

## Scheme of Work

# Cambridge O Level English Language 1123

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 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 O Level courses. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below gives some guidance about how many hours we recommend you spend on each area.

Topic	Suggested teaching time (hours / %)	Overview
1 Reading a variety of texts	6.5 hours / 5%	This unit explores a range of examples of fiction and non-fiction texts, broadening understanding of ideas including genre, audience and the writer's craft.
2 Reading for ideas, facts and opinions	6.5 hours / 5%	This unit explores how to identify, evaluate and respond to the main ideas of a text, for example to distinguish fact from opinion.
3 Reading for meaning	26 hours / 20%	This unit explores the difference between literal / explicit meaning and implicit / inferential, moving learners from understanding meaning to analysing the intended effect.
4 Summary tasks	19.5 hours / 15%	This unit targets key skills and understanding for the selective summary tasks.

Topic	Suggested teaching time (hours / %)	Overview
5 Key writing skills	13 hours / 10%	This unit consolidates existing skills and is designed to build confidence in the basics of English language, including parts of speech, types of sentences and sentence structure, paragraphing, grammar and spelling. It introduces learners to ideas of audience, tone and register, as well as how writers make use of language for effect, for example through imagery.
6 Directed writing	19.5 hours / 15%	This unit explores different forms and conventions of directed writing responses (speeches, letters and articles).
7 Discursive/argumentative/persuasive writing	13 hours / 10%	This unit explores examples of argumentative / discursive / persuasive writing, encouraging learners to analyse the key features and inform the decisions they make in their own writing.
8 Descriptive composition	13 hours / 10%	This unit explores examples of effective descriptive writing, encouraging learners to analyse and use a range of descriptive texts to inform and inspire their own writing.
9 Narrative composition	13 hours / 10%	This unit explores examples of effective narrative writing, encouraging learners to analyse and use a range of narrative texts to inform and inspire their own writing.

## Resources

The up-to-date resource list for this syllabus, including endorsed resources to support Cambridge O Level English 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. All textbooks endorsed by Cambridge International for this syllabus are the ideal resources 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.

## Scheme of Work

### School Support Hub

The School Support Hub [www.cambridgeinternational.com/support](http://www.cambridgeinternational.com/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 learning resources. This scheme of work is available as PDF and an editable version in Microsoft Word format. If you are unable to use Microsoft Word you can download Open Office free of charge from [www.openoffice.org](http://www.openoffice.org)

### Websites

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

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended. Note: Speaking and listening are not tested but the development of these vital communication skills is encouraged across the curriculum and is reflected in many of the activities in the scheme of work.

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

This scheme of work for the Cambridge O Level English Language syllabus and 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.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<b>AO2 Writing</b> W4 use register	Appreciate and be able to write in a variety of tones	Give learners a selection of extracts from 2 or 3 texts with (labelled) different tones and ask them to: <ul style="list-style-type: none"> <li>define what they think is meant by ‘writer’s tone’</li> <li>list as many more writing tones as they can.</li> </ul> Can they reach 10? (F)

**Extension activity:** learners move around the classroom looking at further examples, e.g. <http://examples.yourdictionary.com/examples-of-tone-in-a-story.html> of different writing tones – formal and informal, sarcastic, ironic, humorous, tongue-in-cheek, conversational.

Learners find their own example(s) of one or more tone(s). This can be completed using a class book of various short extracts from texts (printed) and / or online articles.

They then rewrite a short passage in a different tone, or identify by underlining what would need to change to alter the tone. (I)

**Independent study (I)** gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

**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.

**Past and specimen papers**

**Past papers, specimen papers** and **mark schemes** are available for you to download at:

[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

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**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 Reading a variety of texts

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<b>AO1 Reading</b> R5 select and use information for specific purposes	Distinguishing between fiction and non-fiction  Speaking and listening	In pairs, learners examine two fiction and two non-fiction texts.  Learners make a list of features which distinguish between the two texts and swap lists with their partner.  Groups of learners then make a list of features of any text, both fiction or non-fiction. They swap with other groups who identify the genre against each item in the list.  Listen to and compare the statements in the link below and discuss with which ones learners agree or disagree with: <a href="http://www.differencebetween.net/miscellaneous/difference-between-fiction-and-non-fiction/">www.differencebetween.net/miscellaneous/difference-between-fiction-and-non-fiction/</a>
<b>AO1 Reading</b> R5 select and use information for specific purposes	Developing an interest in reading and an appreciation of its benefits  Speaking and listening	Learners discuss their favourite books and what they are currently reading, giving brief reports on a text of their choice. Learners bring a book / magazine / website page with them to share with the class.  Learners write a short paragraph about the books of three other learners, saying why they were persuaded by the speaker to read that particular book. This activity could also be completed as a discussion, either with the whole class or in groups.
<b>AO1 Reading</b> R5 select and use information for specific purposes	Identifying different genres of fiction and non-fiction texts  Speaking and listening	Learners make a list of genres within fiction texts. Can they list 10?  Read <a href="http://writing.colostate.edu/gallery/multigenre/genrelist.html">http://writing.colostate.edu/gallery/multigenre/genrelist.html</a> and then ask learners to make two columns headed 'fiction' and 'non-fiction'. Learners assign each item in the above website to the appropriate column and report back to the rest of the class.
<b>AO1 Reading</b> R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text	Group discussion	In groups, learners examine at least four fiction texts, each from a different genre.  Remind learners that genre is a kind of text and different genres have different kinds of setting and characters. Elicit different genres from learners before you give examples or ask them to choose some from the school library.  Learners discuss their preferences explaining why and giving examples of books they have read, e.g. historical, folklore etc.



Assessment objectives (AO)	Learning objectives	Suggested teaching activities
R5 select and use information for specific purposes		
<b>AO1 Reading</b> R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text	Identifying different genres of fiction texts  Speaking and listening	Elicit what learners understand by each of the following terms in fiction: <ul style="list-style-type: none"> <li>• character</li> <li>• setting</li> <li>• theme</li> <li>• plot.</li> </ul> Match definitions to the words in the above list either using cards or worksheets.  Learners identify key features in each of their four genres from the previous activity. Use the following questions to prompt: <ul style="list-style-type: none"> <li>• What kind of character would they expect in that genre?</li> <li>• What kind of setting?</li> <li>• Theme?</li> <li>• Plot?</li> </ul>
<b>AO1 Reading</b> R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text	Evaluating fiction texts	Learners list the features of one genre and present to the class or ask other learners to add any other ideas.  For further study, learners write a short commentary on the key features (as identified above) of at least one of their given genres of fiction texts. <b>(I)</b>
<b>AO2 Writing</b> W1 articulate experience and express what is thought, felt and imagined	Writing about fiction texts	Learners invent a title for a fiction text in any genre and write a blurb for their imaginary text (maximum 50 words). Both title and blurb should reflect the chosen genre.  Learners redraft their blurbs so that they can be used as classroom displays. <b>(I)</b>
<b>AO1 Reading</b>	Identifying different genres in non-fiction texts	Learners go back to the list of text genres: <a href="http://writing.colostate.edu/gallery/multigenre/genrelist.html">http://writing.colostate.edu/gallery/multigenre/genrelist.html</a>  They should already have identified which of these are non-fiction. Learners take at least four non-fiction genres and identify its key features with a partner.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
R5 select and use information for specific purposes	Speaking and listening	
<b>AO1 Reading</b> R5 select and use information for specific purposes	Understanding audience in non-fiction texts Speaking and listening	Learners work with a partner and discuss the different audiences addressed in a selection of non-fiction texts. Texts from the school library may be used – autobiography, travel, sport, biography, etc. Learners share their ideas as a class.
<b>AO1 Reading</b> R5 select and use information for specific purposes	Identifying key features of different genres of non-fiction texts	Learners examine at least four non-fiction texts, each from a different genre. They then write a short commentary on the key features of at least one of these non-fiction texts. Texts from the school library may be used – autobiography, travel, sport, biography, etc.
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational/support">www.cambridgeinternational/support</a> (F)		

## 2 Reading for ideas, facts and opinions

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p><b>AO1 Reading</b></p> <p>R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text</p>	Distinguishing fact from opinion	<p>Learners consider a range of extracts from different text types, e.g. newspaper articles, reviews, transcripts of speeches, informative leaflets, advertisements etc.</p> <p>Learners categorise the extracts according to function, e.g. offering factual information, opinions, advice, criticism or warnings. Elicit from learners how they could:</p> <ul style="list-style-type: none"> <li>• distinguish fact from opinion</li> <li>• distinguish fact from advice</li> <li>• distinguish fact from criticism</li> <li>• distinguish fact from warning.</li> </ul> <p>Learners revisit one of the texts from a previous activity, e.g. a short newspaper article, to find and write down six facts. They then compare the facts selected by other learners. <b>(F)</b></p> <p><b>Extension activity:</b> write a short passage of personal writing (no more than 100 words) which contains at least six facts. Possible topics could include: 'My Family', 'My Pet'. <b>(I)</b></p> <p>Learners swap with a partner who has to find and write down six facts from their partner's writing. <b>(F)</b></p> <p>Then learners write a short discursive passage of no more than 150 words which contains at least six facts. Possible topics could include: 'The internet' 'My Country'. <b>(I)</b></p> <p>Learners swap with a partner who has to find and write down six facts from their partner's writing. <b>(F)</b></p>
<p><b>AO1 Reading</b></p> <p>R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text</p>	Identifying opinions	<p>Give groups a list of single words, some of which suggest opinion, e.g. 'delicious', and others which are factual, e.g. 'green'. Learners write each word in either the 'opinion' column in their notebooks or the 'factual' column.</p> <p>Working with a partner, learners produce a list of 10 value judgement words and 10 factual words.</p> <p>Learners write five opinion statements of their own. Swap with a partner and discuss.</p> <p>Learners complete research online and read a range of explanations about distinguishing between fact and opinion. For example: <a href="http://www.k12reader.com/worksheet/is-it-a-fact-or-an-opinion/view/">www.k12reader.com/worksheet/is-it-a-fact-or-an-opinion/view/</a></p> <p><a href="http://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm">http://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm</a></p> <p><a href="http://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=85812&amp;section=3.2">www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=85812&amp;section=3.2</a></p> <p>Interview a partner in another pair / group – What did you learn? <b>(F)</b></p> <p><b>Extension activity:</b> learners create a brief, 'How to... guide' for spotting opinion in a text.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p><b>AO1 Reading</b></p> <p>R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text</p>	<p>Evaluating opinions and attitudes</p> <p>Speaking and listening</p>	<p>Learners read a newspaper or magazine article and discuss its contents, identifying any opinions, advice, criticism or warnings given by the writer. For example, is the writer in favour of the actions of a particular person, or in favour of a particular social trend? The writer's standpoint on a particular issue will probably result in the writer offering opinions, advice, criticism or warnings. <b>(F)</b></p> <p>Learners identify any opinions, advice, criticism or warnings and write down 3–5 sentences / phrases / words which make the opinions, advice, criticism or warnings clear.</p> <p>Learners share their evidence with other groups and agree:</p> <ul style="list-style-type: none"> <li>• the opinion(s)/attitude(s) evident in the text</li> <li>• the strongest pieces of evidence to support their evaluation.</li> </ul> <p>Learners present a short oral commentary on the newspaper article, in which they explain with reference to the text how the writer's opinions, advice, criticism or warnings are made clear.</p> <p><b>Extension activity:</b> write a short email to the writer/persona in the text explaining why they do, or do not, agree with their opinion/attitude.</p>
<p><b>AO1 Reading</b></p> <p>R2 demonstrate understanding of implicit meanings and attitudes</p> <p>R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text</p>	<p>Recognising differing attitudes</p>	<p>Learners hot seat characters from a text they know well and or a short story:  <a href="http://www.responsiveclassroom.org/the-hot-seat/">www.responsiveclassroom.org/the-hot-seat/</a>  <a href="http://www.teachingenglish.org.uk/article/hot-seat-0">www.teachingenglish.org.uk/article/hot-seat-0</a></p> <p>They should explore the characters' feelings and reactions to an issue in the text, or a contemporary global issue, then:</p> <ul style="list-style-type: none"> <li>• create character files for two characters' opinions using evidence from and reference to the text for their interpretation</li> <li>• write and perform to the class a dialogue between two of the characters to demonstrate the attitudes and opinions of the two characters in relation to the issue.</li> </ul> <p>Audience feedback should be in relation to how realistic/appropriate the dialogue was in relation to what they know about the characters. <b>(F)</b></p>
<p><b>AO1 Reading</b></p> <p>R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text</p>	<p>Evaluating ideas</p> <p>Considering intended effect at word level</p>	<p>Learners research information about their town, area or country, collecting material from a variety of genres and media, e.g. websites, leaflets, video clips. They should decide which information and which qualities of the place would most appeal to each of these potential visitors and why:</p> <ul style="list-style-type: none"> <li>• families with young children</li> <li>• business people</li> <li>• retired people.</li> </ul>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
R4 demonstrate understanding of how writers achieve effects and influence readers		<p>Learners write a brief advertisement/infomercial, e.g. 30–50-word radio advert / social media post to influence their target audience to visit.</p> <p>Learners swap adverts with other pairs, who underline 3–5 words/phrases they think could be made more appealing to the intended audience.</p> <p>With the same target audience, learners share feedback and discuss their ideas for words/phrases that suggest the kind of quality/atmosphere that would appeal to their audience. Learners then rework their advertisements and either share with other learners or perform in groups.</p> <p>Learners choose one word or phrase they felt was most effective from the adverts for each of the three audiences (3 choices in total) and explain:</p> <ul style="list-style-type: none"> <li>• what exactly the word/phrase means</li> <li>• what quality or atmosphere it suggests?</li> <li>• how / why that might particularly appeal to the intended audience.</li> </ul>
<p><b>AO1 Reading</b></p> <p>R2 demonstrate understanding of implicit meanings and attitudes</p>	<p>Developing implicit ideas</p> <p>Presenting perspectives</p> <p>Summative assessment (Paper 1 Question 3b type response)</p>	<p>Learners read a range of short extracts on a similar theme or topic, e.g. a diary entry, science article, news report, opening to a narrative etc. linked to ideas about a rural/city location to collect evidence of the writer’s presence, i.e. how subjective or objective, how reflective or factual the text is. In pairs, learners consider one text in more detail to identify:</p> <ul style="list-style-type: none"> <li>• the distinct perspectives/viewpoints involved, e.g. in a newspaper report / magazine article / narrative text, as indicated by direct quotations, indirect quotations/paraphrase, suggestion of general/public opinion</li> <li>• hints or details that suggest which viewpoints/perspectives the writer might agree with / be seen as sympathetic towards.</li> </ul> <p>Learners adopt one particular perspective of a character / persona / viewpoint suggested in the text and then respond in role to express their opinion on a given issue. For example:</p> <ul style="list-style-type: none"> <li>• write the words of a brief voice mail message they might leave for a friend about an issue related to the theme / topic / location</li> <li>• write a short email to the writer to express their viewpoint more fully in relation to the issue.</li> </ul>

