the board for learners to analyse. Simple sentences, such as, 'We eat traditional food' can be given for contrast and learners discuss how to make them more interesting and complex by adding clauses, further phrases and adjectives, or examples.</p> <p>Extension activity: Paragraphs of learners' own writing can be extracted and discussed, and suggestions elicited of how to make the examples more varied and sophisticated.</p> <p>Alternatively, learners study the style, register, organisation and appropriate language of a semi-formal article. Learners then work in groups and each group is asked to write one paragraph of the same article, e.g. Group 1 – paragraph 1 introduction, Group 2 – paragraph 2 ideas supporting the issue, etc. Learners are then given photocopied paragraphs from the other groups and read the article and make changes to the sentences/vocabulary/linking devices to make the article cohesive and coherent.</p>
Reading	Reading strategies:	Reading a newspaper report: The Beckham Brand

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>R1 identify and select relevant information</p> <p>R2 understand ideas, opinions and attitudes</p> <p>R3 show understanding of the connections between ideas, opinions and attitudes</p> <p>R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p>	<p>Learners understand and discuss abstract concepts.</p> <p>Learners will be able to recognise and understand key specialist terms for business activity, e.g. contracts.</p> <p>Learners are able to recognise 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.</p>	<p>www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/07/070713_bekham.shtml</p> <p>Although the theme of branding is timeless, articles about 'celebrities' can date quickly, in which case the same website can be searched for other more recent or topical examples.</p> <p>This text focuses on the English footballer David Beckham as a commercial brand, his business activities and earnings. There are opportunities for topic vocabulary development (commercial brand, sponsorship deals, advertising contracts). Further examples can be elicited, practised in example sentences and written on the board.</p> <p>Learners discuss the commercial spin-offs from sport and decide whether this is a good thing.</p> <p>Extension activity(language): Learners improve their vocabularies through various games, e.g. brainstorming as many words associated with <i>business</i> as possible and put them into sentences to show their meaning. The text also has many examples of compounds, e.g. 'commercial brand', 'profit sharing', and learners work on building up examples of compounds from single words.</p> <p>Learners make a mind map of some key words, e.g. shop, buy, etc. and the most common fixed phrases/compound nouns, collocations, phrasal verbs or idioms made from these key words, e.g. shop till you drop, a shopping spree, a corner shop, to shop around, etc. Learners can be asked to make a wall poster. Common collocations and phrases can be found in a dictionary.</p> <p>Learners work in pairs and prepare gapped sentences to test how many words/phrases the other pairs can remember. Another way of testing how many words/phrases learners have learnt successfully, can be through guessing games (definition/synonyms/examples – learners guess the word/phrase) or Pictionary (drawing pictures – guessing the word/phrase).</p> <p>Extension work could include consideration of the world of business. <i>Cambridge IGCSE English as a Second Language</i> Chapter 5.1 focuses on some aspects of the world of consumerism and includes some Listening practice.</p>
<p>Listening</p> <p>L1 identify and select relevant information</p> <p>L2 understand ideas, opinions and attitudes</p>	<p>Listening strategies: Learners are able to identify key words and phrases and extract information in order to complete a set of notes.</p>	<p>Listening activity: Ethical shopping http://learnenglish.britishcouncil.org/sites/podcasts/files/learnenglish-uk-culture-ethical-shopping-support-pack_0.pdf</p> <p>Learners listen to the talk about ethical shopping. The topic can be introduced by asking learners if they shop for fashion; or fashion that's made with values. Learners discuss what they think the</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>L3 show understanding of the connections between ideas, opinions and attitudes</p> <p>L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</p>		<p>talk might be about. You can ask learners to list ten key words they think might be associated with ethical shopping.</p> <p>When listening, learners can be encouraged to try to guess the meaning of unknown words, and be aware that it is important to try to guess from the context, and that it is not necessary to understand every word to understand the gist.</p> <p>Learners can listen first to see if any of their key words were mentioned.</p> <p>The British Council materials include an interactive reading or listening exercise. There is also the option to download the transcript and questions, so this can also be a reading exercise, either on its own or as an extra support for less confident learners.</p> <p>Extension activity: Learners engage in a follow-up discussion where they discuss the topic overall. They may like to share their views on the pros and cons of ethical shopping.</p>

3. Science and nature

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S2 develop responses and link ideas using a range of appropriate linking devices S3 use a range of grammatical structures and vocabulary accurately and effectively S4 show control of pronunciation and intonation patterns S5 engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Speaking strategies: Learners will be able to use stress and intonation so that meaning is clear.</p> <p>Learners are able to give opinions and select appropriate words to carry the stress in sentences, e.g. People say that...</p> <p>Learners are able to pronounce new vocabulary and put the stress correctly on multi-syllable words such as 'endangered'.</p> <p>Learners are able to speak at an appropriate pace and speed and respond to the speaker. Some learners will be able to influence the direction of the conversation.</p>	<p>Speaking activity: Zoos – the pros and cons <i>Success International English Skills for IGCSE</i> (Georgian Press) Unit 9.</p> <p>Discussion and vocabulary-building: Learners brainstorm the advantages and disadvantages of zoos. The class can be split into two groups to do this with a group taking each side. The results can then be feedback into the main group.</p> <p>Useful language for the topic can be identified, e.g. 'cage', 'enclosures', 'zoo keeper', 'endangered', 'breeding', 'in captivity', 'natural', 'in the wild', 'happy'/unhappy', 'habitat', 'predators', 'extinct'. New words are repeated, practised in sentences and written on the board. Stress in words, especially longer words, is highlighted and practised.</p> <p>Language expressions for expressing contrasting views and opinions are elicited, explored and practised. A list could be written on the board, e.g. People say that...but, a common misconception is that, contrary to popular belief, it is unfair of people to say that.</p> <p>Sentence stress can be highlighted, repeated and practised in example sentences. Hurried or mumbled speech can be tactfully corrected.</p>
<p>Reading R1 identify and select relevant information R2 understand ideas, opinions and attitudes R3 show understanding of the connections between ideas, opinions and attitudes R4 understand what is implied but not directly stated, e.g. gist, writer's</p>	<p>Reading strategies: Building vocabulary: phrasal verbs</p> <p>Learners are able to 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</p> <p>Reading strategies: Drawing inferences</p>	<p>Reading activity: Zoos: Newspaper report www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/12/061220_giraffes.shtml</p> <p>'Zoo visitors look up to new baby'</p> <p>Learners can use this engaging text about the birth of a rare breed of giraffe, to explore further the role of zoos in protecting endangered species by developing breeding programmes.</p> <p>Language features to draw attention to are the use of the French word 'debut' which could lead to a discussion of foreign words in English.</p> <p>Extension activity:</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
purpose, intention and feelings	<p>Awareness of bias</p> <p>Learners are able to understand that bias creates a one-sided view.</p> <p>Learners can infer information from the tone of a text.</p>	<p>More practice on placing the stress correctly in longer words, e.g. 'curator' is possible. Also, the use of phrasal verbs, e.g. 'look up' can be explored, including literal and non-literal aspects, other examples elicited, such as 'stand by me'; practised in sentences and written on the board.</p> <p>Bias in the article can be explored by considering what aspects of the zoo's activities were not mentioned, e.g. how many animals might be unhappy, whether the giraffe might be better off born in a natural habitat.</p> <p>Inferences (very positive) about the overall standards and quality of care at the zoo can be drawn from the warm tone and positive, caring language of the article, e.g. the new born giraffe is a 'baby'/'delighted to welcome'/'coming along well'.</p> <p>Extension activity: Learners use highlighter pens to highlight and discuss examples of positive connotations in vocabulary and warm tone.</p>
<p>Listening</p> <p>L1 identify and select relevant information</p> <p>L2 understand ideas, opinions and attitudes</p> <p>L3 show understanding of the connections between ideas, opinions and attitudes</p> <p>L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</p>	<p>Listening strategies:</p> <p>Learners are able to orientate themselves to the text and mentally prepare for what they might hear, in terms of language and content.</p> <p>Learners are able to identify exact detail.</p>	<p>Listening activity: The electronic zoo <i>Success International English Skills for IGCSE</i> (Georgian Press) Unit 9</p> <p>Learners listen to a talk about the concept of an electronic zoo. Modern technology is used to portray the animals in natural settings.</p> <p>Before listening, learners discuss the idea of an electronic zoo where most of the exhibits are seen on large screens, rather than in real life. They can predict what they might expect to hear on the recording. Important vocabulary to check before listening includes: 'audio-visual', 'on location', 'live exhibits', 'natural history', 'pre-recorded'.</p> <p>Learners should listen about three times to the talk. First, they can listen for the general idea and one or two specific pieces of information, such as whether any live animals are in the zoo. Secondly, they can listen and answer the true/false questions and thirdly listen and check their answers. The recording can be paused at specific points so learners can listen carefully for detail when checking answers.</p> <p>Extension activity: Learners discuss whether it is possible to infer the speaker's attitude from his intonation and from the information given.</p>
<p>Writing</p> <p>W1 communicate information/ideas/opinions</p>	<p>Writing strategies:</p> <p>Learners are able to use appropriate sentence structure</p>	<p>Writing activity: The zoo visit</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>clearly, accurately and effectively</p> <p>W2 organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p>	<p>and grammar to achieve purpose.</p> <p>Learners are able to recognise and use past simple, continuous and perfect forms.</p> <p>Learners are able to recognise and use countable and uncountable nouns when checking subject-verb agreement.</p> <p>Learners are able to identify and use the correct prepositions after verbs, adjectives, etc.</p>	<p>Learners imagine they have visited a zoo and write about their visit for the school magazine. This can be based on real or imagined experience. If learners have never been to a zoo, use of zoo leaflets or computer printouts would provide a good stimulus. The writing can be targeted as an article for a teenage magazine.</p> <p>After learners have brainstormed ideas, planned and drafted writing, an error-correction activity in pairs or groups can be carried out. The focus could be on correct tense formation, subject-verb agreement and correct preposition.</p> <p>Common errors can be extracted from learners' work and written on the board for group checking and correction. Pairs of sentences can be demonstrated to contrast the use and purpose of various structures. . When focusing on error correction with less able learners, prioritise those errors that are most likely to impede basic understanding. Weak language areas can be identified and rectified by the use of language study exercises. This is especially useful for learners achieving in the lower range.</p> <p>Extension activity: More able learners can write at greater length. They should be encouraged to develop a range of sentence structures.</p>
<p>Reading</p> <p>R1 identify and select relevant information</p> <p>R2 understand ideas, opinions and attitudes</p> <p>R3 show understanding of the connections between ideas, opinions and attitudes</p> <p>R4 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: Learners are able to recognise and use pronoun references and subordinate clauses. They understand their role in text cohesion.</p> <p>Spelling and vocabulary for topic areas – Science and English: Learners to recognise and use vocabulary from science. They are able to apply knowledge of word structure and root.</p> <p>Learners are aware of word borrowings to describe science</p>	<p>Reading activity: Big cat in danger www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2004/04/040426_bigcatdanger.shtml</p> <p>The reading text focuses on the Iberian lynx, which is in danger of becoming extinct. It lives in Spain and Portugal. The text can be cut up into separate sentences. Learners can work in pairs to reorder the text.</p> <p>Extension activity: Learners discuss the role of pronoun references, e.g. 'it' and other textual linking devices such as subordinate clauses, e.g. If more isn't done... Examples from the text can be written on the board and explored. Further examples from learners' own work can be elicited and discussed.</p> <p>The whole text can be read and discussed, further exploring the problems of endangered species and identifying new vocabulary.</p> <p>Learners can use new vocabulary in example sentences.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	<p>inventions, e.g. mouse, and recognise and use them correctly.</p> <p>Homophones and homonyms: Learners are able to recognise and apply homonyms and homophones.</p> <p>Learners are able to use spelling strategies such as syllabification to spell words correctly.</p>	<p>Extension activity: As a follow-up, learners can consider the topic of animal conservation.</p>
<p>Reading R1 identify and select relevant information R2 understand ideas, opinions and attitudes R3 show understanding of the connections between ideas, opinions and attitudes R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p> <p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S2 develop responses and link ideas using a range of appropriate linking devices S3 use a range of grammatical structures and vocabulary accurately and effectively</p>	<p>Reading strategies: Learners are able to 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.</p> <p>Learners are able to analyse words using knowledge of sentence structure and word type and word derivation to work out meaning.</p> <p>Bias and conflict: Learners are able to read the arguments and identify conflicting points of view.</p> <p>Learners can recognise and apply the difference between fact and point of view.</p>	<p>Reading activity: Science and ethics</p> <p>Speaking assessment card, <i>The Medical World</i></p> <p style="text-align: center;">G The medical world</p> <p>Candidate's Card</p> <p>Healthcare concerns us all, and includes medical treatment as well as ways to prevent illnesses.</p> <p>Discuss this topic with the Examiner.</p> <p>Please use the following ideas to help develop the conversation:</p> <ul style="list-style-type: none"> • what you do to avoid illness • whether or not you would like to be a doctor, and why • the idea that it's better to spend public money on preventing illnesses rather than curing them • the view that it's much more difficult to remain healthy in the modern world than ever before • the suggestion that prolonging life should not be the main aim of medicine. <p>You are free to consider any other related ideas of your own.</p> <p>Remember, you are not allowed to make any written notes.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>S4 show control of pronunciation and intonation patterns</p> <p>S5 engage in a conversation and contribute effectively to help move the conversation forward</p> <p>Writing</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p>	<p>Learners are able to use inference to draw conclusions.</p> <p>Reading strategies: Learners will be able to use the text to extract the main points and ideas.</p> <p>Learners will be able to identify how the first sentence of a paragraph introduces a main point.</p> <p>Learners can practise skimming and scanning to locate the information required.</p>	<p style="text-align: center;">J Science</p> <p>Candidate's Card</p> <p>Many people accept that science helps to explain the world around us.</p> <p>Discuss aspects of science with the Examiner.</p> <p>Please use the following ideas to help develop the conversation:</p> <ul style="list-style-type: none"> • some scientific ideas that interest you • whether or not you would like to become a scientist • how science has helped to improve people's lives • ways in which scientific developments have caused problems • the suggestion that science cannot explain everything. <p>You are free to consider any other related ideas of your own.</p> <p>Remember, you are not allowed to make any written notes.</p> <p>The two speaking assessment cards on science and medical science could be a useful introduction to this section of work, considering the impact of science on our lives, before narrowing the focus onto the impact of science on animals and the consequences.</p> <p>Dolly the Sheep – lesson plans www.teachingenglish.org.uk/try/lesson-plans/science-cloning The lessons in 'Dolly the Sheep' enable learners to consider the impact of science on our lives, and in particular, explore the controversial issue of cloning, starting with Dolly, a sheep who was the first clone.</p> <p>The package is a way of exploring the ethics of cloning. It starts with a quiz to find out how much general scientific knowledge learners have and leads into a discussion about the most important scientific discoveries. Learners then read about and discuss the pros and cons of cloning. The package makes good curriculum links with aspects of science learners may be studying in their school syllabus.</p> <p>Extension activity:</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
		<p>The debating issues should produce some thoughtful debates, for the more confident learners.</p> <p>The package provides a basis for spelling and vocabulary development on word structure and parts of speech (to divide/division); word borrowings between science and everyday life, (mouse/hard drive); and homophones (genes/jeans). Learners write sentences to show words in context, using dictionaries. Spelling: words can be broken into syllables, repeated and memorised.</p> <p>Extension activity: Learners can explore these further, suggest more examples, analyse similarities and differences, build more sophisticated word lists at their own level.</p> <p>Reading activity: Science and Genetic Modification. US to grow plants containing human genes. www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/03/070307_crops.shtml</p> <p>The report explains the controversial proposal to grow a plant containing genes from human breast milk and saliva. The plant will be used to make medicine for diarrhoea.</p> <p>This article forms the basis for exploring the dilemma of genetically modified crops. Learners can focus on the issues of risk assessment and the conflicting claims made by interest groups. They can consider the issues of bias in arguments, and how to identify it.</p> <p>Further examples of how presentation of information can be influenced by the needs of interest groups can be explored.</p> <p>With support, learners can explore the difference between implied and explicit information, e.g. it is clear that the environmental groups are against the proposal – they make this clear by the language they use and the way they are described, e.g. furious, outraged.</p> <p>Extension activity: Learners can use highlighter pens to identify different viewpoints and opinions. They can underline fact and compare that to opinion in the text of unfamiliar words. They can discuss when it is necessary to use a dictionary to check meaning. Learners can use contextual clues or knowledge of word formation, e.g. bio tech, to work out the meaning.</p> <p>Extension activity: Further examples from the text or learners' own experience can be elicited, discussed and written on the board. <i>Cambridge IGCSE Learner Book</i> Chapter 7.3 referred to above, includes</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
		<p>vocabulary work at both basic and levels, and explores the ideas of pollution affecting the environment.,</p> <p>(I) To develop the topic further, learners can be invited to research contentious areas of science and present the ideas and their opinions of them to the rest of the class. This can be done as a speaking activity or written.</p>
<p>Reading R1 identify and select relevant information R2 understand ideas, opinions and attitudes R3 show understanding of the connections between ideas, opinions and attitudes</p> <p>Writing W1 communicate information/ideas/opinions clearly, accurately and effectively W2 organise ideas into coherent paragraphs using a range of appropriate linking devices W3 use a range of grammatical structures and vocabulary accurately and effectively W4 show control of punctuation and spelling</p>	<p>Writing strategies: Summarising: Learners are able to plan and draft writing and judge how much detail to include.</p> <p>Learners are able to identify suitable links and connectors to make a summary paragraph flow smoothly.</p> <p>Learners are able to use paraphrasing or words of similar meaning rather than copying from the text.</p> <p>Learners are able to correct spelling errors.</p>	<p>Reading text: A Doctor in the House <i>Summary and Note taking</i> (Georgian Press) pages 8–9</p> <p>The text from a newspaper describes possible future scientific inventions to diagnose potential illnesses which will enable us to have more control over our lives in the future. Learners can explore the possibilities of the inventions and the likelihood of their ever being used.</p> <p>The text is an ideal one for summarising and learners can use highlighter pens to highlight main points from examples and supporting material.</p> <p>Learners can underline topic sentences and analyse how the topic sentence introduces a main point or establishes a new idea, e.g. The devices seem fanciful, but the basic principles are simple. Learners practise skimming and scanning for detailed information in the text.</p> <p>Writing activity: Summarising: A Doctor in the House Learners make brief notes and write a summary of A Doctor in the House. Initial drafts can be exchanged and shared with the group to highlight areas which are a good example or need improvement.</p> <p>Learners' ideas can be elicited and explored and contrasting examples written on the board.</p> <p>The focus when considering extracts from initial drafts can be on ways to write more concisely, join ideas smoothly, use words of their own, or to consider spelling problems, or the inclusion of irrelevant ideas such as the learners' personal opinions.</p> <p>Weaker learners can be given one or two points to focus on, e.g. Can they see where fewer words could have been used, or where one word can replace a phrase? Learners can rewrite their drafts, taking account of improvements suggested.</p> <p>Extension activity: More able learners can work more extensively on more language points.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
		<p>The techniques here could be applied when the learners work in pairs to consider their initial drafts of any summary.</p> <p>Consider giving model examples to help learners write summaries. Lower achieving learners benefit particularly from worked examples of good or weak summaries. Good examples provide a clear model but they enjoy analysing and correcting the errors in a weak example.</p>
<p>Reading R1 identify and select relevant information R2 understand ideas, opinions and attitudes R3 show understanding of the connections between ideas, opinions and attitudes</p> <p>Writing W3 use a range of grammatical structures and vocabulary accurately and effectively W4 show control of punctuation and spelling</p>	<p>Writing strategies: Learners are able to 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.</p> <p>Learners are able to write correctly punctuated dialogue.</p>	<p>Writing activity: Making notes ‘Gorillas have a word for it.’ (see Appendix 2)</p> <p>Learners read and discuss the text about a gorilla’s intelligence and write a set of notes under the headings provided.</p> <p>Language activities: The text provides useful exam note-taking practice, but can also be treated as a learning exercise on a range of structural issues such as linking words and phrases (according to, for example, however) defining relative clauses (who) and pronoun use. Less able learners could focus on one of these language areas.</p> <p>Key words can be blanked out for learners to discuss and replace Inverted commas around the doctor’s direct speech can be blanked out for learners to discuss and replace.</p> <p>Learners discuss and write sentences of their own using linking words and expressions, relative clauses, etc.</p>

