

# Scheme of work

Cambridge O Level  
English Language  
1123

For examination from 2015

Cambridge  
**O Level**

## Scheme of work – Cambridge O Level English Language (1123)

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## Scheme of work – Cambridge O Level English Language (1123)

### Overview

This scheme of work provides ideas about how to construct and deliver a course. The syllabus has been broken down into teaching units with suggested teaching activities and learning resources to use in the classroom. This scheme of work, like any other, is meant to be a guideline, offering advice, tips and ideas. It can never be complete but hopefully provides teachers with a basis to plan their lessons. It covers the minimum required for the Cambridge O Level course but also adds enhancement and development ideas on topics. It does not take into account that different schools take different amounts of time to cover the Cambridge O Level course.

### Recommended prior knowledge

Learners should be familiar with, and have a reasonable knowledge and understanding of:

- the conventions of written English, for example, punctuation, paragraphing, spelling and grammar
- parts of speech
- the idea of range of tone, register and vocabulary
- reading of English texts and in expressing themselves orally in English
- letters, magazine and newspaper articles, speeches and talks
- the concept of selecting and retrieving information from a written text
- the terms *descriptive*, *personal*, *argumentative*, *discursive* and *narrative writing* and have experience in both the reading and the writing of these texts
- the ideas of similarities and differences, advantages and disadvantages, problems and solutions, causes and effects, and actions and consequences
- the idea of answering questions on written texts as a means of demonstrating comprehension

All of this knowledge should have been gained through at least two years of prior learning at secondary school level.

### Outline

This scheme of work offers opportunities for class lessons, class, pair and group discussion, and self, peer and formative assessment. Opportunities for differentiation are indicated as **Basic** and **Challenging**; there is the potential for differentiation by resource, length, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

### Teaching order

The order of the units within the scheme of work follows the pattern of the examination which supports the syllabus. Unit 1 should be taught first as it underpins all other units. It should be revisited regularly throughout the teaching of the course. There is scope for flexibility within the teaching order of all the other units, which might assist with sharing and allocation of resources when there is more than one teacher delivering the course.

### Suggested teaching time

This table reflects the breakdown of Paper 1 and Paper 2 in the examination, with Paper 1 (Units 2, 3, 4 and 5) being allocated 45% of teaching time, and Paper 2 (Units 6, 7, 8, and 9) being allocated 45% of teaching time. The remaining 10% is allocated to Unit 1, which underpins both Paper 1 and Paper 2.

| Scheme of work units                            | Notes   | % of the course | Guided learning hours |
|---|---|-----------------|-----------------------|
| <b>Unit 1:</b> Key writing skills               | <b>Context</b><br>As this unit is to build on existing skills, and underpins skills to be taught throughout the scheme of work, it should be taught first.<br><br><b>Outline</b><br>The unit consolidates existing skills and is designed to build confidence in the basics of English language: parts of speech, types of sentences and sentence structure, paragraphing, grammar and spelling. It introduces learners' ideas of audience, tone and register, as well as how writers make use of language through imagery. | 10%             | 13 hours              |
| <b>Unit 2:</b> Directed writing                 | <b>Context</b><br>This unit should be done after Units 1, 3, 4, and 5, and before or after Units 5,6,7,8, and 9, at discretion of the teacher and the skill of the learners.<br><br><b>Outline</b><br>The unit explores the types of Directed Writing: reports, letters, articles and speeches. It explores the conventions of Directed Writing: content, layout, audience, tone and register.  | 15%             | 19.5 hours            |
| <b>Unit 3:</b> Descriptive and personal writing | <b>Context</b><br>This unit should be done after Unit 1 and before Unit 2, but it can come before, after or between Units 4 and 5, and before or after Units 6, 7, 8 and 9, at the discretion of the teacher and the skill of the learners.<br><br><b>Outline</b><br>The unit explores examples of good descriptive and personal writing and encourages learners analyse these. It takes learners through the process so that they will be able to produce their own pieces of descriptive and personal writing.            | 10%             | 13 hours              |

| Scheme of work units                                | Notes  | % of the course | Guided learning hours |
|---|--|-----------------|-----------------------|
| <b>Unit 4:</b> Discursive and argumentative writing | <p><b>Context</b><br/>This unit should be done after Units 1 and before Unit 2. It can be done before or after Units 3 and 5, at the discretion of the teacher and the skill of the learners.</p> <p><b>Outline</b><br/>The unit explores examples of good discursive and argumentative writing and encourages learners analyse these. It takes learners through the process so that they will be able to produce discursive and argumentative writing.</p>                                      | 10%             | 13 hours              |
| <b>Unit 5:</b> Narrative writing                    | <p><b>Context</b><br/>This unit should be done after Unit 1 and before Unit 2, but it can come before or after either Unit 3 or Unit 4, and before or after Units 6, 7, 8 and 9, at the discretion of the teacher and skill of the learners.</p> <p><b>Outline</b><br/>The unit explores examples of good narrative writing and encourages learners analyse these. It takes learners through the process so that they will be able to produce narrative writing.</p>                             | 10%             | 13 hours              |
| <b>Unit 6:</b> Reading a variety of texts           | <p><b>Context</b><br/>The unit should be done after Unit 1 and before Units 7, 8 and 9. It can be done before or after any of Units 2, 3, 4 or 5, at the discretion of the teacher and the skill of the learners.</p> <p><b>Outline</b><br/>The unit takes learners through fiction and non-fiction texts and explores the ideas of genre, audience and writer's craft. It is intended to foster an interest in reading and a desire to read and speak English in and outside the classroom.</p> | 5%              | 6.3 hours             |

| Scheme of work units                      | Notes   | % of the course | Guided learning hours |
|---|---|-----------------|-----------------------|
| <b>Unit 7:</b> Summary, content and style | <p><b>Context</b><br/>This unit should be done after Units 1 and 6. It should be done before Unit 8, and either before or after Unit 9. It can be done before or after any of Units 2, 3, 4, or 5 at the discretion of the teacher and the skill of the learners.</p> <p><b>Outline</b><br/>The unit explains to learners the nature of summary questions and the importance of topic sentences, elaboration points and distractors. It teaches learners how to select content points from a text to be summarised and the importance of the rubric.</p>  | 15%             | 19.5 hours            |
| <b>Unit 8:</b> Reading for ideas          | <p><b>Context</b><br/>This unit should be done after Units 6 and 7. It can be done before or after any of Units 2, 3, 4, or 5, or Unit 9, at the discretion of the teacher and the skill of the learners.</p> <p><b>Outline</b><br/>The unit explains how to identify and respond to the main ideas of a text, such as follow a sequence or argument, identify conclusion, distinguish fact from opinion, and give a personal response to the theme in a text.</p>  | 5%              | 6.3 hours             |
| <b>Unit 9:</b> Reading for meaning        | <p><b>Context</b><br/>This unit should be done after Units 1 and 6. It can be done before or after any of Units 2, 3, 4, or 5, or before or after Units 7 and 8, at the discretion of the teacher and the skill of the learners.</p> <p><b>Outline</b><br/>The unit explains the difference between literal and inferential comprehension questions and teaches learners recognise their signposts and how to answer questions of each type. It teaches learners how to recognise and answer questions which have to be answered in own words, with vocabulary, quotation and writer's craft questions, and questions which can be answered by lifting.</p> | 20%             | 26 hours              |

## Assessment objectives (AO)

### Reading:

- R1 Understand **explicit** meanings, through literal comprehension questions and vocabulary questions.
- R2 Understand **implicit** meanings and nuances of language, through inferential questions and questions on writer's craft.
- R3 **Scan and analyse text**, by identifying and summarising required information, such as similarities and differences, or advantages and disadvantages, or problems and solutions, or causes and effects, or actions and consequences.
- R4 Identify and respond to **main ideas** of a text, such as follow a sequence or argument, identify a conclusion, distinguish fact from opinion, and give a personal response to a theme in a text.

### Writing:

- W1 Communicate **appropriately**, with a clear awareness of purpose, audience and register.
- W2 Communicate **clearly** and develop ideas coherently, at word level, at sentence level and at whole text level.
- W3 Use **accurate** spelling, punctuation and grammar.
- W4 Communicate **creatively**, using a varied range of vocabulary, sentence structures and linguistic devices.

Although speaking and listening are not discretely covered by syllabus assessment objectives, the syllabus states that 'the development of these vital communication skills is encouraged across the curriculum'. Therefore opportunities are provided in the units of this scheme of work for speaking and listening.

## Teacher Support

[Teacher Support](#) is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on Teacher Support. If you are unable to use Microsoft Word you can download Open Office free of charge from [www.openoffice.org](http://www.openoffice.org).

## Resources

The resource list for this syllabus can be found at [www.cie.org.uk](http://www.cie.org.uk) including textbooks that are endorsed by Cambridge International Examinations which cover this syllabus.

The textbooks referred to in this scheme of work include:

- English Language and Literature* H Toner and E Whittome Cambridge University Press 2003
- O Level English* (2<sup>nd</sup> edition) H Toner and J Reynolds Cambridge University Press 2007
- The Cambridge Revision Guide GCE O Level English* R Glover, G Rodway, P Shirley and H Toner Cambridge University Press 2000
- The Penguin Book of Twentieth Century Speeches* (ed. Brian MacArthur) Penguin 2000

## Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations 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 particular website pages in the learning resource column of 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.

## Scheme of work – Cambridge O Level English Language (1123)

### Unit 1: Key writing skills

| Learning objectives         | Suggested teaching activities  |
|-----------------------------|--|
| Overview of parts of speech | <p>Elicit the eight most common parts of speech and list on a flip chart or board. Ask the class to define a part of speech. <b>(Basic)</b></p> <ul style="list-style-type: none"> <li>• Noun: a naming word. It names a person, place, thing, idea, living creature, quality, or action. E.g. cowboy, theatre, box, thought, tree, kindness, arrival</li> <li>• Verb: describes an action (doing something) or a state (being something). E.g. walk, talk, think, believe, live, like, want</li> <li>• Adjective: describes a noun. It tells you something about the noun. Examples: big, yellow, thin, amazing, beautiful, quick, important</li> <li>• Adverb: 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</li> <li>• Pronoun: used instead of a noun, to avoid repeating the noun. E.g. I, you, he, she, it, we, they</li> <li>• Preposition: 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</li> <li>• Conjunction: joins two words, phrases or sentences together. E.g. but, so, and, because, or</li> <li>• Interjection: 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!</li> </ul> <p>Play the Bag Game: Learn Parts of Speech:<br/> <a href="http://www.education.com/activity/article/play_word_bags_third/">www.education.com/activity/article/play_word_bags_third/</a></p> |
| Overview of the noun        | <p>Learners work in pairs or small groups 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> then complete a short quiz at the end to name the types of nouns from a list/table of different nouns. <b>(Basic)</b></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 make it up themselves, making sure they have checked the answers. They then swap their quizzes. <b>(Basic)</b></p> <p>Ask learners to write 10 sentences showing their own examples of proper, collective and abstract nouns. They should underline all nouns. <b>(Basic)</b></p>  |



