

Scheme of Work

Cambridge IGCSE™ / Cambridge IGCSE (9–1)

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

For examination from 2024



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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.

Outline

This scheme of work is divided into eight units providing practice in the interrelated skills of speaking, listening, reading and writing. Each unit contains 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 by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. 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. In these activities several assessment objectives and skills are practised at the same time – the nature of English teaching is that all the skills are inter-related. 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 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.

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.

Topic	Suggested teaching time	Unit content aims
1. Travel and tourism	17 hours/ 13% of the course.	Learners develop a greater understanding of the issues around travel and tourism, including relating holiday experiences, discussing risk and adventure, exploring the pros and cons of tourism, reading a text about the new seven wonders of the world and carrying out an internet project.
2. Shopping and the consumer society	16 hours/ 12% of the course.	Learners develop a greater understanding of the commercial world of which shopping is an important aspect. This includes discussion about shopping with two different worksheets available; exploration of the impact of the consumer society; globalisation; the 'Beckham Brand' and the issue of fast fashion and ethical shopping.
3. Science and nature	17 hours/ 13% of the course.	Learners develop a greater understanding of zoos and the role they play in modern society, the issue of animal extinction, the ethics of science and how animals communicate.
4. Health, fitness and sport	16 hours/ 12% of the course.	Learners develop a greater understanding of food for good health, the issue of smoking, the importance of knowing some basics of the first aid, less common sports and the role of sport in keeping fit.
5. Family and lifestyles	16 hours/ 12% of the course.	Learners develop a greater understanding of family and lifestyle issues such as the amount of freedom young people should be allowed, whether appearance matters, and matters that are urgent in our modern society, such as dealing with stress and noise pollution.
6. Media and films	16 hours/ 12% of the course.	Learners develop a greater understanding of the media including media reporting, the pros and cons of television and the implications of their footprint on social media. They have a chance to discuss the world of films, attraction of films, film seasons, write a film review and design a poster to promote their new film club.
7. Technology	16 hours/ 12% of the course.	Learners practise and develop their language skills around the topic of 'Technology'. Learners read, discuss and write about the use of modern technology, how people rely on it and online safety. They listen to presentations of the latest products and evaluate their usefulness and popularity. They collaborate with other learners to design their own product. Learners read about/listen to predictions relating to future technological advances and discuss the probability of such predictions.
8. Environmental issues	16 hours/ 12% of the course.	Learners develop a greater understanding of environmental issues, including alternative sources of power, climate change and global warming.

Scheme of Work

Resources

You can find the endorsed resources to support Cambridge IGCSE English as a Second Language on the Published resources tab of the syllabus page on our public website [here](#). Endorsed textbooks have been written to be closely aligned to the syllabus they support and have been through a detailed quality assurance process. Endorsed textbooks are the ideal resource to be used alongside this scheme of work as they cover each learning objective. Throughout this scheme of work references made to the 0510/0511 past examination papers. The 0510/0511 syllabus runs parallel to syllabuses 0991/0993 with the same content.

School Support Hub

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

Websites

This scheme of work includes website links with 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 the Cambridge IGCSE English as a Second Language syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

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 demonstrate understanding of specific factual information R2 demonstrate	Reading: learners practise reading for gist, e.g. attitudes and detail	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. (I) Learners should be encouraged to rewrite their first drafts as homework based on the feedback given by their peers and the teacher. (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.

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

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.

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</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p> <p>Writing</p> <p>W1 communicate information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>W4 use appropriate register and style for the given purpose and audience</p>	<p>Speaking and writing 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>Learners are able to choose the appropriate style and register for a range of scenarios</p>	<p>Talking about holidays: 'Travel'</p> <p>a set of questions to be used in class can be found at: www.eslconversationquestions.com/travel/ https://printdiscuss.com/travel-conversation-questions/</p> <p>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 an email to a friend, an article for a school magazine, a review of a hotel/restaurant, a complaint to the hotel manager, etc.</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 an email 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 you direct.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p>	<p>Reading strategies:</p> <p>Recognising specialist vocabulary.</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>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>Risk and travel abroad: Reading a newspaper report, dictionary work and writing.</p> <p>Learning English – Words in the News, Climber rescued from dangerous peak: www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2005/08/050810_climber.shtml</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 can 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:</p> <p>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 could 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>For further practice on narrative tenses, download the free worksheet from: www.teach-this.com/grammar-activities-worksheets/narrative-tenses (F)</p> <p>Learners can also practise the tenses on their own, or in pairs: https://elt.oup.com/student/solutions/advanced/grammar/grammar_02_022e?cc=gb&selLanguage=en (I)</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>. Learners can work in pairs or small groups and make wall posters. At the end of the activity, the groups share the posters with other groups and compare their selected vocabulary/collocations. (I)</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Writing</p> <p>W1 communicate information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>W4 use appropriate register and style for the given purpose and audience</p>	<p>Writing strategies: email, blogentry</p> <p>Learners are able to judge the tone and register for different purposes, make appropriate vocabulary choices, structure work in coherent paragraphs and use a variety of grammatical structures and tenses.</p>	<p>Writing activities: email, blog 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 blog entry.</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 can write more emails related to travel for homework using these phrases. (I)</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 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>Speaking</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p>	<p>Reading strategies:</p> <p>Past tenses:</p> <p>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</p>	<p>Reading text: 'The New Seven Wonders of the World'</p> <p>(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 can work in pairs to replace them. (F) 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>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Writing</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p>	<p>check meaning.</p>	
<p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p>	<p>Speaking strategies: Learners are able to express opinion (as I see it, etc.) giving reasons (too many tourists lead to cause/overcrowding/ changes in our way of life) (I'm in favour of tourism because it creates employment and helps develop our economy). 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>Learners discuss the pros and cons of tourism. For ideas of discussion points, go to: https://soapboxie.com/economy/Advantages-and-disadvantages-of-tourism</p> <p>Brainstorming: 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>For more lesson ideas on class discussions on the advantages and disadvantages of tourism, go to: www.thoughtco.com/discussion-and-debate-lesson-1210311</p> <p>Extension activity: Learners read posts about the pros and cons of tourism on an online discussion forum. For examples, go to: www.englishclub.com/esl-forums/viewtopic.php?t=23889 Learners read the posts and say whether they agree or disagree with the ideas from the posts, and explain why. For homework, ask learners to write their own posts. (I)</p>
<p>Writing</p> <p>W1 communicate information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</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 activity: letter to a newspaper</p> <p>Learners imagine there is a proposal to make a part of the local beach private for tourists only. Learners could write an email to the local authorities giving their opinions of this idea and highlighting the consequences of this proposal on the local area. In small groups, learners can brainstorm ideas for their emails, 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.</p> <p>More able learners can write at greater length and revise suitable language for a formal tone and register.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>W4 use appropriate register and style for the given purpose and audience</p> <p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p>	<p>Writing strategies: Advertising 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: Advertising leaflet</p> <p>Learners could 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: Learners work in small groups and prepare a short presentation on why their local area would/wouldn't benefit from more tourism. (I)</p>
<p>Listening</p> <p>L1 demonstrate understanding of specific information</p> <p>L2 demonstrate understanding of speakers' ideas, opinions and attitudes</p> <p>L3 demonstrate understanding of the connections between ideas, opinions and attitudes</p> <p>L4 demonstrate</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</p>	<p>www.esolcourses.com/content/lifeintheuk/london/green-london/upper-intermediate-listening-lesson.html</p> <p>Listening and discussion: environmentally friendly tourism.</p> <p>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 can be 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</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
understanding of what is implied but not directly stated	adjectives. Learners are able to select and organise material for specific purposes.	this affects the choice of language structures and vocabulary, e.g. phrasal verbs – ‘hangout’, 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 can record a short clip about their city with a running commentary. Learners should be encouraged to use the vocabulary they’ve learned in this lesson. (F)
<p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p> <p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control</p>	<p>Reading strategies:</p> <p>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>Speaking strategies:</p> <p>Learners are able to prepare and deliver a short presentation deploying a range of topic related vocabulary and structure their ideas as a coherent speech. Learners are also able to link their ideas logically and to use appropriate intonation patterns to sustain the listener’s attention.</p>	<p>Internet project: Lonely Planet online</p> <p>Learners visit the Lonely Planet website www.lonelyplanet.com/</p> <p>Lonely Planet publishes guidebooks for travellers. Learners work in small groups and explore the site and its links. They choose one country and prepare a short presentation about tourist attractions. Each group delivers their presentation to the class. The whole class votes on the country they would like to visit.</p> <p>Extension activities:</p> <p>Learners write an email to their friend about the country they’ve researched, say what they found interesting about the country and explain why it’s a good place for tourists to visit.</p> <p>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. (I)</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
of pronunciation and intonation		
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download from the School Support Hub (F)</p> <p>Travel and tourism:</p> <p>Reading Nov 2021, Paper 21, Exercise 1 – ‘The first trip to the deepest part of the ocean’</p> <p>Writing Jun 2019, Paper 13, Exercise 5 – ‘A day trip’ (email to a friend)</p> <p>Listening March 2021, Paper 42, Exercise 5a – ‘Mass tourism in Venice’ (a talk) Nov 2021, Paper 43, Exercise 5a – ‘Expeditions for young people’ (a talk) Nov 2021, Paper 43, Exercise 5b – ‘Expedition to the Himalayan mountains’ (a conversation) 2024 Specimen Paper 02, Exercise 5 – ‘Travel documentaries’ (an interview)</p> <p>Speaking Nov 2019, Paper 52, Card K – ‘Ways of travelling’ Nov 2020, Paper 52, Card E – ‘Interesting places’ Nov 2020, Paper 52, Card F – ‘Luggage’ Nov 2020, Paper 52, Card N – ‘Exploring our world’ Jun 2021, Paper 52, Card O – ‘Near or far’ Nov 2021, Paper 52, Card G – ‘Holiday activities’ 2024 Specimen Speaking Assessment C, Part 1 – ‘Travel’</p>		

