

Scheme of Work

Cambridge O Level First Language Urdu 3247

For examination from 2021



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Contents

Contents	2
Introduction	4
Reading	7
Writing.....	12
Unseen Passage	17
Poetry	21
Prose.....	24

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 and you should always check the syllabus for the content of your course.

Suggestions for independent study (**I**) and formative assessment (**F**) are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, 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. Length of time allocated to a task is another possible area for differentiation.

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 table below give some guidance about how many hours we recommend you spend on each topic area.

Paper 1	Suggested teaching time (% of the course)
Reading	It is recommended to take about 50% of the course.
Writing	It is recommended to take about 50% of the course.

Paper 2	Suggested teaching time (% of the course)
Unseen	It is recommended to take about 50% of the course.
Poetry	It is recommended to take about 25% of the course.
Prose	It is recommended to take about 25% of the course.

Resources

You can find the endorsed resources to support Cambridge O Level First Language Urdu 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. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

[Tools to support remote teaching and learning](#) – Click here to find out about and explore the various online tools available for teachers and learners.

Textbooks

<https://www.booksplus.pk/product/cambridge-o-level-first-language-urdu-bookland/>

<https://www.booksplus.pk/product/o-level-syllabus-a-jadeed-nisaab-e-nazm-o-nasar-2020/>

<https://bookmark.com.pk/o-level-urdu.html>

<https://www.cambridgeinternational.org/resource-centre/>

O Level Urdu 3247 Paper 1 by Tahira Hashmi

O Level Urdu Paper 2 by Azra Alvi

Cambridge O Level First Language Urdu Book by Aslam Khan

Cambridge O Level First Language Urdu Book 1 & 2 by Dr Faizuddin Ahmed

Websites

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

<https://www.rekhta.org/> a useful Urdu website which learners can access a wide range of poetry and prose and explanation of different literary terms. It also allows learners and teachers to listen to poetry being read, often by the poets.

www.bbc Urdu.com allows learners to explore the most recent literary news about Urdu writers and Urdu world.

<https://www.youtube.com/watch?v=nSV5QicssHs> useful explanations of Urdu literary terms.

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.

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 teaching and learning 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

Scheme of Work

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 O Level First Language Urdu 3247 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 without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref.	Learning objectives	Suggested teaching activities
Part 2 Poetry Two essays	Explore how the poet uses structure to create and shape	Read the poem. As they listen, learners consider the way the poem begins, develop and ends, paying close attention to notable shifts in topic, tone or mood. Learners make notes on these aspects of structure on their copy of the poem, to the right of the poem. Learners, in small groups, consider the way the poem's structure contributes to its overall effect: e.g. <i>What impact do the opening and closing lines of the poem have on them as readers?</i> (F) Extension activity: A useful revision activity is to allocate each learner one of the set poems to prepare for reading aloud. The rest of the learners listen and make notes.

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

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

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)

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.

Reading

Syllabus ref.	Learning objectives	Suggested teaching activities
<p>Part 1 Reading</p> <p>Candidates answer comprehension questions requiring answers of differing lengths on a non-literary text of approximately 400 words.</p>	<p>Understand the requirements of reading comprehension.</p>	<p>Reading comprehension is about understanding what you read. Of course, there is more to it than that. When you comprehend what you are reading, you are not only understanding the words and their meanings, but you are also understanding them enough to form opinions, thoughts and reflections about what the words mean together.</p> <p>Reading comprehension is like having a conversation with someone. If you do not understand what the other person is saying, you will have no idea what they are talking about and have nothing to say in return. No one wants to have that conversation! Therefore, in order to understand what you are reading, you have to follow certain steps.</p> <p>In order for teachers to support all learners' reading comprehension skills, certain qualities of understanding must be present. There is a common misunderstanding among the learners, who think, that the act of reading is a straightforward task that is easy to master. In reality, reading is a complex process that draws on many different skills. Together, these skills lead to the ultimate goal of reading: reading comprehension, or understanding what has been read.</p> <p>The following are six essential skills needed for, and tips on what can help kids improve this skill may constitute the foundation of any good reading comprehension framework:</p> <p>1. Decoding</p> <p>Decoding is a vital step in the reading process. learners use this skill to sound out words they've heard before but haven't seen written out. The ability to do that is the foundation for other reading skills. The best way to help learners with these skills is through specific instruction and practice. Learners have to be taught how to identify and work with sounds. You can also build phonological awareness through activities like word games and reading to your learners.</p> <p>2. Fluency</p> <p>To read fluently, learners need to instantly recognize words, including words they can't sound out. Fluency speeds up the rate at which they can read and understand text. Word recognition can be a big obstacle for struggling readers. Average readers need to see a word four to 14 times before it becomes a "sight word" they automatically recognize. Learners with dyslexia, for instance, may need to see it up to 40 times.</p> <p>3. Vocabulary</p> <p>To understand what you're reading, you need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Learners can learn vocabulary through instruction. But they typically learn the meaning of words through everyday experience and also by reading. The more words learners are exposed to, the richer their vocabulary becomes. You can help build learners' vocabulary by having frequent conversations on a variety of topics.</p>