| Learning objectives           | Suggested teaching activities  |
|-------------------------------|--|
| Overview of the verb          | <p>Learners work in pairs or small groups to complete worksheets on</p> <ul style="list-style-type: none"> <li>(i) verbs</li> <li>(ii) the fact that verbs can be more than one word</li> <li>(iii) tenses.</li> </ul> <p><a href="http://www.ickids.org.uk/sats/verbs.htm">www.ickids.org.uk/sats/verbs.htm</a> <b>(Basic)</b></p> <p>Learners complete worksheets on active and passive verbs. <a href="http://www.ickids.org.uk/sats/active_passive.htm">www.ickids.org.uk/sats/active_passive.htm</a> <b>(Basic)</b></p> <p>Learners complete worksheets on regular and irregular verbs. <a href="http://www.ickids.org.uk/sats/verbs.htm">www.ickids.org.uk/sats/verbs.htm</a> <b>(Basic)</b></p> <p>Learners work with a partner to write tables similar to the one just done, 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. They then swap their quizzes. <b>(Basic)</b></p> |
| Overview of the pronoun       | <p>Learners work in pairs or small groups to complete worksheets on pronouns. <a href="http://www.ickids.org.uk/sats/pronouns.htm">www.ickids.org.uk/sats/pronouns.htm</a> <b>(Basic)</b></p>  |
| Overview of the adjective     | <p>Learners work in pairs or small groups to complete worksheets on adjectives. <a href="http://www.ickids.org.uk/sats/adjectives.htm">www.ickids.org.uk/sats/adjectives.htm</a> <b>(Basic)</b></p> <p>Learners work with a partner to write tables similar to the one just done. These can be taken from a published text or they can make it up themselves, making sure they have checked the answers. They then swap their quizzes. <b>(Basic)</b></p>  |
| Simple and compound sentences | <p>The whole class completes a worksheet on simple and compound sentences. <a href="http://blogs.scholastic.com/files/simple-and-compound-sentences-1.pdf">http://blogs.scholastic.com/files/simple-and-compound-sentences-1.pdf</a> <b>(Basic)</b></p> <p>Learners write 10 sets of two simple sentences which can be made into one compound sentence. They then swap with a partner and join up their partner's pairs of simple sentences into single compound sentences. <b>(Basic)</b></p>   |

| Learning objectives  | Suggested teaching activities  |
|--|--|
| Complex sentences  | <p>Ask the class how they would explain the differences between simple, compound and complex sentences. <a href="http://www.bbc.co.uk/skillswise/factsheet/en28conn-1-f-complex-sentences">www.bbc.co.uk/skillswise/factsheet/en28conn-1-f-complex-sentences</a> <b>(Basic)</b></p> <p>Learners construct compound sentences using conjunctions, present participle and relative pronouns. <b>(Basic)</b></p> <p>Learners write 10 pairs of simple sentences which can be joined by conjunctions. They swap with a partner, and each learner in the pair completes the other's sentence construction exercise. <b>(Basic)</b></p> <p>Learners write 10 pairs of simple sentences which can be joined by present participles. They swap with a partner, and each learner in the pair completes the other's sentence construction exercise. <b>(Basic)</b></p> <p>Learners write 10 pairs of simple sentences which can be joined by relative pronouns. They swap with a partner, and each learner in the pair completes the other's sentence construction exercise. <b>(Basic)</b></p> <p>Learners complete further exercises in construction of simple, compound and complex sentences <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> <b>(Challenging)</b></p> |
| Use correct paragraphing   | Learners to write paragraphs, using variety of sentence structure, from lists of given notes. <b>(Basic)</b>   |
| Identify topic sentences   | <p>Ask learners how they would recognise the topic sentences in a paragraph. <b>(Basic)</b></p> <p>Ask learners to identify and select topic sentences in given paragraphs from selected class texts or newspaper articles. <b>(Basic)</b></p> <p>Here are some example texts for the learners to pick out the topic sentence:<br/> <a href="http://www.bbc.co.uk/skillswise/worksheet/en14para-11-w-find-the-topic-sentence">www.bbc.co.uk/skillswise/worksheet/en14para-11-w-find-the-topic-sentence</a><br/> <a href="http://www.pasadena.edu/student-services/lac/documents/TopicSentence.pdf">www.pasadena.edu/student-services/lac/documents/TopicSentence.pdf</a></p> <p>Learners to write paragraphs around given topic sentences. <b>(Basic)</b></p>  |
| Revision of basic punctuation                                    | Learners revise use of full stops, capital letters and commas by reading a given text or newspaper article. <b>(Basic)</b>   |
| Develop knowledge about punctuation and build on existing skills | <p>Ask the class why they think punctuation is important. In groups, learners look at examples of punctuation from selected sections of simple texts. <a href="http://www.edufind.com/english-grammar/punctuation/">www.edufind.com/english-grammar/punctuation/</a> <b>(Basic)</b></p> <p>In pairs learners identify each punctuation mark and write down its use in the context. <b>(Basic)</b></p>  |

| Learning objectives                                  | Suggested teaching activities  |
|--|--|
| Use correct punctuation                              | <p>Ask the class to re-write with correct punctuation unpunctuated sections of text. <b>(Basic)</b><br/> <i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 3, Chapters 14 and 16 are useful.</p> <p>Learners write a paragraph of unpunctuated prose and swap with a partner who will correct it.</p>   |
| Use the colon and semi- colon correctly              | <p>Ask learners when they would use the colon or semi-colon. <b>(Basic)</b></p> <p>Ask learners to revise use of colon and semi-colon.</p> <p>Learners complete quiz in use of colon and semi-colon. <b>(Basic)</b><br/> <a href="http://www.englishforeveryone.org/PDFs/Semicolons%20-%20practice%20quiz.pdf">www.englishforeveryone.org/PDFs/Semicolons%20-%20practice%20quiz.pdf</a></p> <p>Put learners into groups to look at examples of colon and semi-colon from selected sections of more complex texts. <b>(Basic)</b><br/> 'Classics' such as Charles Dickens or Jane Austen would be useful. <b>(Basic)</b></p> <p>Learners write sentences on a topic in which colon and semi-colon might be used, e.g. There are many reasons to exercise: it's good for your health, it's fun, and it's free. Bananas are a healthy snack; they contain potassium which may help your vision. They should then swap with their partner and check their work. <b>(Challenging)</b></p> |
| Use the question mark and exclamation mark correctly | <p>Ask learners when they would use the question mark and the exclamation mark. <b>(Basic)</b></p> <p>Learners revise use of question mark and the exclamation mark. <b>(Basic)</b><br/> <a href="http://www.primaryresources.co.uk/english/pdfs/PC_questexcl.pdf">www.primaryresources.co.uk/english/pdfs/PC_questexcl.pdf</a></p> <p>Learners complete worksheets on use of exclamation mark and question mark. <b>(Basic)</b></p> <p>Learners produce 10 sentences showing the use of the question mark and 10 sentences showing the use of the exclamation mark. Ask learners to swap with their partners and check their work. <b>(Basic)</b> Learners could write sentence without revealing which use question marks or exclamation marks. Partners have to identify which is which.</p>  |

| Learning objectives   | Suggested teaching activities   |
|---|---|
| <p>Develop knowledge about agreement of singular and plural and to build on existing skills</p> | <p>Learners revise use of singular and plural. <b>(Basic)</b><br/> <i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapters 3 and 16 are useful.</p> <p>Ask learners to read 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 to complete the three quizzes on agreement between subject and verb at the end of the material. <b>(Basic)</b></p> <p>Working with a partner, learners write their own quiz on agreement, and swap with a partner, who answers the questions. <b>(Basic)</b></p> <p>Learners move round the classroom answering all the quizzes set by the other groups. <b>(Basic)</b></p>  |
| <p>Develop knowledge about agreement of subjects and verbs and to build on existing skills</p>  | <p>Learners correct examples of sentences containing errors of verb agreement. <b>(Basic)</b></p> <p>Subject verb agreement (printable worksheets and exercises)<br/> <a href="http://www.englishworksheets.com/subject_and_verb.html">http://www.englishworksheets.com/subject_and_verb.html</a></p>   |
| <p>Spell accurately the words within the working vocabulary</p>                                 | <p>The class do a quick spelling test using commonly misspelt words (see link below). Learners mark each other's answers.</p> <p>Learners read list of words which are commonly misspelt. <b>(Basic)</b><br/> <a href="http://grammar.yourdictionary.com/spelling-and-word-lists/misspelled.html">http://grammar.yourdictionary.com/spelling-and-word-lists/misspelled.html</a></p> <p>Learners complete worksheets on spelling. <b>(Basic)</b></p> <p>Learners read handy hints for improving spelling. <b>(Basic)</b><br/> <i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley, H Toner Unit 1, Chapter 13</p> <p>Ask the class to work with a partner and check partner's work for spelling errors. This can be a recently completed writing assignment. <b>(Basic)</b></p> <p>Learners can be taught to re-write misspelt words in margin of their notebooks to produce personalised dictionary for further reference. <b>(Basic)</b></p> <p>Learners can be taught to re-write each misspelt word in a sentence; personal notebooks can be provided for this. <b>(Basic)</b></p> |

| Learning objectives                  | Suggested teaching activities   |
|--------------------------------------|---|
| Correct punctuation of direct speech | <p>Learners examine the punctuation of direct speech in given sections of text. <b>(Basic)</b></p> <p>Working in pairs, learners complete exercises in punctuation of direct speech in <a href="http://www.primaryresources.co.uk/english/pdfs/direct.pdf">www.primaryresources.co.uk/english/pdfs/direct.pdf</a> <b>(Basic)</b></p> <p>This provides opportunity for extension material which can be done with a partner. <b>(Challenging)</b></p> <p><i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 3<br/> <i>English Language and Literature</i> H Toner and E Whittome Chapters 13 and 14</p>   |
| Correct punctuation of parenthesis   | <p>Learners examine the punctuation of parenthesis – dashes, brackets and parenthetical commas. <b>(Basic)</b><br/> <i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 3</p> <p>Learners read material on parenthesis in <a href="http://grammar.ccc.commnet.edu/grammar/marks/parentheses.htm">http://grammar.ccc.commnet.edu/grammar/marks/parentheses.htm</a><br/> They can then go on to write 10 sentences of their own which include parenthesis. Swap with a partner who will identify parenthesis in other's sentences. <b>(Challenging)</b></p> <p>Learners add parentheses to given simple sentences. These simple sentences can be taken texts or newspaper articles. <b>(Basic)</b></p>   |
| Correct use of prepositions          | <p>Learners examine the use of prepositions. <b>(Basic)</b><br/> <i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 3</p> <p>In groups learners list as many prepositions as they can. Can they get to 50? <b>(Basic)</b></p> <p>In groups learners read list of prepositions in <a href="http://www.englishclub.com/grammar/prepositions-list.htm">www.englishclub.com/grammar/prepositions-list.htm</a> <b>(Basic)</b></p> <p>With a partner, learners complete exercise in use of prepositions in <a href="http://www.better-english.com/grammar/prepositions.htm">www.better-english.com/grammar/prepositions.htm</a>. <b>(Basic)</b></p> <p>Learners write 20 sentences in which a preposition is used. 10 are correct, 10 are incorrect. Partner has to underline the preposition in each sentence, and write the correct version beside each one which is incorrect. <b>(Challenging)</b></p> <p>With a partner, learners complete worksheets on the use of the preposition in <a href="http://www.ego4u.com/en/cram-up/grammar/prepositions">www.ego4u.com/en/cram-up/grammar/prepositions</a> <b>(Challenging)</b></p> |