**Past and specimen papers**

Past/specimen papers and mark schemes are available to download at [www.cambridgeinternational/support](http://www.cambridgeinternational/support) (F)

### 3 Reading for meaning

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p><b>AO1 Reading</b></p> <p>R1 demonstrate understanding of explicit meanings</p> <p>R2 demonstrate understanding of implicit meanings and attitudes</p>	<p>Understanding the difference between explicit and implicit meaning</p> <p>Understanding the difference between literal and inferential comprehension questions</p>	<p>Give learners examples of each type of question that tests assessment objectives R1 and R2 and ask them to explain how they are different. Discuss what is meant by explicit and implicit meaning and what the difference is between them. <b>(F)</b></p> <p>Elicit the idea that implied meaning needs to be inferred, the answer/implications will need working out or deducing.</p> <p>Learners write down the features of literal and inferential comprehension questions. <b>(F)</b></p> <p>Resources and materials to support development of inferential reading skills can be found online, e.g.: Inferences worksheets: <a href="http://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/">www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/</a></p>
<p><b>AO1 Reading</b></p> <p>R1 demonstrate understanding of explicit meanings</p> <p>R2 demonstrate understanding of implicit meanings and attitudes</p>	<p>Understanding the difference between explicit and implicit meaning</p>	<p>Read and discuss a factual text, then learners sit in a circle. The first learner holds a ball of wool / string and shares one thing that is remembered about the text. The learner holds on to the string and the ball is passed across the circle not around. Repeat this process until a complete 'web' is formed. Discuss as a class.</p> <p>Learners read a section of a factual text and create and label images on paper to represent the content. Share images with the class.</p> <p>In small groups, learners devise questions to test only R1, providing answers for their mark scheme.</p> <p>They swap questions with another group who answers the questions. Learners then swap their responses back to the original group for marking.</p> <p>Learners reflect on the questions and answers to discuss any required changes to the mark scheme and / or where their answers might have been clearer or more accurate <b>(F)</b></p> <p><b>Extension activity:</b> learners devise questions and a mark scheme to test R2.</p>
<p><b>AO1 Reading</b></p> <p>R1 demonstrate understanding of explicit meanings</p>	<p>Answering literal comprehension questions (which elicit explicit meaning)</p>	<p>Read a short narrative text with learners.</p> <p>Learners answer <b>comprehension questions</b> in the style of 2024 Specimen Paper 1 testing R1.</p> <p>Past papers can be useful for skills development here, for example:</p> <ul style="list-style-type: none"> <li>• Nov 2019 Paper 21 Q5a Q5b Q6a</li> <li>• Nov 2019 Paper 22 Q3a Q5a.</li> </ul>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
R1 demonstrate understanding of explicit meanings	Answering inferential comprehension questions (which elicit explicit meaning)	<p>Read the text again with learners, collecting their answers to the R1 questions.</p> <p>Discuss and agree the answers to <b>inferential questions</b> in the style of 2024 Specimen Paper 1 testing R1.</p> <p>Past papers can be useful for skills development here, for example:</p> <ul style="list-style-type: none"> <li>Nov 2019 Paper 21 Q4b Q5b Q5c Q7</li> <li>Nov 2019 Paper 22 Q5b Q6a.</li> </ul> <p><b>Extension activity:</b> review the answers to R1 to agree definitive answers – swap answers for marking.</p>
<b>AO1 Reading</b> R2 demonstrate understanding of implicit meanings and attitudes	Answering inferential comprehension questions (which elicit implicit meaning)	<p>Working with a partner, learners answer <b>inferential comprehension</b> questions in the style of 2024 Specimen Paper 1.</p> <p>Past papers can be useful for skills development here, for example:</p> <ul style="list-style-type: none"> <li>Nov 2019 Paper 21 Q4a</li> <li>Nov 2019 Paper 22 Q7b Q7c.</li> </ul>
<b>AO1 Reading</b> R1 demonstrate understanding of explicit meanings	Understanding and explaining precise meaning	<p>Model/remind learners of one type of R1 question. For example: 'Using your own words, explain what the author means by '....' line x.'</p> <p>Learners read a section from a previously unseen text and:</p> <ul style="list-style-type: none"> <li>select/choose from underlined options a short phrase to complete the question</li> <li>suggest a mark scheme answer.</li> </ul> <p>Give learners the rest of the text to read and invite them to consider how their mark scheme answer might need correcting or refining. Ask learners:</p> <ul style="list-style-type: none"> <li>Why does the question ask for the use of own words?</li> <li>What would copying from the text suggest about your understanding of meaning?</li> </ul> <p>Consider other tasks that test understanding of explicit meaning here too, e.g. the selective summary task (Q3a).</p>
<b>AO1 Reading</b> R1 demonstrate understanding of explicit meanings  R2 demonstrate understanding of	Moving beyond understanding of general literal meaning	<p>Give learners dictionaries to work out how to perform a dramatic action according to three different cue cards, e.g. <b>tiptoe</b> to the board, <b>stride</b> to the board, <b>sidle</b> to the board, <b>sneak up</b> to the board, amble, march, saunter, etc.)</p> <p>Learners perform the action using the set of cue cards to identify the verb being acted out / suggesting how to refine the performance if the particular nature of the action described by that verb isn't clear.</p> <p>Groups collate a list of all the verbs and rank order / place on a continuum for different qualities. For example:</p> <ul style="list-style-type: none"> <li>speed (fastest to slowest, e.g. tiptoe would likely mean fairly slow progress so on one end of the range, with bound/sprint etc towards the other end)</li> <li>care (most precise careful movement to the least)</li> </ul>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
implicit meanings and attitudes R4 demonstrate understanding of how writers achieve effects and influence readers		<ul style="list-style-type: none"> <li>motivation/intent (is the person likely to be moving to do something good/bad ) etc.</li> </ul> <p><b>Extension activity:</b> groups research and suggest other synonyms to add to the range and consider where they should go on each continuum.</p> <p>Look at a selection of tasks testing R4, e.g. 2024 Specimen Paper 1 Q2 a–e. Discuss with learners what the questions are asking them to do.</p> <p>Discuss the style of question, e.g. ‘Explain why the writer uses the word ‘...’ in the expression ‘...’ (line x)’</p> <p>Explain to learners that understanding the choices writers make when writing texts will help them to see how to improve their own writing and the kinds of choices they may make.</p>
<b>AO1 Reading</b> R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R4 demonstrate understanding of how writers achieve effects and influence readers	Exploring beyond literal meaning	<p>Display and read a short detailed descriptive passage/paragraph. Learners draw images to create a picture of the place being described.</p> <p>Learners compare pictures with each other. Discuss why pictures vary and how vocabulary choice affects the reader.</p> <p>Learners pick out / are allocated a word or phrase in the passage that help them imagine something that if there were in that place they could, see / hear / smell / taste / touch.</p> <p>Learners explain to a partner in what way that word helps them to imagine the place, e.g.:</p> <ul style="list-style-type: none"> <li>What their word/phrase makes them think of?</li> <li>what are the associations they have with that word?</li> <li>What does it remind them of?</li> <li>What other words might the writer have chosen to use instead that could mean a similar thing?</li> </ul> <p><b>Extension activity:</b> learners listen to the explanation making notes of what their partner thinks the word(s) mean(s) and what the word(s) remind them of and ask questions to understand anything they are unsure of / that needs further explanation.</p>
<b>AO1 Reading</b> R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of	Explaining more than literal meaning	<p>Learners identify up to 3 examples of words and phrases in a short descriptive text that:</p> <ul style="list-style-type: none"> <li>they are fairly sure they know the meaning of / could find a synonym for <b>and</b></li> <li>they think the writer chose deliberately to create a particular sense of the person or place being described.</li> </ul> <p>Learners complete a simple graphic organiser, e.g. a pyramid/iceberg or an onion to record their ideas in note form as they explore and explain:</p> <ul style="list-style-type: none"> <li>the literal meaning(s) of the word / phrase (top third of the iceberg above the water line)</li> <li>what they associate that word with (middle third just below water level)</li> <li>what the word suggests or implies (at the deepest level).</li> </ul>



Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>implicit meanings and attitudes</p> <p>R4 demonstrate understanding of how writers achieve effects and influence readers</p>		<p>An onion graphic uses a series of concentric circles with the literal meaning on the outer layer and each layer below getting nearer to the core/essence of the idea. Learners imagine peeling off the outer level to get closer and closer to why the writer used that particular word.</p> <p>Learners compare their ideas and create a final version of the iceberg or onion for display.</p> <p><b>Extension activity:</b> learners select / are given one of the words/phrases they were unsure of and work together to explore it, recording their ideas on a pyramid/iceberg diagram with the deepest connotations and intended effects on the lowest layer. Learners present an explanation of their choice to other groups.</p>
<p><b>AO1 Reading</b></p> <p>R1 demonstrate understanding of explicit meanings</p> <p>R2 demonstrate understanding of implicit meanings and attitudes</p> <p>R4 demonstrate understanding of how writers achieve effects and influence readers</p>	<p>Exploring and explaining effect</p>	<p>Introduce learners to / remind them of the type(s) of question that tests R4 (asks them to explain effect). For example, in 2024 Specimen Paper 1:</p> <p>‘Read this extract from the text:</p> <p>“Climbing upwards slowly and steadily through the <u>labyrinth</u>, Mo lost sight of the ground.’ (lines 55–56)</p> <p>What effect does the writer suggest about the tree by using the word ‘labyrinth’ to describe it?”</p> <p>Use this, or any other, suitable example of effective word choice to elicit suggestions of meaning, associations, connotations and effect. Model how the bubble person graphic organiser* can help to explore and explain word choice moving from literal meaning.</p> <p>* A simple bubble person graphic organiser can be drawn using a stick person with circles for hands, feet, head and body, then is completed as follows:</p> <ul style="list-style-type: none"> <li>• the word (word choice) used by the writer is drawn in a speech bubble next to the head of the graphic – ‘what the writer says’</li> <li>• the literal meaning of the word is written in the head bubble – ‘what that word means’</li> <li>• associations / what the word might usually be connected to go in the first of the hand bubbles and then other alternatives are written in the other – ‘what the word makes us think about on the one hand and on the other’</li> <li>• feelings / emotions the word suggests go in the body bubble – ‘our gut reaction here’</li> <li>• the implications go in the feet - ‘where is the writer is taking us with all these ideas’</li> <li>• Finally, add a thought bubble – ‘What does the writer want us to think / what do they really think?’</li> </ul> <p>Learners draw their own bubble person and explore another word from the same text. They then present their ideas to the class.</p> <p><b>Extension activity:</b> give pairs a word choice from another image and explore effects using the bubble person graphic and/or iceberg. Learners compare and combine ideas with another pair and then provide an explanation of how the words work together to create the image.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p><b>AO1 Reading</b></p> <p>R1 demonstrate understanding of explicit meanings</p>	<p>Building vocabulary</p>	<p>Learners list strategies for working out the meaning of a word they are unsure of in a spoken/written text, for example context clues, prefixes, tone of voice, similarity to other words, etc.</p> <p>In pairs, learners read a short fiction text/extract (up to 900 words) and create multiple choice / true and false questions to test their understanding of 5–10 challenging words used in the passage.</p> <p>Pairs with the same text collate ideas and agree a set of 10–20 questions to challenge other groups.</p> <p>One learner from each group acts as the quiz show host and contestants from each team compete against each other to answer the questions. Remaining team members decide whether the answers given are sufficiently close for 1 mark. Team members keep notes and can challenge decisions at the end of the competition once all combinations of teams have answered. The final decision lies with the teacher who can award extra marks for correct challenges and/or take them away if the challenge was unsuccessful.</p>
<p><b>AO1 Reading</b></p> <p>R4 demonstrate understanding of how writers achieve effects and influence readers</p>	<p>Exploring how and why devices are being used</p>	<p>Learners recap on and/or research the use of literary devices such as simile, metaphor, personification, alliteration, onomatopoeia etc. making sure they can explain what each one is:</p> <p>Learners consider two explanations of an example of a device at work in a fiction text, e.g. 2024 Specimen Paper 1 Q2 (e) ‘lacework of branches’ (metaphor):</p> <ul style="list-style-type: none"> <li>• one explanation should be empty/generic, e.g. ‘the writer really helps us to imagine what it would be like to be there and uses a metaphor to create a picture of the scene and show the reader what they are like and what it would be like to look at them’</li> <li>• one explanation should begin to explain the meaning and associations of the image, e.g. ‘the writer describes that there are gaps of light showing through between the branches of the redwood in a pattern that looks like it was designed that way and looks beautiful and delicate’.</li> </ul> <p>Share the mark scheme indicative content with learners and discuss which answer would score highest and why.</p> <p><b>Extension activity:</b> how could each answer be improved?</p> <p>In pairs, learners consider another choice from the same text, e.g. ‘as if passing through a membrane’ and use a graphic organiser (e.g. iceberg/bubble person) to record their ideas as they explore the key words individually for meaning, associations etc. Learners share ideas in a group to agree an explanation of the whole image.</p> <p>In groups, learners consider a new text extract and identify up to 3 examples of literary devices at work. Groups use icebergs to record their ideas and select the example about which they have the most to say. Groups present an explanation of their chosen example to explain the impression (effect) the writer creates by using it.</p>
<p><b>Past and specimen papers</b></p>		
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational/support">www.cambridgeinternational/support</a> (F)</p>		