4. Health, fitness and sport

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Reading R1 identify and select relevant information R2 understand ideas, opinions and attitudes R3 show understanding of the connections between ideas, opinions and attitudes R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p> <p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S2 develop responses and link ideas using a range of appropriate linking devices S3 use a range of grammatical structures and vocabulary accurately and effectively S4 show control of pronunciation and intonation patterns S5 engage in a conversation and contribute effectively to help move the conversation forward</p> <p>Listening</p>	<p>Reading strategies: Word building strategies: Learners are able to identify and use prefixes and suffixes to make new words in various grammatical categories.</p> <p>Inferences: Learners are able to draw an appropriate inference from the text.</p>	<p>Reading activity: Eating for good health Reading text: Fresh fruit and vegetables for good health www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/031110_witn.shtml</p> <p>Pre-reading task – brainstorm the kind of food we eat with the kind of food we should eat. Then learners read and discuss the text which is about why we should eat five portions of fruit and vegetables each day. The teacher can draw up a short list of discussion points for learners to consider in pairs before discussing with rest of class. The text can be used to explore how learners make sure they eat well.</p> <p>Extension activity: More confident learners may go on to discuss in pairs or small groups how far they agree with the idea that organisations have the right to advise us on our most personal decisions such as what to eat.</p> <p>Extension activity: Inferences can be drawn from the text about the possible injustice involved in poor areas being the main producers of fruit and vegetables without being a major consumer of them. Teachers can set their own questions for comprehension.</p> <p>Attention can be drawn to the word building patterns in use, including prefix, suffix, root word and grammatical category-adjective, noun, etc. Learners can identify the root word from the word given in the article (consumption-consume). (Prefixes can be practised at www.onestopenglish.com/community/lesson-share/pdf-content/grammar/prefixes-lesson-plan/552815.article)</p> <p>They can go on to suggest other words which have the same suffix, e.g. attend/attention. They can identify whether the new word is a verb, adjective, noun, etc. and provide example sentences.</p> <p>They can identify the suffixes used in a range of other adjectives in the text, e.g. 'obesity', 'fatty', 'salty', 'global', 'unhealthy', 'preventable', 'convenience' and write sentences to show their meaning.</p> <p>Extension activity:</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>L1 identify and select relevant information</p> <p>L2 understand ideas, opinions and attitudes</p>		<p>Learners can also be invited to search for other words that use suffixes in this way. They can then go on to use them in sentences (individually) or short monologues (in pairs).</p> <p><i>Speaking assessment card, Keeping fit</i></p> <p style="text-align: center;">D Keeping fit</p> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p>Candidate's Card</p> <p>More and more people are taking part in intensive exercise programmes to try to get fitter.</p> <p>Discuss this topic with the examiner.</p> <p><i>Use the following prompts, in the order given below, to develop the conversation:</i></p> <ul style="list-style-type: none"> • how and when you keep fit • some people you know who regularly do exercise and the reasons for this • the advantages and disadvantages of a regular fitness programme • the stresses and dangers of being obsessed with fitness • the suggestion that the people who profit from the fitness industry are not motivated by the right reasons. <p>You may introduce related ideas of your own to expand on these prompts.</p> <p>Remember, you are not allowed to make any written notes.</p> </div> <p>Use as a conversation prompt for pairs or small groups, to help them form useful vocabulary lists for the topic. As such, this activity could be used as a starter activity. Alternatively, it could provide a useful link between this and the next, on smoking.</p> <p>Extension activity (skills/language): Learners can do an online reading comprehension 'webquest' on the topic of 'a healthy diet'.</p> <p>Learners then can prepare similar 'webquest' for their peers. Alternatively, students write down a short summary of what they eat. Other learners read their summaries and comment on how healthy they think the specific diet is and how they would improve it. This context offers the opportunity to practice various language features, e.g. quantifiers, collocations, polite suggestions – too much/ an insufficient level of/it lacks/ the amount of/ have you considered..., etc.</p> <p>Extension activity (skills/language): www.sja.org.uk/sja/first-aid-advice/test-your-first-aid-knowledge.aspx</p>