| Learning objectives                                   | Suggested teaching activities  |
|---|--|
| Appreciate and be able to write in a variety of tones | <p>Ask learners to define 'writer's tone'. With a partner, learners list as many writing tones as they can. Can they reach 10?</p> <p>Learners read list of tones in <a href="http://www.vocabulary.com/lists/202236#view=notes">www.vocabulary.com/lists/202236#view=notes</a> <b>(Challenging)</b></p> <p>Put learners into groups and ask them to move around the classroom looking at examples <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. <b>(Challenging)</b></p> <p>Put learners into groups and ask them to find their own examples of a variety of tones. <b>(Challenging)</b> This can be done using texts or newspaper articles.</p> <p>Learners work with a partner and to write short passages in a variety of tones. <b>(Challenging)</b></p>                      |
| Appreciate audience and register                      | <p>Register and audience quiz:<br/><a href="http://www.educationquizzes.com/gcse/english/register-and-audience/">www.educationquizzes.com/gcse/english/register-and-audience/</a></p> <p>Ask learners to define 'audience' and 'register' before working from <i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 3. <b>(Basic)</b></p>   |
| Appreciation of imagery                               | <p>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></p> <p>Ask learners to give some examples of:</p> <ul style="list-style-type: none"> <li>(i) simile</li> <li>(ii) metaphor</li> <li>(iii) personification.</li> </ul> <p><b>(Challenging)</b></p> <p><i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapters 3 and 29</p> <p>In pairs, learners complete worksheets on simile, metaphor and personification in <a href="http://www.growingwithgrammar.com/files/www5smplelessfinal.pdf">www.growingwithgrammar.com/files/www5smplelessfinal.pdf</a> <b>(Challenging)</b></p> <p>In pairs, learners write four sentences containing simile, four containing metaphor and four containing personification. <b>(Challenging)</b></p> <p>Learners watch <a href="http://www.youtube.com/watch?v=5EqG5v07R24">www.youtube.com/watch?v=5EqG5v07R24</a></p> |
| Appreciation of writer's craft                        | <i>O Level English</i> (2 <sup>nd</sup> edition) H Toner and J Reynolds Chapter 29   |

## Scheme of work – Cambridge O Level English Language (1123)

### Unit 2: Directed writing

| Learning objectives   | Suggested teaching activities   |
|---|---|
| Define, recognise and understand the features of directed writing | <p>Ask learners to define directed writing and give some examples. E.g. a letter, an interview, a journal or report.</p> <p><i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley and H Toner Unit 2, Chapter 1</p>   |
| Understand the differences between directed and creative writing  | <p>Working with a partner, learners look at examples of a directed writing exam questions. They make notes on the ways in which this task differs from an open-ended creative writing task. <b>(Basic)</b></p> <p><i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley and H Toner Unit 2, Chapter 4.</p> <p>Working with a partner, learners think of the forms which directed writing might take. Elicit: reports, letters, magazine or newspaper articles, speeches. <b>(Basic)</b></p> <p><b>1123 past examination papers:</b><br/>           Paper 12 Jun 2013 Q1<br/>           Paper 12 Jun 2014 Q1</p> |
| Understand various genres in directed writing                     | <p>Learners work with a partner to make a list of five possible directed writing tasks, in which each of the genres outlined above is covered. <b>(Challenging)</b></p> <p><i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 9</p>   |
| Understand audience, register and tone in directed writing        | <p>Ask learners to define 'audience', 'register' and 'tone'. What different registers and tones do they use, and in what context? Answer might be put on to flipchart. <b>(Challenging)</b></p> <p>Working with a partner, learners make a list of as many tones as they can. Can they reach 12? <b>(Challenging)</b></p> <p>In groups learners choose eight tones from the list in <a href="http://www.mshogue.com/AP/tone.htm">www.mshogue.com/AP/tone.htm</a></p> <p>And for each tone write a short paragraph which demonstrates the tone. <b>(Challenging)</b></p>   |

| Learning objectives   | Suggested teaching activities   |
|---|---|
| <p>Understand the conventions of task fulfilment and language</p> | <p>Learners should now understand that directed writing involves a more detailed task than creative writing. Ask them to define 'task fulfilment' and explain what they understand it to mean. Elicit the ideas that task fulfilment is 'what' is being written and language is 'how' it is being written. <b>(Basic)</b></p> <p>Learners look again at the example of a directed writing question used in a past paper. They should see that the three bullet points in the question comprise the area for task fulfilment and so must be covered in the answer. Look at corresponding mark schemes to see how the marks are given. <b>(Basic)</b></p> <p>Put learners into groups and ask them to make up five directed writing tasks of their own, one from each of the genres of:</p> <ul style="list-style-type: none"> <li>• reports</li> <li>• letters</li> <li>• magazine or newspaper articles</li> <li>• speeches.</li> </ul> <p>Each task should have three bullet points. <b>(Very challenging)</b></p> <p>Learners read the examples of directed writing written by the other groups. <b>(Basic)</b></p> <p><b>1123 past examination papers:</b><br/> Paper 12 Jun 2013 Q1<br/> Paper 11 Jun 2014 Q1<br/> Paper 12 Jun 2013 Q1 mark scheme<br/> Paper 11 Jun 2014 Q1 mark scheme</p> |
| <p>Understand the nature of task fulfilment</p>                   | <p>Working with a partner, learners examine a mark scheme for assessment criteria for task fulfilment:</p> <ol style="list-style-type: none"> <li>(i) understanding purpose</li> <li>(ii) awareness of situation and audience</li> <li>(iii) using the correct format</li> <li>(iv) using the information in the question to justify personal opinion</li> <li>(v) using appropriate tone and register</li> <li>(vi) developing all bullet points given.</li> </ol> <p><b>(Challenging)</b></p> <p>Working in groups, learners discuss and write down what they think is meant by each of these criteria. <b>(Challenging)</b></p> <p><b>1123 past examination papers:</b><br/> Paper 12 Jun 2013 Q1 mark scheme<br/> Paper 11 Jun 2013 Q1 mark scheme</p>  |



| Learning objectives   | Suggested teaching activities  |
|---|--|
| Understand awareness of situation and audience                          | <p>Working with a partner, learners make a list of people for whom a piece of directed writing might be written, remembering that these might lead to both formal in informal writing. <b>(Basic)</b></p> <p><i>O Level English (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 3</i></p>  |
| Understand the use of correct format for letters                        | <p>Working with a partner, learners look at rules and identify the elements of a letter – address, date, salutation, valediction etc. <b>(Basic)</b></p> <p>Formal letter writing:<br/> <a href="http://www.usingenglish.com/resources/letter-writing.php#layout">www.usingenglish.com/resources/letter-writing.php#layout</a><br/>           Planning a letter:<br/> <a href="http://www.bbc.co.uk/skillswise/factsheet/en11lett-e3-f-planning-a-letter">www.bbc.co.uk/skillswise/factsheet/en11lett-e3-f-planning-a-letter</a></p> <p><i>English Language and Literature H Toner and E Whittome Chapter 17</i><br/> <i>O Level English (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 9</i><br/> <i>The Cambridge Revision Guide GCE O Level English R Glover, G Rodway, P Shirley and H Toner Unit 2, Chapter 13</i></p> |
| Understand the use of correct format in magazine or newspaper article   | <p>Ask learners to work with a partner to identify the layout of newspaper reports – headlines, subheadings, interviews and statements, order of paragraphs etc. <b>(Basic)</b></p> <p><i>O Level English (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 9</i><br/> <i>The Cambridge Revision Guide GCE O Level English R Glover, G Rodway, P Shirley and H Toner Unit 2, Chapter 14</i></p>  |
| Understand of audience, tone and register of speeches / talks           | <p>Learners listen to a speech by a famous person, e.g. Nelson Mandela. <b>(Basic)</b></p> <p>Learners work with a partner to 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. <b>(Challenging)</b></p> <p>Working with a partner, learners read a section of Mandela’s speech on <a href="http://www.historyplace.com/speeches/mandela.htm">www.historyplace.com/speeches/mandela.htm</a></p> <p>And Martin Luther King on <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> <b>(Challenging)</b></p>   |
| Understand the difference between formal and informal tone and register | <p>Ask learners what they 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. Ask them to give example of formal and informal language. <b>(Basic)</b></p> <p>Formal and informal speaking:<br/> <a href="http://www.bbc.co.uk/skillswise/worksheet/en37spea-l1-w-formal-or-not">www.bbc.co.uk/skillswise/worksheet/en37spea-l1-w-formal-or-not</a></p>   |

| Learning objectives                                   | Suggested teaching activities   |
|---|---|
| Add detail for interest to bullet points              | <p>Working in groups, learners take a past examination paper directed writing task, or a directed writing task from <i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 9.</p> <p>Against each bullet point, they decide what information might be added to elaborate on it. <b>(Challenging)</b></p> <p>Learners move around the classroom to read the elaboration details of the other groups. <b>(Basic)</b></p> <p><i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley, H Toner Unit 2, Chapter 11 explains ways in which elaboration points might be added.</p> <p><b>1123 past examination paper:</b><br/>Paper 12 Jun 2012 Q1</p> |
| Accurate use of language in directed writing          | Learners revise rules for good language usage, remembering that language as well as task fulfillment is assessed in directed writing. <b>(Basic)</b>  |
| Produce pieces of directed writing.                   | <p>Learners attempt directed writing task. <b>(Challenging)</b></p> <p><b>1123 past examination paper:</b><br/>Paper 22 Nov 2012 Q1</p>   |
| Produce pieces of directed writing.                   | <p>Learners swap their pieces of directed writing with a partner, and partner to indicate errors and suggest areas for improvement in task. <b>(Challenging)</b></p> <p>Learners redraft their pieces of directed writing. <b>(Challenging)</b></p>   |
| Summary writing: opportunity for summative assessment | <p>Summary writing under examination conditions. <b>(Challenging)</b></p> <p><b>1123 past examination paper:</b><br/>Paper 21 Nov 2014 Section 1 Q1</p> <p>Past examination papers can be found at<br/><a href="https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907">https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907</a></p>  |