## 4 Summary tasks

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p><b>AO1 Reading</b></p> <p>R5 select and use information for specific purposes</p>	<p>Understanding the nature and purpose of selective summary tasks</p>	<p>Ask learners what they understand by the word 'summarise'. Compile a list of occasions in real life when someone might need to summarise in written or spoken language.</p> <p>Elicit examples of formal and informal summaries, e.g. making revision notes of key points, explaining the main events of an episode of a television programme or a sports match to a friend who has missed it, writing a report for your boss etc.</p> <p><a href="http://websummarizer.blogspot.com/2013/01/summaries-in-everyday-life.html">http://websummarizer.blogspot.com/2013/01/summaries-in-everyday-life.html</a></p> <p>Agree some basic 'rules' to test out in future lessons and activities:</p> <ul style="list-style-type: none"> <li>• in a summary you should...</li> <li>• in a summary you should not...</li> </ul> <p>Provide learners with examples of an effective and less effective summary of a short text to identify features. Revisit 'rules' to refine them further based on the evidence they have seen.</p> <p>Show learners a clip of a documentary, asking them to identify and present the key points in a specified time limit.</p> <p>Ask learners to consider:</p> <ul style="list-style-type: none"> <li>• Are any ideas repeated?</li> <li>• Are all the essential pieces of information included?</li> <li>• Are interesting but non-essential facts or details eliminated?</li> <li>• Would someone who had not seen the documentary really understand the main points of the clip by reading my summary?</li> </ul> <p>Peer assessment of the summary responses (oral or written transcript) using the marking criteria could also be helpful. For example, using the format www (what went well) – highlight descriptors in the tables you think you have seen in examples of summaries today.</p>
<p><b>AO1 Reading</b></p> <p>R5 Select and use information for specific purposes</p>	<p>Understanding the nature of relevant content in summary responses</p>	<p>Learners identify and highlight given content points where they occur in the text of a short passage suitable for a summary. The text could be selected randomly from newspapers, magazines or taken from past papers.</p> <p>Learners look at sections of text they have not highlighted in order to consider and agree the type of content they need not to include (e.g. repetitions of the same idea, examples and illustrations, content that does not relate to the focus of the question).</p> <p>Past papers can be useful for skills development here, e.g.:</p> <ul style="list-style-type: none"> <li>• Nov 2020 Paper 21 Q1(a)</li> </ul>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		Learners work to identify mark scheme points in the body of the text.
<b>AO1 Reading</b> R5 select and use information for specific purposes	Revising topic sentences	Learners finish the sentences and make a list of the functions of topic sentences: <ul style="list-style-type: none"> <li>• To provide...</li> <li>• To introduce...</li> <li>• To grab...</li> <li>• To support...</li> <li>• To summarise...</li> </ul>
<b>AO1 Reading</b> R5 select and use information for specific purposes	Understanding the nature of a selective summary task	<p>Give groups a set of (un-numbered) content points drawn from the mark scheme of 2 summary texts (Points 1–17 from one text and points 1–8 from another) and one part of a past summary task.</p> <p>For example, groups are given just the first or second part of a past summary task question(s) either the part dealing with points 1–8 in one of the text, <b>or</b> the part dealing with points 9–17.</p> <p>Learners consider and decide which points would and which would not be relevant to the specific focus of their allocated summary task.</p> <p>Learners identify and organise into three columns those points that are:</p> <ul style="list-style-type: none"> <li>• not relevant to their topic</li> <li>• relevant to the overall topic, but not relevant to the focus of their specific focus</li> <li>• relevant to both their topic and specific focus.</li> </ul> <p>Learners predict the specific questions that the points in columns 1 and 2 could be used to answer, then read both texts and the full tasks.</p> <p><b>Extension activity:</b> learners identify in the text and list what they think will be points 9–17 in the second text (given the specific focus for the question).</p> <p>Learners devise a selective summary task and list of mark scheme points. For example, based on a discursive text and asking only for advantages identified in the text, or based on an informative article about the challenges and surprises of making a documentary about penguins and asking only for a summary of what the documentary makers learned about penguins that surprised them.</p> <p>Past papers can be useful for skills development here, for example:</p> <ul style="list-style-type: none"> <li>• Jun 2020 Paper 21 and 22 Q1(a)</li> </ul> <p>Learners work to identify either mark scheme points 1–8 or 9–17 in the body of the text.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<b>AO1 Reading</b> R5 select and use information for specific purposes	Selecting topic sentences from given texts	Learners select the topic sentences from paragraphs of given texts and discuss as a class. Select the test topic sentence and paraphrase: <a href="http://www.time4writing.com/downloads/PDFs/Printable-WritingParagraphs-TopicSentence-HS.pdf">www.time4writing.com/downloads/PDFs/Printable-WritingParagraphs-TopicSentence-HS.pdf</a>
<b>AO1 Reading</b> R5 select and use information for specific purposes	Extending the range of relevant content	Give learners a list of relevant ideas for a selective summary based on a short text. Identify in a low / mid-range response those ideas which have been included and those which have not. Learners use asterisks to identify in the response where 3–5 further relevant ideas could best be incorporated, e.g. looking for natural links to other ideas and/or contrasts. <b>Extension activity:</b> in pairs, learners review the suggestions (as indicated by the asterisks) to rework the response and submit the new version to another pair, who repeat whole identification process.
<b>AO1 Reading</b> R5 select and use information for specific purposes <b>AO2 Writing</b> W2 organise and structure ideas and opinions for deliberate effect	Listing and organising content points	In groups, learners jot down in note form the content points for a whole past paper summary task. Pairs of learners plan the route through an answer, e.g. looking for opportunities to combine and organise ideas and checking for excess detail and potential repetition that needs to be avoided. Pairs return to groups to consider plans and agree a final group version. Groups present their plans (e.g. using a gallery walk activity) and then reconvene to discuss potential modifications to their own plan, based on what they have heard. <b>Extension activity:</b> learners write their response using any of the plans and then review its effectiveness (I) (F) Discuss the role, nature and value of planning responses in an examination.
<b>AO2 Writing</b> W2 organise and structure ideas and opinions for deliberate effect	Providing an opportunity for pair discussion and writing Speaking and listening	Learners make a list of the content points of an argument, e.g. the advantages and disadvantages of email <a href="http://www.bbc.co.uk/schools/gcsebitesize/ict/datacomm/1emailrev3.shtml">www.bbc.co.uk/schools/gcsebitesize/ict/datacomm/1emailrev3.shtml</a> Learners plan and write one of two routes through the answer: <ul style="list-style-type: none"> <li>• all the advantages followed by all the disadvantages</li> <li>• each advantage countered by a disadvantage</li> </ul> Discuss the relative successes/drawbacks of each approach <b>Extension activity:</b> learners write a list of content points on a topic of their own choice, e.g. advantages and disadvantages of school uniform, etc. Learners swap with a partner to plan and write a version of their partner's argument using only the content points.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<b>AO2 Writing</b> W5 make accurate use of spelling, punctuation and grammar	Writing in coherent English	Explain the terms 'coherence' (logically sequenced and appropriately organised) and 'cohesion' (connecting ideas using cohesive devices) as being a vital feature of writing.  Coherence and cohesion tips and activities: <a href="https://takeielts.britishcouncil.org/sites/default/files/ielts_writing_coherence_cohesion.pdf">https://takeielts.britishcouncil.org/sites/default/files/ielts_writing_coherence_cohesion.pdf</a> and English grammar guide: <a href="http://www.ef.com/english-resources/english-grammar/">www.ef.com/english-resources/english-grammar/</a>
<b>AO2 Writing</b> W5 make accurate use of spelling, punctuation and grammar	Writing in coherent English	Learners revise the rules of simple, compound and complex sentences and create a multiple-choice quiz, e.g.: He went out. <input type="checkbox"/> Simple <input type="checkbox"/> Compound <input type="checkbox"/> Complex  He went out and met his friend. <input type="checkbox"/> Simple <input type="checkbox"/> Compound <input type="checkbox"/> Complex  A definition and activity for learners: <a href="http://www.bbc.co.uk/norfolk/kids/kuwtc_pack2.PDF">www.bbc.co.uk/norfolk/kids/kuwtc_pack2.PDF</a>
<b>AO1 Reading</b> R5 select and use information for specific purposes	Selecting content points for summary	In groups, learners create (or are given) a selective summary question and make a list of the mark scheme content points for one of two short texts, e.g. a transcript of part of an interview or podcast.  Groups swap tasks and texts, then plan their answers. Learners then return the plan to the original group for 'marking'. Each group feeds back and agrees the most effective plan(s) for one/both of the tasks.
<b>AO2 Writing</b> W3 use a range of vocabulary and sentence structures appropriate to context	Writing a summary in relevant, coherent English	Using one of the agreed plans, learners write out the content points from the previous exercise in clear, concise English.  Learners swap with a partner and comment on each other's work, outlining merits of use of own words or sentence structure as well as pointing out any errors that may impede communication. <b>(F)</b>
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.com/support">www.cambridgeinternational.com/support</a> <b>(F)</b>		