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		<p>Learners discuss how important it is to know first aid. They then do a quiz about first aid and report back to the class on how well they did. Learners read the quiz again and do a wall poster with topic related vocabulary. This can be a group activity. Each group is given a different category, e.g. illnesses, parts of the body, medicine, etc. Learners can also look at the conditional structures with 'if' found in the quiz. They then prepare a similar quiz to test their peers using the target language (i.e. topic related vocabulary and conditional structures). For example, 'if you got sunburn, would you...', 'if a friend complains of severe headache, should they...', etc.</p> <p>Learners listen to the dialogue 'At the doctor's' - which can be found at: https://elt.oup.com/student/result/engupp/d_audio/dialogue_06?cc=gb&sellLanguage=en and practise the dialogue in pairs copying the intonation. Learners then do a similar role-play and act it out to the class. Others listen for what the problem is and what the doctor's suggestions are.</p>
<p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S2 develop responses and link ideas using a range of appropriate linking devices S3 use a range of grammatical structures and vocabulary accurately and effectively S4 show control of pronunciation and intonation patterns S5 engage in a conversation and contribute effectively to help move the conversation forward</p> <p>Writing W1 communicate information/ideas/opinions clearly, accurately and effectively</p>	<p>Speaking strategies: resenting an effective spoken argument</p> <p>Learners will be able to 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.</p> <p>Learners are able to use conjunctions and markers such as 'therefore', 'on the contrary', which show logical and sequential links between ideas.</p> <p>Learners are able to relate to the target audience explicitly, e.g. As parents you will be concerned about...</p>	<p>Speaking activity: Cigarette smoking – the right to choose www.tefl.net/esl-lesson-plans/TP_No-Smoke.pdf</p> <p>Discussion based on worksheet: 'No smoke without fire'. The questions on the worksheet are wide-ranging and detailed and can be used to explore the rights and wrongs of smoking, the motivation to smoke and the health risks.</p> <p>Extension activity: More confident learners can be challenged with the more abstract ramifications - government involvement in promoting smoking and so on. The teacher may want to add areas for discussion considered most relevant for the learners, e.g. sponsorship by tobacco companies.</p> <p>Follow-up written work might include writing a Comment for the website – as invited or writing a 'Stop Smoking' poster/letter to the local Council/restaurant chain. Before writing there should be discussion of the need to support argument with evidence. The preparation should also go on to consider the need to adjust tone/level of formality to the reader.</p>

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<p>W5 use appropriate register and style/format for the given purpose and audience</p>		
<p>Reading R1 identify and select relevant information R2 understand ideas, opinions and attitudes R3 show understanding of the connections between ideas, opinions and attitudes</p> <p>Writing W1 communicate information/ideas/opinions clearly, accurately and effectively W2 organise ideas into coherent paragraphs using a range of appropriate linking devices W3 use a range of grammatical structures and vocabulary accurately and effectively W4 show control of punctuation and spelling</p>	<p>Reading strategies: Making notes:</p> <p>Learners are able to be selective and identify the key points in a text.</p>	<p>Reading activity: Reading and taking notes <i>Summary and Note-taking</i> (Georgian Press) page 14</p> <p>Before starting, the teacher could ask learners to discuss the text in pairs, checking with each other about any unfamiliar vocabulary. Any remaining questions may be dealt with by the class as a whole.</p> <p>Extension activity: Other preparatory work may be to remind them of the ethical issues raised by modern science and engage the learners in a short discussion to arouse interest.</p> <p>Learners can then read the text about scientists who are currently working on a vaccine for young children which will inoculate them from becoming addicted to smoking. This works by blocking the pleasure receptors in the brain which are stimulated by nicotine, so smoking is unlikely to give the pleasure which leads to craving. Learners start to explore the moral and ethical concerns, pros and cons of the vaccine.</p> <p>Learners discuss the style of the text which is rather neutral and non-dramatic, even though it is a controversial issue.</p> <p>When learners complete the note-taking exercise, they can discuss the importance of clear, concise notes. This discussion can take place either before or after the individuals have made a first draft of their notes. Remind them how notes do not need to be complete sentences and learners discuss the importance of not copying long pieces from the text. Another activity is that learners could also compare two sets of notes (provided by the teacher): one good, one poor and analyse why one set is better than the other.</p> <p>Extension activity: The teacher could then invite learners to perfect their own set of notes before going on to the next task of actually writing the summary.</p> <p>Extra exam practice: Specimen paper 2019, Exercise 3 note taking ‘<i>The secret of living longer</i>’</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>S1 communicate ideas/opinions clearly, accurately and effectively</p> <p>S2 develop responses and link ideas using a range of appropriate linking devices</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S4 show control of pronunciation and intonation patterns</p> <p>S5 engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Speaking strategies: Role play: organising a campaign</p> <p>Learners are able use expressions for agreeing and disagreeing, expressing views, persuading, advising, contributing to a discussion and moving it forward.</p> <p>Organising a campaign: Learners are able to assume roles in a role play, make constructive contributions, produce ideas and develop the ideas of others, and speak clearly with a suitable intonation and stress. They know that directly expressed disagreement is unusual and are able to apply this knowledge to work co-operatively in groups.</p>	<p>Speaking activity: Presenting an effective argument</p> <p>Learners can extend the smoking vaccine topic by presenting a reasoned argument to a target audience, such as a group of parents, as to whether the vaccine should be compulsory for children or not. Learners can explore the type of register to be used, aspects of audience awareness, ways of giving reasoned examples and the use of discourse markers. Learners present their talks to the group. The group respond as though they were parents.</p> <p><i>Cambridge IGCSE English as a Second Language</i> Chapter 20 offers practice and strategies for developing ideas and using evidence when expressing opinions in spoken contexts.</p> <p>Speaking activity: Role play – Organising a campaign</p> <p>As part of health awareness, learners imagine that their school wants to start an effective anti-smoking campaign. Learners work in groups to brainstorm ideas about campaigning strategies, e.g. videos, talks, posters, etc. They have to list in order of priority the activities they will undertake.</p> <p>Expressions for agreement (That’s a good point...) or disagreement, (That’s not how I see it) expressing opinions, giving advice (We should, we could), persuading (I really think we need to...) and taking part in a discussion (We need to think about how we can...) are first elicited, repeated and practised in example sentences. They may be written on the board for reference during the role play.</p> <p>Learners discuss how disagreement is rarely expressly directly, e.g. You’re wrong/I don’t agree with you at all.</p>
<p>Reading</p> <p>R1 identify and select relevant information</p> <p>R2 understand ideas, opinions and attitudes</p> <p>R3 show understanding of the connections between ideas, opinions and attitudes</p> <p>R4 understand what is implied but not directly stated, e.g. gist, writer’s</p>	<p>Reading strategies:</p> <p>Learners are able to use the title and picture to predict meaning.</p> <p>Learners are able to skim and scan to locate details and information.</p> <p>Learners are able to distinguish fact from opinion.</p>	<p>Reading activity: The role of sport in keeping fit – ‘Women fight to be Sumos’ www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/02/060227_women_sumo.s.html</p> <p>The text is about two women training to compete against the top female sumo wrestlers in Japan. It provides scope for learners to discuss whether boys and girls have different attitudes to sport and why. Opinions and views presented in the text, such as whether women are mentally tougher than men and as capable of generating aggression, can be explored in terms of the facts and evidence that exists in the world in general, to back up or refute these ideas.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>purpose, intention and feelings</p> <p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S2 develop responses and link ideas using a range of appropriate linking devices S3 use a range of grammatical structures and vocabulary accurately and effectively S4 show control of pronunciation and intonation patterns S5 engage in a conversation and contribute effectively to help move the conversation forward</p> <p>Listening L3 show understanding of the connections between ideas, opinions and attitudes L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</p>		<p>Learners can use the photograph and title to decide whether the material is of interest and predict meaning. They can find four things that Jackie Bates likes about the sport and asked to skim read the text quickly to find answers. They can practise scanning for precise, specific information such as how old Jackie is or what her job is.</p> <p>The teacher may need to prepare a short set of questions for learners to discuss in pairs or as a class. The work could be completed by a written task, e.g. a letter to the headteacher asking for the introduction of a new sport into the school.</p> <p>Extension activity: Learners present their point of view about women in sport in a presentation or informal debate. <i>Speaking assessment card, Equality</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">I Equality</p> <p>It's true to say that across the world not everybody is equal.</p> <p>Discuss this topic with the examiner.</p> <p>Use the following prompts, in the order given below, to develop the conversation:</p> <ul style="list-style-type: none"> • ways that you think you are more fortunate than others • some examples of inequalities in the world • reasons why you think there are inequalities in the world • the view that education is the best way of reducing inequality • the suggestion that there is no such thing as equality, so it is pointless trying to achieve it. <p>You may introduce related ideas of your own to expand on these prompts.</p> <p>Remember, you are not allowed to make any written notes.</p> </div> <p>Use as a conversation prompt for pairs or small groups, to create vocabulary lists for the topic.</p> <p><i>Cambridge IGCSE Core English as a Second Language</i> (Cambridge University Press) http://education.cambridge.org/uk/subject/english/english-as-a-second-language/cambridge-igcse-core-english-as-a-second-language Chapter 7 (includes a reading comprehension exercise about new Olympic sports and a multiple choice listening exercise about the history of the Olympic Games with related language practice).</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
		<p>These can be used to complete this unit, or as useful preparation for the following unit. Learners consider the role of sport in our lives and encounter some useful ideas and vocabulary. They listen to and discuss the gap-fill questions in pairs and share their ideas as a class.</p> <p>Extra exam practice: Writing an article expressing views about a proposal by the government to hold the 2024 Olympic Games in your country's capital.</p>

5. Family and lifestyles

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S2 develop responses and link ideas using a range of appropriate linking devices S3 use a range of grammatical structures and vocabulary accurately and effectively S4 show control of pronunciation and intonation patterns S5 engage in a conversation and contribute effectively to help move the conversation forward</p> <p>Listening L2 understand ideas, opinions and attitudes L3 show understanding of the connections between ideas, opinions and attitudes</p> <p>Writing W1 communicate information/ideas/opinions clearly, accurately and effectively W2 organise ideas into coherent paragraphs using a range of appropriate linking devices</p>	<p>Speaking strategies: Learners will be able to 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.</p> <p>Learners will be able to explain arrangements, e.g. We are going to get the bus into town and then meet at the ...</p> <p>Learners will be able to ask for permission, e.g. Would you mind if/ would it be all right if...</p> <p>Learners will be able to give permission/conditional permission, e.g. We may let you go, if you ...</p> <p>Learners will be able to give reasons to support views, e.g. The club has a bad reputation. In the newspaper we read that ...</p> <p>Learners will be able to ask for clarification: Can you tell us exactly what kind of ...</p> <p>Give warnings: You should be very careful about ...</p>	<p>Speaking activity: Conversation questions www.englishclub.com/esl-worksheets/conversation/TP_FamilyMatters.pdf</p> <p>The worksheet, Family Matters, will enable learners to explore a wide ranging of thoughts and feelings about being part of a family. The questions range from simple, such as describing one's own family or favourite relatives, to thought-provoking, such as family pressures, difficulties parents face, etc. The questions can be cut up and used flexibly for pair and small group work. It can be followed by a feedback session in which learners provide information and their views and relevant vocabulary is explored and highlighted.</p> <p>Reading activity: www.englishclub.com/esl-forums/viewtopic.php?t=41728 Learners read the post on the forum site and extract the issues, related to the topic of family, it raises, e.g. a single-parent family, modern families living far apart, how families have changed over the time, etc. Learners then discuss the issues raised and what a typical family in their country is. Learners then write an article for the school magazine on the topic of 'How important is the family? Learners are encouraged to use some of the opinions from their discussion.</p> <p>Role play – Can I go to the party? This is a role play which practises many skills and is a suggestion. You may decide that another topic would be more suitable or relevant for your learners. Roleplays often require significant preparation if they are to be productive for learners.</p> <p>In this role play, a learner plays the part of a teenage son or daughter, and the other learner plays the part of a parent. The child has been invited to a party. The parents are concerned about giving permission. Learners are given role cards to study separately.</p> <p>On the role card the learner has details s/he will need to adopt the role and with details of the topic or issue to be discussed, e.g. Whose party it is, where the party is, why s/he has been invited, why s/he wants to go, etc.</p> <p>The parents will get the parental role card which contains details they will need to develop their side of the conversation. This can include questions they want to ask about the party.</p> <p>There is no right or wrong resolution to the role play. Parents ultimately decide to on whether permission is given to go to the party or not.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p>	<p>Respond to warnings: I understand why you are worried. I'll make sure...</p> <p>Persuade: Do let me go! I'll promise I'll be....</p> <p>Learners will be able to use 'Tell us about...'</p> <p>Intonation and stress: Learners will practise using intonation and stress to speak clearly and confidently.</p> <p>Learners will adapt tone and rhythm to convey attitudes and feelings, e.g. sounding concerned, sounding persuasive, sounding disappointed, etc.</p> <p>Learners are able to use an appropriate register for speaking to family members.</p>	<p>The parents and the child roles should be put into two groups. The teacher will need to check and discuss the information on the role card. Learners will explore the language required for asking permission, persuading, explaining, expressing worries, etc.</p> <p>Suitable phrases will need to be identified and practised. Open question forms are useful, e.g. Tell me about/tell me more about... Your parents are still unconvinced. What can you say to persuade them? How can you say it so you sound persuasive? What vocabulary is useful?</p> <p>The following website can help learners to practise their intonation in short everyday dialogues: https://elt.oup.com/student/headway/upperintermediate/everydayenglish/?cc=gb&selLanguage=en</p> <p>Extension activity: More confident learners will need less prior support, and the phrases that are elicited and practiced will be more sophisticated.</p> <p>Extension activity: Recording or videoing a couple of good role plays when they are being carried out is most rewarding as afterwards these can be discussed for the strengths and weaknesses, error correction, etc. If a video is shown, body language can be explored. As learners only see the card for their role and will not be able to know exactly how the other person will respond, learners can show how they deal with the unexpected in a discussion - are they lost for words or are they able to use strategies to give them thinking time? E.g. 'Let me think about that for a minute.' This strategy could be discussed in advance.</p>
<p>Writing</p> <p>W1 communicate information/ideas/opinions clearly, accurately and effectively</p> <p>W2 organise ideas into coherent paragraphs using a range of appropriate linking devices</p>	<p>Writing strategies: Learners are able to use correct basic grammar, use punctuation, use correct spelling for common words and some problematic words, use modal verbs for giving instructions (you should/could, etc.)</p>	<p>Writing activity: an informal email (invitation)</p> <p>Learners write an informal email to a friend inviting them to an evening at a club. This task can be adjusted according to local amenities and cultures, eg the invitation could be to a friend's birthday celebration; a concert, etc. They should include instructions and directions for getting to the club, information about the atmosphere and club rules, style of dress, music, arrangements for getting home, etc. Useful words and phrases can be offered or brainstormed by the whole class. The letter should sound warm and inviting. Learners can brainstorm ideas, plan and draft paragraphs for the letter in pairs or small groups.</p>


Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p>	<p>Learners are able to use an informal tone and register for giving advice to a friend.</p>	<p>Error correction: Punctuation and spelling errors or language and vocabulary issues can be extracted from drafts of their work. There may be issues around language – the letter should sound friendly and persuasive whilst giving clear information. Learners can explore the type of error and why it may have been made and suggest a correction. Improved drafts can be circulated for analysis and comment. This can be done in pairs to be less intimidating and ensure all learners participate.</p> <p>Learners benefit from focus on tone and register, as this is often a difficult area. They could be given some examples of good and inappropriate tones within a given context and ask to grade the examples from most to least appropriate and discuss why.</p> <p>Learners can analyse good and poor attempts at informal letters and compare their ideas with the examiner’s comments. Some examples can be found at: https://prodengcom.s3.amazonaws.com/students/documents/practicetestsplus/CambridgeEnglishFirst/Writing_File/PTP_First_Writing_File_Email.pdf</p> <p>Extension activity: Learners are presented with less obviously inappropriate tones and re-write the pieces in a better style.</p>
<p>Speaking</p> <p>S1 communicate ideas/opinions clearly, accurately and effectively</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S4 show control of pronunciation and intonation patterns</p>	<p>Vocabulary usage: Learners are able to use a range of vocabulary, including clauses, for describing clothes. Learners are able to recognise and apply the order of adjectives and judge how many adjectives are acceptable before a noun.</p>	<p>Speaking activity: Vocabulary for clothes</p> <p>Dressed to Impress (idea taken from www.eslcafe.com): This game involves describing a friend, who can be dressed up in strange, fun clothes. It is a light-hearted activity used to explore and develop knowledge of more complex vocabulary for clothes and to explore the order of adjectives, how many should be put before the noun and the use of clauses, e.g. unusual blue patterned top, odd socks, an old leather belt with a large, silver buckle.</p> <p>Extension activity: More confident learners will be expected to offer more precise and sophisticated descriptions, even perhaps speaking a commentary to the fashion parade.</p>
<p>Speaking</p> <p>S1 communicate ideas/opinions clearly, accurately and effectively</p>	<p>Reading strategies: Instructional texts.</p> <p>Tattoos – Worksheet B</p>	<p>Speaking and reading activity: Does appearance really matter? www.teachingenglish.org.uk/try/lesson-plans/image-conscious</p> <p>The lesson plans and worksheets <i>Image conscious</i> explore the importance of appearance to young people, issues around tattoos, and makeovers and the rights of young people to alter their appearance without getting parental permission first.</p>

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<p>S2 develop responses and link ideas using a range of appropriate linking devices</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S4 show control of pronunciation and intonation patterns</p> <p>S5 engage in a conversation and contribute effectively to help move the conversation forward</p> <p>Reading</p> <p>R1 identify and select relevant information</p> <p>R2 understand ideas, opinions and attitudes</p> <p>R3 show understanding of the connections between ideas, opinions and attitudes</p> <p>R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p>	<p>Learners are able to recognise and predict the features of an instructional text.</p> <p>Learners are able to recognise and analyse layout features – numbered points or bullets, headings, subheadings.</p> <p>Learners are able to recognise and analyse 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).</p> <p>Pictorial features: Learners will be able to predict the author's intention and to infer meaning.</p> <p>Spelling: hard and soft 'g' sounds</p> <p>Learners are able to identify, pronounce and spell hard and soft g sounds. Examples in the worksheet include 'surgery', 'guarantee', 'regret', and 'bandage'.</p> <p>Spelling strategies:</p>	<p>The worksheets include discussion about appearance –altering activities such as hair dyeing, facts about tattoos, two role plays, and a discussion about the right age for making decisions over one's personal life. The lessons raise interesting issues about rights and responsibilities as we grow up, whether appearance affect one's confidence and status due to social pressure to look a certain way and family disagreements about the rights of children to change their appearance.</p> <p>Worksheet B provides scope to explore reading strategies for examining an instructional text. Learners discuss the writer's intentions (to give information, to warn, to advice, to instruct). They can infer the writer's attitude to tattooing (cautious attitude, not especially positive). They can highlight or underline the layout features, underline and explain the use of the second person, and use a highlighter pen to pick out the advice language. Learners discuss whether they think an image/chart or diagram would be useful for the text and suggest an image of some sort for the text.</p> <p>Spelling patterns and spelling strategies: Learners use highlighter pens to mark the letter 'g' in the text 'Tattoos' and identify patterns. The fact that soft 'g' is followed by 'i', 'e', or 'y' can be explored. However, learners can explore that some hard 'g' words can also be followed by 'e' or 'i' such as 'get' or 'girl'. Learners place their fingers on their vocal cords to hear the sound vibrate as both hard and soft 'g' are voiced sounds. They practise saying the words clearly and writing them in sentences of their own.</p> <p>To demonstrate the pronunciation of individual phonemes, teachers can use phonemic charts – for example: https://elt.oup.com/student/englishfile/elementary3/c_pronunciation/pronunciation?cc=gb&selLanguage=en</p> <p>(I) By familiarising themselves with phonemic transcripts in the phonemic chart, learners will become more efficient and independent users of English monolingual dictionaries and will be able to apply this skill when pronouncing new vocabulary.</p> <p>Learners explore and share spelling strategies for learning to spell problematic words found in the text such as 'guarantee' and multi-syllable words such as uncomfortable. A useful strategy for memorising spelling is: read the word, cover it, write it, check it, and write the word again. Learners can be given a list of problematic words, some taken from the reading text, to memorise and spell.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	<p>Learners are able to 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, recognising suffixes and prefixes, etc.</p>	<p>Extension activity: The tasks can be made more challenging by focusing on more complex and sophisticated vocabulary.</p> <p><i>Speaking assessment cards</i></p> <div data-bbox="952 359 1736 845" style="border: 1px solid #ccc; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">H Looking good</p> <p>Candidate's Card</p> <p>Many people spend a lot of time and money on their personal appearance.</p> <p>Discuss this topic with the examiner.</p> <p><i>Use the following prompts, in the order given below, to develop the conversation:</i></p> <ul style="list-style-type: none"> • whether it is important to you to look your best, and why • how important looking good is to other people you know • whether you think your first impression of someone is based on their appearance • the suggestion that businesses put too much emphasis on how employees look, rather than their skills and experience • the view that people vote for a leader based only on the way that they look. <p>You may introduce related ideas of your own to expand on these prompts.</p> <p>Remember, you are not allowed to make any written notes.</p> </div> <div data-bbox="952 869 1736 1340" style="border: 1px solid #ccc; padding: 10px;"> <p style="text-align: center;">F Creating an impression</p> <p>People change the way they look for different situations, to create a particular impression.</p> <p>Discuss this topic with the examiner.</p> <p><i>Use the following prompts, in the order given below, to develop the conversation:</i></p> <ul style="list-style-type: none"> • whether you wear different clothes or accessories in different situations • some people you know who make an impression because of their appearance, and why • different judgements people make about others, based on their appearance • whether it is acceptable to judge someone just by the way they look • the view that public figures deliberately set out to create a particular impression. <p>You may introduce related ideas of your own to expand on these prompts.</p> <p>Remember, you are not allowed to make any written notes.</p> </div>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
		<p>might be a useful final activity here, to consolidate the vocabulary and ideas covered over the past few lessons. Learners can be organised into pairs, and then they use the card as a prompt for conversation. Finally, they could present useful vocabulary and phrase lists for fellow learners. Alternatively, the ideas could be used to stimulate the writing of blogs or letters to friends where they give their opinion on 'Teenage clothes/image today'.</p>
<p>Reading R1 identify and select relevant information R2 understand ideas, opinions and attitudes R3 show understanding of the connections between ideas, opinions and attitudes</p> <p>Writing W1 communicate information/ideas/opinions clearly, accurately and effectively W2 organise ideas into coherent paragraphs using a range of appropriate linking devices W3 use a range of grammatical structures and vocabulary accurately and effectively W4 show control of punctuation and spelling</p> <p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S1 communicate ideas/opinions clearly, accurately and effectively</p>	<p>Writing strategies: summarising</p> <p>Learners are able to 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.</p> <p>Learners are able to use paraphrasing or words of similar meaning rather than copying from the text.</p> <p>Learners are able to correct spelling errors and identify why they may have made that error, e.g. silent letter, addition of suffix, etc.</p>	<p>Writing activity: 'The Sound of Silence' article (see Appendix 3)</p> <p>This is an interesting text about how to reduce the stress in our lives and provides good note-making practice. Learners discuss the overall topic of stress prior to reading and share ideas about what makes them stressed and how they manage stress. Specific language point such as new vocabulary or expression can be highlighted, repeated and practised in sentences.</p> <p>Group work can involve reading and underlining key details in the text, exploring main points and distinguishing them from supporting material, eliciting synonyms or phrases of similar meaning and exploring linking expressions.</p> <p>Learners make brief notes, plan and draft their summaries which can be exchanged around the class. Improvements can be suggested, discussed and incorporated.</p> <p>Extension activity: More competent learners will be expected to offer sophisticated responses, with a wide range of specialist or precise vocabulary.</p> <p>When learners complete the notes, any spelling issues can be explored and discussed and reasons for making errors elicited. Learners can consider why they may have made that error, e.g. silent letter, addition of suffix, etc. Learners can be given a list of problematic words to learn to spell or those which follow a spelling pattern, such as use of silent letter of suffix, and be checked on them.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>S2 develop responses and link ideas using a range of appropriate linking devices</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S4 show control of pronunciation and intonation patterns</p> <p>S5 engage in a conversation and contribute effectively to help move the conversation forward</p>		
<p>Speaking</p> <p>S1 communicate ideas/opinions clearly, accurately and effectively</p> <p>S2 develop responses and link ideas using a range of appropriate linking devices</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S4 show control of pronunciation and intonation patterns</p> <p>S5 engage in a conversation and contribute effectively to help move the conversation forward</p> <p>Writing</p> <p>W1 communicate information/ideas/opinions clearly, accurately and effectively</p>	<p>Speaking and listening strategies:</p> <p>Learners are able to use a range of questions and respond appropriately to questions.</p> <p>Learners are able to use suitable vocabulary for expressing views and feelings.</p> <p>Some learners will be able to influence the direction of the conversation.</p>	<p>Speaking activity: Speaking Assessment Card – A Noise:</p> <div data-bbox="1016 708 2002 1203" style="border: 1px solid black; padding: 10px;"> <p>A Noise</p> <p>Some people like to live quiet lives; others are used to much more noise.</p> <p>Discuss the issue of noise with the Examiner.</p> <p>You may wish to consider such things as:</p> <ul style="list-style-type: none"> • how noisy a person you think you are • whether you live in a quiet or a noisy place • what you regard as acceptable and/or unacceptable noise, e.g. noise from animals, loud music, children playing, traffic • how you might resolve an argument between a quiet and a noisy neighbour • noise pollution: the effects of too much noise. <p>You are free to consider any other ideas of your own.</p> <p>You are not allowed to make any written notes.</p> </div> <p>The Speaking Assessment Card ‘Noise’ (above) is a good follow-on from the topic of noise and stress, which learners have been working on.</p> <p>One way to approach the task is for learners to work in two separate groups. One group brainstorm all their feelings, images and associations with the word noise so they can orientate</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>Reading</p> <p>R1 identify and select relevant information</p> <p>R2 understand ideas, opinions and attitudes</p>		<p>to the topic. Vocabulary issues can be identified and suitable expressions for expressing feelings and needs, e.g. It makes me feel irritated. I want to get away from it.</p> <p>The other members of the class work on ways of asking questions and follow up questions based on the prompts on the speaking assessment card. For example, tell me about/tell me more about/why do you say... . Learners from each group form pairs and carry out the interview. Interviews can be recorded and analysed for error correction, intonation and stress, vocabulary issues, etc.</p> <p>Extension activity: More advanced learners should be encouraged to suggest ways in which responses could have been developed even further, with a greater range of constructions.</p> <p>Extension activity (skills/language): After discussing what noise irritates them, learners explore other aspects of modern lifestyles that irritate them. Learners watch www.youtube.com 'Room 101' where guests present aspects of modern lifestyle that annoy them. The presenter sends these to an imaginary room 101. Learners do a similar activity by preparing a talk about the annoying things, e.g. people talking on their phones in the cinema, for homework and present their argument to the whole class. The class then decide if they should get rid of the issue/aspect/thing that irritates that particular learner.</p> <p>Learners are presented with idioms to express annoyance, or other feelings, e.g. see red, hit the roof, have a short fuse, be over the moon, etc. and do an activity called 'Call my bluff' where groups prepare two possible definitions, one correct and one wrong. Other learners guess which explanation is correct.</p>
<p>Writing</p> <p>W1 communicate information/ideas/opinions clearly, accurately and effectively</p> <p>W2 organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p>W3 use a range of grammatical structures and</p>	<p>Writing strategies: Writing to persuade</p> <p>Learners are able to plan and draft writing and choose what is appropriate to include for the purpose and recipient.</p>	<p>Writing activity: Writing an email: The Social Club needs you!</p> 