## Scheme of work – Cambridge O Level English Language (1123)

### Unit 3: Descriptive and personal writing

| Learning objectives  | Suggested teaching activities  |
|--|--|
| Define, recognise and understand the features of descriptive writing | <p>Introduce the idea of references to one or more of the senses. Learners describe a car journey. What might they see, touch, smell, taste and hear? <b>(Basic)</b></p> <p><a href="http://www.englishbiz.co.uk/mainguides/describe.htm">www.englishbiz.co.uk/mainguides/describe.htm</a></p>   |
| Appreciate writers' craft in descriptive writing                     | <p>Teacher read examples of good descriptive writing to the class. <b>(Basic)</b><br/> <i>Cider with Rosie</i> Laurie Lee<br/> <i>Oliver Twist</i> Charles Dickens – descriptions of London</p> <p>Put learners into groups and ask them to examine the text, read, and pick out words/phrases/images which are particularly effective. <b>(Challenging)</b></p> <p><i>English Language and Literature</i> H Toner and E Whittome Chapter 16 gives several useful examples</p> <p>Learners read example of good descriptive writing in<br/> <a href="http://www.bbc.co.uk/schools/gcsebitesize/english/writing/writingtoinformrev7.shtml">www.bbc.co.uk/schools/gcsebitesize/english/writing/writingtoinformrev7.shtml</a> <b>(Basic)</b></p> <p>Learners write brief commentary on what makes this a good piece of descriptive writing. Then they swap commentaries with their partners and discuss. <b>(Challenging)</b></p> |
| Report back on group discussion                                      | Ask the group spokesperson to report back on group findings. <b>(Challenging)</b>  |
| Understand the genre of descriptive writing                          | Learners complete personal writing reading and writing tasks in<br><a href="http://www.bbc.co.uk/bitesize/standard/english/lit_form/descriptive/revision/1/">www.bbc.co.uk/bitesize/standard/english/lit_form/descriptive/revision/1/</a> <b>(Challenging)</b>   |
| Evaluate descriptive writing   | Ask learners to write short commentary on given piece of descriptive writing, picking out effective language. <b>(Challenging)</b><br><i>English Language and Literature</i> H Toner and E Whittome Chapter 16 gives several useful examples.  |

| Learning objectives   | Suggested teaching activities  |                   |                     |                    |                     |                    |  |  |  |  |  |
|---|--|-------------------|---------------------|--------------------|---------------------|--------------------|--|--|--|--|--|
| Prepare for descriptive writing                                   | <p>Put learners into groups and ask them to produce word banks for six given descriptions e.g. person (old man), busy place (railway station) quiet place (riverbank) etc. Synonyms to be found for some word bank vocabulary. <b>(Basic)</b></p> <p>There are useful exercises for finding synonyms and using correct vocabulary in <i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 3</p> <p>Forty descriptive writing topics:<br/> <a href="http://grammar.about.com/od/developingessays/a/topdescription.htm">http://grammar.about.com/od/developingessays/a/topdescription.htm</a></p>  |                   |                     |                    |                     |                    |  |  |  |  |  |
| Produce short pieces of descriptive writing                       | <p>Put learners into groups and give them a topic for a single descriptive paragraph e.g. An untidy kitchen/A busy market/Brainstorm senses (sight, smell etc.) Ask learners to produce a word bank using the table below. <b>(Basic)</b></p> <table border="1" data-bbox="680 595 1827 691"> <thead> <tr> <th data-bbox="680 595 922 654">What can be seen?</th> <th data-bbox="922 595 1184 654">What can be heard?</th> <th data-bbox="1184 595 1413 654">What can be felt?</th> <th data-bbox="1413 595 1621 654">What can be tasted?</th> <th data-bbox="1621 595 1827 654">What can be smelt?</th> </tr> </thead> <tbody> <tr> <td data-bbox="680 654 922 691"></td> <td data-bbox="922 654 1184 691"></td> <td data-bbox="1184 654 1413 691"></td> <td data-bbox="1413 654 1621 691"></td> <td data-bbox="1621 654 1827 691"></td> </tr> </tbody> </table> <p>Learners write their own single paragraphs of descriptive writing, using prepared word banks. <b>(Challenging)</b></p> <p><i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley, H Toner Chapter 16</p> <p><b>1123 past examination papers:</b><br/> Paper 12 Jun 2014 Section 2 Q2<br/> Paper 11 Jun 2014 Section 2 Q2<br/> Paper 12 Nov 2014 Section 2 Q2<br/> Paper 11 Nov 2014 Section 2 Q2</p> | What can be seen? | What can be heard?  | What can be felt?  | What can be tasted? | What can be smelt? |  |  |  |  |  |
| What can be seen?   | What can be heard?   | What can be felt? | What can be tasted? | What can be smelt? |                     |                    |  |  |  |  |  |
|   |  |                   |                     |                    |                     |                    |  |  |  |  |  |
| Evaluate descriptive writing                                      | <p>Learners swap pieces of descriptive writing with a partner and write short commentary on merits and demerits of the other group's piece of descriptive writing. <b>(Challenging)</b></p> <p>Useful guidance for how to write commentaries on descriptive writing can be found in <i>English Language and Literature</i> H Toner and E Whittome Chapters 15 and 16.</p> <p><i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 4 on descriptive writing. <b>(Challenging)</b></p>   |                   |                     |                    |                     |                    |  |  |  |  |  |
| Produce descriptive writing                                       | Groups swap back and re-draft for peer assessment. <b>(Challenging)</b>  |                   |                     |                    |                     |                    |  |  |  |  |  |
| Define, recognise and understand the features of personal writing | Start by asking learners to define 'personal writing'. Answers may be put on flipchart. <b>(Basic)</b>   |                   |                     |                    |                     |                    |  |  |  |  |  |

| Learning objectives                           | Suggested teaching activities  |
|---|--|
| Understand the genre of personal writing      | Learners complete personal writing reading and writing tasks in <a href="http://www.bbc.co.uk/schools/gcsebitesize/english/creativewriting/personalexperience1.shtml">www.bbc.co.uk/schools/gcsebitesize/english/creativewriting/personalexperience1.shtml</a> <b>(Challenging)</b>  |
| Appreciate writers' craft in personal writing | Read out to the class, examples of good personal writing. <b>(Basic)</b><br><i>As I Walked out One Midsummer Morning</i> by Laurie Lee has many good examples<br><br>Put learners into groups, and ask them to examine one of the text(s) used in the previous exercise and pick out words/phrases/images which give this its particularly personal feel. <b>(Challenging)</b>   |
| Report back on group discussion               | Ask the group spokesperson to report back on the group's findings. Teacher recaps on these findings. <b>(Challenging)</b>  |
| Prepare for personal writing                  | Put learners into groups and ask them to produce word banks for six given personal feelings, e.g. pride, achievement, fear, embarrassment. <b>(Basic)</b><br><br>Synonyms to be found for some word bank vocabulary. <b>(Basic)</b> There are useful exercises for finding synonyms and using correct vocabulary in <i>O Level English</i> (2 <sup>nd</sup> edition) H Toner and J Reynolds Chapter 3.   |
| Produce short pieces of personal writing      | Put learners into groups and give them a topic for a single personal writing paragraph, e.g. 'An embarrassing experience'/'An achievement'. Learners write their own pieces of personal writing, using word banks. <b>(Challenging)</b><br><br><a href="http://thewritesource.com/writing_topics/">http://thewritesource.com/writing_topics/</a> gives a selection of personal writing topics.<br><br><b>1123 past examination papers:</b><br>Paper 12 Jun 2011 Section 2 Q3<br>Paper 11 Jun 2011 Section 2 Q3<br>Paper 12 Nov 2011 Section 2 Q3<br>Paper 11 Nov 2011 Section 2 Q3 |
| Produce personal writing                      | Groups draft for peer assessment. <b>(Challenging)</b><br><a href="http://www.bbc.co.uk/schools/gcsebitesize/english/">www.bbc.co.uk/schools/gcsebitesize/english/</a>   |
| Appreciate different genres of writing        | Learners in groups make up a list of six suitable descriptive writing topics and six suitable personal writing topics. <b>(Challenging)</b><br><br>Learners brainstorm the topic and put on a flipchart. <b>(Basic)</b><br><a href="http://www.bbc.co.uk/schools/gcsebitesize/english/">www.bbc.co.uk/schools/gcsebitesize/english/</a>  |

| Learning objectives                                       | Suggested teaching activities   |
|---|---|
| Produce paragraph plans                                   | Learners read about strategies for paragraph planning. <b>(Basic)</b><br><i>O Level English</i> (2 <sup>nd</sup> edition) H Toner and J Reynolds Chapter 3  |
| Prepare for different genres of writing                   | In groups learners make up a word bank for each of their six discursive writing topics (based on persons or places) and a word bank for each of their six personal writing topics (based on a variety of personal experiences/ occasions). <b>(Basic)</b>   |
| Produce descriptive writing                               | Learners produce a full length descriptive composition based on their preparation in terms of word bank and paragraph plans. <b>(Challenging)</b><br><br>Suitable topics can be found in past papers (e.g. Paper 2, Section 1, Q1) and in <i>English Language and Literature</i> H Toner and E Whittome Chapter 21.<br><br><i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley, H Toner Unit 1 Further Practice |
| Produce personal writing                                  | Learners produce full length personal composition based on their preparation in terms of word bank and paragraph plans. <b>(Challenging)</b><br><br>Suitable topics can be found in past papers (e.g. Paper 2, Section 1, Q3) and in <i>English Language and Literature</i> H Toner and E Whittome Chapter 21.<br><br><i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley, H Toner Unit 1 Further Practice      |
| Descriptive writing: opportunity for summative assessment | Descriptive essays under examination conditions. <b>(Challenging)</b><br><br><b>1123 past examination papers:</b><br>Paper 12 Jun 2012 Section 2 Q1<br>Paper 11 Jun 2012 Section 2 Q1<br>Paper 12 Nov 2012 Section 2 Q1<br>Paper 11 Nov 2012 Section 2 Q1   |

| Learning objectives                                    | Suggested teaching activities  |
|--|--|
| Personal writing: opportunity for summative assessment | <p>Personal writing under examination conditions. <b>(Challenging)</b></p> <p><b>1123 past examination papers:</b><br/>           Paper 12 Jun 2012 Section 2 Q3<br/>           Paper 11 Jun 2012 Section 2 Q3<br/>           Paper 12 Nov 2012 Section 2 Q3<br/>           Paper 11 Nov 2012 Section 2 Q3</p> <p>Past examination papers can be found at<br/> <a href="https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907">https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907</a></p> |