## 5 Key writing skills

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p><b>AO2 Writing</b></p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	<p>Overview of parts of speech</p>	<p>Elicit from learners the eight most common parts of speech and list on a flip chart or board. Define parts of speech as follows:</p> <p><b>Noun</b> – a naming word. It names a person, place, thing, idea, living creature, quality or action, e.g. cowboy, theatre, box, thought, tree, kindness, arrival.</p> <p><b>Verb</b> – describes an action (doing something) or a state (being something), e.g. walk, talk, think, believe, live, like, want (find).</p> <p><b>Adjective</b> – describes a noun. It tells you something about the noun, e.g. big, yellow, thin, amazing, beautiful, quick, important.</p> <p><b>Adverb</b> – usually describes a verb. It tells you how something is done. It may also tell you when or where something happened, e.g. slowly, intelligently, well, yesterday, tomorrow, here, everywhere.</p> <p><b>Pronoun</b> – used instead of a noun to avoid repeating the noun, e.g. I, you, he, she, it, we, they.</p> <p><b>Preposition</b> – usually comes before a noun, pronoun or noun phrase. It joins the noun to some other part of the sentence, e.g. on, in, by, with, under, through, at.</p> <p><b>Conjunction</b> – joins two words, phrases or sentences together, e.g. but, so, and, because, or.</p> <p><b>Interjection</b> – an unusual kind of word, because it often stands alone. Interjections are words which express emotion or surprise and they are usually followed by exclamation marks, e.g. Ouch!, Hello!, Hooray!, Oh no!, Ha!</p> <p><b>Extension activity:</b> identify contexts where it would not be usual to find interjections, e.g. in a formal report.</p> <p>Learners play the 'Bag Game': Learn Parts of Speech: <a href="http://www.education.com/activity/article/play_word_bags_third/">www.education.com/activity/article/play_word_bags_third/</a></p>
<p><b>AO2 Writing</b></p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	<p>Overview of the noun</p>	<p>Provide learners with a summary of the different types of nouns: <a href="http://www.icteachers.co.uk/children/sats/english_nouns.htm">www.icteachers.co.uk/children/sats/english_nouns.htm</a> . Complete a short quiz to name the types of nouns from a list / table of different nouns.</p> <p>In pairs, learners write two short quizzes similar to those above, i.e. fill in a table with different types of nouns in a paragraph, which can be taken from a published text or made up themselves, making sure they have checked the answers. Learners swap quizzes. <b>(F)</b></p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		<p>Learners write 10 sentences showing their own examples of proper, collective and abstract nouns. They should underline all nouns. <b>(F)</b></p> <p>Focus learners' attention on and check their understanding of the use of the definite article 'the', the indefinite article 'a' or 'an' and where no article is required. This can be difficult for learners as there are a lot of exceptions. For example, learners compare sentences and explain the differences, e.g.</p> <ul style="list-style-type: none"> <li>• She is buying the book.</li> <li>• She is buying a book.</li> <li>• She is buying books.</li> </ul> <p>Use articles: <a href="https://owl.english.purdue.edu/owl/resource/540/01/">https://owl.english.purdue.edu/owl/resource/540/01/</a></p>
<p><b>AO2 Writing</b></p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	Overview of the verb	<p>Learners work in pairs or small groups to complete verb tense review quiz: <a href="http://www.ecenglish.com/learnenglish/verb-tense-review-quiz">www.ecenglish.com/learnenglish/verb-tense-review-quiz</a></p> <p>Adapt the table in this link for active and passive verbs. Copy the table and remove the third column to make a worksheet for learners. <a href="http://www.englishpage.com/verbpage/activepassive.html">www.englishpage.com/verbpage/activepassive.html</a></p> <p>Learners complete worksheets on regular and irregular verbs. <a href="http://esl.fis.edu/grammar/verbs/5.htm">http://esl.fis.edu/grammar/verbs/5.htm</a></p> <p>Learners write tables similar to the one just completed, in which they write sentences with verbs of various tenses. These can be taken from a published text or they can make it up themselves, making sure they have checked the answers. Learners swap quizzes. <b>(F)</b></p>
<p><b>AO2 Writing</b></p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	Overview of the pronoun	<p>Learners work in pairs to complete worksheets on pronouns: <a href="http://www.superteacherworksheets.com/grammar/pronouns_WDDRM.pdf?up=1466611200">www.superteacherworksheets.com/grammar/pronouns_WDDRM.pdf?up=1466611200</a></p> <p>Q &amp; A session on what has been learnt. <b>(F)</b></p>
<p><b>AO2 Writing</b></p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	Overview of the adjective	<p>Learners work in pairs or small groups to complete worksheets on adjectives: <a href="http://www.superteacherworksheets.com/adjectives.html">www.superteacherworksheets.com/adjectives.html</a></p> <p>Learners work with a partner to write tables similar to the one just completed. These can be taken from a published text or they can make it up themselves, making sure they have checked the answers. Learners swap quizzes. <b>(F)</b></p>
<p><b>AO2 Writing</b></p>	Simple and compound sentences	<p>Learners complete a worksheet on simple and compound sentences: <a href="https://englishlinx.com/sentences/compound_sentences/">https://englishlinx.com/sentences/compound_sentences/</a></p>



Assessment objectives (AO)	Learning objectives	Suggested teaching activities
W5 make accurate use of spelling, punctuation and grammar		Learners write 10 sets of two simple sentences which can be made into one compound sentence. Swap with a partner and join up pairs of simple sentences into single compound sentences. <b>(F)</b>  <b>Extension activity:</b> give pairs of learners a list of advantages and disadvantages (e.g. from a summary text or discursive text) and write sentences that link: <ul style="list-style-type: none"> <li>• two advantages</li> <li>• two disadvantages</li> <li>• one advantage and one disadvantage.</li> </ul>
<b>AO2 Writing</b> W5 make accurate use of spelling, punctuation and grammar	Complex sentences  Speaking and listening	Learners explain the differences between simple, compound and complex sentences. Worksheets with answers can be found at: <a href="http://www.k12reader.com/sentence-structure/Gr1-3_Simple_Compound_Complex.pdf">www.k12reader.com/sentence-structure/Gr1-3_Simple_Compound_Complex.pdf</a>  Learners write 10 pairs of simple sentences which can be joined by conjunctions. They swap with a partner and complete the other's sentence construction exercise. <b>(F)</b>  Learners write 10 pairs of simple sentences which can be joined by present participles. They swap with a partner and complete the other's sentence construction exercise. <b>(F)</b>  Learners write 10 pairs of simple sentences which can be joined by relative pronouns. They swap with a partner and complete the other's sentence construction exercise. <b>(F)</b>
<b>AO2 Writing</b> W5 make accurate use of spelling, punctuation and grammar	Using correct paragraphing	Learners write paragraphs using a variety of simple, compound and complex sentence structures.  Mixed up paragraph writing activity. Learners reconstruct a text which has been mixed up.
<b>AO2 Writing</b> W5 make accurate use of spelling, punctuation and grammar	Identifying topic sentences  Identifying compound sentences	Ask learners how they would recognise topic sentences in a paragraph.  Learners identify and select topic sentences in paragraphs from class texts or newspaper articles. <b>(I)</b>  Compound sentence are discussed at: <a href="https://englishlinx.com/sentences/compound_sentences/">https://englishlinx.com/sentences/compound_sentences/</a>
<b>AO2 Writing</b> W5 make accurate use of spelling,	Revising simple punctuation	Learners revise the use of full stops, capital letters and commas by reading a text or newspaper article.  Beginning, intermediate and advanced paragraph correction worksheets with answers: <a href="http://www.englishforeveryone.org/Topics/Paragraph-Correction.htm">www.englishforeveryone.org/Topics/Paragraph-Correction.htm</a>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities									
punctuation and grammar		Learners use appropriate online tools to write and check short responses, e.g. emails and act on feedback. For example: <a href="https://writeandimprove.com/?lang=en-GB">https://writeandimprove.com/?lang=en-GB</a> (I)									
<b>AO2 Writing</b> W5 make accurate use of spelling, punctuation and grammar	Developing knowledge of punctuation, building on existing skills	<p>Ask learners why punctuation is important. Learners look at examples of punctuation from selected sections of simple texts. <a href="http://www.ef.com/english-resources/english-grammar/punctuation/">www.ef.com/english-resources/english-grammar/punctuation/</a> (F)</p> <p>Learners identify each punctuation mark and write down in a table its use in the context, e.g.:</p> <table border="1"> <thead> <tr> <th>Punctuation</th> <th>Notes</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>Comma</td> <td>separates phrases or items in a list.</td> <td>She bought milk, eggs, and bread.</td> </tr> <tr> <td>Exclamation mark</td> <td>shows excitement or emphasis.</td> <td>It's freezing in here!</td> </tr> </tbody> </table>	Punctuation	Notes	Examples	Comma	separates phrases or items in a list.	She bought milk, eggs, and bread.	Exclamation mark	shows excitement or emphasis.	It's freezing in here!
Punctuation	Notes	Examples									
Comma	separates phrases or items in a list.	She bought milk, eggs, and bread.									
Exclamation mark	shows excitement or emphasis.	It's freezing in here!									
<b>AO2 Writing</b> W5 make accurate use of spelling, punctuation and grammar	Using correct punctuation	<p>Learners re-write with correct punctuation, unpunctuated sections of a text. <a href="http://www.tes.com/teaching-resource/adding-correct-punctuation-to-text-practice-6233411">www.tes.com/teaching-resource/adding-correct-punctuation-to-text-practice-6233411</a> <a href="https://englishlinx.com/punctuation/">https://englishlinx.com/punctuation/</a></p> <p>Learners write a paragraph of unpunctuated prose and swap with a partner who will correct it. (F)</p>									
<b>AO2: Writing</b> W5 make accurate use of spelling, punctuation and grammar	Using colons and semi-colons correctly	<p>Ask learners when they would use a colon or semi-colon and practice using the correct one, e.g.:</p> <ul style="list-style-type: none"> <li>Remember Two can play at that game. (Colon)</li> <li>I had a huge meal however I am already hungry again. (Semi colon)</li> <li>That sky is looking threatening the clouds are getting darker and darker. (Semi colon)</li> <li>These are my favourite colours purple, turquoise, pink and yellow. (Colon)</li> <li>She kept saying 'I want to get out of the car.' (Colon)</li> <li>Never forget this point Think before you speak. (Colon)</li> <li>She calls it the sidewalk I call it the pavement. (Semi colon)</li> <li>I will finish it that is a promise I will definitely keep. (Semi colon)</li> </ul> <p>Learners revise the use of colons and semi-colons.</p> <p><b>Extension activity:</b> learners complete a quiz in the use of colons and semi-colons: <a href="http://www.englishforeveryone.org/PDFs/Semicolons%20-%20practice%20quiz.pdf">www.englishforeveryone.org/PDFs/Semicolons%20-%20practice%20quiz.pdf</a></p> <p>Look at examples of colon and semi-colon use from selected sections of more complex texts.</p> <p>Learners write sentences on a topic in which colons and semi-colons might be used, for example:</p> <ul style="list-style-type: none"> <li>'There are many reasons to exercise: it's good for your health, it's fun and it's free.'</li> </ul>									