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p>		<p><i>You are president of your school's Social Club which organises various after-school activities and visits.</i></p> <p><i>The club needs more members. Write an email to your friend about the club.</i></p> <p><i>In your email, you should:</i></p> <ul style="list-style-type: none"> ● <i>say what the club does</i> ● <i>describe a recent activity or visit and say why it was successful</i> ● <i>explain how students can join the club, and persuade your friend to join too.</i> <p><i>Your email should be between 150 and 200 words long. You will receive up to 8 marks for the content of your email, and up to 8 marks for the language used. [16]</i></p> <p>Learners write an email to encourage their friend to join the school social club. Learners can brainstorm ideas, plan and draft the article in groups.</p> <p>Lower attaining learners could be given a worked example of the email to analyse and correct for mistakes, and inappropriate register.</p> <p>Alternatively, they could be given a good example of the email for guidance and then asked to write a similar email.</p>
<p>Speaking</p> <p>S1 communicate ideas/opinions clearly, accurately and effectively</p> <p>S2 develop responses and link ideas using a range of appropriate linking devices</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S4 show control of pronunciation and intonation patterns</p> <p>S5 engage in a conversation and contribute effectively to</p>	<p>Listening skills:</p> <p>Learners are able to listen for and identify relevant information and opinion from explanations.</p>	<p>Listening activity: Specimen paper 4 2019, Exercise 2 (Question 5).</p> <p>Before learners listen to six speakers talking about either living in the city or in the countryside, they discuss where they would prefer to live and why. Learners can also discuss the advantages and disadvantages of living in both areas for different groups of people, e.g. teenagers, retired people, young families, etc.</p> <p>Learners can now listen to the six short recordings and fill in the boxes with the correct speaker.</p> <p>It is expected that learners will need to listen to the recording three times in order to get a good understanding. Difficult vocabulary can be explored prior to listening and explained. The recording can be played once to get the general idea of the content, and the basic details checked. To check answers the recording should be played a third time and stopped at specific points to note the answers. The transcript can be explored after the listening task has been completed and key vocabulary can be highlighted in the context.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>help move the conversation forward</p> <p>Listening L3 show understanding of the connections between ideas, opinions and attitudes L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</p>		

6. Media and films

Syllabus ref (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S2 develop responses and link ideas using a range of appropriate linking devices S3 use a range of grammatical structures and vocabulary accurately and effectively S4 show control of pronunciation and intonation patterns S5 engage in a conversation and contribute effectively to help move the conversation forward</p> <p>Listening L1 identify and select relevant information L2 understand ideas, opinions and attitudes L3 show understanding of the connections between ideas, opinions and attitudes L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</p> <p>Writing W1 communicate information/ideas/opinions</p>	<p>Speaking strategies: Listen and respond</p> <p>Learners are able to listen closely to the speakers. They are able to use clues such as body language, facial expressions and intonation, to understand what is being said and follow the speakers' attitudes.</p> <p>Learners are able to use different registers: e.g. I object to. I can't stand, I don't mind.</p> <p>Learners are able to listen for accuracy in the speakers' use of grammar, e.g. use of tenses, pronouns, prepositions, word order, phrasal verbs. They can peer- correct and can improve their own usage from identifying the mistakes of others. Learners are able to use clarification strategies: Do you mean that...? Can you go over that point again? I don't see what you mean. Why do you say that...?</p> <p>Writing strategies: Learners are able to analyse text and comment on the style and language used. Some</p>	<p>Speaking activity: Conversation questions: The media Speaking assessment card <i>Working in the media</i></p> <p style="text-align: center;">G Working in the media</p> <p>The media includes newspapers, television and magazines. What would it be like to work in any of these areas?</p> <p>Discuss this topic with the examiner.</p> <p><i>Use the following prompts, in the order given below, to develop the conversation:</i></p> <ul style="list-style-type: none"> • some jobs that you know about in the media and what they might be like • the skills you might need to be a journalist or a T.V. presenter • the pros and cons of working in the media world • the view that there are much more worthwhile jobs than a job in the media • the suggestion that the media is too powerful <p>You may introduce related ideas of your own to expand on these prompts.</p> <p>Remember, you are not allowed to make any written notes.</p> <p>Speaking assessment card <i>The cinema</i></p> <p style="text-align: center;">H The cinema</p> <p>Many people like going to watch a film at the cinema.</p> <p>Discuss this topic with the examiner.</p> <p><i>Use the following prompts, in the order given below, to develop the conversation:</i></p> <ul style="list-style-type: none"> • types of films you like or do not like, and why • reasons why people do or do not enjoy going to the cinema • the suggestion that films should always be educational • whether it is better to read a story or to see a film-version of the story • the view that too much money is spent on producing films. <p>You may introduce related ideas of your own to expand on these prompts.</p> <p>Remember, you are not allowed to make any written notes.</p>

Syllabus ref (AOs)	Learning objectives	Suggested teaching activities
<p>clearly, accurately and effectively</p> <p>W2 organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p>	<p>learners are able to draw comparisons between different writing styles and their effects.</p>	<p>Speaking Assessment Cards on the topic of the media, could be a useful stimulus to engage learners in the topic. The cards could be used as a conversation starter for pairs or small groups. After about five minutes, the groups feedback their views and findings to the class. A vocabulary/word list could be built up on the board, or in individual notebooks.</p> <p>www.eslpartyland.com/teachers/conversation/cqmedia.htm</p> <p>Learners use the stimulating questions from the media worksheet to explore various themes connected to news reporting in the newspapers and on TV, e.g. how often they read newspapers, their opinion of the quality of news reporting, control over news, censorship, current stories in the news, as well as more personal experiences such as whether they have ever been in the news themselves. Vocabulary preparation prior to the activity to elicit includes: 'censorship', 'journalist', 'headlines', 'article/report', 'reporter/reporting', 'celebrity', 'objective', 'fair', 'biased/one-sided', 'control/ influence', 'target audience', 'politician', 'private life', 'intrusive', 'sensational'/'dramatic'. The conversation questions can be used flexibly, e.g. cut up for pair work or group work. Groups give feedback on their views and experiences of the media.</p> <p>Extension activity: More able learners can be given more sophisticated, abstract or global areas to consider.</p> <p>During feedback, learners can be encouraged to ask other groups questions and listen carefully and actively. Follow up questions can be explored. Grammatical details, vocabulary and concepts can be highlighted and explored, using examples from learners' own speech.</p> <p>Extension activity: Learners can be asked to make formal presentations to the group. Some of these can be recorded and positive, supportive analysis carried out, e.g. good examples of usage observed and error correction can be carried out. Body language and intonation can be highlighted.</p> <p>Writing activity: Learners choose a newspaper article they have liked and explain what they find interesting about it.</p> <p>Extension activity: Make a comparison between two ways of presenting the same news story. Learners identify a major news story that has grabbed their attention and is reported in two different newspapers or magazines. They compare the way the story is presented in each newspaper. They comment on the use of headlines and by-lines, the use of photos or diagrams, the language used, the</p>

Syllabus ref (AOs)	Learning objectives	Suggested teaching activities
<p>Listening L1 identify and select relevant information</p> <p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S2 develop responses and link ideas using a range of appropriate linking devices S3 use a range of grammatical structures and vocabulary accurately and effectively S4 show control of pronunciation and intonation patterns S5 engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Listening strategies: Learners are able to write down exactly what is being read to them.</p> <p>Learners know that unstressed syllables can be difficult to hear, they are able to listen for discourse markers and grammatical structures.</p> <p>Checking back and confirming understanding: Learners are able to use strategies for checking back and confirming understanding during the dictation, e.g. Can you say that again, did you say...?</p> <p>Punctuation: Learners are able to understand and apply the rules for sentence boundaries, commas for subordinate clauses and separating words in a list.</p> <p>Spelling: Learners are able to spell correctly common words as well as the more problematic or mutli-syllable words such as documentaries, statistics, specifically. They are able to recognise and apply the 'qu' pattern in spelling.</p>	<p>attitude of the reporter, the target audience, and say whether they think the report is fair, intrusive, biased, etc., and why.</p> <p>Listening activity: Television – the pros and cons www.teachingenglish.org.uk/lesson-plans/young-people-television 'Young People and Television'. The lesson plans and worksheets, enable learners to discuss TV preferences among boys and girls and people of different ages.</p> <p>They carry out a pair work dictation, an information-finding activity, a role play. The activities enable learners to practise listening skills, spelling and punctuation as well as discussion skills.</p> <p>The dictation provides learning opportunities for a variety of skills: active listening strategies, spelling, punctuation, and handwriting.</p> <p>Before learners start, they can revise and practise strategies for checking back and clarification. Spelling: The example of the word quiz in the text can elicit the rule that q is always followed by u (elicit, for example, 'queue', 'quiz', 'queen', 'quaint'). Learners can practise breaking long into component syllables, e.g. 'doc-u-men-ta-ries'.</p> <p>Extension activity: Learners can highlight the suffix 'ally' in 'specifically' and other examples can be elicited, e.g. 'politically', 'socially'.</p> <p>Punctuation can be discussed and checked. Learners can use highlighter pens to explore sentence boundaries in the text and the use of the comma to mark subordinate clauses and separate words in a list. They can talk about other ways of ending a sentence such as the question and exclamation mark.</p> <p>Extension activity: The use of the colon and semi-colon can be discussed with more sophisticated learners.</p>