## Scheme of work – Cambridge O Level English Language (1123)

### Unit 4: Discursive and argumentative writing

| Learning objectives   | Suggested teaching activities   |
|---|---|
| Define, recognise and understand the features of discursive and argumentative writing | <p>Start by asking learners to give examples of discursive writing, argumentative writing, and the differences between the two.</p> <p>Elicit the idea that discursive writing deals with two sides of an argument, whereas argumentative writing deals with only one side. <b>(Basic)</b></p> <p><a href="https://patricktay.wordpress.com/2014/03/17/writing-discursive-compositions-secondary-level-part-i-differences-between-discursive-and-argumentative-essays/">https://patricktay.wordpress.com/2014/03/17/writing-discursive-compositions-secondary-level-part-i-differences-between-discursive-and-argumentative-essays/</a></p> |
| Understand discursive and argumentative writing and the differences between them      | <p>Put learners into groups and ask them to examine newspaper articles and pick out examples of emotive or persuasive language.</p> <p><a href="http://www.encyclo.co.uk/define/Emotive%20Language">www.encyclo.co.uk/define/Emotive%20Language</a> <b>(Basic)</b></p>  |
| Use appropriate vocabulary  | <p>Put learners into groups and ask them to compile a list of emotive language of their own. <b>(Basic)</b></p>   |
| Understand the techniques of argumentative writing                                    | <p>Put learners into groups and ask them to look at examples of articles in which a topic is argued either 'for' or 'against'. <b>(Basic)</b></p> <p>(i) work out and write down the main point the writer is making</p> <p>(ii) work out and write down the elements of the argument he makes to support his main point. <b>(Challenging)</b></p> <p>In the same groups, they pick out examples of emotive or persuasive language in the given newspaper articles. <b>(Challenging)</b></p>  |



| Learning objectives                                | Suggested teaching activities  |
|--|--|
| Understand the techniques of argumentative writing | <p>Learners read examples of argumentative writing. <b>(Basic)</b></p> <p>With reference to each exemplar looked at, in groups learners</p> <ul style="list-style-type: none"> <li>(i) work out and write down the main point the writer is making</li> <li>(ii) work out and write down the elements of the argument he makes to support his main point. <b>(Challenging)</b></li> </ul> <p><i>O Level English (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 5</i><br/> <i>English Language and Literature H Toner and E Whittome Chapter 20</i></p>              |
| Understand the techniques of discursive writing    | <p>Learners read examples of discursive writing. <b>(Basic)</b></p> <p><i>English Language and Literature H Toner and E Whittome Chapter 20 gives examples.</i></p> <p>With reference to each exemplar looked at, in groups learners</p> <ul style="list-style-type: none"> <li>(i) work out and write down the two possible points of view the writer is considering, e.g. for and against a particular issue</li> <li>(ii) work out and write down the elements of the argument he makes to support each of these possible points of view. <b>(Challenging)</b></li> </ul> |
| Analyse argumentative and discursive writing       | <p>Show learners examples of argumentative and discursive writing, and elicit more examples from learners.</p> <p>Learners in groups then re-read given examples of argumentative and discursive writing and pick out examples of the features of these genres of writing, concentrating on vocabulary and structure. <b>(Basic)</b></p> <p>Class discussion about how the structure of argumentative writing differs from the structure of discursive writing.</p>  |
| Produce argumentative writing                      | <p>Ask learners to work with a partner on a given 'for' or a given 'against' topic, and produce a single 'for' OR a single 'against' paragraph (e.g. for capital punishment or against the mobile (cell) phone). <b>(Basic)</b></p> <p><i>English Language and Literature H Toner and E Whittome Chapter 19</i></p>  |
| Analyse argumentative writing                      | <p>Learners swap their work with their partner, and write a short commentary on the merits and de-merits of their argumentative writing paragraph. <b>(Challenging)</b></p> <p>Useful guidance on how to write commentaries is given in <i>English Language and Literature H Toner and E Whittome Chapters 19 and 20</i> as well as worked examples. Ask learners to look at this guidance before beginning to write their own commentaries. <b>(Challenging)</b></p>  |

| Learning objectives                                | Suggested teaching activities  |
|--|--|
| Produce discursive writing                         | <p>Learners work with a partner on a given 'for <u>and</u> against' topic, and produce two paragraphs, one 'for' AND one 'against' (e.g. for and against school uniform). <b>(Basic)</b></p> <p><i>English Language and Literature</i> H Toner and E Whittome Chapter 19</p> <p><b>1123 past examination paper</b><br/>Paper 12 Jun 2011 Section 2 Q2<br/>'Is it better to have comfort or excitement in life? Give reasons and examples to support your view.'</p>  |
| Analyse discursive writing                         | <p>Ask learners to swap their work with their partners, and write short commentary on the merits and de-merits of their partner's discursive writing paragraphs. <b>(Challenging)</b></p> <p>Useful guidance on how to write commentaries is given in <i>English Language and Literature</i> H Toner and E Whittome Chapters 19 and 20 as well as worked examples. Ask learners to look at this guidance before beginning to write their own commentaries.</p>   |
| Choose appropriate vocabulary                      | <p>Learners work with a partner and look at linking words in discursive and argumentative writing. <b>(Basic)</b></p> <p>Good examples of discursive and argumentative writing can be found in <i>English Language and Literature</i> H Toner and E Whittome Chapters 19 and 20.</p>   |
| Link ideas in argumentative and discursive writing | <p>Learners examine the way ideas are linked in samples of argumentative and discursive writing. <b>(Basic)</b></p> <p><i>English Language and Literature</i> H Toner and E Whittome Chapters 19 and 20.</p>   |
| Produce argumentative writing                      | <p>How to write an argumentative essay: <a href="http://www.mybigcampus.com/bundles/how-to-write-an-argumentative-essay---199834">www.mybigcampus.com/bundles/how-to-write-an-argumentative-essay---199834</a></p> <p>Put learners into groups and ask them to produce a paragraph plan for 'The advantages of the internet'. <b>(Challenging)</b></p> <p>Learners use their prepared paragraph plan to write an argumentative piece entitled 'The advantages of the internet'. <b>(Challenging)</b></p> <p><i>English Language and Literature</i> H Toner and E Whittome Chapter 19</p> |

| Learning objectives   | Suggested teaching activities  |
|---|--|
| Produce discursive writing                                  | <p>Put learners into groups and ask them to produce a paragraph plan for ‘<i>The Advantages And Disadvantages Of The Internet</i>’. <b>(Challenging)</b></p> <p>Learners use their prepared paragraph plan to write a discursive piece entitled ‘The Advantages And Disadvantages of The Internet’. <b>(Challenging)</b></p> <p><i>English Language and Literature</i> H Toner and E Whittome Chapter 19</p>   |
| Use correct grammar and punctuation                         | <p>Ask learners to swap with partner who will check accuracy of paragraphing, punctuation and spelling. <b>(Challenging)</b></p> <p>Learners swap their pieces of writing with a partner, and write a commentary outlining the merits and de-merits of the given piece. Merits will relate to structure and paragraphing, and the clarity with which supporting points have been made, developed and linked. <b>(Challenging)</b></p> <p><i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley, H Toner Unit 1, Chapters 11,12,13<br/><i>English Language and Literature</i> H Toner and E Whittome Chapters 19 and 20</p> |
| Paragraph and plan argumentative and discursive writing     | <p>Learners in groups produce a paragraph plan for one piece of argumentative writing of their own choice. <b>(Challenging)</b></p> <p>Learners in groups, produce a paragraph plan for one piece of discursive writing of their own choice. <b>(Challenging)</b></p> <p>Topics are brainstormed first as a whole class activity. List on a board or flipchart.</p>  |
| Produce full pieces of discursive and argumentative writing | <p>Present the class with suggested topics and revise paragraphing rules.</p> <p>Learners produce their own pieces of either discursive or argumentative writing. <b>(Challenging)</b></p> <p><a href="http://creativewritingprompts.com">http://creativewritingprompts.com</a></p> <p><a href="http://www.bbc.co.uk/bitesize/standard/english/writing/discursive_writing/revision/1/">www.bbc.co.uk/bitesize/standard/english/writing/discursive_writing/revision/1/</a></p> <p><i>English Language and Literature</i> H Toner and E Whittome Chapter 22</p>  |
| Discursive writing: opportunity for summative assessment    | <p>Discursive writing under examination conditions. <b>(Challenging)</b></p> <p><b>1123 past examination paper:</b><br/>Paper 12 Nov 2012 Section 2 Q2<br/>‘<i>Young people today have no interest in politics.</i>’ <i>Do you agree?</i>’</p>   |

| Learning objectives  | Suggested teaching activities  |
|--|--|
| <p>Argumentative writing: opportunity for summative assessment</p> | <p>Argumentative writing under examination conditions. <b>(Challenging)</b></p> <p><b>1123 past examination paper:</b><br/>           Paper 12 Jun 2012 Section 2 Q2<br/> <i>'What changes would you like to see take place in your country in the next five years?'</i></p> <p>Past examination papers can be found at<br/> <a href="https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907">https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907</a></p> |

## Scheme of work – Cambridge O Level English Language (1123)

### Unit 5: Narrative writing

| Learning objectives  | Suggested teaching activities   |
|--|---|
| Define, recognise and understand the features of narrative writing | Start by asking learners to give examples of and then try to define narrative writing. Answers may be put on flipchart.<br><a href="http://www.slideshare.net/noelyncagalawan/features-of-a-narrative-text">www.slideshare.net/noelyncagalawan/features-of-a-narrative-text</a>   |
| Understand the techniques of good narrative writing                | Learners read a short story. <b>(Basic)</b><br><i>The Landlady</i> Roald Dahl<br><a href="http://www.teachingenglish.org.uk/sites/teacheng/files/landlady_text.pdf">www.teachingenglish.org.uk/sites/teacheng/files/landlady_text.pdf</a><br><br>Put learners into groups, where they discuss what techniques make this an effective short story. Elicit the following techniques: <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><br>At this stage it is sufficient that learners understand these terms and recognise good practice. <b>(Challenging)</b> |
| Understand the techniques of good narrative writing                | Read another short story to the class. <b>(Basic)</b><br><i>Secrets</i> Bernard MacLaverty<br><br>Put learners into groups and ask them to discuss how the story demonstrates <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><br>Ask groups to report back on their findings. <b>(Challenging)</b>  |

| Learning objectives                                 | Suggested teaching activities   |
|---|---|
| Understand the techniques of good narrative writing | <p>In pairs, learners make a list of the key features of good narrative writing. <b>(Challenging)</b></p> <p><i>English Language and Literature</i> H Toner and E Whittome Chapter 14</p> <p>Features of narrative writing:<br/> <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></p>  |
| Analyse narrative writing                           | <p>Ask the learners choose one of the short stories already read and discuss and write a commentary or discuss the relevant points of its style, e.g. plot, characterisation, ending, opening, setting, theme. <b>(Challenging)</b></p> <p>Class discussion</p>   |
| Analyse narrative writing                           | <p>Ask some learners to give a talk to the class about their chosen short story, in which they justify the claim that it is a good piece of writing.</p> <p><i>English Language and Literature</i> H Toner and E Whittome Chapter 13 <b>(Challenging)</b></p>   |
| Write about the plot                                | <p>Put learners into groups and ask each group to produce a simple plot outline for a particular genre, e.g. crime, mystery, science fiction. <b>(Basic)</b></p> <p>Narrative writing:<br/> <a href="http://www.bbc.co.uk/schools/gcsebitesize/english/creativewriting/narrativewriting1.shtml">www.bbc.co.uk/schools/gcsebitesize/english/creativewriting/narrativewriting1.shtml</a></p> <p>Features of narrative writing:<br/> <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></p> <p>Creative writing prompts:<br/> <a href="http://creativewritingprompts.com">http://creativewritingprompts.com</a></p> <p><a href="http://www.writersdigest.com/prompts">www.writersdigest.com/prompts</a></p> |
| Write about character                               | <p>Keep learners in the same groups and ask each group to make a list of two or three characters for their genre. They write three sentences describing each character. <b>(Basic)</b></p> <p><i>English Language and Literature</i> H Toner and E Whittome Chapter 13</p>  |
| Write about setting                                 | <p>Keep learners in the same groups and ask each group to create a setting for their genre. They write three sentences to describe their setting. <b>(Basic)</b></p>  |