2. Shopping and the consumer society

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</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>For lesson ideas on how to review topic related vocabulary, go to: www.wyzant.com/resources/lessons/english/esl/vocabulary/clothes-shopping/ (F)</p> <p>Conversation questions – shopping: www.eslconversationquestions.com/shopping/ https://printdiscuss.com/shopping-conversation-questions/</p> <p>The questions from the list 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: Give each learner two blank cards. Each learner writes two ideas related to shopping (e.g. shopping online/ shopping in shops, huge supermarkets/small shops, paying cash/paying by card, buying new clothes/ buying second-hand clothes, etc.). More than one learner can have the same ideas on their cards. Learners mingle and ask each other which idea/activity they prefer, and why.</p>
<p>Writing</p> <p>W1 communicate information, ideas and opinions</p>	<p>Writing strategies:</p> <p>Learners are able to plan and draft writing and choose what is</p>	<p>Writing: Shopping</p> <p>Written work to consolidate the activity could include:</p> <ul style="list-style-type: none"> a letter of complaint about an unsatisfactory product or poor service in a shop

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>W4 use appropriate register and style for the given purpose and audience</p>	<p>appropriate to include for the purpose and recipient.</p> <p>Proof-reading skills: Learners are able to proofread their work and correct errors of punctuation, spelling, word order, sentence structure and vocabulary.</p>	<ul style="list-style-type: none"> • 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 • a review of a shopping website/shopping mall <p>After brainstorming for ideas, planning and drafting is completed, learners compose their own work. (I)</p> <p>Final drafts can be shared with each other for help with proof-reading and peer evaluation. Learners can 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>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</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. Learners are able to evaluate bias in an argument.</p>	<p>The pros and cons of the Consumer Society</p> <p>For the lesson plan and materials on the topic, go to: www.teachingenglish.org.uk/article/consumer-power</p> <p>The 'The Consumer Society' lesson 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 and discussion questions. There is interactive material for classroom or individual use. The detailed reading comprehension text introduces the ideas of being a consumer rather than simply a customer.</p> <p>The learners can 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>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p> <p>Listening</p> <p>L1 demonstrate understanding of specific information</p> <p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p>	<p>Speaking strategies:</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>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>Learners know and can use vocabulary for the topic, e.g. 'identity', 'culture', 'multi-national corporations', 'global market' and 'brand name'.</p> <p>Reading strategies:</p> <p>Learners are able to find relevant information in long texts and understand specific</p>	<p>Learners explore what they understand by the term globalisation. They work in small groups and prepare a poster about what globalisation means to them. Groups introduce their posters to the other groups and compare their ideas. Elicit what negative consequences globalisation can have.</p> <p>Learners watch a short cartoon clip which explains what globalisation is and what the negative consequences can be. For the clip, go to: www.youtube.com/watch?v=dD_vyptah-g</p> <p>Learners compare their own ideas with the ideas from the clip.</p> <p>Play the clip again. Learners write down any topic related vocabulary (e.g. global network, transport and trade, buy relatively cheaply, etc.). Check meaning of unknown vocabulary with the whole class. Vocabulary can be used in example sentences and written on the board.</p> <p>Learners work in groups and discuss globalisation and related issues. For questions, go to: https://esldiscussions.com/g/globalization.html</p> <p>The questions help focus their thoughts on the advantages and disadvantages of a global economy in every aspect of life.</p> <p>Extension activity: Learners could speculate on the future of globalisation and write an article/essay for homework. (I)</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. More new vocabulary can be elicited, repeated, practised (in example sentences) and written on the board/whiteboard.</p> <p>Reading: Globalisation</p> <p>For text and interactive questions, go to: https://teachingutopians.com/2021/01/29/online-interactive-reading-comprehension-texts-globalisation/</p> <p>To practise learners reading speed, divide the class into groups and give each group a time limit to complete their reading. Learners read the text and answer the questions as a group. When they finish, they record the time it took for them to complete the reading comprehension. Go through the answers with the whole class. Encourage learners to come to the board and indicate where each answer is in the text. The group with the shortest time and most correct answers wins.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	details as well as implied information.	
<p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p>	<p>Reading strategies: 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>Reading a newspaper report: The Beckham Brand 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 can discuss the commercial spin-offs from sport and decide whether this is a good thing.</p> <p>Extension activity(language): Learners could 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 could work on building up examples of compounds from single words.</p> <p>Learners can 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. (I)</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). (F)</p> <p>For more lesson ideas worksheets on advertising and branding, go to: https://busyteacher.org/classroom_activities-vocabulary/advertising_and_brands-worksheets/</p>
<p>Listening</p> <p>L1 demonstrate understanding of specific information</p> <p>Speaking</p>	<p>Listening strategies: Learners are able to identify keywords and phrases and extract information in order to complete a set of notes.</p>	<p>Listening activity: Fast fashion</p> <p>Learners discuss what they think ‘fast fashion’ means and write down a few words/phrases that they connect with this topic (e.g. sustainable, cheap clothes, mass production, environmental pollution, trends, social media pressure, influencers, need for recycling, etc.). Make a list of the ten most common words/phrases on the board.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p>	<p>Speaking strategies: Learners are able to prepare and deliver a short talk.</p> <p>Learners are also able to recognise intonation patterns and prominent stress and how these can enhance their spoken delivery. They're also able to deploy some of these features in their own speaking.</p>	<p>Learners listen to a short talk and tick the words on their list that are also mentioned in the talk. For the short talk, go to: https://en.islcollective.com/video-lessons/can-fashion-be-sustainable-bbc-earth</p> <p>Learners listen to the talk again and complete the missing words. Ask learners to guess the meaning of unknown vocabulary from the context before checking in the dictionary.</p> <p>Learners listen to the talk again and notice the intonation patterns and word stress used and how it affects the delivery. Learners say the sentences from the vocabulary gap-fill exercise and copy the intonation and word stress.</p> <p>Learners work in small groups and prepare a short talk about the issue of fast fashion. (I/F) In their talk they should:</p> <ul style="list-style-type: none"> • Explain what fast fashion is • The impacts of fast fashion on the environment • Possible solutions to the problem of fast fashion <p>Extension activity: For more listening practise for specific information, go to: https://en.islcollective.com/video-lessons/fast-fashion-is-it-good</p> <p>Learners listen to the recording and write down all the numbers they hear. In pairs they say what these numbers refer to. They listen to the recording again and check their answers.</p> <p>Extension activity: Reading: Ethical shopping https://learnenglishteens.britishcouncil.org/uk-now/read-uk/ethical-shopping</p> <p>Copy the text and remove the subheadings above each paragraph. Learners read the text and in pairs decide what the best subheading would be for each paragraph. Dictate the correct subheadings in mixed up order. Learners listen and write the subheadings next to each paragraph and compare their ideas with the correct subheadings. Check answers with the whole class. For homework, learners do the interactive exercises that accompany this text. (I)</p> <p>Extension activity: Learners work in small groups and discuss what they consider before they buy new clothes.</p> <p>Elicit a few ideas and write them on the board. Then play a video clip about ethical shopping. The clip can be found at: https://learnenglishteens.britishcouncil.org/study-break/video-zone/two-euro-t-shirt</p> <p>Learners work in pairs and discuss what the main message behind the video is and what their opinion about this issue is. They then compare their ideas with the whole class.</p> <p>Learners watch the recording again and reorder the statements from the accompanying worksheet.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
		For homework, learners write an article for a school magazine on the topic of 'ethical shopping' to raise awareness about the issue of fast fashion and to encourage people to think more about their purchases. (I)
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download from the School Support Hub (F)</p> <p>Shopping and consumer society:</p> <p>Reading Jun 2019, Paper 23, Exercise 3 – 'Career change from sales and marketing to woodwork'</p> <p>Writing Nov 2021, Paper 12, Exercise 6 – 'Fashion and clothes' (article) 2024 Specimen Paper 01, Exercise 5 – 'Shopping online' (email)</p> <p>Listening Jun 2021, Paper 42, Exercise 1, Question 1 – 'Buying a present' (a dialogue)</p> <p>Speaking Jun 2019, Paper 52, Card J – 'Cash' Jun 2021, Paper 51, Card E – 'Spending money' Jun 2021, Paper 52, Card L – 'Shopping habits' 2024 Specimen Speaking Assessment B, Part 1 – 'Shopping'</p>		