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		<p>4. Sentence construction and cohesion Understanding how sentences are built might seem like a writing skill. So might connecting ideas within and between sentences, which is called cohesion. But these skills are important for reading comprehension as well. Knowing how ideas link up at the sentence level helps kids get meaning from passages and entire texts. Explicit instruction can teach learners the basics of sentence construction. For example, work with learners on connecting two or more thoughts, through both writing and reading.</p> <p>5. Reasoning and background knowledge Most readers relate what they have read to what they know. So it is important for learners to have background or prior knowledge about the world when they read. They also need to be able to “read between the lines” and pull out meaning even when it is not literally spelled out. Learners can build knowledge through reading, conversations, movies and TV shows, and art. Life experience and hands-on activities also build knowledge.</p> <p>6. Working memory and attention These two skills are both part of a group of abilities known as executive function. They are different but closely related. When kids read, attention allows them to take in information from the text. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they are reading. There are many ways you can help improve their learners’ working memory. Skill builders don’t have to feel like work, either. There are a number of games and everyday activities that can build working memory without kids even knowing it.</p> <p>A useful starting point in implementing strong reading comprehension instruction is establishing routines for</p> <ul style="list-style-type: none"> • daily reading instruction • covering the whole reading comprehension framework • examining the valued qualities of good reading comprehension. <p>An example of a useful framework for a typical reading comprehension lesson is shown below, although you may find others that better suit your context, needs and learners. In this example the lesson may cover 7Es’</p> <ul style="list-style-type: none"> • Elicit • Engage • Explore • Explain • Elaborate • Extend • Evaluate <p>and have <i>at least</i> four parts:</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>In most cases you will start with the Elicit. Find out what the learners know (prior knowledge). This can be done in a variety of ways, such as “Quick Quizzes, MCQs, Post-it notes, mini whiteboards, etc.</p> <p>The next stage is the Engage stage. In this stage you want to engage interest and curiosity, raise “The BIG questions” and introduce new learning through explanation modelling.</p> <p>During the Explore stage, learners should be given opportunities to work together following your initial input to solve/explore problems, building concepts through first-hand experience. You should set up the task, and then become the facilitator, helping learners by asking questions and observing.</p> <p>Following the explore stage go onto the Explain stage of the lesson. During this stage, use what learners have discovered to help them build the concept/knowledge further. This would involve checking and asking questions. Using their knowledge gained from experience to develop the concepts further.</p> <p>The next stage is the stage that will be key in assessing learners progress, knowledge and understanding. This stage is Elaborate. Learners may work independently during this stage. This is where learners formalise and apply their learning. At this stage the scaffolds are removed. Learners are involved in independent practice.</p> <p>In some cases, you may require an additional Extend stage to challenge all learners. Encourage the learners to apply or extend the concepts and skills in new situations.</p> <p>While it is expected that evaluation will continue throughout the process, the evaluate phase is where you evaluate the learning that has occurred. This might involve peer/self-assessment or marking, questioning or quick low stage quizzing, to establish understanding of the concepts.</p> <p>Divide your lesson plan into four parts:</p> <ul style="list-style-type: none"> ● Starter (5 minutes) You need to share how the starter connects to either the previous lesson, or to today's learning. The starter should excite and activate learners' interest in the topic. The starter activity will get your learners thinking. ● Mini-lesson (10 minutes) Explain the learning objectives to your class, so they are prepared for and can see the ‘Big Picture’. Make a note of what is expected from learners, e.g. <i>By the end of the lesson, learners will be able to understand the whole passage in Urdu and answer the questions given at the end in their own words.</i> <p>Explain and discuss reading comprehension skills, strategies, and elements important to understand the passage, e.g. understanding the passage with the help of a title, underlining the words and sentences that are</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>important. Ask learners to identify how they plan to use what was taught during the lesson in their reading comprehension for that day.</p> <ul style="list-style-type: none"> • Independent writing and conferring (20-25 minutes) Learners are expected to be writing or revising/editing, consulting with a peer, and/or discussing with you during this time. • Sharing (10 minutes) Learners identify how they used what was taught during the mini-lesson in their own writing and what challenges arose. You may discuss impressions with learners. Learners share their work (it does not have to be a complete set of questions and may only be initial ideas for writing, or may be a few questions with answers) with the group or a partner, while you provide praise and constructive feedback to motivate the group. Learners complete the whole passage as the writing assignment. • Appreciation and celebration (occasionally) Learners need a lot of appreciation and encouragement for the efforts they put in to complete their work during lessons in school or at home. You may publish learners work in the school magazine, post it on notice boards or the school website, etc. This will motivate learners. <p>Select a short passage from a newspaper on a day-to-day issue, e.g. technology, and provide both a glossary for some of the more unfamiliar words, and a brief explanation of unfamiliar sentences.</p> <p>Read the passage aloud and ask learners to underline words they don't understand. Then learners look up the meanings of these words in a dictionary. This example of active learning will increase their understanding of a passage and help to build confidence. Learners report back to the whole group which words they have looked up.</p> <p>Display these questions on the board:</p> <ul style="list-style-type: none"> • Which words do you find most difficult to understand, or have double meanings, etc.? • Which question is related to which part of the passage? • What is the message of the passage? • What different types of technology are discussed in the passage? • What are your impressions or opinion about the passage? (if you have one) <p>Learners provide their own responses to the questions. (F/I)</p> <p>Learners work in pairs, sharing their ideas. Ask questions to ensure that points are clearly substantiated by reference to the detail of the passage.</p>