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>'Bananas are a healthy snack; they contain potassium which may help your vision.'</li> </ul> They should then swap with a partner and check their work. <b>(F)</b>
<b>AO2 Writing</b> W5 make accurate use of spelling, punctuation and grammar	Using question marks and exclamation marks correctly	Revise the use of question marks and exclamation marks: <a href="http://www.primaryresources.co.uk/english/pdfs/PC_questexcl.pdf">www.primaryresources.co.uk/english/pdfs/PC_questexcl.pdf</a> Learners complete worksheets on the use of exclamation and question marks. <b>(I)</b> <a href="http://www.worksheetplace.com/index.php?function=DisplayCategory&amp;showCategory=Y&amp;links=3&amp;id=96&amp;link1=43&amp;link2=94&amp;link3=96">www.worksheetplace.com/index.php?function=DisplayCategory&amp;showCategory=Y&amp;links=3&amp;id=96&amp;link1=43&amp;link2=94&amp;link3=96</a> Learners write 10 sentences showing the use of question marks and 10 sentences showing the use of exclamation marks. They then swap with their partners and check their work and then write the sentence without revealing which use question marks or exclamation marks. Partners identify which is which. <b>(F)</b>
<b>AO2 Writing</b> W5 make accurate use of spelling, punctuation and grammar	Developing knowledge of agreement of singular and plural and building on existing skills  Speaking and listening	Learners revise the use of singular and plural. Examples can be found in our endorsed textbooks at: <a href="http://www.cambridgeinternational.com/published-resources">www.cambridgeinternational.com/published-resources</a> Read the material on agreement from <a href="http://grammar.ccc.commnet.edu/grammar/sv_agr.htm">http://grammar.ccc.commnet.edu/grammar/sv_agr.htm</a> and complete the three quizzes on agreement between subject and verb at the end of the material. Learners write their own quiz on agreement and swap with a partner who answers the questions. <b>(F)</b>
<b>AO2 Writing</b> W5 make accurate use of spelling, punctuation and grammar	Developing knowledge of agreement of subjects and verbs and building on existing skills	Learners correct examples of sentences containing errors of verb agreement. Subject verb agreement (printable worksheets and exercises): <ul style="list-style-type: none"> <li><a href="http://www.englishworksheets.com/subject_and_verb.html">www.englishworksheets.com/subject_and_verb.html</a></li> <li>Digital resources online, for example: <a href="http://www.khanacademy.org/humanities/grammar/syntax-conventions-of-standard-english/subject-verb-agreement-and-pronoun-antecedent-agreement/e/subject-verb-agreement">www.khanacademy.org/humanities/grammar/syntax-conventions-of-standard-english/subject-verb-agreement-and-pronoun-antecedent-agreement/e/subject-verb-agreement</a>.</li> </ul>
<b>AO2 Writing</b> W5 make accurate use of spelling, punctuation and grammar	Spelling accurately the words within the working vocabulary	Complete a quick spelling test using commonly misspelt words (link below). Learners mark each other's answers. Learners read a list of words which are commonly misspelt. <b>(F)</b> <a href="http://grammar.yourdictionary.com/spelling-and-word-lists/misspelled.html">http://grammar.yourdictionary.com/spelling-and-word-lists/misspelled.html</a> Discuss the handy hints for improving spelling in revision guides which are listed on our website at: <a href="http://www.cambridgeinternational.com/resource-centre">www.cambridgeinternational.com/resource-centre</a>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		<p>Learners work with a partner and check their work for spelling errors. This can be a recent writing assignment. <b>(F)</b></p> <p>Teach learners to re-write misspelt words in the margin of their notebooks to produce a personalised dictionary for further reference. <b>(F)</b></p> <p>Learners re-write each misspelt word in a sentence; personal notebooks can be provided for this. <b>(F)</b></p>
<p><b>AO2 Writing</b></p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	Correct punctuation of direct speech	<p>Learners examine the punctuation of direct speech in given sections of text.</p> <p>Complete exercises in punctuation of direct speech: <a href="http://www.primaryresources.co.uk/english/pdfs/direct.pdf">www.primaryresources.co.uk/english/pdfs/direct.pdf</a></p> <p><b>Extension activity:</b> give the opening lines only of a text. Learners continue the dialogue from a section of text, then compare with the original.</p>
<p><b>AO2 Writing</b></p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	Correct punctuation of parenthesis	<p>Learners examine the punctuation of parenthesis – dashes, brackets and parenthetical commas. Our endorsed textbooks provide some useful exercises. <a href="http://www.cambridgeinternational.com/published-resources">www.cambridgeinternational.com/published-resources</a></p> <p>Learners read material on parenthesis: <a href="http://grammar.ccc.commnet.edu/grammar/marks/parentheses.htm">http://grammar.ccc.commnet.edu/grammar/marks/parentheses.htm</a></p> <p><b>Extension activity:</b> learners write 10 sentences of their own which include parenthesis. Swap with a partner who will identify parenthesis in other's sentences <b>(I)</b></p>
<p><b>AO2 Writing</b></p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	Correct use of prepositions	<p>Groups of learners list as many prepositions as they can. Can they get to 50? Learners then read a list of prepositions: <a href="http://www.englishclub.com/grammar/prepositions-list.htm">www.englishclub.com/grammar/prepositions-list.htm</a></p> <p>Learners complete exercises in the use of prepositions: <a href="https://gb.education.com/worksheets/prepositions/">https://gb.education.com/worksheets/prepositions/</a></p> <p><b>Extension activity:</b> write 20 sentences in which a preposition is used. 10 are correct, 10 are incorrect. A partner underlines the preposition in each sentence and writes the correct version beside each one which is incorrect.</p> <p>Worksheets on prepositions: <a href="http://www.ego4u.com/en/cram-up/grammar/prepositions/exercises">www.ego4u.com/en/cram-up/grammar/prepositions/exercises</a></p>
<p><b>AO2 Writing</b></p> <p>W4 use register appropriate to context</p>	<p>Appreciate and be able to write in a variety of tones</p> <p>Speaking and listening</p>	<p>Give learners a selection of extracts from two or three texts with (labelled) different tones and ask them to:</p> <ul style="list-style-type: none"> <li>• define what they think is meant by 'writer's tone'</li> <li>• list as many more writing tones as they can.</li> </ul> <p>Can they reach 10? <b>(F)</b></p> <p><b>Extension activity:</b> learners move around the classroom looking at further examples, e.g. <a href="http://examples.yourdictionary.com/examples-of-tone-in-a-story.html">http://examples.yourdictionary.com/examples-of-tone-in-a-story.html</a> of different writing tones – formal and informal, sarcastic, ironic, humorous, tongue-in-cheek, conversational.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		<p>Learners find their own example(s) of one or more tone(s). This can be completed using a class bank of various short extracts from texts (printed) and / or online articles.</p> <p>They then rewrite a short passage in a different tone, or identify by underlining what would need to change to alter the tone. (I)</p>
<b>AO2 Writing</b> W4 use register appropriate to context	Appreciate audience and register	Register and audience quiz: <a href="http://www.educationquizzes.com/gcse/english/register-and-audience/">www.educationquizzes.com/gcse/english/register-and-audience/</a> Learners define 'audience' and 'register'.
<b>AO1 Reading</b> R4 demonstrate understanding of how writers achieve effects and influence readers	Appreciation of imagery	Show a short two-minute video which explains simile, metaphor and personification: <a href="http://www.youtube.com/watch?v=oF9_fsUkxuk">www.youtube.com/watch?v=oF9_fsUkxuk</a> <b>Extension activity:</b> learners give some examples of a simile, a metaphor and personification. In pairs, learners complete worksheets on simile, metaphor and personification <a href="http://www.tes.com/lessons/OXOZE1dx31ISWg/simile-metaphor-personification">www.tes.com/lessons/OXOZE1dx31ISWg/simile-metaphor-personification</a> Learners write three sentences to describe a place or activity they know well. One sentence should contain a simile, one a metaphor and one personification. Groups consider which images are most effective at creating a sense of the place or activity, and why.
<b>AO1 Reading</b> R4 demonstrate understanding of how writers achieve effects and influence readers	Appreciation of the writer's craft	Give pairs of learners a simple sentence with an underlined word and a list of possible options to replace it. Consider some of the basic decisions at word level that writers can make to suggest precise meaning. For example: 'I am never going back,' <u>said</u> the man. List of options: <i>repeated, shouted, whispered, called, insisted, mentioned</i> etc. Learners substitute each alternative in turn, checking meaning in the dictionary where they are unsure and making a note of the ways in which that choice of word changes our sense of the speaker and the situation they are in. Pairs research 1–3 alternatives of their own and the ways each might alter the sense of speaker/situation, presenting one or more of their ideas to another pair.
<b>Past and specimen papers</b>		
Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational.com/support">www.cambridgeinternational.com/support</a> (F)		

## 6 Directed Writing

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<b>AO2 Writing</b> W4 use register appropriate to context	Defining, recognising and understanding the features of directed writing  Speaking and listening	Learners define directed writing. Remind them of the forms for response in examination: a letter, speech, an article.  Learners choose one example of a directed writing response form and make a list of the things they might need to think about to do well, including: vocabulary, tone, register, useful phrases and expressions, purpose of the text, sentence length/variety they would expect to use when writing etc.  You may need to provide some examples which learners can look at and make notes about.
<b>AO2 Writing</b> W4 use register appropriate to context	Understanding the differences between directed writing and composition  Speaking and listening	Learners look at examples of Directed Writing exam questions. They make notes on the ways in which this task differs from an open-ended creative writing task.
<b>AO2 Writing</b> W4 use register appropriate to context	Understanding audience, register and tone in directed writing  Speaking and listening	Learners define 'context', 'audience', 'register' and 'tone'. What different registers and tones do they themselves use in everyday life and in what context? Write answers on a flipchart or board.  <b>Extension activity:</b> learners make a list of as many tones as they can and categorise contrasting examples.  Learners choose up to three contrasting tones from a list, for example at: <a href="http://www.mshogue.com/AP/tone.htm">www.mshogue.com/AP/tone.htm</a>  For each tone, learners write a short paragraph which demonstrates it. <b>(I) (F)</b>
<b>AO1 Reading</b> R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text	Understanding the nature of the task  Speaking and listening	Learners examine a mark scheme table for Writing and find the criteria for one of the assessment objectives (R3, R5, W1, W2, W3, W4 or W5).  Learners discuss and write down what they think is meant by each of these sets of criteria – what evidence might examiners be looking for in a directed writing response?  Learners consider a response that scores highly for both Reading and Writing, e.g. a model created by the teacher.  In groups, learners highlight effective features of the response for writing.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>R5 select and use information for specific purposes</p> <p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W2 organise and structure ideas and opinions for deliberate effect</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W4 use register appropriate to context</p> <p>W5 make accurate use of spelling, punctuation and grammar</p>		<p>Learners reconsider a mid-range response, e.g. one of their own responses / an anonymised example from another learner) and identify evidence for one / more of the writing objects in the response.</p> <p>Learners write the text for an email offering advice to the writer of the response, suggesting how they might improve the response to target a higher level for writing.</p> <p><b>Extension activity:</b> learners use the mark scheme content list to:</p> <ul style="list-style-type: none"> <li>• identify up to three examples of evaluation in the high-level response</li> <li>• highlight up to three places in the mid-range response where there might be an opportunity to evaluate.</li> </ul>
<p><b>AO2 Writing</b></p> <p>W4 use register appropriate to context</p>	<p>Understanding awareness of situation and audience</p> <p>Speaking and listening</p>	<p>Learners make a list of people for whom a piece of directed writing might be written, remembering that these might lead to both formal or informal writing. (For example, parents, teachers, young people, an employer, an employee).</p> <p>Remind learners that examination responses will need to be argumentative / discursive / persuasive</p> <p>In groups, learners rewrite an example of a directed writing task for different audiences (making any necessary adjustments to content where required to ensure the task makes sense).</p> <p>For example, 2024 Specimen Paper 2 Q1 is directed at an audience of young people:  <b>'Write a magazine article for young people about the advantages and disadvantages of travelling to other countries.'</b></p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities									
		<p>Rewrites might include:</p> <ul style="list-style-type: none"> <li>Write an article for parents about the advantages and disadvantages of travelling to other countries.</li> <li>Write an article for business people about the advantages and disadvantages of travelling to other countries.</li> </ul> <p>Groups collate the new versions of the question into a table to consider effect of each change. For example, see the table below:</p> <table border="1"> <thead> <tr> <th>New version of question</th> <th>Register appropriate to audience</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>Write an article for parents about the advantages and disadvantages of travelling to other countries.</td> <td>Polite but not too formal.</td> <td>As parents we might hope that our children would benefit from travelling with us to other countries.</td> </tr> <tr> <td>Write an article for business people about the advantages and disadvantages of travelling to other countries.</td> <td>Fairly formal, professional tone, possible use of jargon</td> <td>Opportunities for networking are wide-ranging.</td> </tr> </tbody> </table>	New version of question	Register appropriate to audience	Example	Write an article for parents about the advantages and disadvantages of travelling to other countries.	Polite but not too formal.	As parents we might hope that our children would benefit from travelling with us to other countries.	Write an article for business people about the advantages and disadvantages of travelling to other countries.	Fairly formal, professional tone, possible use of jargon	Opportunities for networking are wide-ranging.
New version of question	Register appropriate to audience	Example									
Write an article for parents about the advantages and disadvantages of travelling to other countries.	Polite but not too formal.	As parents we might hope that our children would benefit from travelling with us to other countries.									
Write an article for business people about the advantages and disadvantages of travelling to other countries.	Fairly formal, professional tone, possible use of jargon	Opportunities for networking are wide-ranging.									
<p><b>AO2 Writing</b></p> <p>W4 use register appropriate to context</p>	<p>Understanding the correct format for formal letters</p> <p>Speaking and listening</p>	<p>Working with a partner, learners revise the rules / advice and identify the elements of:</p> <ul style="list-style-type: none"> <li>a formal letter (for example, to the Headteacher, or your employer)</li> <li>an informal letter (for example, to a friend or close relative)</li> <li>a speech.</li> </ul> <p>Online resources can be used for research, for example:  <a href="http://www.usingenglish.com/resources/letter-writing.php#layout">www.usingenglish.com/resources/letter-writing.php#layout</a>  <a href="http://www.grammarly.com/blog/how-to-write-a-speech/">www.grammarly.com/blog/how-to-write-a-speech/</a></p> <p>Revisit the table of question versions from the previous activity and rework each of the questions to require a different form of response (e.g., write a letter to a national company about the advantages and disadvantages of their staff travelling to other countries).</p> <p>Learners collate new questions and complete a new chart to identify whether changing the form of the response might change the register, giving examples to help explain.</p> <p><b>Extension activity:</b> learners rework questions to alter purpose, e.g. to persuade young people that travel is not a good idea / to persuade business people that travel is a good idea. Create and complete a new chart for the change of purpose</p>									
<p><b>AO2 Writing</b></p>	<p>Exploring and understanding the</p>	<p>Learners research the similarities and differences between magazine and newspaper articles. For example, using online resources such as:</p>									



Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>W2 organise and structure ideas and opinions for deliberate effect</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W4 use register appropriate to context</p>	<p>range of different kinds of article</p> <p>Speaking and listening</p>	<p><a href="https://askanydifference.com/difference-between-newspaper-and-magazine/#:~:text=The%20difference%20between%20newspaper%20and,a%20simple%20and%20formal%20layout">https://askanydifference.com/difference-between-newspaper-and-magazine/#:~:text=The%20difference%20between%20newspaper%20and,a%20simple%20and%20formal%20layout</a>.</p> <p>Give learners a selection of magazine and newspaper articles on a similar theme or topic to look at.</p> <p>Learners identify similarities and differences between the different types of articles. For example, layout, headlines, subheadings, interviews and statements, order of paragraphs, photos and captions, quotations, etc.</p> <p><b>Extension activity:</b> learners devise a multiple-choice quiz about the similarities and differences between newspaper and magazine articles.</p>
<p><b>AO2 Writing</b></p> <p>W4 use register appropriate to context</p>	<p>Exploring and understanding the range of different kinds of speeches / talks</p>	<p>Discuss what speeches learners have heard recently or any famous speeches they know.</p> <p>Select a famous person and elicit what learners know about the person and predict the style and tone of the speech they are going to listen to. Learners listen to the speech by a famous person, e.g. Nelson Mandela, and make notes about the style, register and impact it has.</p> <p>Learners examine printed copies of the speech used above and write short commentaries on its merits of style, e.g. use of first person, introduction, rhetoric, repetition, and climax.</p> <p>Working with a partner, learners read a section of Mandela's speech at: <a href="http://www.historyplace.com/speeches/mandela.htm">www.historyplace.com/speeches/mandela.htm</a></p> <p>And Martin Luther King at <a href="http://abcnews.go.com/Politics/martin-luther-kings-speech-dream-full-text/story?id=14358231">http://abcnews.go.com/Politics/martin-luther-kings-speech-dream-full-text/story?id=14358231</a></p> <p><b>Extension activity:</b> learners write a speech to give in a school assembly on the theme of prejudice / child labour / a person they admire. Learners select a text on the subject which they can incorporate into their speech and present to the class.</p>
<p><b>AO1 Reading</b></p> <p>R4 demonstrate understanding of how writers achieve effects</p>	<p>Understanding the difference between formal and informal tone and register</p>	<p>Discuss what learners understand to be the difference between formal and informal language, stressing that appropriate tone and register is to be used according to the topic given.</p> <p>Learners identify contexts in which they might expect to use formal or informal language, with suitable examples to illustrate.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities												
<p>and influence readers.</p> <p><b>AO2 Writing</b></p> <p>W4 use register appropriate to context</p>		<p>Learners research online three different explanations of formal and informal language and write a brief explanation of the main differences using their own words where appropriate, e.g. to explain technical terms. They should aim to produce a clear, concise explanation that could be understood by a younger learner.</p> <p>Learners categorise lists of expressions and words for a given topic into columns labelled formal / informal / both according to their likely usage. For example, when talking about a person would the word be used only in formal contexts / informal / both?</p> <p>Learners suggest parallel words/expressions with same or almost close meanings to complete gaps in the columns.</p> <table border="1" data-bbox="985 526 1780 742"> <thead> <tr> <th>Formal</th> <th>Informal</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>confidant</td> <td>mate</td> <td>good friend</td> </tr> <tr> <td></td> <td>row / spat / bust up</td> <td>argument</td> </tr> <tr> <td></td> <td>tipping down / raining cats and dogs</td> <td></td> </tr> </tbody> </table> <p><b>Extension activity:</b> ask learners what differences might there be in precise meaning between some of the words/expressions we suggested as alternatives?</p> <p>Resources to explore and support understanding of formal and informal language can be found by searching 'informal and formal language' online, for example:  <a href="http://www.engvid.com/english-resource/formal-informal-english/">www.engvid.com/english-resource/formal-informal-english/</a>  <a href="https://urbanthesaurus.org/synonyms/argument">https://urbanthesaurus.org/synonyms/argument</a>  <a href="http://www.londonschool.com/blog/10-differences-between-formal-and-informal-language/">www.londonschool.com/blog/10-differences-between-formal-and-informal-language/</a></p>	Formal	Informal	Both	confidant	mate	good friend		row / spat / bust up	argument		tipping down / raining cats and dogs	
Formal	Informal	Both												
confidant	mate	good friend												
	row / spat / bust up	argument												
	tipping down / raining cats and dogs													
<p><b>AO2 Writing</b></p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	<p>Accurate use of language in directed writing</p>	<p>In pairs, learners skim read a selection of their responses to directed writing tasks to identify errors in spelling, punctuation and grammar.</p> <p>Groups make a list of the most common errors and create a revision resource for wall display / a short video clip explaining one of the most common errors and how to spot and correct it.</p>												
<p><b>AO1 Reading</b></p> <p>R3 analyse, evaluate and develop facts, ideas</p>	<p>Probing ideas in the text and beginning to evaluate</p>	<p>Select two suitable texts for the basis of a directed writing response and create / share the question stem for a Directed Writing task, for example:</p> <p>2024 Specimen Paper 2:  <b>Write a magazine article</b> for young people about the advantages and disadvantages of travelling to other countries.</p>												

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>and opinions, using appropriate support from the text</p> <p>R5 select and use information for specific purposes.</p>		<p>One half of the class reads Text 1 and the other half reads Text 2 making a note of the points in two columns: one for advantages and one for disadvantages.</p> <p>Pairs from each half of the class share ideas, noting where points in each text are similar/support each other or contrast / seem to disagree.</p> <p>Learners underline to identify a claim or assertion in each text which they find unconvincing, or think could be challenged.</p> <p>Learners collate ideas and then compare against the first set of mark scheme content for the task (Text 1 and Text 2). Which points seem less convincing / could be challenged and why?</p> <p>Given the blanks for some/all of the 'possible evaluation' section of the mark scheme, learners create a 'challenge question'. Cue cards / scaffolds can be provided to help form the questions and encourage learners to probe the texts, evaluating the ideas they contain.</p> <p>For example, challenge questions might begin with</p> <ul style="list-style-type: none"> <li>• Ah, you say that but what about...</li> <li>• Do people really...</li> <li>• Is it always true that...?</li> <li>• How much can we ...</li> </ul> <p>Learners from each group visit the other groups in turn to explain the questions they have about the mark scheme content/ideas in each text and receive the group's thoughts in response. Once they have visited all groups, they return to their own to report back.</p> <p>Groups identify any questions they still have / points they still do not understand – these are collated for class discussion and the evaluation points of the mark scheme are revealed.</p>
<p><b>AO1 Reading</b></p> <p>R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text</p>	<p>Producing and reviewing (a) directed writing response(s)</p>	<p>Learners attempt a Directed Writing task based one or two texts totalling 400–450 words in length. For example, 2024 Specimen Paper 2 Q1. This can be the task discussed in the previous lesson or a new task and texts.</p> <ul style="list-style-type: none"> <li>• Remind learners of learning points from the last activity and provide planning time before learners begin to write their responses, as well as time for learners to read back through their responses after writing to decide on three things they remembered to do / try to do this time.</li> <li>• one they forgot/need to improve next time.</li> </ul> <p>Learners swap their pieces of directed writing to suggest areas for improvement in the task. <b>(F)</b></p> <p>Learners rewrite their pieces of directed writing. <b>(I) (F)</b></p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>R5 select and use information for specific purposes</p> <p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W2 organise and structure ideas and opinions for deliberate effect</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W4 use register appropriate to context</p> <p>W5 make accurate use of spelling, punctuation and grammar</p>		
<p><b>Past and specimen papers</b></p>		
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational/support">www.cambridgeinternational/support</a> (F)</p>		

## 7 Discursive / argumentative / persuasive writing

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p><b>AO2 Writing</b></p> <p>W2 organise and structure ideas and opinions for deliberate effect</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W4 use register appropriate to context</p>	<p>Recognising and understanding some of the features of discursive / argumentative / persuasive writing</p>	<p>In groups, learners research explanations of discursive, argumentative and persuasive writing noting the differences between them.</p> <p><a href="https://csecenglishmadeeasy.com/2018/10/the-difference-between-the-argumentative-and-persuasive-essays/">https://csecenglishmadeeasy.com/2018/10/the-difference-between-the-argumentative-and-persuasive-essays/</a></p> <p><a href="https://blog.empoweringwriters.com/toolbox/activity-sheet-argumentative-vs-persuasive-writing">https://blog.empoweringwriters.com/toolbox/activity-sheet-argumentative-vs-persuasive-writing</a></p> <p><a href="https://classroom.synonym.com/difference-between-discursive-argumentative-essays-35567.html">https://classroom.synonym.com/difference-between-discursive-argumentative-essays-35567.html</a></p> <p><a href="http://www.readwritethink.org/sites/default/files/resources/lesson-docs/Difference_Between_Persuasive_Argumentative.pdf">www.readwritethink.org/sites/default/files/resources/lesson-docs/Difference_Between_Persuasive_Argumentative.pdf</a></p> <p><a href="https://onlineenglishgrammar.blogspot.com/2016/05/difference-between-discursive-and.html">https://onlineenglishgrammar.blogspot.com/2016/05/difference-between-discursive-and.html</a></p> <p><a href="http://www.bbc.co.uk/bitesize/guides/zpdwwmn/revision/1#:~:text=There%20are%20two%20basic%20types,topic%20in%20a%20balanced%20way">www.bbc.co.uk/bitesize/guides/zpdwwmn/revision/1#:~:text=There%20are%20two%20basic%20types,topic%20in%20a%20balanced%20way</a></p>
<p><b>AO2 Writing</b></p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p>	<p>Exploring how writer's views are conveyed in argumentative / persuasive writing</p>	<p>Learners examine a range of persuasive/argumentative writing, e.g. speeches, articles and letters, to identify the way that the writer's views are conveyed, e.g. exaggeration, irony, mockery, repetition, shocking/emotive vocabulary.</p> <p>Learners write an opening paragraph of a new text / missing section of an article in the voice of a given columnist / complete a cloze exercise for the middle paragraph of an article.</p> <p><b>Extension activity:</b> research emotive language <a href="http://www.encyclo.co.uk/define/Emotive%20Language">www.encyclo.co.uk/define/Emotive%20Language</a></p> <p>Quiz about emotive language: <a href="http://www.educationquizzes.com/gcse/english/emotive-language/">www.educationquizzes.com/gcse/english/emotive-language/</a></p>
<p><b>AO2: Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p>	<p>Conveying ideas and opinions clearly</p> <p>Speaking and listening</p>	<p>Learners work with examples of argumentative/persuasive texts to:</p> <ul style="list-style-type: none"> <li>• identify bias in a text by collecting evidence, e.g. exaggerated claims, hyperbolic language, worrying predictions</li> <li>• reduce an argumentative text to a list of its original ideas and planning points</li> <li>• list points which could be used to balance an argument which gives only one viewpoint.</li> </ul> <p><b>Extension activity:</b> write a letter to the writer of the original text to persuade them that the counter argument is correct. Share with other learners, who write a response to challenge this counter argument.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
		<p>Useful resources include:</p> <ul style="list-style-type: none"> <li>• magazine articles and blogs which adopt definite views</li> <li>• samples of learner argument compositions which mention only one viewpoint</li> <li>• persuasive speeches and talks for a charity or cause.</li> </ul>
<p><b>AO2 Writing</b> W2 organise and structure ideas and opinions for deliberate effect</p>	Understanding the techniques of argumentative writing	<p>Learners read and discuss articles in which a topic is argued either 'for' or 'against'.</p> <ul style="list-style-type: none"> <li>• work out and write down the main point the writer is making</li> <li>• work out and write down the elements of the argument the writer makes to support their main point</li> <li>• write the paragraph plan for the article</li> <li>• swap plan with another group who write the article using the paragraph plan</li> <li>• learners compare their version with the original.</li> </ul>
<p><b>AO2 Writing</b> W2 organise and structure ideas and opinions for deliberate effect</p>	Understanding the techniques of discursive writing	<p>Learners read/listen to examples of discursive texts and:</p> <ul style="list-style-type: none"> <li>• identify the two (or more) possible points of view the writer is considering, e.g. for and against a particular issue</li> <li>• highlight the elements of the argument the writer makes to support each of these possible points of view.</li> </ul> <p><b>Extension activity:</b> learners suggest what they think is the writer's true perspective, offering reasons for their choices.</p>
<p><b>AO2 Writing</b> W2 organise and structure ideas and opinions for deliberate effect</p>	Producing argumentative / persuasive writing (formal letter)	<p>Learners identify where the reader has been positioned in an argumentative/persuasive text to agree with the writer, e.g. track examples of use of inclusive 'we'.</p> <p>Read a brochure for a company offering a service, e.g. travel agent, wedding organiser, house clearance, caterers etc. and decide what might have gone wrong with a client's booking.</p> <p>Learners list/tick off from a list:</p> <ul style="list-style-type: none"> <li>• features of style to consider when writing to persuade/argue (including aspects of tone and register)</li> <li>• features of formal letter structure to keep in mind.</li> </ul> <p>Learners draft a letter of complaint to the service company, which mentions claims made in the brochure and explains in detail how they were misleading.</p> <p>Learners swap responses and review and reflect on each other's writing (<b>F</b>)</p>
<p><b>AO2 Writing</b> W1 articulate experience and</p>	Expressing straightforward ideas clearly	In groups, learners read a selection of discursive magazine articles on the same/different topics.