3. Science and nature

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</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>To revise topic related vocabulary (i.e. animals and their natural habitats) go to: https://learnenglishteens.britishcouncil.org/skills/reading/upper-intermediate-b2/are-zoos-good-thing and click on 'preparation'. Learners can do this interactive exercise as a team competition to see who can match most answers correctly. (F)</p> <p>Speaking activity: Zoos – the pros and cons</p> <p>Use the questions from the following website as a lead-in discussion on the topic of zoos. https://esldiscussions.com/z/zoos.html</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 with more than one syllable, 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</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate</p>	<p>Reading strategies: Building vocabulary: phrasal verbs</p> <p>Learners are able to identify literal and non-</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>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p>	<p>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 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>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: 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 can use highlighter pens to highlight and discuss examples of positive connotations in vocabulary and warm tone.</p> <p>Extension activity: More related articles from the same website can be used by clicking on one of the links in the 'see also' section. http://news.bbc.co.uk/1/hi/england/merseyside/6192708.stm Learners can use these to practise their note-taking skills. They work in groups and are given one article each. Each group works on a different article and focuses on one aspect described in the article (e.g. reasons, advantages, tips, goals, successes, etc.). Each group reads their article and writes down the answers. Then the groups pass their article to the next group and work on a new article given to them. Learners continue like this three to four times. At the end, the groups compare their answers together to check they have the same examples under the correct headings.</p>
<p>Listening</p> <p>L1 demonstrate understanding of specific information</p> <p>L2 demonstrate understanding of speakers' ideas, opinions and attitudes</p> <p>L3 demonstrate understanding of the</p>	<p>Listening strategies:</p> <p>Learners are able to orientate themselves through 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: wild animal rescue centre https://learnenglishteens.britishcouncil.org/uk-now/video-uk/wild-animals</p> <p>Before listening, learners can discuss the reasons why some animals might need help from the rescue centre. They then listen and check their predictions.</p> <p>Learners listen to the recording again and answer true and false statements. For mixed ability classes, the transcript can be photocopied and given to learners to check their answers in the text rather than from just listening to the audio.</p> <p>Learners should listen about three times to the talk. First they should listen for the general idea. Secondly, they 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</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>connections between ideas, opinions and attitudes</p> <p>L4 demonstrate understanding of what is implied but not directly stated</p>		<p>answers.</p> <p>Extension activity: Learners can discuss whether it is possible to infer the speaker's attitude/feelings from his/her intonation.</p> <p>Extension activity: For more listening practise on the topic of nature and wild animals, go to: https://learnenglishteens.britishcouncil.org/study-break/video-zone/11-things-you-never-knew-about-elephants</p> <p>https://en.islcollective.com/video-lessons/habitats-wild-animals</p> <p>Learners work in small groups and are given blank cards. A few random words/phrases from the recording are dictated to the learners. Learners listen to the recording and order the words in the order they hear them in the recording. They then explain how the words/phrases are connected to the recording.</p> <p>Learners work in small groups and make a vocabulary poster with related words/phrases used in the recording to talk about different topics (e.g. habitats: mountains, forests, deserts, oceans / elephants: tusks, trunk, African, etc.). (I)</p> <p>To test how many words learners can remember, learners work in groups and play a guessing game using the words from their vocabulary set posters. (F)</p>
<p>Writing</p> <p>W1 communicate information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>W4 use appropriate register and style for the given purpose and audience</p>	<p>Writing strategies:</p> <p>Learners are able to use appropriate sentence structure 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>Writing activity: The zoo visit</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 or a review 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.</p> <p>The focus could be on correct tense formation, subject-verb agreement and correct preposition. Common errors can be extracted from learners' work and written on the board for group checking and correction. (F)</p> <p>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</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	Learners are able to identify and use the correct prepositions after verbs, adjectives, etc.	develop a range of sentence structures.
<p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p>	<p>Reading strategies:</p> <p>Linking devices:</p> <p>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 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>Reading activity: Big cat in danger www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2004/04/040426_bigcatdanger.sht_ml</p> <p>The reading text focuses on the Iberian lynx, which is in danger of becoming extinct. The text can be cut up into separate sentences. Learners can work in pairs to reorder the text.</p> <p>Extension activity: Learners can 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...</p> <p>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. Learners can use new vocabulary in example sentences.</p> <p>Extension activity: As a follow-up, learners can consider the topic of animal conservation.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	Learners are able to use spelling strategies such as syllabification to spell words correctly.	
<p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p> <p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p>	<p>Reading strategies:</p> <p>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 workout meaning.</p> <p>Bias and conflict:</p> <p>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>Learners are able to use inference to draw conclusions.</p>	<p>Reading activity: Science and ethics</p> <p>For worksheets to revise vocabulary used to talk about science, go to: https://www.eslprintables.com/vocabulary_worksheets/science/</p> <p>The following sets of questions can be used as a lead-in discussion on the topic of science: https://esldiscussions.com/s/science.html</p> <p>Dolly the Sheep – lesson plans www.teachingenglish.org.uk/try/lesson-plans/science-cloning</p> <p>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: 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 can 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 related issues further, for example, the issue of genetically modified food. For one example, go to: www.eslprintables.com/vocabulary_worksheets/food/genetically_modified_food_843726/</p> <p>They can analyse similarities and differences between articles and build more sophisticated wordlists at their own level.</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</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Writing</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p>	<p>Reading strategies:</p> <p>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>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>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 orally or in writing. (I)</p>
<p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>Writing</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p>	<p>Reading strategies:</p> <p>Learners are able to understand the structure of a sentence and complete missing words (e.g. referencing words, quantifiers, prepositions, articles, etc.).</p> <p>Writing strategies:</p> <p>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</p>	<p>Reading activity: Animal communication</p> <p>Learners work in groups and discuss different ways animals can communicate and what animals communicate about. Learners then read a gapped text and find examples of animal communication and compare them with their ideas.</p> <p>Learners read the text again and complete the missing words. In order to complete the missing words, learners should be encouraged to read the sentence before and after the gap. (F) Learners compare their answer in pairs before comparing them with the whole class. The text can be found at: www.esleschool.com/animal-communication/</p> <p>Reading and writing activity: Making notes 'Gorillas have a word for it.' Appendix 1</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</p> <p>Inverted commas around the doctor's direct speech can be blanked out for learners to discuss and</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	own. Learners are able to write correctly punctuated dialogue.	replace. Learners can discuss and write sentences of their own using linking words and expressions, relative clauses, etc.

Past and specimen papers

Past/specimen papers and mark schemes are available to download from the [School Support Hub \(F\)](#)

Science and nature:

Reading

Jun 2019, Paper 21, Exercise 3 – ‘Discovery of a new type of fish’

Jun 2019, Paper 23, Exercise 1 – ‘How good is your memory?’