Syllabus ref (AOs)	Learning objectives	Suggested teaching activities
	Learners are able to recognise and apply the suffix 'ally'.	
<p>Writing W1 communicate information/ideas/opinions clearly, accurately and effectively W2 organise ideas into coherent paragraphs using a range of appropriate linking devices W3 use a range of grammatical structures and vocabulary accurately and effectively W4 show control of punctuation and spelling W5 use appropriate register and style/format for the given purpose and audience</p>	<p>Writing strategies: Learners integrate their skills and apply their knowledge to produce a piece of well-connected prose.</p> <p>Handwriting: Learners are able to identify their own handwriting issues and develop strategies for making improvements.</p>	<p>Writing activity: No TV for a week For preparation, the teacher could consider using <i>Cambridge IGCSE English as a Second Language – Student Book</i>. (Collins) Chapter 11.3 'Television'</p> <p>Learners imagine that the head teacher is thinking of asking families to ban children watching television for a week or more (you may think of a topic which is more relevant to your learners). The head teacher wants to know what the learners think. Learners write a letter to their head teacher saying what they think of this idea.</p> <p>After brainstorming ideas, planning and drafting, learners can pass their drafts around the group. Their friends can make suggestions for improvements and the authors can decide whether or not they will incorporate these ideas into their final drafts.</p> <p>Legible handwriting can be focused on. Show learners' examples of good and bad handwriting and discuss why the writing is good or how it could be improved will reinforce knowledge and understanding of legibility.</p>
<p>Reading R1 identify and select relevant information R2 understand ideas, opinions and attitudes R3 show understanding of the connections between ideas, opinions and attitudes R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p> <p>Speaking</p>	<p>Reading strategies: Learners are able to identify the use of the topic sentence to introduce an idea which is then developed in the paragraph. They gain more understanding of the concept of target audience and can identify the prior knowledge the target audience might be expected to have. They are able to infer the author's attitude and intention from the text.</p>	<p>Speaking and reading activity: The World of Films www.teachingenglish.org.uk/lesson-plans/film-festival-season</p> <p>Film Festival Season – BBC British Council 2002 The Film Festival lesson plans and worksheets enable learners to talk about their favourite films, enjoy an article about an international film festival, write a film review, select films for a film festival and make a poster.</p> <p>The reading text 'Film Festival Season' can be used to elicit learners' ideas about the target audience for this topic, assumed prior knowledge the target audience possesses, the intention of the author (to give information and to promote/persuade).</p> <p>Extension activity: More advanced learners can discuss and infer the author's attitude (very positive, even proud). Highlighter pens can be used to pick out key details.</p>

Syllabus ref (AOs)	Learning objectives	Suggested teaching activities
<p>S1 communicate ideas/opinions clearly, accurately and effectively</p> <p>S2 develop responses and link ideas using a range of appropriate linking devices</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S4 show control of pronunciation and intonation patterns</p> <p>S5 engage in a conversation and contribute effectively to help move the conversation forward</p>		
<p>Writing</p> <p>W1 communicate information/ideas/opinions clearly, accurately and effectively</p> <p>W2 organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p>	<p>Writing strategies:</p> <p>Learners apply their knowledge of film review genre, register, organisation 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> <p>Learners can work individually to write their film reviews. It is best to choose a film learners remember well and have really enjoyed. A teenage magazine could be selected as a target audience. A range of vocabulary and suitable expressions for describing films and persuading young people to see them could be elicited beforehand. Learners can be asked to bring in cuttings of film reviews taken from the newspaper to explore in groups. This would support their understanding of genre, vocabulary, persuasive techniques, etc. before planning their own reviews.</p> <p>Extension activity:</p> <p>More able learners can be challenged to write reviews with less support, possibly extending their reviewing to books and live performances.</p>
<p>Speaking</p>	<p>Speaking strategies:</p>	<p>Speaking activity: Planning a film festival</p>

Syllabus ref (AOs)	Learning objectives	Suggested teaching activities
<p>S1 communicate ideas/opinions clearly, accurately and effectively</p> <p>S2 develop responses and link ideas using a range of appropriate linking devices</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S4 show control of pronunciation and intonation patterns</p> <p>S5 engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Learners are able to apply logical thinking skills to produce a plan for a film festival.</p> <p>Learners are able to produce creative ideas and to explore them in a logical sequence and to provide the detail and development needed.</p> <p>Learners are able to explore possibilities, causes and consequences with each other, e.g. The reason we need a.....</p> <p>Learners are able to provide examples, For instance: A good example of that would be...</p>	<p>Learners use the worksheet: Writing a film review and planning a film festival.</p> <p>Planning a film festival. This is a good exercise to do in pairs. Questions on the worksheet help the planning and structure of the Film Festival. Learners could be encouraged to take notes of their ideas, so they are not forgotten. The class can revise the vocabulary and verb forms helpful to making suggestions, e.g.</p> <ul style="list-style-type: none"> • People coming to the festival might expect... so we should.... • What I think is most important is.... <p>Learners present their ideas to one another within small groups.</p> <p>Extension activity: More confident learners could present their ideas to the whole class and be encouraged to make use of visual or audio materials as illustrations.</p>
<p>Writing</p> <p>W1 communicate information/ideas/opinions clearly, accurately and effectively</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p>	<p>Writing strategies:</p> <p>Learners are able to apply knowledge of the most appropriate format and structure for the poster.</p> <p>Learners are able to organise layout, and show they understand concepts such as eye-catching detail, judge the tone and register for the target audience (informal, enthusiastic).</p> <p>Learners are able to decide on appropriate pictures or diagrams for communicating the message.</p>	<p>Writing activity: Making a film festival poster</p> <p>Making a festival poster could be done in pairs or individually. Learners' ideas of what to include, (persuasive information as well as times, dates, place) suitable vocabulary and expressions, tone and register for the target audience layout, pictures, etc.) can be explored before they begin to draft the poster.</p> <p>If there is access to a word processing package on a computer there will be more scope for learners to explore layout features, e.g. font size, type of script, colours, clipart.</p> <p>Extension activity: More confident learners should be expected to make use of sophisticated and emotive language to persuade and convince the reader. <i>Cambridge IGCSE English as a Second Language – Student Book</i>. (Collins) Chapter 11.4, offers some listening practice on the topic, introducing some useful relevant vocabulary. It also focuses on how an emotive slant can be given to text through subtle use of language.</p>

7. Technology

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking S1 communicate ideas/opinions clearly, accurately and effectively S2 develop responses and link ideas using a range of appropriate linking devices S3 use a range of grammatical structures and vocabulary accurately and effectively S4 show control of pronunciation and intonation patterns S5 engage in a conversation and contribute effectively to help move the conversation forward</p> <p>Reading R1 identify and select relevant information R2 understand ideas, opinions and attitudes R3 show understanding of the connections between ideas, opinions and attitudes R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p> <p>Writing W1 communicate information/ideas/opinions clearly, accurately and effectively</p>	<p>Speaking:</p> <ul style="list-style-type: none"> learners are given the opportunity to express their opinions on the given topic, develop and justify their answers and give examples learners are able to listen to other speakers and respond relevantly and effectively learners are given the opportunity to 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. learners are encouraged to use a range of related vocabulary effectively <p>Reading:</p> <ul style="list-style-type: none"> learners practise reading for gist, e.g. attitudes and detail, e.g. what, how often, etc. learners are encouraged to guess unknown vocabulary from the context learners practise note taking and summarising skills, e.g. writer's views on a given topic learners practise proofreading skills 	<p>Speaking and reading activity: Reliance on technology Learners discuss how often and what technology they use and whether they think they should use less/more technology. This activity could be done in pairs or small groups. Learners feedback their opinions to the class.</p> <p>Learners do a quiz on how reliant on technology they are, share results with other learners and say whether they agree with the results and explain why or why not. www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-28/session-1</p> <p>Extension activity (language): Learners go over vocabulary from the quiz and create a wall poster with related vocabulary. Learners can be asked to create a word cloud with more technology related vocabulary for homework. www.wordclouds.com (this is a website where learners can input words and create wall posters for free)</p> <p>(F) Learners can test each other by playing a 'Guessing game'. One learner gives a definition/synonym of the vocabulary tested, other learners guess the word. This can be done in groups or as a whole class activity.</p> <p>Spelling of the target vocabulary can be tested by playing 'Spelling Bees'. Learners are divided into two groups and then challenge somebody from the other group to spell one of the words from the target vocabulary.</p> <p>Extension activity (skills): Learners read related articles online about reliance on technology, summarise the author's findings/views and express their own opinion in a class/group discussion. They select the most common opinions on the topic and use these as a basis to write an article on the same subject of reliance on technology.</p> <p>Formative assessment/peer assessment: Other learners read the articles and comment on style/register (semi-formal article), paragraphing, linking devices, e.g. however, range of related vocabulary and spelling.</p> <p>(I) Learners should be encouraged to rewrite their first drafts as homework based on the feedback given by their peers and the teacher.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>W2 organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p>	<p>Writing:</p> <ul style="list-style-type: none"> learners are given the opportunity to write an article using the appropriate style, register and a range of related vocabulary learners are encouraged to develop their writing skills from given feedback and by observing writing conventions from a model piece of writing. 	<p><i>Cambridge IGCSE Core English as a Second Language (CUP) Chapter 5, 'Social Media'</i> http://education.cambridge.org/uk/subject/english/english-as-a-second-language/cambridge-igcse-core-english-as-a-second-language</p>
<p>Reading</p> <p>R1 identify and select relevant information</p> <p>R2 understand ideas, opinions and attitudes</p> <p>R3 show understanding of the connections between ideas, opinions and attitudes</p> <p>R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p> <p>Writing</p> <p>W1 communicate information/ideas/opinions clearly, accurately and effectively</p> <p>W2 organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p>	<p>Reading:</p> <ul style="list-style-type: none"> learners practise reading for gist, e.g. summarising ideas in paragraphs, writer's opinions, and detail, e.g. dictionary entries. learners are encouraged to 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. <p>Writing:</p> <ul style="list-style-type: none"> learners are given the opportunity to practise target language of giving tips in a personalised meaningful context learners practise writing at sentence level as well as text level, applying the correct conventions of punctuation and 	<p>Speaking and reading activity:</p> <p>Learners discuss what technological advances are available today, e.g. in medicine, at home, at school, etc. that were not available when their parents/grandparents were their age. They also discuss whether life is safer/more dangerous thanks to modern technology, and why.</p> <p>Learners read for gist and write down the topic of each paragraph, e.g. using technology in classrooms. Learners compare their answers in pairs. Learners try to guess the words in bold from the context. Learners confirm their predictions in an English-English online dictionary.</p> <p>Learners work in pairs. Each group focuses on one paragraph from the article and prepares one or two 'True/False' statements. These statements are then passed round the class. Learners read the relevant paragraph one more time and decide if the statements are true or false. For kinaesthetic learners, the statements can be put up on the walls around the classroom. Learners walk to the individual statements and do the reading activity.</p> <p>www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-28/session-3</p> <p>(F) Learners are given vocabulary from the reading activity on a set of cards and their definitions on a separate set of cards. Learners match the vocabulary items with their correct definitions. Learners can test each other by looking at the definitions only and trying to remember the correct vocabulary to see if they can give the correct answer faster than their peers.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p> <p>Speaking</p> <p>S1 communicate ideas/opinions clearly, accurately and effectively</p> <p>S2 develop responses and link ideas using a range of appropriate linking devices</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S5 engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>using language structures accurately and effectively for the given purpose and audience.</p> <p>Speaking:</p> <ul style="list-style-type: none"> learners are encouraged to share their personal experiences on the given topic and to reflect on the differences between the past the present learners are given the opportunity to practise target language in a more communicative way adopting the appropriate register 	<p>Extension activity (skills/language):</p> <p>Learners discuss what they should/shouldn't do to stay safe online. They compare their ideas with related articles, e.g. www.safetynetkids.org.uk/personal-safety/staying-safe-online/ and say what they forgot to mention/don't do, but should do, etc. Learners are presented with phrases used when giving tips, e.g. Always remember to, you should resist the temptation to, etc.) and use them in a role-play in various scenarios (e.g. when buying a smartphone, when using social media sites, etc. Learners work in groups and produce a leaflet with tips on how to stay safe online. This can be done as an interclass activity. Learners can present their leaflet to other classes.</p> <p>(F) Learners can prepare a quiz based on their leaflet to test other groups. Learners can also be given gapped sentences with the target language of giving tips to complete.</p>
<p>Speaking</p> <p>S1 communicate ideas/opinions clearly, accurately and effectively</p> <p>S2 develop responses and link ideas using a range of appropriate linking devices</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S4 show control of pronunciation and intonation patterns</p> <p>S5 engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Speaking:</p> <ul style="list-style-type: none"> learners are given the opportunity to draw on their existing knowledge, share this with their peers and listen and respond relevantly to what has been said learners are encouraged to engage in a conversation, express their opinions, personal preferences and move the conversation forward learners practise using the target language in a range of scenarios, in both factual (product descriptions, how things have changed) and 	<p>Speaking and listening:</p> <p>Learners discuss in pairs/groups what latest products they know about, what they think of them and whether they would like to have them. Learners feedback to the class. Other learners link their answers to what has been said, e.g. Just like X, I'm really mad about..., I see what you mean, but for me it has to be..., etc.</p> <p>Learners watch a short clip on www.youtube.com presenting the latest products, e.g. the latest wearable technology, and take notes on what the product is, its features, uses, advantages, etc. Learners check their answers together.</p> <p>Extension activity (skills):</p> <p>Learners work in groups and rank the products from the listening activity based on their popularity/usefulness, etc. Learners are given strips of paper with a short description of lifestyles of different people, e.g. a five-year-old child, a businessman who travels a lot, a middle-aged person who loves working out, etc. Learners work in groups and choose the best product for each person and give reasons why. Alternatively, learners are given the name of a classmate.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Listening L1 identify and select relevant information L2 understand ideas, opinions and attitudes L3 show understanding of the connections between ideas, opinions and attitudes L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings</p> <p>Reading R1 identify and select relevant information R3 show understanding of the connections between ideas, opinions and attitudes</p> <p>Writing W1 communicate information/ideas/opinions clearly, accurately and effectively W2 organise ideas into coherent paragraphs using a range of appropriate linking devices W3 use a range of grammatical structures and vocabulary accurately and effectively W4 show control of punctuation and spelling W5 use appropriate register and style/format for the given purpose and audience</p>	<p>abstract (future probability) contexts</p> <ul style="list-style-type: none"> learners are encouraged to develop their answers by providing reasons and examples <p>Listening</p> <ul style="list-style-type: none"> learners practise listening for detail learners also practise listening to a longer talk and note-taking learners are encouraged to listen to their peers, understand their opinions and respond accordingly <p>Reading:</p> <ul style="list-style-type: none"> learners practise reading for specific detail and identify the best product for various people learners are encouraged to read for lexical and grammatical detail in their peers' written work, evaluate other people's written work and identify good practice with the focus on the style and register learners are given the opportunity to read short descriptions, e.g. house of the future, evaluate what they have read and report back using their own words. <p>Writing:</p> <ul style="list-style-type: none"> learners to given the opportunity to produce two 	<p>They have to choose a product as a present for them and say why they want them to have this.</p> <p>Extension activity (language/skills): Learners discuss how lifestyles/work/transport/houses will change in the future. Learners are presented with future tenses, e.g. by 2025 we'll have stopped using money, in 10 years' time we'll be living on Mars, etc. and phrases to express future possibility/certainty, e.g. we'll most certainly, it's unlikely to happen, etc.</p> <p>Learners can watch a short clip on www.youtube.com – 'Welcome to the future Samsung' and discuss what will change and how likely this is. Alternatively, learners look at 'House of the future' on https://www.rightmove.co.uk/news/articles/dream-properties/welcome-to-the-home-of-the-future/ and discuss the changes and the likelihood of these for individual rooms/furniture/technology used, etc. Learners should be encouraged to use the target language.</p> <p>(F) Learners are presented with various scenarios of the future, e.g. No-one will walk anymore. We'll only communicate online, not face-to-face. Learners write down how probable each scenario is, e.g. It's highly unlikely we'll only communicate online. Alternatively, learners can be given sentences with phrases of probability and asked to rewrite the sentences using a phrase with a very similar meaning, e.g. 'it's bound to happen' – it'll probably happen.</p> <p>Extension activity (skills): Learners work in groups. They are given pictures of everyday products (e.g. a washing machine) and say how these have changed people's lives. In groups they then have to design a product which would make their lives easier/more comfortable. Learners prepare a presentation and pitch their product to the class. To see an example of a model pitch for new products, learners can watch short clips on www.youtube.com from TV programmes, e.g. The Dragon's Den, The Apprentice, etc. Learners are encouraged to ask questions at the end, e.g. What did you mean by..., Can you tell me a bit more about..., etc.</p> <p>Writing activity: Learners write two different tasks: 1. an email to a friend about the experience of giving a presentation, what it was about, how they prepared and what they would have done differently</p>