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		<p>Invite feedback from learners, encourage them to ask follow-up questions on the observations they make. Answering the questions help learners to build on their initial responses.</p> <p>After the whole group discussion, learners give their own opinion about the use of technology, and why, with reference to the passage. (F/I)</p> <p>To complement learners' knowledge and understanding of wider topic areas, encourage learners to read newspapers, textbooks, story books, and watch current affairs and news bulletins. This could include the sports programmes and articles in the newspaper. They will learn how to give opinions, to complain and to elaborate their ideas.</p> <p>In addition to encouraging learners to read widely and understand what is written between the lines, home work should be set and marked regularly and provide feedback either verbally or written, to allow the learner to understand the value of their work. Exposure to a wide range of text types is important, so the relevant features of different text types can be analysed – this helps learners transfer these features to their own writing. The school library is a useful resource for this activity. http://www.onlinenewspapers.com/pakistan.htm (I)</p> <p>Encourage learners to keep a record of their daily work so that they can refer back to it. Learners should keep a journal of articles and quotations that are relevant and motivating. There are many types of journals that learners can keep. A starting point could be the use of various bloggers or articles on different day to day issues, e.g. sports, technology, weather, culture, food, fashion , festivals, etc.</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		

Writing

Syllabus ref.	Learning objectives	Suggested teaching activities				
<p>Part 2 Writing:</p> <p>Candidates write one composition of 300–400 words in response to a choice of argumentative, discursive, descriptive and narrative titles. Each title is taken from a different topic or subtopic</p>	<p>Understand the requirements of writing composition</p>	<p>To prepare learners for this task, explain the difference between:</p> <div style="text-align: center; margin: 10px 0;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Argue</td> <td style="padding: 5px;">Discuss</td> <td style="padding: 5px;">Explain</td> <td style="padding: 5px;">Narrate</td> </tr> </table> </div> <p>This will give learners a clear idea of what they chose for their essay, and how to start, and complete the task.</p> <p>What your learners need to know about an argumentative essay:</p> <ol style="list-style-type: none"> 1. Introduction of the statement. 2. Opposing and qualifying ideas. 3. Strong evidence in support of claim. 4. Style and tone of language. 5. A compelling conclusion. <p>What your learners need to know about discursive essay.</p> <ol style="list-style-type: none"> 1. Explores an issue or an idea and may suggest a position or point of view. 2. Approaches a topic from different angles and explores themes and issues in a style that balances 3. 3.personal observations with different perspectives. <p>What your learners need to know about a descriptive essay</p> <ol style="list-style-type: none"> 1. Choose a specific topic. Strong descriptive essays remain focused at all times. 2. Compile information. 3. Make an outline. 4. Write the introductory paragraph. 5. Write body paragraphs. 6. Summarize the essay in the concluding paragraph. 7. Look for ways to enliven your language <p>Descriptive writing is a literary device where the author uses details to ‘paint a picture’ with their words. This process provides readers with descriptions of people, places, objects and events using suitable details. Show learners a good example of descriptive writing.</p>	Argue	Discuss	Explain	Narrate
Argue	Discuss	Explain	Narrate			