2024 Specimen Paper 01, Exercise 1 – ‘All about living stone plants’

Listening

Jun 2021, Paper 42, Exercise 2 – ‘Shark conservation project’ (a talk)

Nov 2021, Paper 42, Exercise 4 – ‘Research project in Antarctica’ (an interview)

Nov 2021, Paper 42, Exercise 5a – ‘Johannes Kepler’ (a talk)

Nov 2021, Paper 42, Exercise 5b – ‘Space exploration’ (a conversation)

2024 Specimen Paper 02, Exercise 3 – ‘Crocodiles’ (a talk)

Speaking

Nov 2019, Paper 52, Card H – ‘The seaside’

Nov 2020, Paper 52, Card D – ‘Wildlife’

4. Health, fitness and sport

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p> <p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p>	<p>Reading strategies:</p> <p>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</p> <p>To review topic related vocabulary, to go: https://en.islcollective.com/english-esl-worksheets/grammar/word-classes/whats-trolley/24136</p> <p>Learners look at a picture of a shopping trolley full of food for 1 minute. Then they're given two minutes to work in pairs and write down as many items as they can remember. Review the spelling of more difficult words and syllable stress patterns. This can also be a good opportunity to review quantifiers and containers (e.g. a bunch of bananas, a tin of beans, a packet of biscuits, etc. (F))</p> <p>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. You 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>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>Extension activity: 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). (Various affixes can be practised at www.english-grammar.at/online_exercises/prefixes-suffixes/prefixes-suffixes-index.htm (F))</p> <p>Extension activity (skills/language): Learners work in pairs prepare reading comprehension 'webquest' for other groups on the topic of 'a healthy diet'. An example of a webquest can be found at: www.eslprintables.com/teaching_resources/webquests/Webquest_Healthy_Eating_845272/</p> <p>Extension activity (skill/language): Learners read a short text about what people eat every day. For an example text, go to: https://weekend-online.com/issue586/18/ (page 19) – '24 hours on a plate'. Learners then comment on the person's diet and whether it's healthy, or not and what they would suggest the person should eat more/less of. Learners read the nutritionist's review of the same person's diet and say whether their suggestions were the same. Learners work in pairs and do a role-play: an interview between the famous person and the nutritionist. This context offers the opportunity</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p> <p>Writing</p> <p>W1 communicate information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W4 use appropriate register and style for the given purpose and audience</p>	<p>Speaking strategies: Learners are able to use expressions for presenting an effective spoken argument, 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>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</p>	<p>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>Speaking activity: Cigarette smoking and anti-smoking campaign https://esldiscussions.com/s/smoking.html</p> <p>The questions on the worksheet are wide-ranging and detailed but can be amended as necessary. They can be used to explore the health risks, the issue of passive smoking and the motivation to give up smoking.</p> <p>As part of health awareness, learners imagine that their school wants to start an anti-smoking campaign. Learners first work in groups and do more research into the health implications of smoking. (I)</p> <p>They then compare the information they have found and decide what they should include in their campaign to make it more effective. They also brainstorm ideas about campaigning strategies, e.g. videos, talks, posters, etc. They have to list the activities they will do in order of priority. Learners can explore the target audience and the type of register that should be used, aspects of audience awareness, ways of giving reasoned examples and the use of discourse markers.</p> <p>This is also a good opportunity to consolidate 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), persuasion (I really think we need to...) and taking part in a discussion (We need to think about how we can...). The expressions are first elicited, repeated and practised in example sentences. They may be written on the board for reference. (F)</p> <p>Learners can discuss how disagreement is rarely expressed directly, e.g. You're wrong/I don't agree with you at all.</p> <p>Learners present their talks to the class. The class respond as though they were parents.</p> <p>Follow-up written work: Some of the questions from the discussion can be used as prompts for article or essay writing practice (e.g. Why don't governments ban smoking if it causes so many health problems?). Other writing practice might include writing a post on a discussion forum (e.g. What can we do to stop children smoking?) or writing a letter to the local Council to request more 'No smoking' zones in the learners' local areas. Before writing there should be discussion of the need to support arguments with evidence. The preparation should also go on to consider the need to adjust tone/level of formality to the target reader.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	<p>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>Writing strategies:</p> <p>Learners are able to relate to the target audience explicitly, e.g. As parents you will be concerned about...</p>	
<p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p> <p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p>	<p>Speaking strategies</p> <p>Learners will be able to participate in a group discussion and support their opinions with concrete evidence.</p> <p>Learners will also be able to extract relevant information from a range of sources.</p> <p>Learners are able to use a range of grammatical and lexical items for a specific purpose.</p> <p>Learners are able to use rising and falling intonation patterns in</p>	<p>Speaking activity – group discussion: First aid</p> <p>To review related vocabulary, go to: https://learnenglish.britishcouncil.org/vocabulary/intermediate-to-upper-intermediate/health www.vocabulary.cl/english-games/health-problems.htm</p> <p>www.englishclub.com/esl-games/vocabulary/cloze-health-7.htm www.englishclub.com/esl-games/vocabulary/cloze-health-3.htm</p> <p>In groups, learners discuss how important it is to know first aid. They then work in pairs and do a quiz about first aid and report back to the class on how well they did.</p> <p>https://firstaidchampions.redcross.org.uk/secondary/quizzes/</p> <p>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. They then prepare their own first aid quiz to test their peers using the vocabulary from their posters.</p> <p>Learners work in groups and discuss whether first aid should be included in their lessons and why. They then read an article about 'World First Aid Day' and watch a recording about a boy who has saved someone. They use the two different sources to find relevant information which could be used as evidence for their opinions about including first aid in their lessons.</p> <p>The text can be found at: https://eslholidaylessons.com/09/world_first_aid_day.html The recording can be found at: www.youtube.com/watch?v=aft2RqR-Fh0&t=124s</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>R3 identify and select details for a specific purpose</p> <p>Listening</p> <p>L1 demonstrate understanding of specific information</p>	<p>their everyday speech.</p>	<p>Extension activity: Learners listen to the dialogue 'At the doctor's' - which can be found at: https://elt.oup.com/student/oupesecondary/level04/dialogues/dialogue031?cc=gb&selLanguage=en They practise the dialogue in pairs and focus on copying the intonation.</p> <p>Learners review different tenses and verb forms used in the dialogue (e.g. the present perfect, the second conditional, etc.).</p> <p>Learners then do a similar role-play including different health complaints and doctor's suggestions. (I/F) They act their role-play out to the class. Others listen for what the problem is and what the doctor's suggestions are.</p>
<p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p> <p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain</p>	<p>Reading strategies:</p> <p>Learners are able to use the title 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: '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 who are training to compete against the top female sumo wrestlers in Japan. Apart from being an interesting text in itself, it provides scope for learners to discuss whether boys and girls have different attitudes to sport, and why.</p> <p>Learners can use the 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 also practise scanning for precise, specific information such as how old Jackie is or what her job is.</p> <p>You may need to prepare a short set of questions for learners to discuss in pairs or as a class. Also 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: More confident learners could present their point of view about women in sport in a presentation or informal debate.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>communication</p> <p>S4 demonstrate control of pronunciation and intonation</p>		
<p>Listening</p> <p>L1 demonstrate understanding of specific information</p> <p>L2 demonstrate understanding of speakers' ideas, opinions and attitudes</p> <p>L3 demonstrate understanding of the connections between ideas, opinions and attitudes</p> <p>L4 demonstrate understanding of what is implied but not directly stated</p> <p>Writing</p> <p>W1 communicate information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p>	<p>Listening strategies:</p> <p>Learners are able to understand and select the relevant details from a longer passage of speech</p> <p>Learners are also able to recognise the speakers feeling and attitudes, both explicitly and implicitly stated</p>	<p>Listening activity: The role of sport in keeping fit To review related vocabulary, go to: https://learnenglishteens.britishcouncil.org/study-break/video-zone/joe-wicks-blue-peter-workout (dictation - learners watch a short recording of a work-out and write down as many verbs/nouns related to working out as they can) (F)</p> <p>www.cambridgeenglish.org/images/sport-vocabulary-activities-document.pdf (mixed up letters, crossword) (F)</p> <p>Learners work in pairs and discuss what sport or type of exercise they've taken up recently and what happened. They then listen to a man talking about his experience of taking up tennis.</p> <p>Learners compare and contrast their own experiences with the speaker's. https://learnenglish.britishcouncil.org/general-english/audio-zone/tennis-and-keeping-fit Learners can also do the listening comprehension activities that go with this listening exercise.</p> <p>Extension activity: The transcript can be copied and used for a note-taking activity. Learners read the script and find examples of the benefits of taking up tennis. They compare their answers in pairs before checking with the whole class.</p> <p>Extension activity: Learners work in small groups and write, for example:</p> <ul style="list-style-type: none"> • a review of a sports facility (e.g. a local gym) • an article about the importance of sport in keeping fit and how to encourage more people to get active • an email to a friend about a new sport they've taken up and say what they enjoyed/found difficult (I) <p>Each group can be asked to write one paragraph from the whole text (e.g. the introduction, the final paragraph, etc.). Each group writes their paragraph on a large piece of paper which they then display for others to see.</p> <p>The whole class then copies all the paragraphs and works on the cohesion. Learners are encouraged to add appropriate cohesive devices (e.g. first of all, however, to sum up, guess what, anyway, etc.) to redraft each paragraph as necessary, and to make the whole text more natural sounding. Learners can then discuss the type of register and tone necessary for that particular type of writing.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
W4 use appropriate register and style for the given purpose and audience		
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download from the School Support Hub (F)</p> <p>Health, fitness and sport:</p> <p>Reading</p> <p>Jun 2019, Paper 22, Exercise 1 – ‘My first skydive’</p> <p>Jun 2019, Paper 22, Exercise 3 – ‘Volleyball star’</p> <p>Nov 2021, Paper 23, Exercise 1 – ‘Parkrun’</p> <p>Writing</p> <p>2024 Specimen Paper 01, Exercise 6 – ‘Sports festival for schools’ (report)</p> <p>Listening</p> <p>Mar 2020, Paper 42, Exercise 4 – ‘Keeping fit with a personal trainer’ (an interview)</p> <p>Jun 2021, Paper 42, Exercise 2 – ‘Learning to swim’ (a talk)</p> <p>Nov 2021, Paper 42, Exercise 1, Question 2 – ‘Bike race’ (a telephone message)</p> <p>Nov 2021, Paper 42, Exercise 1, Question 3 – ‘First sports lesson’ (a dialogue)</p> <p>Speaking</p> <p>Jun 2021, Paper 51, Card H – ‘Improving fitness’</p> <p>Jun 2021, Paper 52, Card E – ‘Sport at school’</p> <p>Jun 2021, Paper 52, Card H – ‘International competitions’</p> <p>Nov 2021, Paper 52, Card B – ‘Running’</p> <p>2024 Specimen Speaking Assessment F, Part 1 – ‘Keeping fit’</p>		