Scheme of Work

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	<p>pieces of writing in different styles and registers and to organise their ideas coherently with a range of cohesive devices</p>	<p>2. a review of a product, what the advantages and disadvantages are and whether they would recommend the product. Learners focus on the different style and register required and adapt their language accordingly.</p> <p>Formative assessment/peer assessment: Learners look at each other's writing and underline appropriate features and language for each style (email/review) and register (informal/semi-formal). Learners feedback to each other. Learners comment on how successful each piece of writing is and what should be improved.</p> <p>(I) Learners rewrite their first drafts based on the feedback from their peers and the teacher for homework.</p>

8. Environmental issues

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking</p> <p>S1 communicate ideas/opinions clearly, accurately and effectively</p> <p>S2 develop responses and link ideas using a range of appropriate linking devices</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S4 show control of pronunciation and intonation patterns</p> <p>S5 engage in a conversation and contribute effectively to help move the conversation forward</p> <p>Writing</p> <p>W1 communicate information/ideas/opinions clearly, accurately and effectively</p> <p>W2 organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p>	<p>Speaking and listening strategies:</p> <p>Learners are able to initiate and sustain a conversation at some length. Learners are able to listen to detailed answers closely and are aware that is not always necessary to understand every word to recognise and follow content.</p> <p>Learners are able to infer attitude from what is said and adapt a follow-up question, e.g. You seem worried at the thought of a nuclear disaster. Can you tell me why?</p> <p>Planning and drafting strategies:</p> <p>Learners are able to apply appropriate planning strategies, taking account the context and aim of the letter.</p> <p>Learners are able to make notes from reading and when planning writing, which can include lists or diagrams.</p> <p>Learners are able to redraft work after proof-reading and are aware of when their letters are ready for presentation.</p> <p>Reading and discussion strategies:</p>	<p>Speaking and listening activity: Energy</p> <p>www.englishclub.com/esl-worksheets/conversation/TP_Energy.pdf</p> <p>Learners can use the worksheet to develop their vocabulary for discussing energy and electricity. Activity 4 on the worksheet focuses on the pros and cons of nuclear power, issues of radioactive waste disposal and alternatives to nuclear power.</p> <p>Although there are open and closed questions on the worksheet, learners can prepare for the worksheet activity by repeating and practising key ways to develop follow-up questions to achieve a conversation of more depth. E.g. Tell me what you think about having nuclear power in our own country? Do you think there are any other advantages/disadvantages of nuclear power?</p> <p>Learners can revise and explore ways of checking back to confirm information and practise interrupting politely. Learners can revise expressing feelings and opinions with reasons, e.g. 'I'm worried about ... because...'. More confident learners could research other forms of energy and give reports (spoken or written) to one another or the class.</p> <p>Writing activity: Alternative energy sources.</p> <p>Letter to a newspaper about a wind farm</p> <p>Learners imagine there is a proposal to build a wind farm in their area to provide a non-polluting form of alternative energy. Learners write a letter to their newspaper saying what they think of this idea.</p> <p>Firstly, the pros and cons of alternative energy can be explored in groups. Wind farms can be explored as a specific example along with solar power, etc. Learners can make notes of the advantages and disadvantages of alternative energy, including wind farms, from their conversations which can be fed back and shared with the whole class. Learners can do further research by making notes from information to be found on the internet. Prepared worksheets with questions can be prepared to support learners.</p> <p>More advanced learners need less support and can be expected to report back to the class at length, using pictures or diagrams to help them.</p> <p>Learners brainstorm ideas to include in the letter. They could discuss the purpose and audience and make notes. They could explore appropriate vocabulary, discuss sentence structure and share ideas about a suitable register. Drafts can be proof-read and corrected</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p> <p>Reading</p> <p>R1 identify and select relevant information</p> <p>R2 understand ideas, opinions and attitudes</p> <p>R3 show understanding of the connections between ideas, opinions and attitudes</p> <p>R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings</p> <p>Speaking</p> <p>S1 communicate ideas/opinions clearly, accurately and effectively</p> <p>S2 develop responses and link ideas using a range of appropriate linking devices</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S4 show control of pronunciation and intonation patterns</p> <p>S5 engage in a conversation and contribute effectively to help move the conversation forward</p>	<p>Learners are able to read critically and match information to scientific definitions. How green are you?</p> <p>Learners are able to compare ideas and opinions on the topic and make an informed choice.</p> <p>Global warming message board-</p> <p>Learners are able to discuss and evaluate ideas and opinions from different sources and be able to recognise the difference between subjective experience and objective facts.</p> <p>Learners are able to draw inferences from the information given or the tone of a text.</p>	<p>(this can be a shared activity, with examples exchanged between pairs or read aloud to groups). Letters could be redrafted, incorporating any changes.</p> <p>Further work – or preparation work – could be done on adapting style according to the reader and purpose of the writing. Examples of practice exercises can be found in <i>Cambridge IGCSE English as a Second Language Student Workbook</i>.</p> <p>Future trends: Climate change</p> <p>Learners explore the issues surrounding climate change such as the greenhouse effect, recycling, energy conservation and consequences of global warming from various articles found online.</p> <p>Learners have a chance to develop their understanding of the issues, broaden their vocabulary for the topic, express their own views and to compare the scientific evidence for climate change with popular belief. Learners' ideas of possible bias about the way information is selected and presented can be elicited.</p> <p>Extension activity:</p> <p>More advanced learners can discuss the differences between objective fact and subjective experience. A mixture of small group work, pair work, whole class work and individual work can be used to carry out the activities. Groups and individuals can feedback ideas to the whole class for exploration and analysis.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Writing</p> <p>W1 communicate information/ideas/opinions clearly, accurately and effectively</p> <p>W2 organise ideas into coherent paragraphs using a range of appropriate linking devices</p> <p>W3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>W4 show control of punctuation and spelling</p> <p>W5 use appropriate register and style/format for the given purpose and audience</p>	<p>Writing strategies:</p> <p>Using persuasive techniques:</p> <p>Learners are able to judge the impact of a range of dramatic vocabulary and expressions, using intensifiers, e.g. 'Disastrous', 'deeply worrying'.</p> <p>Learners are able to use evidence to support opinions.</p> <p>Learners are able to recognise and use rhetorical questions for emphasising a point.</p> <p>Learners are able to use time-related expressions.</p> <p>Learners are able to use a variety of tenses to express what is happening now, what has happened, and what may happen in the future.</p>	<p>Writing activity: Writing an article based in the future</p> <p>Global warming has been a problem for many years. Learners write an article for a newspaper. Less able learners could write a letter expressing their concerns about global warming and suggesting ways to control it.</p> <p>Extension activity:</p> <p>Higher attaining learners could imagine that the year is 2050. And could write a newspaper article to explain how the world has been affected by global warming, what is being done to control it and what further measures could be taken.</p> <p>The topic will require knowledge, imagination and speculation so preparatory work to brainstorm ideas, will be needed. Learners may want to research the topic on the internet. It is likely that learners will have learnt about the science of global warming in other lessons, and they can draw on this knowledge to help them.</p> <p>Textbooks can provide background material, offering opportunities to build up vocabulary and ideas.</p> <p>Learners discuss persuasive techniques to engage the reader such as the use of dramatic vocabulary and expressions to bring home the effects of global warming.</p> <p>Before writing, learners can explore the importance of having evidence to support opinions, e.g. Research shows that...There is reason to believe that...</p> <p>Extension activity:</p> <p>The use of persuasive devices such as rhetorical questions can be explored.</p> <p>Extension activity:</p> <p>As learners review each other's work, there is an opportunity for them to consider verb forms and ensuring consistency of tense, since the writing may well include an overview of a period of time. Issues around the perfect tenses, which often present problems, could be checked so student know how their form changes according to time expressions.</p> <p>They can explore time-related expressions to show how things have changed over time and the appropriate tense to use with them, e.g. 'Up until now', 'so far', 'at this point in time', 'now'.</p>
<p>Reading</p> <p>R1 identify and select relevant information</p>	<p>Reading strategies: Predicting</p> <p>Learners are able to apply knowledge of sentence formation</p>	<p>Reading and predicting: 'High Winds Hit Oman'</p> <p>www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/06/070606_oman_cyclone.shtml</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>R2 understand ideas, opinions and attitudes</p> <p>R3 show understanding of the connections between ideas, opinions and attitudes</p>	<p>to predict the use of prepositions after verbs, nouns.</p> <p>Learners are able to recognise and use suffixes, correctly spelled.</p> <p>Learners are able to recognise the connotations of a word and give example sentences.</p> <p>Learners know how dictionaries are organised and are able to use dictionaries to check meaning.</p>	<p>The prepositions in the text could be blanked out and learners work in pairs to replace them. The exercise can be followed by checking and then the whole article can be read and discussed. The use of adverbs as intensifiers, e.g. widely predicted, sparsely populated can be highlighted and further examples elicited. Spelling issues around the suffix '-ly' can be discussed.</p> <p>Learners consider the more demanding vocabulary, e.g. '<i>disrupts</i>', '<i>batter</i>' and discuss their negative connotations. Learners then write other example sentences individually, in pairs or as a class on the board / whiteboard. As always, learners should be encouraged to keep a note of new words they encounter in their Word book (or other system as the teacher decides). They can go on to use new words in example sentences, using dictionaries to help.</p> <p>This work can be aimed at any level depending on the nature of the words and the degree of support the teacher offers.</p>
<p>Listening</p> <p>L1 identify and select relevant information</p> <p>L2 understand ideas, opinions and attitudes</p> <p>Speaking</p> <p>S1 communicate ideas/opinions clearly, accurately and effectively</p> <p>S2 develop responses and link ideas using a range of appropriate linking devices</p> <p>S3 use a range of grammatical structures and vocabulary accurately and effectively</p> <p>S4 show control of pronunciation and intonation patterns</p> <p>S5 engage in a conversation and contribute effectively to</p>	<p>Listening skills:</p> <p>Learners are able to extract information and identify key words and phrases in a given context.</p> <p>Learners are aware of elision and assimilation in speech and are able to use this knowledge to take notes correctly.</p>	<p>The weather forecast</p> <p>Learners discuss the recent weather. The teacher can elicit any related vocabulary and help if necessary. Learners are then given a copy of a map of their country and listen to/watch the weather forecast for their country. While they are listening, they write down the relevant vocabulary from the weather forecast for the right part of the country, e.g. the capital – slight breeze, in the north – sharp temperature drop, etc. Learners check in pairs and feedback to the whole class.</p> <p>Extension activity:</p> <p>More advanced learners may have less support and perhaps listen to the recording only twice.</p> <p>Extension activity (skills/language):</p> <p>Learners work in pairs and prepare a weather forecast for another country. This forecast can be fictional, or learners can access the internet to check. Learners use a printout of a map of that country and draw symbols of their weather forecast. The groups then act out the forecast to the class pointing at the correct part of the country on their map as they speak.</p> <p>This section can be finished by learners having a discussion about extreme weather using a past speaking assessment card on <i>Extreme weather</i>:</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
help move the conversation forward		<p style="text-align: center;">J Extreme weather</p> <p>Candidate's Card</p> <p>People around the world have to face extreme weather conditions such as floods, droughts, hurricanes and heatwaves.</p> <p>Discuss this topic with the examiner.</p> <p><i>Use the following prompts, in the order given below, to develop the conversation:</i></p> <ul style="list-style-type: none"> • extreme weather you have experienced or know about • how well you think you would cope with extreme weather conditions • ways in which people can prepare for severe weather conditions • the suggestion that humans alone are responsible for changes in climate which bring about extreme weather • the idea that climate change is not a major problem – humans will survive. <p>You may introduce related ideas of your own to expand on these prompts.</p> <p>Remember, you are not allowed to make any written notes.</p>