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners choose one of the characters from a short story, or movie clip, and write a list of all the adjectives they would use to describe them using original and varied vocabulary, which appeals to all five senses (smell, sound, sight, touch, taste).</p> <p>Learners, in pairs, write a description of a cricket match they watched or a market they visited the night before Eid, and present this to the class.</p> <p>Extension activity: Learners write about a family wedding. They write a description of each of event paying attention to the effect they want their description to have on the reader.</p> <p>(I) Learners write a description of Pakistani traditional food, festival, celebration, etc.</p> <p>(F) Learners complete the examination task: <i>Describe a fun fair in your area. (From the 2015 Specimen Paper 1)</i></p> <p>Starter activity: Remind learners of the need in descriptive writing for precision, variety, and interesting words and imagery. Learners , in groups, compile lists of unusual vocabulary and appropriate imagery for a specified event or place, e.g. school charity show, football match, and feedback to rest of class on their topic.</p> <p>Learners group words/imagery under categories of the different atmosphere that they create. Half the class writes a negative description, and the other half a positive description about music show, e.g. overcrowded. Class discuss the types of atmosphere created.</p> <p>Learners sit back to back in pairs and take turns to describe a picture postcard of a place while the other draws it. Then they compare the drawings with the original. (They will realise that without using a range of key features to give detail then a true likeness is not possible.)</p> <p>In pairs, learners study a paragraph of descriptive writing to identify and explore/analyse the effect of the devices used, e.g.</p> <ul style="list-style-type: none"> ● compound adjectives ● present participles ● multiple adjectives ● alliteration ● exotic colours ● reference to senses.

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Extension activity: In pairs, learners work on an example of a less successful descriptive writing passage, to identify the weaknesses, and suggest improvements.</p> <p>Homework: Learners re-write the text. Learners write 50 words describing the room they are in without repeating any words and using as many key features as they can. Put phrases on the board, e.g. storm at sea, ruined house, area of drought, and learners create vocabulary mind maps for each, representing the five senses, e.g. stinging saltiness, mouldy damp, parched craters.</p> <p>Learners listen to a piece of music and simultaneously write a description of the scene the music appeals in their mind.</p> <p>Useful resources include:</p> <ul style="list-style-type: none"> • set of picture postcards or calendar pages e.g. <i>picture of founder of Pakistan Quaid e Azam</i> • descriptive passages from fiction, e.g. <i>Over Coat by Ghulam Abbas in paper 2</i> <p>What your learners need to know about narrative essay</p> <ol style="list-style-type: none"> 1. Elements. Every narrative should have five elements to become a story: plot, setting, character, conflict, and theme. 2. Format. In short, the sequence of the events in your story. 3. Structure. 4. Language <p>This task has three elements</p> <ul style="list-style-type: none"> • Content • Structure • Accuracy of language <p>and in order to improve their skills in written Urdu, they need to attain correctness, organisation and accuracy in:</p> <ul style="list-style-type: none"> • Grammar • Vocabulary • Spelling • Punctuation • Layout conventions • A range of sentence structures • Linkage of information across sentences and paragraphs to develop a topic