| Learning objectives          | Suggested teaching activities  |
|------------------------------|--|
| Write endings                | Keep learners in the same groups and ask each group to work out a possible plot for the piece of narrative writing. <b>(Challenging)</b>   |
| Produce paragraphs           | Keep learners in the same groups and ask each group to produce a paragraph plan for their piece of narrative writing. <b>(Basic)</b><br><br><i>O Level English (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 13</i>  |
| Punctuation of direct speech | Learners examine the use of the direct speech/dialogue in the short stories already studied and discuss its usefulness in narrative writing. <b>(Basic)</b> Learners complete worksheets on <a href="http://www.skillsworkshop.org/resources/speech-marks">www.skillsworkshop.org/resources/speech-marks</a><br><br>Ask learners to write a short section of dialogue as an introduction to a piece of narrative writing. Cover four genres. <b>(Challenging)</b><br><br>Put learners into groups and ask them to compile a list of words to use instead of 'said' in direct speech. Can they make 40? <b>(Challenging)</b><br><br>In groups learners look at <a href="http://www.spwickstrom.com/said/">www.spwickstrom.com/said/</a> for words to use instead of 'said'. <b>(Basic)</b><br><br>In groups learners look at <a href="http://www.writersbeat.com/showthread.php?t=11782">www.writersbeat.com/showthread.php?t=11782</a> for words to use instead of 'said'. <b>(Basic)</b><br><br>This can be made into a wall frieze. <b>(Basic)</b> |
| Produce narrative writing    | Learners produce a piece of narrative writing based on their previous group work. <b>(Challenging)</b><br><br>Possible topics might come from:<br><a href="http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm">http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm</a><br><br><i>O Level English (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 8 (Challenging)</i>  |

| Learning objectives                                     | Suggested teaching activities   |
|---|---|
| Redraft and improve narrative writing                   | <p>Learners swap their narrative pieces with a partner. Ask each partner to write a commentary outlining the merits and de-merits of the given piece. Merits will relate to:</p> <ul style="list-style-type: none"> <li>• creation of character</li> <li>• setting</li> <li>• plot</li> <li>• ending</li> <li>• sentence structure</li> <li>• punctuation.</li> </ul> <p>A checklist may be used as they work through their partner's piece of writing. <b>(Challenging)</b><br/> <i>English Language and Literature</i> H Toner and E Whittome Chapter 14</p> <p>Learners redraft their work. <b>(Challenging)</b></p>                     |
| Produce more narrative writing                          | <p>Learners are given a list of narrative topics and choose one to write about. <b>(Challenging)</b><br/> <i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley, H Toner Unit 1 Further Practice gives a useful list.</p> <p><b>1123 past examination papers:</b><br/> Paper 12 Nov 2011 Section 2 Q5<br/> <i>'Write a story in which love overcomes prejudice. (Remember that you should include full details of the prejudice, to show that it is an important part of your story.)'</i></p> <p>Paper 12 Jun 2012 Section 2 Q5<br/> <i>Write a story about an unexpected arrival at the airport.'</i></p> |
| Narrative writing: opportunity for summative assessment | <p>Narrative writing under examination conditions. <b>(Challenging)</b></p> <p><b>1123 past examination papers:</b><br/> Paper 12 Nov 2012 Section 2 Q5 Paper 12 Jun 2013 Section 2 Q5<br/> <i>'Write a story in which fear of flying is an important part. (Remember that you should include full details of the fear to show how it is an important part of your story.)'</i></p>   |



| Learning objectives  | Suggested teaching activities  |
|--|--|
| Understand possibility of answering open-ended topic questions   | <p>Ask the learners to give examples of ‘open-ended topic questions’. <b>(Basic)</b></p> <p>Learners look at some open-ended topic questions in past papers. In groups they decide on how these might be addressed as more than one genre, and what these genres might be. <b>(Challenging)</b></p> <p><b>1123 past examination papers:</b><br/>           Paper 11 Jun 2014 Q5 ‘Classrooms.’<br/>           Paper 12 Jun 2013 Q4 ‘Tidiness.’</p>  |
| Understand possibility of answering open-ended topic questions   | <p>Learners make a list of possible open-ended question topics, covering genres of descriptive, (ii) narrative and (iii) discursive. <b>(Basic)</b></p> <p>In groups learners produce a paragraph plan for one open-ended topic which can be done as</p> <ul style="list-style-type: none"> <li>(i) descriptive</li> <li>(ii) narrative</li> <li>(iii) discursive. <b>(Challenging)</b></li> </ul> <p>e.g.<br/>           The open-ended topic ‘The Circus’ might be done as:</p> <ul style="list-style-type: none"> <li>• A description of the circus tent, some of the performers/acts/the crowd arriving/a typical performance (Descriptive)</li> <li>• A story about a family going to the circus, where someone gets lost etc. (Narrative)</li> <li>• The advantages and disadvantages of keeping animals as performers/in captivity (Discursive)</li> <li>• The cruelty of using animals as performers/keeping animals in captivity (Argumentative). <b>(Challenging)</b></li> </ul> |
| Open-ended topic questions: opportunity for summative assessment | <p>Learners are given a list of open-ended topic questions and choose one to write about. <b>(Challenging)</b></p> <p><b>1123 past examination papers:</b><br/>           Paper 12 Nov 2012, Q4 ‘Dreams’<br/>           Paper 11 Nov 2012, Q4 ‘Medicines’</p> <p>Past examination papers can be found at<br/> <a href="https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907">https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907</a></p>  |

## Scheme of work – Cambridge O Level English Language (1123)

### Unit 6: Reading a variety of texts

| Learning objectives   | Suggested teaching activities   |
|---|---|
| Distinguish between fiction and non-fiction                       | <p>Ask the learners work with a partner to examine two fiction and two non-fiction texts. <b>(Basic)</b></p> <p>Learners make a list of features which distinguish the two and swap lists with their partner. <b>(Basic)</b></p> <p>Working in groups, learners make a list of features of any text, both fiction and non-fiction. They swap with other groups who identify the genre against each item in the list. <b>(Basic)</b></p> <p>Learners listen to and compare the statements in the two links below and discuss which ones they agree or disagree with:<br/> <a href="http://www.differencebetween.net/miscellaneous/difference-between-fiction-and-non-fiction/">www.differencebetween.net/miscellaneous/difference-between-fiction-and-non-fiction/</a><br/> <a href="http://www.writerlylife.com/2010/04/whats-the-difference-between-fiction-and-non-fiction/">www.writerlylife.com/2010/04/whats-the-difference-between-fiction-and-non-fiction/</a></p> |
| Foster an interest in reading and an appreciation of its benefits | <p>Ask the class to sit in groups to discuss their favourite books and what they are currently reading, giving brief reports on a text of their choice. All learners bring one book with them to show to the class. <b>(Basic)</b></p> <p>Learners write short paragraph about the books of three other learners, saying why they were persuaded by the speaker to read that particular book. <b>(Basic)</b> This activity could also be done as a discussion, either with the whole class or in groups.</p>  |
| Identify different genres of fiction and non-fiction texts        | <p>In groups learners make a list of genres in fiction texts. Can they list 10? <b>(Basic)</b></p> <p>In groups learners read <a href="http://writing.colostate.edu/gallery/multigenre/genrelist.html">http://writing.colostate.edu/gallery/multigenre/genrelist.html</a> and then make two columns headed 'fiction' and 'non-fiction', and assign each item in the list in the above website to the appropriate column. <b>(Basic)</b></p>   |
| Group discussion  | Put the learners into groups and ask them to examine at least four fiction texts, each from a different genre. <b>(Basic)</b>   |

| Learning objectives  | Suggested teaching activities   |
|--|---|
| Identify different genres of fiction texts                     | <p>Elicit what the learners understand by each of the following terms in fiction: character, setting, theme, plot. <b>(Basic)</b></p> <p>In groups learners identify key features of each of their four genres: what kind of character would they expect in that genres, what kind of setting, theme, plot. <b>(Challenging)</b></p> <p>English Language And Literature H Toner and E Whittome Chapter 1</p>  |
| Evaluate fiction texts   | <p>Groups of learners list features of one genre and present their list to the class or ask other groups to add any other ideas.</p> <p>For independent 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>(Basic)</b></p>  |
| Write about fiction texts                                      | <p>Ask each learner to 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. Ask the learners redraft their blurbs so that they could be used as classroom displays. <b>(Challenging)</b></p>   |
| Identify different genres in non-fiction texts                 | <p>Ask the learners go back to list of genres of texts in <a href="http://writing.colostate.edu/gallery/multigenre/genrelist.html">http://writing.colostate.edu/gallery/multigenre/genrelist.html</a></p> <p>They should already have identified which of these are non-fiction. They should take at least four non-fiction genres now and identify with a partner its key features. <b>(Basic)</b></p>   |
| Understand audience in non-fiction texts                       | <p>Ask the learners work with a partner to discuss the different audiences addressed in a selection of non-fiction texts. Texts from school library – autobiography, travel, sport, biography, etc. <b>(Basic)</b></p>  |
| Identify key features of different genres of non-fiction texts | <p>Put learners into groups and ask them to examine at least four non-fiction texts, each from a different genre. <b>(Basic)</b></p> <p>Ask each learner writes a short commentary on the key features of at least one of these non-fiction texts. Texts from school library – autobiography, travel, sport, biography, etc. <b>(Basic)</b></p>   |
| Distinguish between fiction and non-fiction                    | <p>Learners read examples of Paper 2, and discuss the ways in which Passage 1 differs from Passage 2. <b>(Basic)</b></p> <p><b>1123 past examination papers:</b><br/> Paper 21 Jun 2013<br/> Paper 22 Jun 2013</p> <p>Past examination papers can be found at <a href="https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907">https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907</a></p> |