Appendix 1

On the Rails in India

Jim Shekhdar, the celebrated adventurer and traveller, explains why he will never forget his first train journey...

At the age of seven, in 1954, I travelled by train from Mumbai to Kolkata, and I remember it vividly. My family and I had set off for a five-year stay in Jamshedpur. My father, an electrical engineer, was already out there. We first had to travel by boat from England to Egypt. Then travelling through Egypt by jeep, I saw the famous pyramids, which was very exciting for me and my sister and brother. I suppose it was the start of my travelling life.

After seeing the pyramids and leaving the Suez Canal, we then sailed on to Mumbai. From there, we took the train across India, which took three days and two nights. On the journey from Mumbai to Kolkata, the thing I remember best about the journey was the lions running alongside the train as I looked out of my window. We were in our own compartment in a first-class carriage, but the rest of the train was full and people were everywhere.

Every carriage had a balcony at each end so you could jump from one to another. The train resembled one of those American steam trains I was used to seeing in comics and cowboy films. We had a compartment to ourselves and a comfortable sleeping berth for each member of the family. There were stations along the way that we stopped at for as long as an hour, where you could get off and buy things to eat, such as rice and chapattis.

My brother was ten and my sister was thirteen, and we played games for much of the time, but even so we often got bored.

I also felt upset because I lost my favourite pen, which I had been given by my best friend when I left school in England to travel to India.



My first impression of India was that it was teeming with people and the sheer numbers of them overwhelmed me: they seemed to be everywhere, and I was bewildered by the noise, the delicious smells and the bustle.

Mumbai, I remember, was quite lush. There were trees and bush for the first few hours and then it became brownish-grey desert leading across a vast, flat plain. There were no mountains, just one huge, flat landscape. I was disappointed because I had imagined that India would be all jungle.

I suppose the sheer excitement of that journey is why I have spent so much of my life travelling.

Appendix 2

Read the article below about a gorilla named Koko, and then complete the notes on the opposite page.

Gorillas have a word for it

Koko is the first gorilla to have been taught sign language (a way of communicating by using hands and fingers rather than speech). With a vocabulary of more than 1000 words, she is the first to prove we share a world with other intelligent beings who feel emotions, look forward to celebrations and also have a sense of humour.

The 30-year study of Koko has redefined science's concept of gorilla intelligence. According to some scientists, genetically there is only a 2% difference between gorillas and humans: we share the same blood type, have the same number of hairs per square inch and also the same temperament. But what had not been recognised by the scientific community was that gorillas have the ability to learn a language and have complex emotions.

Koko lives in the Santa Cruz mountains in North America, in a wooded spot overlooking a valley. She has her own home, with curtains, and a nest of blankets, which is her bed, in one corner. She has a barrel on which she likes to sit when 'talking' to humans – gorillas feel more secure when they can look down on others – while her toys are spread everywhere. In addition, she has an outside enclosure where she spends her days when it is not raining.

It is her conversations with her teacher, Dr. Penny Patterson, that are inspiring. Penny explains: "The reality of my discovery is that our abilities as humans, our skills, sensibilities and emotions are very similar to the great apes. What we have learnt is that gorillas are more complex than we ever imagined."

When she began teaching Koko sign language, placing the little fingers of the one-year-old gorilla into the correct positions for 'drink', 'eat', 'more', and rewarding her with food, Dr. Patterson had no idea how quickly Koko would learn. "At first, it seemed Koko was using sign language as a tool to get something," says Patterson. "It became the kind of reward system that you could expect of a cat or a dog. But early in her training, she began to combine signs that made me think she was capable of more." Now Koko is so proficient in sign language that if she doesn't know a word she invents one. For example, she didn't know the word for 'ring', so she combined the signs for 'finger' and 'bracelet' to express it.

Dr. Patterson continues: "Koko loves babies and young people. And when she is asked what gorillas like best, she always says 'Gorilla love eat, good'." One of Patterson's favourite stories demonstrates Koko's sense of humour. When a visitor asked her to show him something scary, she held up a mirror to his face!

When Patterson asked her what she would like for her 11th birthday, Koko signed that she wanted a cat. The story of Koko's cat enabled Patterson to learn more about her student: the cat was hit by a car and Patterson had to break the news to Koko, who signed "Cr y, sad, frown". Then, once alone, Patterson heard Koko make the gorilla's distress call: a loud series of hoots.

From the age of three, Koko shared her accommodation with Michael who was intended as a mate. However, Michael died suddenly two years ago of a heart attack. "Koko went into a depression following Michael's death," says Patterson. "She would sit for hours with her head hung low looking upset."

Dr. Patterson asked her if she was looking forward to moving to Hawaii, where Patterson is raising money to build a gorilla refuge. Koko signed 'Yes', provided she could have curtains in her new home!

Scheme of Work

You are going to give a speech to a group about Koko the gorilla. Using the information in the article write notes for your speech. Make two short notes under each heading.

PHYSICAL CHARACTERISTICS SHARED BY GORILLAS AND HUMANS

-
-

EQUIPMENT USED TO FURNISH KOKO'S ACCOMMODATION

-
-

HOW KOKO WAS FIRST TAUGHT SIGN LANGUAGE

-
-

SAD EVENTS IN KOKO'S LIFE

-
-

[Total: 8]

Mark scheme

Exercise 3

Note: this exercise is marked for content (reading), not language. Tick and number the content points below to a maximum of 8 marks (up to 2 marks per heading).

Physical characteristics shared by gorillas and humans

1. blood type
2. number of hairs

Equipment used to furnish Koko's accommodation

3. bed/nest of blankets
4. barrel
5. curtains
6. toys

How Koko was first taught sign language

7. placing fingers in(to) position
8. rewarding (with food)

Sad events in Koko's life

9. cat being knocked down by a car/killed
10. (sudden) death of Michael (from a heart attack)

Appendix 3

Read the following article about the increasing problem of noise in our society. Write a summary about what we can do to reduce the stress caused by noise. Your summary should be about 100 words long (and no more than 120 words long). You should use your own words as far as possible. You will receive up to 8 marks for the content of your summary and up to 8 marks for the style and accuracy of your language.

The Sound of Silence

How much noise are we subjected to in our normal daily lives without noticing it? How much does this noise affect our body and senses?

Whether it's a dog barking or the banging of a door, if it's a sound that disturbs or annoys us, then it's a sound that is unwanted. Consciously we may not take today's noise seriously, but unconsciously our bodies still have an automatic response that makes us remember when sudden or loud sounds meant danger. Our blood pressure rises, our heart rate and breathing speed up and subsequently we become hot and sweaty.

Previously, medical science was mostly concerned with noise levels powerful enough to cause hearing damage. But in the 21st century, where everyday noise is a rule rather than an exception, it is thought that the effects leave us in a state of almost constant agitation. Experts have researched many ways in which we can counteract this problem. Let's consider some of their ideas and suggestions.

Firstly, you should try to start the day with some silence. This means you should get up a little earlier because it could be the most important bit of relaxation you get all day. For a few minutes, sit completely still with a straight back and empty your mind. This is not as easy as it sounds but take a deep breath and quietly repeat to yourself, "My body is released and relaxed, my heartbeat is normal, my mind is calm and peaceful." Keep repeating this until any remaining tension is gone and you will feel much more at ease. Imagine yourself looking up at a blue sky full of soft, white clouds.



It would also help to stop talking so much and start thinking instead! Although it may sound rude and unsociable, disciplining yourself to remain silent is a great way to refresh your mind and put things into perspective. As Professor Stephen Palmer, Director of the Centre for Stress Management, explains, "Peace really does come from within. To escape unwanted noise and thoughts, I advise my clients to take their minds through a series of relaxing images. It could be anything from sitting under a cool, shady tree to looking at the stars at night. The great thing about this exercise is that you can find peace for yourself even when you seem to be completely surrounded by noise."

Apart from hearing, we have senses of touch, smell, taste and sight – so use them! Here's an idea... switch off all of the noise in your house. Turn off the TV and computer, throw away your mobile phone. Take some time to appreciate your environment by breaking up your day with quiet periods, at least once every couple of hours. Try to seek out somewhere quiet to get away from noisy situations and make the most of the chances for peace that you have. Eat your lunch outside on a park bench and not in the office or classroom.

Finding your own moments of peace and quiet is becoming an increasingly important part of maintaining all-round health. So, take a moment to listen to nothing; your body will thank you for it.

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