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		<ul style="list-style-type: none"> • Appropriate register for the type of writing <p>You can use this writing lesson to develop learners' writing skills. (I)</p> <ul style="list-style-type: none"> • Introduce the topic. You can use pictures. Conduct a group discussion which will give everyone ideas for what to write about. Assign the writing task, and manage any misunderstandings. • Ask learners to think about who is going to read the piece (target audience), and consider the style, information, layout, etc. • Show learners examples to illustrate the correct form. • Using the initial discussion as a springboard, learners brainstorm ideas in groups, which you write on the board. Learners then choose which ones they want to use in their own writing. • Edit and put the ideas into a logical sequence individually, or in groups. • Construct an example framework text in small groups or with the whole class. • Learners prepare a rough draft in groups or individually. • Learners discuss their work with each other, and finally with the teacher. • Learners prepare and write the final text. • Give learners individual feedback, discussing their strengths and weaknesses. <p>Another activity to teach how to write an essay is to write a topic on the board. E.g. a question from a past paper of specimen paper:</p> <p style="text-align: center;"><i>What are the advantages and disadvantages of computers in Education"? Discuss.</i></p> <p>Divide your learners into four groups and give them 15 minutes to discuss and write their answers.</p> <p>Write the following questions on the board for them. Provide English to Urdu dictionaries. (I)</p> <ol style="list-style-type: none"> 1. <i>Three advantages and three disadvantages of computer in education.</i> 2. <i>Give reasons for each advantage and disadvantage.</i> 3. <i>Opinions with reasons.</i> <p>After 20 minutes invite one group to answer question 1, invite other groups to add any further suggestions. Write all points on board. Ask one group why they think computers have advantages, and ask the other group why they think</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>computers have disadvantages. Write these points on the board. Lastly ask them about their opinions, with reasons and write on the board.</p> <p>In this activity you will have a complete essay prepared by all of your learners. Ask them to write these points in their books and complete the essay for home work. When you mark their essays, give clear feedback about the structure and accuracy and any language issues. Learner then write the incorrect words again and show triple impact marking and to build the confidence of your learners.</p> <p>Learners may be encouraged to keep a journal. This will encourage them to write every day and they will gain confidence in writing. (I)</p> <p>Illustrate the rules of argumentative and narrative essays and show learners an argumentative essay as well as a narrative essay. Learner should write down as many rules for both of them as they can remember.</p> <p>Activity: (I)</p> <ul style="list-style-type: none"> • Learners write a narrative essay using the topic on board. • Learners include the scene, feelings, and use adverbs. • Show them how to start. Write words on the board. • Brainstorm alternative options, i.e negative, positive ideas to start the essay. <p>Learners complete their essays, following all the rules, using adverbs and some of the brainstormed words.</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		

Unseen Passage

Syllabus ref.	Learning objectives	Suggested teaching activities
<p>Part 1 Unseen Passage One passage-based question. Candidates read an extract (from poetry or prose) which they have not seen before and then answer a question which tests critical understanding of the text and response to the ways in which the writer achieves effects.</p>	<p>Understand the requirements of Unseen questions</p>	<p>In small groups learners explore the features of the specimen Unseen passage. Answering the following questions:</p> <ul style="list-style-type: none"> • How long is the passage? • How many questions are there to answer? • Are they compulsory or do they answer one question or the other? • How much planning time is there? • How is the main question easily identified? • How many bullets are there for each question? • Are the bullets compulsory or provided for support? <p>Learners then plan their own Unseen passage. They should select one of their set poems and an extract from their set prose text. These should have been studied already. (F)</p>
	<p>Explore the difference between surface and deeper meanings</p>	<p>Groups exchange their Unseen passages from the previous activity. They discuss the Poetry question together. Then, learners work individually, annotating the copy of the poem (5 minutes) and writing a plan (5 minutes).</p> <p>They should begin their response addressing the main question with a brief overview of the poem's main ideas. (I)</p> <p>Together with the previous activity, this activity shows the transferable nature of the skills required for the analysis of Unseen poems.</p> <p>Extension activity: Learners work on the Prose question under test conditions.</p> <p>After they have finished, learners work in pairs. They mark each other's response, highlighting:</p> <ul style="list-style-type: none"> • points that are not developed • points that are not supported • quotations that are excessively long and lack focus • inert quotations that do not lead to analytical comment. (I)