5. Family and lifestyle

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p> <p>Reading</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</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</p>	<p>Speaking activity: Conversation questions</p> <p>The worksheet, Family Matters, can be found and downloaded from: www.englishclub.com/esl-worksheets/conversation/people.htm</p> <p>The list of questions will enable learners to explore a wide range 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</p> <p>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?</p> <p>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. Role plays 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. The 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>ask for clarification: Can you tell us exactly what kind of ...</p> <p>Give warnings: You should be very careful about ...</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. You 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 W1 communicate</p>	<p>Writing strategies: Learners are able to</p>	<p>Writing activity: an informal email (invitation)</p> <p>Learners write an informal email to a friend inviting them to an event (e.g. a concert, a dance)</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>W4 use appropriate register and style for the given purpose and audience</p>	<p>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>Learners are able to use an informal tone and register for giving advice to a friend.</p>	<p>performance, etc.). This task can be adjusted according to local amenities and cultures, e.g. the invitation could be to a friend's birthday celebration; a local festival, etc. Learners' emails should include instructions and directions for getting to the venue, information about the dress code and other rules, arrangements for getting home, etc. Useful words and phrases can be offered or brainstormed by the whole class. The email should sound warm and inviting. Learners can brainstorm ideas, plan and draft paragraphs for the emails in pairs or small groups.</p> <p>Error correction: Punctuation and spelling errors or grammar and vocabulary issues can be extracted from drafts of learners' written work. 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. (I/F)</p> <p>Extension activity: 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/teacher's comments.</p> <p>Learners can also practise their writing skills online and get instant feedback. For example: https://writeandimprove.com</p> <p>Extension activity: More advanced learners could be presented with less obviously inappropriate tones and be asked to re-write the pieces in a better style.</p>
<p>Speaking</p> <p>S2 demonstrate control of range of vocabulary and grammatical structures</p> <p>S4 demonstrate control of pronunciation and intonation</p>	<p>Vocabulary usage:</p> <p>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 and accessories To review related vocabulary, for example, go to:</p> <p>https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/patterns-materials https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/accessories (F)</p> <p>Dressed to Impress (idea taken from www.eslcafe.com):</p> <p>This game involves the class describing a friend, who can be dressed up in strange, fun clothes. It is a light-hearted activity which can be 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. Alternatively, cut-out pictures of people wearing different outfits and accessories can be used.</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 show.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p> <p>Speaking</p> <p>S4 demonstrate control of pronunciation and intonation</p>	<p>Reading strategies:</p> <p>Instructional texts.</p> <p>Tattoos – Worksheet B 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:</p> <p>Learners will be able to predict the author's intention and to infer meaning.</p> <p>Spelling: hard and soft 'g' sounds.</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> <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 can 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 could 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:</p> <p>Learners can 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'.</p> <p>Learners can place their fingers on their vocal cords to hear the sound vibrate as both hard and soft 'g' are voiced sounds. They can 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/advanced3/pronunciation?cc=gb&selLanguage=en</p> <p>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. (I)</p> <p>Learners can 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.</p> <p>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, pronounce and spell hard and soft g sounds. Examples in the worksheet include 'surgery', 'guarantee', 'regret', and 'bandage'.</p> <p>Spelling strategies:</p> <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>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p>	<p>Reading strategies:</p> <p>note-taking and understanding referencing words in longer texts</p> <p>Learners are able to understand and select relevant information of more abstract concepts, such as dealing with stress.</p> <p>Learners are also able to deploy strategies to</p>	<p>Reading activity: 'Beating stress'</p> <p>Learners work in groups and make lists of what causes them stress and what makes them relaxed. Groups then compare their lists and vote on the top three stressful situations and top three relaxation techniques.</p> <p>For the text 'Beating stress' and the accompanying activities go to: https://learnenglish.britishcouncil.org/general-english/audio-zone/beating-stress (please note that this exercise is a listening task so the transcript will have to be printed so that learners can do this as a reading task).</p> <p>This is an interesting text about how to reduce the stress in our lives and provides good note-taking practice. Learners read the text and find examples of:</p> <ul style="list-style-type: none"> • causes of stress • ways to decrease stress.

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>R4 demonstrate understanding of implied meaning</p>	<p>understand a range of referencing words.</p>	<p>Learners compare their answers in pairs before checking with the whole class. Learners read the text again and do the comprehension exercises on the website.</p> <p>To practise referencing words and cohesion, words, such as, 'this, they, them' can be underlined. Learners read the text and decide what these words refer back to.</p> <p>Extension activity: After reading 'Beating stress', learners can prepare true/false statements about the ideas from the text for other learners to complete.</p>
<p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p>	<p>Speaking 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: Interview – A Noise Appendix 3: Speaking Assessment Card, Part 1</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 to the topic.</p> <p>The other members of the class work on ways of asking follow up questions based on the prompts on the oral assessment card. For example, can you 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 and so on.</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 learners discuss what noise makes them irritated, learners can explore other aspects of modern lifestyles that irritate them. Learners can watch clips on www.youtube.com from a programme called 'Room 101' where guests present aspects of modern lifestyle that make them annoyed and give reasons for it. The presenter of the programme then sends these to an imaginary room 101. After watching a clip or two, learners do a similar activity. They prepare a talk about the things that annoy them, e.g. people talking on their phones in the cinema, for homework and present their argument to the whole class. The class will then decide if they should get rid of the issue/aspect/thing that irritates that particular learner. Learners then can be 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 have to guess which explanation is correct.</p>
<p>Writing</p> <p>W1 communicate information, ideas and</p>	<p>Writing strategies:</p> <p>Writing to persuade</p> <p>Learners are able to</p>	<p>Writing activity: Writing an email: The Social Club needs you! Appendix 2: Exercise 5</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>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>W4 use appropriate register and style for the given purpose and audience</p>	<p>plan and draft writing and choose what is appropriate to include for the purpose and recipient.</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>Past and specimen papers</p>		
<p>Past/specimen papers and mark schemes are available to download from the School Support Hub (F)</p> <p>Family and lifestyle:</p> <p>Reading</p> <p>Jun 2019, Paper 22, Exercise 2 – ‘A new public holiday’</p> <p>2024 Specimen Paper 01, Exercise 2 – ‘My hobby: Cooking’</p> <p>2024 Specimen Paper 01, Exercise 3 – ‘Tiny homes’</p> <p>Writing</p> <p>Jun 2019, Paper 12, Exercise 6 – ‘A course to learn to sing/dance/act’ (review)</p> <p>Mar 2020, Paper 22, Exercise 5 – ‘Taking up a new activity’ (email to a friend)</p> <p>Nov 2021, Paper 23, Exercise 5 – ‘My new neighbourhood and school’ (email to a friend)</p> <p>Listening</p> <p>Nov 2021, Paper 42, Exercise 1, Question 4 – ‘Birthday celebration’ (a dialogue)</p> <p>Nov 2021, Paper 42, Exercise 3 – ‘Free time activities’ (matching short monologues to statements)</p> <p>2024 Specimen Paper 02, Exercise 1, Qs 1-8 – everyday life (dialogues and monologues)</p> <p>2024 Specimen Paper 02, Exercise 4 – ‘What club do you belong to?’ (matching short monologues to statements)</p> <p>Speaking</p>		