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
express what is thought, felt and imagined	Speaking and listening	<p>In pairs, learners work on a given 'for' or 'against' topic to produce a single 'for' or 'against' paragraph, e.g. for capital/corporal punishment or against the cell phone / social media). Learners swap their work with another pair and identify:</p> <ul style="list-style-type: none"> <li>• what works well in the paragraph (www)</li> <li>• what might be improved (ebi)</li> </ul> <p>Pairs swap back and re-draft for peer assessment. <b>(F) (I)</b></p>
<p><b>AO2 Writing</b></p> <p>W2 organise and structure ideas and opinions for deliberate effect</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W4 use register appropriate to context</p>	Reviewing others' work to inform their own	<p>Give groups a mixture of 'for' and 'against' (redrafted) paragraphs (selected from the previous activity) to consider and agree:</p> <ul style="list-style-type: none"> <li>• how best to sequence the paragraphs to achieve a balanced discussion overall</li> <li>• where content might need to be adjusted e.g. to avoid unintentional repetition, or add detail</li> <li>• how to link ideas between paragraphs</li> <li>• how to make the overall piece sound more like a magazine article.</li> </ul> <p>Regroup learners to share and compare suggestions, ahead of writing individual plans for their magazine article.</p>
<p><b>AO2 Writing</b></p> <p>W2 organise and structure ideas and opinions for deliberate effect</p>	Producing discursive writing (magazine article)	<p>Give pairs of learners a 'for' and 'against' topic to produce a plan for a discursive magazine article, e.g. for and against school uniform / the benefits and disadvantages of studying remotely).</p> <p>Learners revisit their original selection of magazine articles to remind themselves of how those articles sound (register, tone etc.) and how they are organised and structured.</p> <p>Learners revisit their plan and add notes of what they need to remember when writing'.</p> <p>Learners swap plans with another pair who add further notes and suggestions, then pass on to a final pair who write the article.</p>
<p><b>AO1 Reading</b></p> <p>R3 analyse, evaluate and develop facts,</p>	Considering facts, opinions and ideas in texts to inform judgements	<p>Learners research a range of texts offering information about an area, e.g. short extracts from travel brochures, autobiographies, biographies, information leaflets and advertisements/fliers, magazine and newspaper articles.</p> <p>Groups are given a 'visitor' to plan activities for and should judge which would best suit:</p> <ul style="list-style-type: none"> <li>• a foreign student visiting the area on a budget</li> </ul>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>ideas and opinions, using appropriate support from the text</p> <p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p>		<ul style="list-style-type: none"> <li>• a wealthy couple visiting the area to celebrate a significant anniversary</li> <li>• a group of learners visiting the area on a school trip.</li> </ul> <p>Groups write lists of the range of:</p> <ul style="list-style-type: none"> <li>• activities and attractions that might appeal to / be appropriate for their visitor</li> <li>• activities and attractions that might not.</li> </ul> <p>Select learners to present explanations to the class of what one of the chosen activities involves and why they think it would / would not be suitable for their allocated visitor. <b>(I)</b></p>
<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W2 organise and structure ideas and opinions for deliberate effect</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W4 use register appropriate to context</p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	<p>Considering features of discursive tasks and responses</p>	<p>Learners are introduced to / reminded of the format of a Paper 2 Q1 Directed Writing task and the three response forms (letter / article / speech).</p> <p>Based on ideas from the previous activity, pairs create their own examination style (Paper 2 Q1) discursive Directed Writing task, e.g.:</p> <ul style="list-style-type: none"> <li>• a magazine article for foreign students on a budget (discussing the suitability of activities and attractions in the area)</li> <li>• a letter to (a) wealthy relative (discussing their plans for visiting the area to celebrate their anniversary)</li> <li>• a speech to teachers and parents (who are considering organising a school trip to the area).</li> </ul> <p>Learners share their ideas for questions in new (mixed) groups / with a series of new partners. <b>(I)</b></p> <p>In groups, learners:</p> <ul style="list-style-type: none"> <li>• select one task of each response type (letter / magazine article / speech) to 'set' for another group to complete</li> <li>• create a checklist of the features they would be looking for in an answer to each question in terms of (i) Content and (ii) Writing.</li> </ul>



Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p><b>AO2 Writing</b></p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W4 use register appropriate to context</p>	<p>Using vocabulary and sentence structures appropriate to context</p>	<p>Learners answer a question set by another group in the previous activity. Responses are circulated around groups / pairs for evaluation of one key feature of W3 and / or W4 (what went well (www) and what might be even better if (ebi). For example:</p> <ul style="list-style-type: none"> <li>• appropriate use of vocabulary</li> <li>• appropriate use of sentence structures</li> <li>• maintaining a sense of audience throughout.</li> </ul> <p>Responses are returned to original writer with feedback to redraft. <b>(I) (F)</b></p>
<p><b>AO2 Writing</b></p> <p>W4 use register appropriate to context</p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	<p>Recognising and using register appropriate to context</p> <p>Identifying and correcting errors of spelling, grammar and punctuation</p>	<p>Give pairs the opening of a response to a discursive response to a Directed Writing task, e.g. a model written by the teacher and the content points (mixed up) for the remainder of the response.</p> <p>Learners agree with partners the order of the content points and make a paragraph plan then continue the response and complete the next paragraph according to their plan. Learners swap with their partner who reads the response out loud to check for:</p> <ul style="list-style-type: none"> <li>• W5 accuracy</li> <li>• W4 how close the response sounds to the original, e.g. does it sound like the same person writing.</li> </ul> <p>Learners resume writing, keeping in mind feedback around the need for accuracy and appropriate use of register, to complete their response. <b>(F)</b></p>
<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W2 organise and structure ideas and opinions for deliberate effect</p>	<p>Identifying areas for improvement in own writing and others</p>	<p>Learners swap responses to a discursive task, e.g. the one from previous activity with a series of partners who will each check for aspects of W1 and W2.</p> <p>Checklists should be provided here, e.g. to include structure and paragraphing; the clarity with which supporting points have been made, developed and linked etc.</p> <p>Learners' responses are returned with feedback for further redrafting <b>(F) (I)</b></p>
<p><b>AO2 Writing</b></p>	<p>Creating a discursive / argumentative /</p>	<p>Groups of learners read and discuss a list of mark scheme content points for a Directed Writing style task based on one/two short texts.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W2 organise and structure ideas and opinions for deliberate effect</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W4 use register appropriate to context</p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	<p>persuasive speech, letter or article using ideas from a text</p>	<p>Discuss the context for the task, including purpose, audience, form, and how that might affect the decisions they make as writers.</p> <p>Learners plan their response and then hand back in the list of content points. They then complete their response to the task under examination conditions. <b>(I)</b></p>
<p><b>Past and specimen papers</b></p>		
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational/support">www.cambridgeinternational/support</a> <b>(F)</b></p>		

## 8 Descriptive composition

Assessment objectives (AO)	Learning objectives	Suggested teaching activities												
<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	<p>Defining, recognising and understanding the features of descriptive compositions</p>	<p>Give learners examples of descriptive and narrative writing. Learners categorise features of each:</p> <table border="1"> <thead> <tr> <th>Descriptive writing</th> <th>both</th> <th>Narrative writing</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Learners create a definition of what descriptive writing is and what it does / does not do.</p> <p><b>Extension activity:</b> research characteristics of descriptive writing to confirm definitions. Collect examples of effective descriptions of people and places from online and textbook collections.</p> <p>For example:  <a href="http://www.englishbiz.co.uk/mainguides/describe.htm">www.englishbiz.co.uk/mainguides/describe.htm</a>  <a href="http://www.readingrockets.org/strategies/descriptive_writing#:~:text=Characteristics%20of%20descriptive%20writing">www.readingrockets.org/strategies/descriptive_writing#:~:text=Characteristics%20of%20descriptive%20writing</a>  <a href="http://www.collegeessay.org/blog/descriptive-essay-examples/descriptive-essay-about-a-person.pdf">www.collegeessay.org/blog/descriptive-essay-examples/descriptive-essay-about-a-person.pdf</a></p>	Descriptive writing	both	Narrative writing									
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<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p>	<p>Appreciate writer's craft in descriptive compositions</p> <p>Speaking and listening</p>	<p>Read examples of effective descriptions (e.g. those collected in the previous activity) to discuss. Learners select the text they feel is most effective.</p> <p>Learners give three reasons with supporting detail to help other learners understand how and why this description is particularly effective.</p> <p>Examples of effective description could also be taken from studied literature texts, learners' own reading and published online resources, for example:  <a href="https://examples.yourdictionary.com/descriptive-text-examples.html">https://examples.yourdictionary.com/descriptive-text-examples.html</a>  <a href="http://www.iup.edu/writingcenter/writing-resources/organization-and-structure/descriptive-writing/">www.iup.edu/writingcenter/writing-resources/organization-and-structure/descriptive-writing/</a>  <a href="http://www.hoddereducation.co.uk/media/Documents/International/CP-Eng-sample.pdf">www.hoddereducation.co.uk/media/Documents/International/CP-Eng-sample.pdf</a></p> <p>Groups prepare and present a revision video/guide 'Top tips for Descriptive writing'. Learners in another group try out the tips and provide feedback. <b>(F)</b></p>												

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<b>AO2 Writing</b> W1 articulate experience and express what is thought, felt and imagined	Reporting back on research  Speaking and listening	Learners research online and in recommended textbooks to identify tips for writing descriptive and narrative compositions, comparing similarities and differences between them. For example: <a href="http://www.time4writing.com/writing-resources/descriptive-essay/">www.time4writing.com/writing-resources/descriptive-essay/</a> <a href="http://www.time4writing.com/writing-resources/descriptive-essay/">www.time4writing.com/writing-resources/descriptive-essay/</a> <a href="https://studyrocket.co.uk/revision/igcse-english-language-aqa/section-c-writing/narrative-writing">https://studyrocket.co.uk/revision/igcse-english-language-aqa/section-c-writing/narrative-writing</a> <a href="http://www.freelancewriting.com/creative-writing/write-an-interesting-narrative/">www.freelancewriting.com/creative-writing/write-an-interesting-narrative/</a>  Groups discuss findings and create a Venn diagram to show features and tips for narrative / descriptive writing and for both.
<b>AO2 Writing</b> W1 articulate experience and express what is thought, felt and imagined	Understanding the genre of descriptive compositions	Learners write a short commentary on a given piece of descriptive composition, picking out effective language. <b>(I)</b>
<b>AO2 Writing</b> W3 use a range of vocabulary and sentence structures appropriate to context	Preparing for descriptive compositions  Speaking and listening	In groups, learners produce word banks for a (different) physical descriptive focus, e.g. person (old man / baby), building / social place (railway station / airport), natural place (riverbank / forest), etc.  Groups then swap word banks and add in synonyms for a target number of the word bank vocabulary.  <b>Extension activity:</b> learners consider all the word banks generated to identify which of the words could be used to describe a different given focus, e.g. an occasion (a wedding / race) or an experience (trying new food).  Groups present ideas for 3–5 words that would work well and 3–5 that we would not use, explaining why.  There are useful exercises for finding synonyms and using correct vocabulary in our endorsed textbooks, listed at <a href="http://www.cambridgeinternational.com/published-resources">www.cambridgeinternational.com/published-resources</a>  Forty descriptive writing topics: <a href="http://grammar.about.com/od/developingessays/a/topdescription.htm">http://grammar.about.com/od/developingessays/a/topdescription.htm</a>
<b>AO2 Writing</b> W1 articulate experience and express what is	Producing short pieces of descriptive composition	Give groups the topic for a short descriptive paragraph, e.g. approaching a busy morning market.  Learners produce a word bank according to the different given headings, e.g. each half of the class is given one of the two tables below:

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<p>thought, felt and imagined</p> <p>W2 organise and structure ideas and opinions for deliberate effect</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p>		<p><b>Table 1: the senses</b></p> <table border="1" data-bbox="779 309 2029 437"> <thead> <tr> <th>Seen?</th> <th>Heard?</th> <th>Felt?</th> <th>Tasted?</th> <th>Smelt?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Table 2: first reactions</b></p> <table border="1" data-bbox="779 501 2029 660"> <thead> <tr> <th>What is obvious?</th> <th>Become aware of?</th> <th>Building up?</th> <th>Details you notice?</th> <th>Feelings you notice?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>A pair from each group working on different tables share ideas.</p> <p>Learners write their own single paragraphs of descriptive writing, using the prepared word banks. <b>(I)</b></p> <p><b>Extension activity:</b> pairs create a new word bank title and create new headings for columns to create a paragraph for the end of the description, e.g. movement based (moving away from) or time based (later that evening once the market has ended). Present ideas to the class.</p> <p>Take suggestions for what could be the focus of paragraph 2 and words that might be used. Complete a shared writing activity (writing paragraph 2 and 3).</p>	Seen?	Heard?	Felt?	Tasted?	Smelt?											What is obvious?	Become aware of?	Building up?	Details you notice?	Feelings you notice?										
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<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W5 make accurate use of spelling,</p>	<p>Evaluating descriptive compositions</p>	<p>Consider one assessment objective from one of the mark scheme tables for composition, e.g. W1, W3 or W5, using colour-coding to highlight the differences between levels 5, 3 and 1.</p> <p>Learners review an example(s) of a descriptive composition with a partner using just this assessment objective from the relevant mark scheme table, e.g. content and structure W1, to decide which level it might achieve and why.</p> <p>Pairs write a short commentary on what the description does well and offer up to three suggestions of ways in which it could be refined to target the next level. <b>(F)</b></p> <p>Learners revisit one of their own pieces of descriptive writing to assess its level for that assessment objective from the mark scheme and identify how to target the next level / what they need to learn to do in order to reach the next level <b>(F)</b></p>																														