Syllabus ref.	Learning objectives	Suggested teaching activities
	Explore the use of language in creating effects	<p>Individually, learners read the prose extract and accompanying question in the specimen paper Unseen passage. As they read, they identify words and phrases they find particularly striking and add a brief note about the precise effects these create. (F/I)</p> <p>In pairs, they look for examples of the following devices:</p> <ul style="list-style-type: none"> • language: simple, difficult, easy to understand • imagery: simile, metaphor, personification • rhetorical: question, hyperbole, repetition, humour, irony, moral lesson <p>They can use different colours to highlight the three main categories.</p> <p>The next stage is essential. Learners share examples from each category, and each learner writes comments explaining the precise effects of each example on the reader. Emphasise the point that simply spotting or labelling devices is description, and not analysis.</p>
	Explore the way structure is used to shape meanings	<p>Invite responses from as many learners as possible. Keep asking questions until the precise effect has been explained. (F)</p> <p>Ask learners to write a summary of the content and organisation of the prose extract. They should consider:</p> <ul style="list-style-type: none"> • the way the extract starts • the way it develops • significant points in passage, tone and mood • shifts from description to dialogue • the amount and distribution of direct speech • the way the extract ends • any build-up of suspense. <p>Explain that sometimes points about structure and form may overlap, and this is nothing to be worried about. (I)</p>
	Explore the effects of form in unseen texts	<p>Learners, in pairs, compare the different forms of a poem and prose extract chosen from their set poetry and prose texts. What obvious differences do they find?</p> <p>For example:</p> <ul style="list-style-type: none"> • in poetry: stanza, rhythm, rhyme, • in prose: narration, description, dialogue. <p>How do these elements help to shape meanings and create effects?</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>It is a good idea to accompany the poem with visual images, which support the poet's verbal imagery or subject matter. Learners themselves can select suitable images.</p> <p>When the learners are presented with the poem itself, you may need to create an Urdu glossary and explain any more difficult words, concepts, or contexts.</p> <p>Extension activity: With some of the Urdu poems, ask learners to find the meanings of some of the words (either in print or online (http://udb.gov.pk/) and research some contexts. This will enable them to see how their own active learning can increase their understanding of a poem and help to build their confidence.</p> <p>Learners should hear poems read aloud, so that they can appreciate the sounds as well as the words and imagery, etc. Give an initial reading, and learners can practise their own readings in pairs or small groups. Early rhythmic readings of a complete poem can be useful in getting learners to notice the poet's use of sound before looking at individual sound effects.</p> <p>Additionally, you can often find readings of poems online, for example: https://www.rekhta.org/poets?lang=ur and Urdu rhyming words online dictionary https://www.rekhta.org/qaafiya?lang=ur These can be a particularly illuminating way of getting learners to appreciate the poet at work.</p> <p>To emphasise the importance of learners' own initial impressions, ask questions:</p> <ul style="list-style-type: none"> • Which words do you find most striking / vivid / disturbing / moving etc.? • Which sounds are particularly memorable? • Which images are most powerful or striking? • Which senses does the poet particularly appeal to? • What are your first impressions of the speaker of the poem (if there is one)? • What do you think the poem is about? (F/I) <p>Learners write down their initial answers / impressions before discussing in more detail in small groups. The discussion should build on initial responses, with learners asking each other why particular aspects were memorable and striking, etc. In this way they are considering how the poet's writing creates particular effects.</p> <p>The priority at this stage is to encourage learners to give their own responses to the writing. Reassure them that all readers of poetry sometimes find poems obscure or ambiguous. They should be taught that there is no right answer, and that there can be different interpretations as long as there is valid evidence to support them.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Another classroom exercise to facilitate this is to ask the learners to note down their initial interpretations individually, before sharing these with a partner / small group. The exchange of different interpretations will consolidate the idea that alternative interpretations (in their personal response) are perfectly healthy. Make sure, however, that some learners do not dominate the discussion, in particular with ideas that are not supported from the poem.</p>
	<p>Evaluate the effectiveness of a response to an unseen text</p>	<p>Collect and anonymise examples of unproductive, generic comments about writers' techniques (i.e. general examples that could be true of any poem or prose extract): e.g.</p> <ul style="list-style-type: none"> • The writer uses characterisation. • The use of imagery. • The regular and full of meaningful flow. • The hidden meaning by the poet or an author. <p>Ask learners to explain what is deficient about these examples.</p> <p>Extension activity: Learners, individually mark the same Unseen response. They should:</p> <ul style="list-style-type: none"> • tick valid and thoughtful points that address the question • put a question mark in the margin alongside sentences that lack focus on the question • underline instances of unclear expression • use a symbol (SN support needed) in the margin to indicate where development or support is required. (F/I) <p>Learners work in small groups to give the response a mark out of 25, using the level descriptions in the specimen mark scheme.</p> <p>Lead a whole group discussion, which uses 'best-fit' to award the final mark.</p>
<p>Past and specimen papers</p>		
<p>Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)</p>		

Poetry

Syllabus ref.	Learning objectives	Suggested teaching activities
Part 2 Poetry Two essay questions based on the prescribed set texts listed in the syllabus. Candidates answer one question.	Develop confidence in communicating first impressions	<p>Select a poem from the poetry set text and provide both a gloss for some of the more unfamiliar or archaic words and a brief explanation of unfamiliar concepts or contexts.</p> <p>Read the poem aloud and ask learners to underline words they find difficult. Then learners find meanings in a dictionary. Explain that their own active learning can increase their understanding of a poem and help to build their confidence. Learners report back to the whole group the meanings of words they have looked up.</p> <p>Display these questions on the board:</p> <ul style="list-style-type: none"> • Which words do you find most striking / vivid / disturbing / moving, etc.? • Which sounds are particularly memorable? • Which images are most powerful or striking? • Which senses does the poet particularly appeal to in the poem? • What are your impressions of the speaker of the poem (if there is one?) <p>Learners provide their own responses to these questions. (F/I)</p>
	Move beyond surface meanings to explore the poem's deeper implications	<p>This activity follows on from the previous one. Learners work in pairs, sharing their ideas. Each partner asks questions to ensure that points are clearly substantiated by reference to the detail of the poem.</p> <p>Invite feedback from learners, encouraging them to ask each other follow-up questions on the observations they make. The questions in pairs and whole group discussions help learners to build on their initial responses.</p> <p>Make the point that all readers of poetry sometimes find poems obscure or ambiguous; there is no correct answer, and there can be alternative interpretations so long as they are supported by valid evidence from the text.</p> <p>After the whole group discussion, ask learners to explain two main ideas from the poem, providing concise direct quotation to support them. (F/I)</p>
	Explore how the poet uses language and form to create and shape meanings and effects	<p>Ask learners (in pairs) to read sections of the poem to each other, emphasising the poet's use of:</p> <ul style="list-style-type: none"> • feelings • humour if any • message.