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
Jun 2019, Paper 51, Card N	– ‘Always busy’	
Jun 2019, Paper 51, Card O	– ‘Working life’	
Jun 2019, Paper 52, Card D	– ‘Special occasions’	
Jun 2021, Paper 51, Card F	– ‘Enjoying art’	
Jun 2021, Paper 52, Card G	– ‘A typical day’	
Nov 2021, Paper 52, Card D	– ‘Weekends’	
Nov 2021, Paper 52, Card F	– ‘Family’	
2024 Specimen Speaking Assessment D, Part 2	– ‘Celebrating a birthday’	
2024 Specimen Speaking Assessment F, Part 2	– ‘Your local area’	

6. Media and films

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p> <p>Reading</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</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. 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</p>	<p>Speaking activity: Conversation questions: The media http://eslpartytown.com/teachers/conversation/cqmedia.html www.esldiscussiontopics.com/media.html</p> <p>Learners use the stimulating questions from the media worksheets 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>Reading activity: Learners could choose a newspaper article they have liked and explain what they find interesting about it.</p> <p>Extension activity: Making a comparison between two ways of presenting the same news story. Learners identify a major news story that has really 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 attitude of the reporter, the target audience, and say whether they think the report is fair, intrusive, biased, etc. and why.</p> <p>This activity could be modified for less confident learners by selecting two short articles with clear points of difference.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	<p>again? I don't see what you mean. Why do you say that...?</p> <p>Reading strategies: Learners are able to analyse text and comment on the style and language used. Some learners are able to draw comparisons between different writing styles and their effects.</p>	
<p>Listening</p> <p>L1 demonstrate understanding of specific information</p> <p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</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:</p> <p>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...? Punctuation:</p>	<p>Listening activity: Television – the pros and cons www.teachingenglish.org.uk/lesson-plans/young-people-television</p> <p>'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.</p> <p>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>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	<p>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 multi-syllable words such as documentaries, statistics, specifically. They are able to recognise and apply the 'qu' pattern in spelling.</p> <p>Learners are able to recognise and apply the suffix 'ally'.</p>	
<p>Writing</p> <p>W1 communicate information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>W4 use appropriate</p>	<p>Writing strategies:</p> <p>Learners integrate their skills and apply their knowledge to produce a piece of well-connected prose.</p> <p>Learners are able to adopt appropriate tone and register and select appropriate language to achieve the desired effect.</p>	<p>Writing activity: No TV for a week</p> <p>To set the context, learners work in groups and do a class survey about how often learners watch TV, what other devices they use to watch films, or listen to music and how easy or difficult it would be for them to have no access to these for a week. Learners report back to the whole class and share their findings. They compare these with other groups.</p> <p>Extension activity: Learners can discuss whether watching TV has changed in recent years and what type of media different generations use to, for example, watch a film, follow the news, listen to music, etc.</p> <p>Learners imagine that the head teacher is thinking of asking families to ban children from watching television and using social media 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.</p> <p>Learners write a letter to their head teacher saying what they think of this idea.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>registerand style for the given purpose and audience</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. (I)</p> <p>Extension activity: Learners can explore phrases commonly used in more formal letters and emails to ensure the tone is appropriate (e.g. I'd be very grateful if..., I understand that..., It's been brought to our attention that..., Taking all the above into account, I'd really appreciate if...,etc.)</p>
<p>Listening</p> <p>L2 demonstrate understanding of speakers'ideas, opinions and attitudes</p> <p>L3 demonstrate understanding of the connections between ideas, opinions and attitudes</p> <p>L4 demonstrate understanding of what is implied but not directly stated</p> <p>Speaking</p> <p>S1 communicate a range ofideas, facts and opinions</p> <p>S2 demonstrate control of arrange of vocabulary and grammatical structures</p> <p>S3 develop responses andmaintain communication</p> <p>S4 demonstrate control of pronunciation and</p>	<p>Listening strategies:</p> <p>Learners are able to select ideaswith a very similar message and match ideas to speakers</p> <p>Speaking strategies:</p> <p>Learners are able to reflect ontheir own experiences and compare them with those ofother speakers.</p> <p>Learners are also able to speculate about the consequences of oversharing onsocial media and negotiate and rank suggestions in the order of their importance.</p>	<p>Listening activity: Digital footprint</p> <p>Learners work in groups and discuss what they, or other people, post on social media. They also predict what a digital footprint is and what the main message of the recording might be.</p> <p>Learners watch the recording and check their predictions. https://learnenglishteens.britishcouncil.org/study-break/video-zone/oversharing-your-digital-footprint</p> <p>Learners watch the recording again and put ideas into correct groups. Learners discuss how important it is to be aware of their digital footprint.</p> <p>Learners work in pairs. They are given blank strips of paper. They watch the recording again andwrite down summarised ideas/opinions of several speakers that feature in the recording (e.g. You shouldn't post your personal data. What you put online can stay there forever, etc.). They then exchange their cards with another group. The recording is played one more time and learners match the ideas from the cards to the correct speaker (or put them in the correct order).</p> <p>This is also a good opportunity to revise phrases for giving advice. For useful language andpractice, go to: www.englishclub.com/vocabulary/fl-giving-advice.htm www.teach-this.com/functional-activities-worksheets/giving-advice (F)</p> <p>Learners work in small groups. They imagine they want to start a campaign to raise awarenessof the digital footprint issue and the implications of oversharing. They use the cards from the listening activity to put together the top five tips for other learners at their school. The lists are shared and ideas compared with the whole class. Learners can say which tips they're going to follow themselves.</p> <p>Extension activity: For homework, learners write an email to a friend:</p> <ul style="list-style-type: none"> telling them what they've learned about people's digital footprint, giving their friend a few useful tips about oversharing on social media explaining why they decided to start a digital footprint awareness campaign. (I) <p>The most successful emails are copied and shared with other learners as good examples of informal</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
intonation		email writing. Learners analyse the features and language appropriate for this writingstyle. (F)
<p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p> <p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p>	<p>Reading strategies:</p> <p>Learners are able to identify the use of the topic sentence to introduce an idea which is then developed in the paragraph.</p> <p>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 strategies:</p> <p>Learners are able to use a range of question forms to obtain the necessary detail. They're also able to use appropriate phrases to negotiate, agree/disagree and to provide explanations for their choices.</p>	<p>Speaking and reading activity: The World of Films</p> <p>To review related vocabulary, go to: https://www.english-learn-online.com/vocabulary/films-cinema/learn-films-and-cinema-vocabulary-in-english/#_Worksheets_for_films_and_cinema_vocabulary (F)</p> <p>To set the context and to help learners activate their existing knowledge of related vocabulary, learners ask each other questions in pairs/groups and as a whole class. For a list of questions, go to: www.eslconversationquestions.com/movies/</p> <p>Film Festival Season – BBC British Council www.teachingenglish.org.uk/lesson-plans/film-festival-season</p> <p>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>Speaking activity: 'And the Oscar goes to...'</p> <p>Learners work in groups and discuss their favourite films. Rather than giving a short talk to introduce their favourite film, other learners have to ask questions to find out more about it. To practise the necessary question forms and related vocabulary, you can download a game and a worksheet from: www.elbase.com/worksheet-69-film-vocabulary.</p> <p>Learners listen to each other and take notes and decide which film they think should get an award and why. They discuss why other learners may enjoy this film. Groups share their decisions with the whole class.</p> <p>Extension activity: For more activities to explore the topic of films, film festivals and awards, go to: www.esolcourses.com/cinema/vocabulary.html (choose the level that is appropriate for your class and the skill you want to focus on).</p>
Writing	Writing strategies:	Writing activity: Writing a film review