## Scheme of work – Cambridge O Level English Language (1123)

### Unit 7: Summary, content and style

| Learning objectives                        | Suggested teaching activities   |
|--|---|
| Understand the nature of summary questions | <p>Ask learners what they understand by the term 'summary'. <a href="http://public.wsu.edu/~mejia/Summary.htm">http://public.wsu.edu/~mejia/Summary.htm</a> <b>(Basic)</b></p> <p>Learners look at and identify the elements in the rubric of a past paper for summary. <b>(Basic)</b></p> <p><b>1123 past examination paper:</b><br/>Paper 22 Jun 2013 Q1(a)</p> |
| Understand the nature of summary questions | <p>With a partner, learners examine the rubric of a short passage for summary, with given content points. <b>(Basic)</b></p> <p><i>O Level English (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 12</i></p>   |
| Revise topic sentences                     | <p>With a partner, learners make a list of the functions of topic sentences. <b>(Basic)</b></p> <p><i>The Cambridge Revision Guide GCE O Level English R Glover, G Rodway, P Shirley and H Toner Unit 4, Chapter 3 and O Level English (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 3 are useful</i></p>   |

| Learning objectives                                  | Suggested teaching activities   |
|--|---|
| Learn how to select content points                   | <p>Groups of learners work on texts and answer the following questions:</p> <p><b>For narrative writing:</b></p> <ul style="list-style-type: none"> <li>• Is the story developed with specific details that are related to the main event?</li> <li>• Do all of the details move the story along?</li> <li>• Does the story have enough elaboration so that the reader can see and feel what is happening? Can you find an example where the reader can see or feel what is happening?</li> </ul> <p><b>For informational writing:</b></p> <ul style="list-style-type: none"> <li>• Is the essay developed with specific information (facts, statistics, etc.) that is related to the main topic?</li> <li>• Does all of the information support the main topic?</li> <li>• Does the essay have enough information to fulfill the reader's needs?</li> </ul> <p><b>For argumentative writing:</b></p> <ul style="list-style-type: none"> <li>• Is the essay developed with specific details that are related to the main topic?</li> <li>• Does all of the information support the main argument?</li> <li>• Does the essay have enough supporting evidence to persuade the reader?</li> </ul> <p><i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley and H Toner Unit 4, Chapter 3 explains elaboration points. <b>(Challenging)</b></p> |
| Select topic sentences from given texts              | <p>Put the class into groups and ask them to select the topic sentences from paragraphs of given texts. <b>(Basic)</b></p> <p><i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley and H Toner Unit 4, Chapter 3</p>   |
| List content points in note form from a short texts  | <p>Keep the class in the same groups and ask them to take notes about the note form the content points from a short text. <b>(Basic)</b></p> <p><i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 12</p>   |
| List content points in note form from a longer texts | <p>Keep the class in the same groups and ask them to jot down in note form the content points in the past paper the rubric for which has already been examined. <b>(Challenging)</b></p> <p><b>1123 past examination paper:</b><br/>Paper 22 Jun 2013 Q1(a)</p>   |

| Learning objectives                                 | Suggested teaching activities  |
|---|--|
| Provide opportunity for pair discussion and writing | <p>Ask learners in their groups to make a list of the content points of an argument: the advantages and disadvantages of email. <b>(Challenging)</b></p> <p>Ideas can be found at <a href="http://www.bbc.co.uk/schools/gcsebitesize/ict/datacomm/1emailrev3.shtml">www.bbc.co.uk/schools/gcsebitesize/ict/datacomm/1emailrev3.shtml</a></p> <p>Learners write a list of content points on a topic of their own choice. This may be for example, advantages and disadvantages of school uniform etc. Ask learners to swap with a partner and write a version of their partner's argument using only the content points. <b>(Challenging)</b></p>   |
| Select content points from a novel or short story   | <p>Learners summarise a novel or short story they have read in 20 content points. Then ask learners to sit in groups and read out their summaries. This could give rise to group discussion and encourage private reading. <b>(Challenging)</b></p> <p>Learners summarise a newspaper article they have read in 20 content points. Then ask learners to sit in groups and read out their summaries. This could give rise to group discussion and encourage private reading. <b>(Challenging)</b></p> <p>Learners make a list of 20 content points of a story, not written, but from their own imagination. <b>(Challenging)</b></p> <p>Ask each learner to swap with a partner and write a version of their partner's story, using only the content points. <b>(Challenging)</b></p> |
| Write in formal, continuous prose                   | <p>Ask learners to swap the stories that they wrote in the last exercise and check their partner's work for errors of spelling, punctuation and grammar. <b>(Basic)</b></p> <p>English grammar guide:<br/><a href="http://www.edufind.com/english/grammar/">www.edufind.com/english/grammar/</a></p>   |
| Write in formal, continuous prose                   | <p>Working with a partner, learners revise the rules of simple, compound and complex sentences, as outlined in Unit 1 of this scheme of work. <b>(Basic)</b></p> <p><i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley and H Toner Unit 4, Chapter 6<br/><i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapters 3 and 15</p> <p>Working with a partner, learners read <a href="http://www3.telus.net/linguisticsissues/commonerrorsinenglish.html">www3.telus.net/linguisticsissues/commonerrorsinenglish.html</a> <b>(Challenging)</b></p> <p>Learners write a passage of around 150 words with 10 errors in it. Partners swap find the 10 errors and correct them. <b>(Basic)</b></p>                                  |
| Write in formal, continuous prose                   | <p>Learners look at the summaries written of their own stories, used in a previous exercise. Ask them to write each of the sentences used in a list. Beside each sentence ask them to write whether it is simple, compound or complex. <b>(Basic)</b></p>  |

| Learning objectives                               | Suggested teaching activities  |
|---|--|
| Learning about linking devices in summary writing | <p>Explain and present the rationale behind linking ideas in summary writing, and the distinction between links to show continuation of the writer's argument and words to show change of direction in the writer's argument. <b>(Basic)</b></p> <p><i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley and H Toner Unit 4, Chapter 4<br/> <i>English Language and Literature</i> H Toner and E Whittome Chapter 19</p>  |
| Write in own words                                | <p>With a partner, learners complete worksheets on synonyms and antonyms at Intermediate Level. <b>(Challenging)</b><br/> <a href="http://www.englishforeveryone.org/Topics/Synonyms-and-Antonyms.htm">www.englishforeveryone.org/Topics/Synonyms-and-Antonyms.htm</a></p> <p>Working in groups learners take a paragraph of content points and put it into their own words. <b>(Challenging)</b></p> <p>Learners work with a partner to identify the content points in a section of a newspaper and rewrite it in their own words. <b>(Challenging)</b></p> |
| Write summaries in formal, continuous prose       | <p>Working with a partner, learners see what they can remember and then check their previous notes about the main points covered in Unit 1 of this scheme of work which are relevant to writing in formal, continuous prose. <b>(Basic)</b></p> <p>Learners complete exercises in which they have to correct passages containing errors in formal, continuous prose. <b>(Basic)</b></p> <p><i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 16</p>   |
| Select content points for summary                 | <p>In pairs, learners select the content points of a past paper summary question. <b>(Challenging)</b></p> <p><b>1123 past examination paper:</b><br/> Paper 21 Jun 2013 Q1(a)</p>   |
| Write a summary in formal, continuous prose       | <p>Ask the learners write out the content points from the previous exercise in formal, continuous prose. <b>(Challenging)</b></p> <p>Learners swap with partner and write comment on each other's piece of formal, continuous prose, outlining merits of use of own words or sentence structure as well as pointing out any errors. <b>(Challenging)</b></p> <p><b>1123 past examination paper:</b><br/> Paper 21 Jun 2013 Q1(b)</p>   |

| Learning objectives                                   | Suggested teaching activities   |
|---|---|
| Summary writing: opportunity for summative assessment | <p>Summary writing under examination conditions. <b>(Challenging)</b></p> <p><b>1123 past examination paper:</b><br/>Paper 21 Jun 2014 Q1</p> <p>Past examination papers can be found at<br/> <a href="https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907">https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907</a></p> |



## Scheme of work – Cambridge O Level English Language (1123)

### Unit 8: Reading for ideas

| Learning objectives                | Suggested teaching activities  |
|------------------------------------|--|
| Understand questions on main ideas | <p>Ask learners what type of questions might be described as testing understanding of the main ideas of a text.</p> <p>Elicit</p> <ul style="list-style-type: none"> <li>(i) distinguishing between true and false statements</li> <li>(ii) distinguishing fact from opinion</li> <li>(iii) identifying standpoint or conclusion of the writer</li> <li>(iv) relating what has been read to own knowledge or experience</li> </ul>   |
| Identify facts                     | <p>In groups learners are given a short newspaper article and asked to find and write down six facts from the text. Groups move around the classroom to look at facts selected by other groups. <b>(Basic)</b></p> <p>Learners write a short passage of personal writing of no more than 100 words which contains at least six facts. <b>(Basic)</b></p> <p>Possible topics:<br/><i>'My Family'</i><br/><i>'My Pet'</i></p> <p>Learners swap with a partner and each has to find and write down six facts from their partner's piece of writing. <b>(Basic)</b></p> <p>Learners write a short discursive passage of no more than 150 words which contains at least six facts. <b>(Basic)</b></p> <p>Possible topics:<br/><i>'The internet'</i><br/><i>'My Country'</i></p> <p>Learners swap with a partner and each has to find and write down six facts from their partner's piece of writing. <b>(Basic)</b></p> |

| Learning objectives                    | Suggested teaching activities  |
|--|--|
| Distinguish true from false statements | <p>Learners write a piece of personal writing which has at least six true statements. They write 12 statements on a separate sheet, where six statements are true and six are false in that they cannot be supported by the original text. They swap with a partner who has to write true or false as appropriate against each of the 12 statements. <b>(Basic)</b></p> <p>Possible topics:<br/> <i>'My School'</i><br/> <i>'A Favourite Relative'</i>.</p> <p>Working with a partner, learners write a short passage of discursive writing which contains at least six facts. They then write a list of eight statements about the passage, four of which are true and four of which are false. They swap with a partner and the partner has to write true or false against each statement. <b>(Basic)</b></p> <p>Possible topics:<br/> <i>'Cell Phones'</i><br/> <i>'Yesterday's Weather'</i></p> <p>Learners should look at past paper examples of questions which test distinguishing true from false statements and complete with a partner. <b>(Challenging)</b></p> <p><b>1123 past examination papers:</b><br/> Paper 22 Jun 2013 Q2<br/> Paper 22 Jun 2011 Q3</p> |

| Learning objectives                    | Suggested teaching activities  |
|--|--|
| Distinguish between facts and opinions | <p>Ask learners to give examples of value judgement. <b>(Challenging)</b> Elicit the idea of opinion, something which cannot be supported by logic, the difference between objective and subjective statements. <b>(Basic)</b></p> <p>Distinguishing between fact and opinion:<br/> <a href="http://www.bbc.co.uk/skillswise/factsheet/en06opin-e3-f-fact-or-opinion">www.bbc.co.uk/skillswise/factsheet/en06opin-e3-f-fact-or-opinion</a></p> <p>Distinguishing between fact, opinion, belief and prejudice:<br/> <a href="http://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm">http://writing.colostate.edu/guides/teaching/co300man/pop12d.cfm</a></p> <p>Working in groups, learners are given a list of single words, some of which suggest value judgment, or opinion, (e.g. 'delicious') and others which are factual (e.g. 'green'). They write each word in either the 'opinion' column in their notebooks or the 'factual' column. <b>(Basic)</b></p> <p>Working with a partner, learners produce a list of 10 value judgement words, and 10 factual words. <b>(Basic)</b></p> <p>Learners write five opinion statements of their own. Swap with a partner and discuss. <b>(Basic)</b></p> <p>Learners write 10 statements, five opinions and five facts. Swap with a partner and distinguish the facts from the opinions. <b>(Basic)</b></p> <p><i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 18 Exercises 5 and 6 in distinguishing fact from opinions to be completed with a partner. <b>(Basic)</b></p> <p>Learners write a list of 20 statements, 10 facts and 10 opinions. They swap with a partner, who has to write against each statement whether it is fact or opinion. <b>(Basic)</b></p> <p>Learners should look at past paper examples of questions which test distinguishing facts from opinions and complete with a partner. <b>(Challenging)</b></p> <p><b>1123 past examination papers:</b><br/> Paper 21 Jun 2013 Q2<br/> Paper 22 Jun 2013 Q4<br/> Paper 21 Nov 2012 Q2</p> |