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners discuss how these features of the poem helped to create certain effects for a reader. They should discuss specific examples.</p> <p>On a copy of the poem, learners make their own annotations of some examples of the following devices:</p> <ul style="list-style-type: none"> • language: (and the ones listed above) • imagery: simile, metaphor, personification • style: question, repetition, humour, irony. <p>Each note should comment on the precise effect created by the use of the particular device. This is important, as learners need to be taught to move beyond the description of devices if they are to progress to analysis. They should not confuse the listing of terms with analysis.</p> <p>Learners should make their annotations on language to the left of the poem. (F/I)</p>
	Explore how the poet uses structure to create and shape meanings and effects	<p>Read the poem. As they listen, learners consider the way the poem begins, develop and ends, paying close attention to notable shifts in topic, tone or mood.</p> <p>Learners makes notes on these aspects of structure on their copy of the poem, to the right of the poem. (I)</p> <p>Learners, in small groups, consider the way the poem's structure contributes to its overall effect: e.g. <i>What impact do the opening and closing lines of the poem have on them as readers?</i> (F)</p> <p>Extension activity: A useful revision activity is to allocate each learner one of the set poems to practise reading aloud. The rest of the learners listen and make notes.</p>
	Develop confidence in communicating a supported personal response	<p>Devis/write some O Level type questions on the set poem, basing it on past O Level Poetry questions. (SAFER HOO RAHA HE) A Bus journey. Explain that the following words in the questions are designed to elicit personal responses to the writing:</p> <ul style="list-style-type: none"> • humour • imagery • characterisation • similes and metaphor • message. <p>For poetry activities early in the course, use bullets to supplement the main question to help learners plan and organise their response. The level of 'scaffolding' can be reduced and the level of challenge can be increased gradually as the course progresses.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Learners discuss the question and then spend five minutes planning their own response to the question. Emphasise the importance of selecting relevant material that addresses the specific demands of the question and advise against exhaustive questions that merely explain the poem without a clear focus on the question.</p> <p>Learners then spend 40 minutes writing their response. They should remember to support the points they make by using concise direct quotations from the poem. (I)</p> <p>Extension activity: Learners peer-evaluate their responses. Using pencil, they:</p> <ul style="list-style-type: none"> • tick valid and thoughtful points that address the question • put a question mark in the margin alongside sentences that lack focus on the question • underline instances of unclear expression • use (SN) support needed in the margin to indicate where development or support is required. <p>These marking annotations will help learners to re-draft their response to ensure it is an informed personal response, one that addresses the question and one that has apt textual reference for support.</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		

Prose

Syllabus ref.	Learning objectives	Suggested teaching activities
Part 3 Prose Two essay questions based on the prescribed set texts listed in the syllabus. Candidates answer one question.	Increase learners' understanding and appreciation of the set prose text	<p>Learners set up a reading log, which includes:</p> <ul style="list-style-type: none"> • brief synopses of chapters (in no more than a couple of sentences in their own words) • a timeline of events (very useful when a narrative is arranged non-chronologically) • a list or diagram of characters and their relationships with each other • first impressions of main characters • initial thoughts about the main themes or ideas in the text. <p>The level of detail and complexity varies according to the level of ability of the learners. Reading logs can be updated and can be useful for starter or plenary activities designed to consolidate learners' understanding of texts. (F/I)</p> <p>In addition, learners use the format of game shows to devise short answer questions that test each other's knowledge of the novel or short stories.</p>
	Move beyond surface meanings to explore deeper implications about character	<p>Allocate learners to small groups. Give each group an aspect of the character, e.g. a question set in the specimen paper, and allocate each group to a different aspect of the question. Learners have 15 minutes to prepare their answer. An example might be:</p> <p style="text-align: center;"><i>Negative aspects of the society in Ghulam Abbas essay OVER COAT.'</i></p> <p>After the initial activity, groups present what they have come up with in front of the whole group. (F)</p> <p>The following activity is only possible where one or more film adaptations of the text exists.</p> <p>Explain the negative aspects associated with the character and ask the learners: How does the explanation of the character and aspects associated with it help them to understand the following?</p> <ul style="list-style-type: none"> • the deeper implications of character • links between presentation of character and theme.
	Explore how context emerges from the text	<p>Learners select their own major character from the text, e.g. "Syed Imtiaz Ali Taaj's play, "Kurta ka Kazi".</p> <p>Learners create a list of different feelings, qualities and quotations which:</p> <ul style="list-style-type: none"> • goes with the character • comments on what the quotations reveal about relevant contexts.