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>W1 communicate information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>W4 use appropriate register and style for the given purpose and audience</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>Learners can work individually to write their film reviews. It is best to choose a film learners remember well and have really enjoyed. Reading of a teenage magazine, or an online blog, could be selected as the target audience. A range of vocabulary and suitable expressions for describing films and persuading young people to see them could be elicited beforehand.</p> <p>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: 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>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p>	<p>Speaking strategies:</p> <p>Learners are able to apply logical thinking skills to produce a sensible plan for their 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 which is necessary.</p> <p>Learners are able to explore possibilities, causes and consequences with each other, e.g. The reason we</p>	<p>Speaking activity: Starting a school film club</p> <p>This is a good exercise to do in groups. Learners imagine they would like to start a school film club. They should decide on, for example,:</p> <ul style="list-style-type: none"> • how often the club will meet • where the club will meet • what films they will show <p>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. People coming to the festival might expect....so we should....</p> <p>What I think is most important is... . (F)</p> <p>Learners could present their ideas to one another within small groups. They can also design a poster to attract new members.</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>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	need a... Learners are able to provide examples, For instance... A good example of that would be...	
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download from the School Support Hub (F)</p> <p>Media and films:</p> <p>Reading</p> <p>Jun 2019, Paper 21, Exercise 2 – ‘The best websites’</p> <p>Nov 2021, Paper 21, Exercise 2 – ‘Writing a blog’</p> <p>Nov 2021, Paper 21, Exercise 3 – ‘The history of anime’</p> <p>Writing</p> <p>Jun 2019, Paper 21, Exercise 5 – ‘Meeting a famous person’ (email to a friend)</p> <p>Nov 2021, Paper 11, Exercise 6 – ‘Behaviour of famous people’ (article)</p> <p>Listening</p> <p>Mar 2020, Paper 42, Exercise 3 – ‘TV programmes’ (matching short monologues to statements)</p> <p>2024 Specimen Paper 02, Exercise 2, Qs 13-14 – ‘online reviews’ (a dialogue)</p> <p>2024 Specimen Paper 02, Exercise 2, Qs 15-16 – ‘Our favourite TV programme’ (telephone message)</p> <p>2024 Specimen Paper 02, Exercise 2, Qs 17-18 – ‘An interview with a famous actor’ (prompted monologue)</p> <p>Speaking</p> <p>Jun 2019, Paper 52, Card K – ‘Films’</p> <p>Jun 2019, Paper 52, Card L – ‘Interviews’</p> <p>Jun 2019, Paper 52, Card O – ‘The media’</p> <p>Jun 2021, Paper 52, Card A – ‘Making a video’</p> <p>2024 Specimen Speaking Assessment C, Part 2 – ‘A new film’</p>		

7. Technology

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p> <p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p>	<p>Speaking:</p> <p>Learners are given the opportunity to express their opinions on the given topic, develop and justify their answers and give examples.</p> <p>Learners are able to listen to other speakers and respond relevantly and effectively.</p> <p>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.</p> <p>Learners are encouraged to use a range of related vocabulary effectively.</p> <p>Reading:</p> <p>Learners practise reading for gist, e.g. attitudes and detail, e.g.</p>	<p>Speaking and reading activity:</p> <p>Reliance on technology</p> <p>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>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>Writing</p> <p>W1 communicate information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>W4 use appropriate register and style for the given purpose and audience</p>	<p>what, how often, etc.</p> <p>Learners are encouraged to guess unknown vocabulary from the context.</p> <p>Learners practise note taking and summarising skills, e.g. writer's views on a given topic.</p> <p>Learners practise proofreading skills.</p> <p>Writing:</p> <p>Learners are given the opportunity to write an article using the appropriate style, register and a range of related vocabulary.</p> <p>Learners are encouraged to develop their writing skills from given feedback and by observing writing conventions from a model piece of writing.</p>	
<p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and</p>	<p>Reading:</p> <p>Learners practise reading for gist, e.g. summarising ideas in paragraphs, writer's opinions, and detail, e.g. dictionary entries.</p> <p>Learners are</p>	<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>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p> <p>Writing</p> <p>W1 communicate information, ideas and opinions</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p>	<p>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> <p>Writing:</p> <p>Learners are given the opportunity to practise target language of giving tips in a personalised meaningful context.</p> <p>Learners practise writing at sentence level as well as text level, applying the correct conventions of punctuation and using language structures accurately and effectively for the given purpose and audience.</p> <p>Speaking:</p> <p>Learners are encouraged to share their personal experiences on the given topic and to reflect on the differences between the past and the present.</p>	<p>Learners work in pairs. Each group focuses on one paragraph from the article and prepares 1-2 '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 kinesthetic learners, the statements can be put up on the walls around the classroom. Learners walk to the individual statements and do the reading activity. 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> <p>Extension activity (skills/language): Learners discuss what they should/shouldn't do to stay safe online. They compare their ideas with related articles, e.g. https://learnenglishteens.britishcouncil.org/uk-now/video-uk/online-safety-tips (use the transcript if used as a reading exercise) 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.</p> <p>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>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	Learners are given the opportunity to practise target language in a more communicative way adopting the appropriate register.	
<p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p> <p>Listening</p> <p>L1 demonstrate understanding of specific information</p> <p>L2 demonstrate understanding of speakers' ideas, opinions and attitudes</p> <p>L3 demonstrate understanding of the connections between ideas, opinions and</p>	<p>Speaking:</p> <p>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.</p> <p>Learners are encouraged to engage in a conversation, express their opinions, personal preferences and move the conversation forward.</p> <p>Learners practise using the target language in a range of scenarios, in both factual (product descriptions, how things have changed) and abstract (future probability) contexts.</p> <p>Learners are encouraged to develop their answers by providing reasons and</p>	<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): Learners work in groups and rank the products from the listening activity based on their popularity/usefulness, etc.</p> <p>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. 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 2030 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</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>attitudes</p> <p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>Writing</p> <p>W1 communicate information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>W4 use appropriate register and style for the given purpose and audience</p>	<p>examples.</p> <p>Listening</p> <p>Learners practise listening for detail.</p> <p>Learners also practise listening to a longer talk and note-taking.</p> <p>Learners are encouraged to listen to their peers, understand their opinions and respond accordingly.</p> <p>Reading:</p> <p>Learners practise reading for specific detail and identify the best product for various people.</p> <p>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</p> <p>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>	<p>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.</p> <p>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:</p> <ol style="list-style-type: none"> 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, and 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>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 for homework.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
	<p>Writing: Learners to given the opportunity to produce two pieces of writing in different styles and registers and to organise their ideas coherently with a range of cohesive devices.</p>	
<p>Past and specimen papers</p>		
<p>Past/specimen papers and mark schemes are available to download from the School Support Hub (F)</p> <p>Technology:</p> <p>Reading Jun 2019, Paper 23, Exercise 2 – ‘Using digital technology to learn English’</p> <p>Writing March 2020, Paper 12, Exercise 6 – ‘Do teenagers use the internet too much?’ (article)</p> <p>Listening Jun 2019, Paper 42, Exercise 5a – ‘Charles Babbage and the first calculating machines’ (talk) Jun 2019, Paper 42, Exercise 5b – ‘J. Atanasoff and electrical engineering’ (conversation)</p> <p>Speaking Jun 2021, Paper 51, Card C – ‘Intelligent machines’ Jun 2019, Paper 52, Card J – ‘Watching a screen’ 2024 Specimen Speaking Assessment B, Part 1 – ‘Shopping online’</p>		