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
punctuation and grammar		
<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	<p>Reflecting on own and another learner's descriptive writing</p> <p>Speaking and listening</p>	<p>Learners swap their descriptive piece from the previous activity with a partner for peer review.</p> <p>Learners consider feedback and re-draft to take account of both their own and the peer assessment. <b>(F)</b></p> <p>Information on peer assessment can be found online, e.g.:  <a href="http://www.tes.com/teaching-resource/peer-and-self-assessment-guide-6024930">www.tes.com/teaching-resource/peer-and-self-assessment-guide-6024930</a></p> <p>Getting started with assessment for learning: peer assessment and self-assessment  <a href="http://www.youtube.com/watch?v=YtP4X5VIs9Y">www.youtube.com/watch?v=YtP4X5VIs9Y</a></p>
<p><b>AO1 Reading</b></p> <p>R4 demonstrate understanding of how writers achieve effects and influence readers</p>	<p>Appreciate writer's craft in descriptive composition</p> <p>Speaking and listening</p>	<p>Groups of learners identify and underline examples of effective word choices in a short extract from a longer descriptive piece.</p> <p>Give learners the next few lines of the description with 3–5 examples of effective word choices removed and options for words they might use to fill those gaps.</p> <p>Learners discuss and then present their predictions for which words will have been used by the writer and which will not, giving reasons for their choices.</p> <p>Give learners the completed version of the description to consider differences between the writer's choices and their own.</p> <p><b>Extension activity:</b> learners return to the examples of effective word choice they identified earlier to pick out 1–3 examples they can best explain for meaning, and why they think the writer chose that particular word / image rather than any other.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p>	<p>Reporting back on group discussion</p> <p>Speaking and listening</p>	<p>Groups of learners read out loud and rank order 3–5 short descriptive responses.</p> <p>Learners identify any of the responses they feel could be improved for:</p> <ul style="list-style-type: none"> <li>• clarity of expression</li> <li>• range of sentence structure</li> <li>• range of vocabulary.</li> </ul> <p>A group spokesperson reports back on the group's findings. Recap on these findings to establish the most common kinds of improvements necessary.</p> <p>Methods and tips for feeding back to the class: <a href="https://lindsayannlearning.com/classroom-discussion-goals/">https://lindsayannlearning.com/classroom-discussion-goals/</a></p>
<p><b>AO2 Writing</b></p> <p>W2 organise and structure ideas and opinions for deliberate effect</p>	<p>Planning structure for effect</p>	<p>Give learners a list of eight potential paragraphs for a descriptive title, e.g. the school playground/recreational area, to divide into two potential plans of four paragraphs each. Learners decide which one they think would work best.</p> <p>Groups discuss ideas for the content of each paragraph and agree an order/route through them.</p> <p>Learners write the opening sentence only for each paragraph and present their ideas to the class. For example:</p> <ul style="list-style-type: none"> <li>• Morning in the playground.</li> <li>• Midnight in the playground.</li> <li>• Looking at the playground from a window.</li> <li>• Entering the playground.</li> <li>• In the middle of the playground.</li> <li>• Leaving the playground.</li> <li>• Standing at the edge of the playground.</li> <li>• Walking past the playground.</li> </ul> <p><b>Extension activity:</b> groups of learners create another paragraph plan for the same topic.</p>
<p><b>AO2 Writing</b></p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p>	<p>Preparing for a descriptive composition</p>	<p>Learners make up a word bank for each of six descriptive composition topics, e.g. based on people, occasions or places and agree a paragraph plan for 1–3 of them.</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p>	<p>Producing a descriptive composition</p>	<p>Learners produce the first paragraph of their descriptive composition based on their preparation in terms of word banks and paragraph plans. <b>(I)</b></p> <p>Groups circulate their responses. Each learner reads the earlier paragraph(s) and then continues the composition by writing the second / third / fourth paragraph, etc. using the word bank and paragraph plan. Groups continue to circulate the responses until the composition (paragraph plan) is completed.</p> <p>Learners read the full compositions out loud and consider what worked well in each description/plan and how their plan and word bank might need to be revised <b>(F)</b></p> <p>Suitable topics can be found in past papers examination papers, e.g.:</p> <ul style="list-style-type: none"> <li>• Nov 2020 Paper 11 / 12 Q2</li> </ul>
<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W2 organise and structure ideas and opinions for deliberate effect</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	<p>Descriptive composition: opportunity for summative assessment</p>	<p>Suitable topics can be found in past papers examination papers, e.g.:</p> <ul style="list-style-type: none"> <li>• Jun 2020 Paper 12 Q2</li> <li>• Jun 2020 Paper 11 Q2</li> <li>• 2024 Specimen Paper 1 Q2, Q3. <b>(F)</b></li> </ul>
<p><b>Past and specimen papers</b></p>		
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational/support">www.cambridgeinternational/support</a> <b>(F)</b></p>		



## 9 Narrative composition

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W2 organise and structure ideas and opinions for deliberate effect</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p>	<p>Recognising some of the features of effective narratives</p>	<p>Learners research and create a list of the 'ingredients' of a good/bad story and present the essential features of an effective narrative based on their research.</p> <p>Research might include:</p> <ul style="list-style-type: none"> <li>• online blogs about writing, e.g. <a href="http://www.fromwhisperstoreroars.com/blog-1/2018/1/11/understanding-the-7-key-elements-of-a-narrative">www.fromwhisperstoreroars.com/blog-1/2018/1/11/understanding-the-7-key-elements-of-a-narrative</a> or <a href="http://ncowie.wordpress.com/2008/02/10/features-of-narrative-writing/">http://ncowie.wordpress.com/2008/02/10/features-of-narrative-writing/</a></li> <li>• study guides and online study sites</li> <li>• endorsed text books</li> <li>• online advice about writing from successful contemporary authors of cross over fiction, e.g. <a href="https://rickriordan.com/about/advice-for-writers/#:~:text=Jot%20down%20interesting%20stories%20you,get%20better%20if%20you%20practice">https://rickriordan.com/about/advice-for-writers/#:~:text=Jot%20down%20interesting%20stories%20you,get%20better%20if%20you%20practice</a></li> <li>• examples of effective responses to narrative tasks, e.g. from learners in the year above.</li> </ul>
<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p>	<p>Begin to explore the techniques of effective narrative composition</p>	<p>Learners read a short story, e.g. <i>The Landlady</i> by Roald Dahl <a href="http://www.teachingenglish.org.uk/sites/teacheng/files/landlady_text.pdf">www.teachingenglish.org.uk/sites/teacheng/files/landlady_text.pdf</a></p> <p>Learners discuss what makes this an effective short story. Elicit the following techniques:</p> <ul style="list-style-type: none"> <li>• characters</li> <li>• simplicity of plot</li> <li>• setting</li> <li>• theme</li> <li>• possible plot twists</li> <li>• opening and ending.</li> </ul> <p>At this stage it is sufficient that learners understand these terms and recognise good practice.</p>
<p><b>AO2 Writing</b></p> <p>W1 articulate experience and</p>	<p>Recognising the techniques of</p>	<p>Read another short story to the class, e.g. <i>Secrets</i> by Bernard MacLaverty.</p> <p>Learners discuss how the story demonstrates:</p> <ul style="list-style-type: none"> <li>• characters</li> </ul>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
express what is thought, felt and imagined	effective narrative composition	<ul style="list-style-type: none"> <li>• simplicity of plot</li> <li>• setting</li> <li>• theme</li> <li>• possible plot twists</li> <li>• opening and ending.</li> </ul> <p>Learners report back on their findings. <b>(F)</b></p> <p>The following website has some methods and tips to help learners with feeding back to the class:  <a href="https://lindsayannlearning.com/classroom-discussion-goals/">https://lindsayannlearning.com/classroom-discussion-goals/</a></p>
<b>AO2 Writing</b> W2 organise and structure ideas and opinions for deliberate effect	Understanding the techniques of narrative composition  Speaking and listening	<p>Learners revisit and refine their list of the key features of effective narrative composition and then read/watch advice for approaches to structuring a story.</p> <p>Learners might listen to a podcast / watch a video – useful resources can be found online, such as:  <a href="http://www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box">www.khanacademy.org/humanities/hass-storytelling/storytelling-pixar-in-a-box</a></p> <p>What advice would they now give to someone who wanted to write an effective narrative?</p>
<b>AO2 Writing</b> W2 organise and structure ideas and opinions for deliberate effect	Analysing examples of narrative composition	<p>Learners choose one of the short stories already read in class / an example from their own reading and consider which (from a selection of) visual representations best shows its structure.</p> <p>Examples of visual representations of narrative structures can be found online for example:  <a href="https://ccea.org.uk/learning-resources/creative-writing/structure/narrative-structures">https://ccea.org.uk/learning-resources/creative-writing/structure/narrative-structures</a></p> <p>Learners use/adapt the closest representation and explain to another pair how their story is organised and structured and why they think the writer might have made that choice.</p>
<b>AO2 Writing</b> W2 organise and structure ideas and opinions for deliberate effect	Analysing narrative composition (ii)  Speaking and listening	<p>Give learners elements of a simple plot, a familiar setting and information about the main characters involved. Discuss different ways learners might structure the narrative.</p> <p>In pairs, learners agree the structure they think would work best and why.</p> <p>Pairs give a talk to the class about their chosen structure to explain how and why they think it will be an effective way to present the narrative.</p>
<b>AO2 Writing</b> W1 articulate experience and express what is	Writing about the plot	<p>Learners produce a simple plot outline for a particular genre, e.g. crime, mystery, science fiction, fantasy.</p> <p>Creative writing prompts can be found online, for example:  <a href="http://www.writersdigest.com/prompts/">www.writersdigest.com/prompts/</a></p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
thought, felt and imagined		<a href="http://www.shiocton.k12.wi.us/cms_files/resources/45%20Narrative%20Prompts.doc">www.shiocton.k12.wi.us/cms_files/resources/45%20Narrative%20Prompts.doc</a> <a href="http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm">http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm</a>
<b>AO2 Writing</b> W1 articulate experience and express what is thought, felt and imagined	Writing about character, setting and endings	Learners make a list of two or three characters for their genre and then write three sentences describing each. Next, ask them to create a setting for their genre and write three sentences to describe it. Finally, learners work out a possible plot for a narrative composition.
<b>AO2 Writing</b> W2 organise and structure ideas and opinions for deliberate effect	Organising ideas	Learners produce a paragraph plan for their narrative composition.
<b>AO2 Writing</b> W5 make accurate use of spelling, punctuation and grammar	Punctuating direct speech	Learners examine the use of direct speech / dialogue in the short stories already studied and discuss its usefulness in narrative composition. Revision activities can be found online, e.g.: <a href="http://www.skillsworkshop.org/resources/speech-marks">www.skillsworkshop.org/resources/speech-marks</a> In pairs, learners write a short section of dialogue as: <ul style="list-style-type: none"> <li>• the opening to their narrative composition</li> <li>• the turning point in their narrative composition</li> <li>• the conclusion of their narrative composition.</li> </ul> Discuss which might be the most effective use of dialogue for the planned composition and why.
<b>AO2 Writing</b> W1 articulate experience and express what is thought, felt and imagined  W5 make accurate use of spelling,	Producing narrative writing	Learners revisit their plan, adapt and refine it where they think necessary and use it to produce a narrative composition. Possible topics might be found in online collections such as: <a href="http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm">http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm</a> <a href="https://essaypro.com/blog/narrative-essay-topics">https://essaypro.com/blog/narrative-essay-topics</a>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
punctuation and grammar		
<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W5 make accurate use of spelling, punctuation and grammar</p>	Redrafting and improving narrative writing	<p>Learners swap their narrative composition with a partner and ask them to write an analysis of it, outlining what worked well (www) and what might be improved / even better if (ebi). The analysis should offer comments and suggestions on at least three of the following checklist items:</p> <ul style="list-style-type: none"> <li>• creation of character</li> <li>• setting/atmosphere</li> <li>• plot/structure</li> <li>• ending/beginning</li> <li>• sentence structure</li> <li>• use of dialogue</li> <li>• spelling and punctuation.</li> </ul> <p>Groups swap back and re-draft for peer assessment. <b>(F)</b></p> <p>Learners create a checklist for what they need to include in their narrative, e.g. <a href="https://bpcenglish.wordpress.com/2017/10/02/creative-writing/">https://bpcenglish.wordpress.com/2017/10/02/creative-writing/</a> or use the following checklist:</p> <ul style="list-style-type: none"> <li>• I have described the setting.</li> <li>• I have used details to show what characters are like.</li> <li>• I have included descriptive details that appeal to different senses.</li> <li>• I have introduced a problem or an event.</li> <li>• I have included dialogue at an important point.</li> <li>• I have used powerful verbs and adjectives.</li> <li>• I have checked my spelling and punctuation.</li> <li>• I have checked my story makes sense.</li> </ul>
<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W5 make accurate use of spelling,</p>	Choosing and planning narratives	<p>Give learners a list of ten narrative composition titles to discuss with a partner how they would rank them – from the topic they would be most likely to choose to write about in an exam to the least.</p> <p>Learners share their top and bottom choices, explaining their reasons why.</p> <p>Groups nominate one title which they think might be the trickiest / least popular / least interesting to write about. They then select one of the nominated titles, prepare ideas for it and present a plan to the class.</p> <p>What strategies can help you choose which composition title you would be best able to answer in an examination?</p>

Assessment objectives (AO)	Learning objectives	Suggested teaching activities
punctuation and grammar		
<p><b>AO2 Writing</b></p> <p>W1 articulate experience and express what is thought, felt and imagined</p> <p>W2 organise and structure ideas and opinions for deliberate effect</p> <p>W3 use a range of vocabulary and sentence structures appropriate to context</p> <p>W5 make accurate use of spelling, punctuation and grammar.</p>	<p>Narrative writing: opportunity for summative assessment</p>	<p>Given a choice of two narrative tasks, learners plan their answers for each, then select one to complete in timed conditions.</p> <p>Learners use their checklists to check and edit their response.</p>
<p><b>Past and specimen papers</b></p>		
<p>Past/specimen papers and mark schemes are available to download at <a href="http://www.cambridgeinternational/support">www.cambridgeinternational/support</a> (F)</p>		

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