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Explain that points about context should be relevant to the question and integrated into their writing concisely. Useful context emerges from a close reading of the text. It is not be a long paragraph of social, historical or biographical context. (F/I)</p>
	<p>Explore how writers appeal to the senses to create settings</p>	<p>Select an extract from the text that establishes positive feelings for a place or for something. The extracts can be about with historical background, e.g. <i>Altaf Fatima</i> essay “Conductor”</p> <p>Learners read the extract carefully, and draw a mind map that shows what they might sense if they were in that location / situation. The branches of the mind map should describe what they would see, hear, smell, touch, taste and feel.</p> <p>Learners add concise quotations and comment on the effects of key words in them, which create a sense of the setting. (F/I)</p> <p>Extension activity: Learners present their responses to the whole group, using presentational devices.</p>
	<p>Explore passages and relate them to the whole text</p>	<p>Select a key passage from the text and attach a suitable question, e.g. <i>Syed Ahmed Shah Patras Bukhari</i> essay “Lahore kaa Geographia” (using latest syllabus for 3247/02 latest texts).</p> <p>Learners complete the following activities:</p> <ul style="list-style-type: none"> • Explain where the extract appears in the text and what happens immediately before and after the extract. Ask them to consider significant links between the content of the extract and the rest of the text. • Provide a brief overview of the content and organisation of the extract. • Explore the way the writer uses language to achieve certain effects. Learners highlight key words on a copy of the extract and annotating them, saying what they find particularly striking, memorable, interesting, disturbing, etc. (I) <p>In small groups, learners share their ideas. They should interrogate and challenge each other’s points.</p> <p>Groups feedback to the class. (F)</p> <p>Extension activity: Hold a class debate in which speakers can say what are the issues discussed in the text and how these could be overcome.</p>
	<p>Consider the way the narrative is told and effects created</p>	<p>Using the extract from the previous activity, learners answer the question: <i>Who is telling the story?</i></p> <p>Learners consider:</p> <ul style="list-style-type: none"> • who the narrator is • whether they admire or dislike the narrator

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • whether the narrative is told from first or third person viewpoint • what information the narrator provides (or withholds) within the extract • the reliability of the narrator and his views. <p>This activity might be initially approached individually and then in a group activity to consolidate learning about ‘form’, an aspect of literature that learners sometimes find difficult. (F/I)</p> <p>Learners identify the following aspects of prose fiction form:</p> <ul style="list-style-type: none"> • narration (moving the plot on) • description (of characters, setting) • humour (and how represented).
	Explore the portrayal of character in the course of a prose text	<p>Provide sets quotations relating to a character in the text. Put quotations (eight in total) be on separate pieces of paper. In pairs, learners put the quotations in the order they appear in the text – this provides formative assessment of learners’ knowledge. (F)</p> <p>In groups, learners discuss what the quotations reveal about the character at various points in the play (including their first and final appearances).</p> <p>Learners evaluate the extent to which they find the character admirable, sympathetic, disturbing, entertaining, etc. Focus the discussion on an Cambridge O Level question set in a past paper or set your own question, e.g. on any characters of “<i>Kurtaba ka Kazi</i>” They should provide relevant substantiation from the text to support their answers. Learners plan (5 minutes) and write their responses (40 minutes) to the question. (I)</p> <p>Extension activity: Learners peer-evaluate each other’s essays and make notes on:</p> <ul style="list-style-type: none"> • irrelevant points (which perhaps narrate or describe) • repeated points (where no more credit can be given) • unsupported assertions (which do not constitute analysis) • long quotations (which indicate a lack of clear focus). <p>They should:</p> <ul style="list-style-type: none"> • tick points that are valid and thoughtful • tick quotations that are concise and relevant • tick critical comments on key words or aspects of structure and form.
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