8. Environmental issues

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of a range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control of pronunciation and intonation</p> <p>Writing</p> <p>W1 communicate information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>W4 use appropriate register and style for the given purpose and audience</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 it 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 of the context and aim of the letter.</p> <p>Learners are able to make notes from reading and when</p>	<p>Speaking and listening activity: Energy</p> <p>https://esldiscussions.com/e/energy.html https://lingoties.com/en/conversation-questions/topic/energy https://teflpedia.com/Renewable_energy_conversation_questions</p> <p>The learners can use the worksheet to develop their vocabulary for discussing energy and electricity.</p> <p>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 solar panels?</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...'. (F)</p> <p>Extension activity: More confident learners could research other forms of energy and put together reports (oral or written) to one another or the class.</p> <p>Writing activity: Alternative energy sources. 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 (this can be a shared activity, with examples exchanged between pairs or read aloud to groups). Letters could be redrafted, incorporating any changes.</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>R4 demonstrate understanding of implied meaning</p>	<p>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>Learners are able to read critically and match information to scientific definitions.</p> <p>How green are you?</p> <p>Learners are able to compare ideas and opinions on the topic and make an informed choice. 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>Future trends: Climate change</p> <p>Learners could 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: 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>
<p>Writing</p>	<p>Writing strategies:</p>	<p>Writing activity: Writing an article based in the future</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>W1 communicate information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>W4 use appropriate register and style for the given purpose and audience</p>	<p>Using persuasive techniques: 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>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: 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>To review vocabulary related to global warming, go to: https://learningenglishwithoxford.com/2021/03/12/climate-change/ www.esolcourses.com/content/topics/environment/climate-change/climate-change-vocabulary.html.</p> <p>The words and their definitions from this website can be copied onto cards and cut up. Learners work in pairs and match the words to their definitions. (I/F)</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 can discuss persuasive techniques to engage the reader such as the use of dramatic vocabulary and expressions to bring home the effects of global warming. 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: The use of persuasive devices such as rhetorical questions can be explored.</p> <p>Extension activity: 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 learners 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'. Less able learners may appreciate these reminders before they start writing as well as afterwards.</p>
<p>Reading</p> <p>R1 demonstrate understanding of specific factual information</p>	<p>Reading strategies:</p> <p>Learners practise reading for gist as well as concrete information,</p>	<p>Reading activity: Global environmental issues</p> <p>The worksheet and the text can be downloaded from: www.teachingenglish.org.uk/article/environmental-problems</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p> <p>R3 identify and select details for a specific purpose</p> <p>Speaking</p> <p>S4 demonstrate control of pronunciation and intonation</p> <p>Writing</p> <p>W1 communicate information, ideas and opinions</p> <p>W2 organise ideas into coherent text using a range of linking devices</p> <p>W3 use a range of appropriate grammatical structures and vocabulary</p> <p>W4 use appropriate register and style for the given purpose and audience</p>	<p>deploying different reading techniques, such as skimming and scanning.</p> <p>Learners are able to use topical vocabulary and other contextual clues to determine the main focus of a paragraph.</p> <p>Writing strategies:</p> <p>Learners are able to deploy the appropriate style, tone and register for report writing.</p> <p>Learners are also able to plan their report, divide it into logical paragraphs and include relevant information to support their aims.</p>	<p>Learners brainstorm which environmental issues the world is facing nowadays and how serious they think these problems are. This is a good opportunity to review any related vocabulary.</p> <p>Extension activity: Dictate a few topic-related words to the learners (e.g. pollution, environmental, energy, erosion, renewable, sustainability, etc). They write down the words and check the spelling in pairs. They then mark the syllables in each word and put a dot above the stressed syllable. Learners group these words into categories based on the stress pattern of each word. Learners should be encouraged to use monolingual dictionaries to check the spelling and syllable stress. They check their answers with the whole class and drill the stress patterns orally.</p> <p>Learners work in groups. Each group is given one paragraph to read. In each paragraph, the environmental issue should be deleted from the subheading and from the text itself. Learners read the paragraph and try to guess which environmental issue is dealt with in that particular paragraph. Learners should use their knowledge of topic-related vocabulary to guess the environmental issue. Each group is given the remaining paragraphs and check their answers with the whole class.</p> <p>Learners read the complete text and answer a set of questions.</p> <p>Learners discuss which of the issues mentioned in the text affect their country and how. Writing activity: writing a report about environmental issues (I)</p> <p>Learners imagine they work for an environmental agency and their supervisor has asked them to write a report about an issue that is affecting the local area and what's being done to tackle it. Learners work in groups, choose one issue that affects their country/local area the most and write a report about it. In their report they should:</p> <ul style="list-style-type: none"> • describe the current situation • mention what is being done to improve the situation • evaluate how effective this has been and suggest improvements. <p>Learners may need to do some research for homework first.</p> <p>Learners brainstorm ideas in groups and plan their report (e.g. how many paragraphs, what information, in what order, what tone and register would be appropriate, etc.). Useful language for reports can be found at: https://engxam.com/handbook/how-to-write-a-report-c1-advanced-cae/</p> <p>Learners draft their report and edit it as a group. They read out their final drafts to the whole class. The most common grammatical/lexical errors can be copied on the board and learners suggest corrections. Learners then copy the corrected sentences.</p>
<p>Reading</p> <p>R1 demonstrate</p>	<p>Reading strategies:</p> <p>Predicting Learners are able to apply</p>	<p>Reading and predicting: 'High Winds Hit Oman'</p> <p>www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/06/070606_oman_cyclon_e.shtml</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
<p>understanding of specific factual information</p> <p>R2 demonstrate understanding of the connections between the ideas, opinions and attitudes</p>	<p>knowledge of sentence formation 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 could 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 can consider the more demanding vocabulary, e.g. ‘disrupts’, ‘batter’ and discuss their negative connotations. Learners can 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). 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 demonstrate understanding of specific information</p> <p>Speaking</p> <p>S1 communicate a range of ideas, facts and opinions</p> <p>S2 demonstrate control of range of vocabulary and grammatical structures</p> <p>S3 develop responses and maintain communication</p> <p>S4 demonstrate control</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. 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 in English. 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>Weather forecasts for different parts of world, in English, can be found, for example, at: www.bbc.co.uk/weather</p> <p>Learners can work in groups and discuss what weather changes they have noticed in recent years, if any.</p> <p>Extension activity: More advanced learners may have less support and perhaps listen to the recording only twice.</p> <p>Extension activity (skills/language): 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</p>

Syllabus ref. (AOs)	Learning objectives	Suggested teaching activities
of pronunciation and intonation		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.
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download from the School Support Hub (F)</p> <p>Environmental issues:</p> <p>Reading 2024 Specimen Paper 01, Exercise 4 – ‘Urban Ecology’</p> <p>Listening Nov 2019, Paper 42, Exercise 4 – ‘Plastic waste’ (interview) Jun 2021, Paper 42, Exercise 5a – ‘Conservation project Markermeer’ (talk) Jun 2021, Paper 42, Exercise 5b – ‘Taking part in the Markermeer project’ (conversation) 2024 Specimen Paper 02, Exercise 2, Questions 11–12 – ‘A visit to the recycling centre’ (monologue)</p> <p>Speaking Jun 2019, Paper 52, Card F – ‘Fresh air’ Nov 2019, Paper 52, Card J – ‘Planet Earth’ Nov 2019, Paper 52, Card N – ‘Water’ Nov 2020, Paper 52, Card M – ‘Recycling plastic’ 2024 Specimen Speaking Assessment E, Part 2 – ‘Reducing pollution’</p>		

Appendix 1

Read the article about a gorilla named Koko, and then complete the notes.

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 "Cry, 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!

Imagine you are going to give a talk about Koko the gorilla. Use words from the article to help you write some notes. Make short notes under each heading.

Scheme of Work

PHYSICAL CHARACTERISTICS SHARED BY GORILLAS AND HUMANS

.....
.....

EQUIPMENT USED TO FURNISH KOKO'S ACCOMMODATION

.....
.....
.....

HOW KOKO WAS FIRST TAUGHT SIGN LANGUAGE

.....
.....

[Total: 7]

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 7 marks.

Physical characteristics shared by gorillas and humans

- blood type
- number of hairs

Equipment used to furnish Koko's accommodation

- bed/nest of blankets
- barrel
- curtains
- toys

(Award 1 mark for each acceptable response, up to a maximum of 3 marks.)

How Koko was first taught sign language

- placing fingers in(to) position
- rewarding (with food)

Appendix 2



You are president of your school's Social Club, which organises various after-school activities and visits for students. The club needs more members.

Write an email to your friend about the club.

In your email, you should:

- say what the club does
- describe a recent activity or visit and say why it was successful
- explain how students can join the club, and persuade your friend to join too

Write about 120 to 160 words.

You will receive up to 6 marks for the content of your email, and up to 9 marks for the language.[16]

Appendix 3

Speaking Assessment Card

Part 1 Interview

A Noise

- How much noise is there in the area where you live?
- Can tell me about situations when people prefer to be quiet?
- Do you think that noise pollution is a serious issue nowadays? Why? Why not?

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