| Learning objectives                        | Suggested teaching activities  |
|--|--|
| Identify writer's standpoint or conclusion | <p>In groups learners read a newspaper or magazine article and discuss its contents. They identify the writer's standpoint and/or conclusion. For example, is the writer in favour of the actions of a particular person, or in favour of a particular social trend?<br/><b>(Challenging)</b></p> <p>Learners identify the standpoint and/or conclusion, and write down particular sentences/phrases/words which make that most clear.<br/><b>(Challenging)</b></p> <p>Learners write a short commentary on their newspaper article, in which they outline the contents of the article, and the writer's standpoint and/or conclusion, explaining with reference to the text how that standpoint and/or conclusion is made clear.<br/><b>(Challenging)</b></p> <p>Learners should look at past paper examples of questions which test identifying writer's standpoint and complete with a partner. <b>(Challenging)</b></p> <p><b>1123 past examination papers:</b><br/>Paper 21 Jun 2013 Q3<br/>Paper 22 Jun 2013 Q3<br/>Paper 21 Nov 2012 Q4</p> |
| Identify writer's standpoint or conclusion | <p>Learners write a short commentary on a newspaper article, in which they outline the contents of the article, and the writer's standpoint and/or conclusion, explaining with reference to the text how that standpoint and/or conclusion is made clear.<br/><b>(Challenging)</b></p>   |

| Learning objectives  | Suggested teaching activities   |
|--|---|
| <p>Link a text to own knowledge or experience</p>                  | <p>Learners read a short fiction text. They focus on one idea in the text and link it to their own knowledge or experience. <b>(Basic)</b></p> <p>Learners read a short non-fiction text. They focus on one idea in the text and link it to their own knowledge or experience. <b>(Basic)</b></p> <p><i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 18 Exercises 7 and 12 in fact finding to be completed with a partner. <b>(Basic)</b></p> <p>Learners should look at Past Paper examples of questions which test linking a text to own knowledge or experience. <b>(Challenging)</b></p> <p>Learners write a short 150 word text, either fiction or discursive.</p> <p>Possible topics:<br/> <i>'A Special Holiday'</i><br/> <i>'Shopping'</i></p> <p>Learners swap with a partner, who has to write two sentences each which outlines a link between the text and their own knowledge or experience. <b>(Basic)</b></p> <p><b>1123 past examination papers:</b><br/> Paper 21 Jun 2013 Section 2 Q4<br/> Paper 21 Nov 2012 Section 2 Q4</p> |
| <p>Answer questions on Reading for Ideas: summative assessment</p> | <p>Answering questions on main ideas under examination conditions. <b>(Challenging)</b></p> <p><b>1123 past examination papers:</b><br/> Paper 21 Nov 2014 Section 2 Q2,3,4<br/> Paper 22 Jun 2014 Section 2 Q2,3,4</p> <p>Past examination papers can be found at<br/> <a href="https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907">https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907</a></p>   |

## Scheme of work – Cambridge O Level English Language (1123)

### Unit 9: Reading for meaning

| Learning objectives   | Suggested teaching activities   |
|---|---|
| Understand the difference between literal and inferential comprehension questions | <p>Learners are given examples of each type of question and asked to explain how they are different. Ask learners what they think is meant by literal and inferential comprehension and what is the difference between them.</p> <p>Levels of meaning:<br/> <a href="http://parkrose.orvsd.org/mod/resource/view.php?id=8575">http://parkrose.orvsd.org/mod/resource/view.php?id=8575</a></p> <p>Elicit the idea that in a literal comprehension question the answer is on the surface of the text, whereas in inferential comprehension the answer lies beneath the surface and some working out or deducing has to be done. <b>(Basic)</b></p> <p>Working with a partner, learners write down the signposts of literal and inferential comprehension questions. <b>(Basic)</b></p> <p><i>O Level English (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 20</i></p> |
| Answer simple literal comprehension questions                                     | <p>Working with a partner or individually, learners complete some exercises in literal comprehension questions. <b>(Basic)</b></p> <p><i>The Cambridge Revision Guide GCE O Level English R Glover, G Rodway, P Shirley and H Toner Unit 3, Chapter 2</i><br/> <i>O Level English (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 19</i></p>  |
| Answer more difficult literal comprehension questions                             | <p>Working with a partner, learners answer literal comprehension questions set in recent past papers. <b>(Challenging)</b></p> <p><b>1123 past examination papers:</b><br/>           Paper 21 Jun 2013 Questions 5,6,7b,9a,10d<br/>           Paper 22 Jun 2013 Questions 5a,7d,9,10b,11a,12</p> <p>Practice reading section:<br/> <a href="http://www.pearsonlongman.com/ae/marketing/sfesl/tests/grade7.html">www.pearsonlongman.com/ae/marketing/sfesl/tests/grade7.html</a></p> <p><i>O Level English (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 26 Exercises 1,2 and 3</i><br/> <i>The Cambridge Revision Guide GCE O Level English R Glover, G Rodway, P Shirley and H Toner Unit 3, Chapter 3</i></p>  |

| Learning objectives   | Suggested teaching activities  |
|---|--|
| Answer inferential comprehension questions  | <p>Working with a partner, learners answer inferential comprehension questions set in recent past papers. <b>(Challenging)</b></p> <p><b>1123 past examination papers:</b><br/>           Paper 21 Jun 2013 Questions 7c,10c<br/>           Paper 22 Jun 2013 Questions 5b,5c,8b,11b</p> <p><i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley and H Toner Unit 3, Chapter 5</p>  |
| Distinguish between and answer literal and inferential questions                                | <p>Learners work in groups to make up their own literal and inferential questions from a variety of given texts. <b>(Challenging)</b></p> <p>Text and questions to be swapped with other groups and answered and then corrected by group who wrote passage and questions. <b>(Challenging)</b></p> <p>Inferences worksheets:<br/> <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>   |
| Understand the nature of comprehension questions which can be answered by lifting from the text | <p><i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapters 22 and 23</p>   |
| Understand the nature of own words comprehension questions                                      | <p>Working with a partner, learners look again at their answers to questions in exercises in <i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapters 22 and 23 and put their answers into their own words.</p> <p>Learners write a list of 20 words in one column with jumbled synonyms for these words in the other column. Ask them to swap with a partner, who has to match each word up with its correct synonym. <b>(Challenging)</b></p> <p>Quiz – improving vocabulary:<br/> <a href="http://www.educationquizzes.com/ks2/english/improving-vocabulary-02/">www.educationquizzes.com/ks2/english/improving-vocabulary-02/</a></p> |
| Answer own words comprehension questions  | <p><i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapters 24 and 25</p> <p><i>The Cambridge Revision Guide GCE O Level English</i> R Glover, G Rodway, P Shirley and H Toner Unit 3, Chapter 4</p> <p><b>1123 past examination papers:</b><br/>           Paper 21 Jun 2013 Q8a, 9b<br/>           Paper 22 Jun 2013 Q7b, 10a</p>   |

| Learning objectives        | Suggested teaching activities  |
|----------------------------|--|
| Answer quotation questions | <p>Ask learners what they think they have to do in quotation questions, and how quotation questions differ from literal comprehension questions.</p> <p>Learners look at some quotation past paper questions, and differentiate between single word, expression and consecutive words. <b>(Basic)</b></p> <p><b>1123 past examination papers:</b><br/> Paper 21 Jun 2013 Q8b<br/> Paper 22 Jun 2013 Q8a</p> <p>Learners work with a partner to produce a list of 10 quotation questions from a text, covering single word answers, two or more consecutive word answers and expression answers. <b>(Basic)</b></p> |



| Learning objectives | Suggested teaching activities |
|---------------------|-------------------------------|
|---------------------|-------------------------------|

Understand the nature of vocabulary questions

**1123 past examination papers:**  
 Paper 21 Jun 2013 Question 11  
 e.g.  
 From the whole passage

**11** Choose **five** of the following words. For each of them give **one** word or short phrase (not more than seven words) which has the same meaning that the word has in the passage.

|                      |                         |
|----------------------|-------------------------|
| 1. detached (line 2) | 5. clasping (line 25)   |
| 2. faintly (line 5)  | 6. relatively (line 27) |
| 3. reek (line 5)     | 7. exhaling (line 29)   |
| 4. haul (line 10)    | 8. prise (line 41)      |

| Five words chosen<br>(from list above) | Answer |     |
|--|--------|-----|
| ( ) .....                              | .....  | [1] |
| ( ) .....                              | .....  | [1] |
| ( ) .....                              | .....  | [1] |
| ( ) .....                              | .....  | [1] |
| ( ) .....                              | .....  | [1] |

Paper 22 Jun 2013 Question 13

|   |  |
|---|--|
| Answer vocabulary questions                         | <i>O Level English</i> (2 <sup>nd</sup> edition) H Toner and J Reynolds Chapter 30   |
| Appreciate writer's craft.                          | <p>Learners revise use of simile, metaphor, and personification using Unit 1 of this scheme of work.</p> <p>Learners revise use of contrast, alliteration, onomatopoeia, exaggeration. <b>(Challenging)</b></p> <p>Learners watch <a href="http://www.youtube.com/watch?v=5EqG5v07R24">www.youtube.com/watch?v=5EqG5v07R24</a></p> <p>Working with a partner, learners answer past paper questions on writer's craft. <b>(Challenging)</b></p> <p>Worksheets:<br/> <a href="http://www.growingwithgrammar.com/files/www5smplelessfinal.pdf">www.growingwithgrammar.com/files/www5smplelessfinal.pdf</a><br/> <a href="http://examples.yourdictionary.com/examples-of-similes.html">http://examples.yourdictionary.com/examples-of-similes.html</a></p> <p><i>English Language And Literature</i> H Toner and E Whittome Chapter 3<br/> <i>O Level English</i> (2<sup>nd</sup> edition) H Toner and J Reynolds Chapter 28</p> <p><b>1123 past examination papers:</b><br/> Paper 21 Jun 2013 Q7c, 10a, 10e<br/> Paper 21 Jun 2013 Q7c, 10a, 10e<br/> Paper 22 Jun 2013 Q6, 7a, 7c</p> |
| Comprehension: opportunity for summative assessment | <p>Comprehension under examination conditions. <b>(Challenging)</b></p> <p><b>1123 past examination papers:</b><br/> Paper 22 Jun 2011 Q4 to end of paper<br/> Paper 21 Nov 2012 Q5 to end of paper</p> <p>Past examination papers can be found at<br/> <a href="https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907">https://teachers.cie.org.uk/qualifications/academic/middlesec/olevel/subject?assdef_id=907</a></p>  |

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