

**SVKM International School, Mumbai**  
**SCHEME OF WORK: CIE 9093 AS Level English Language – Year 1**  
**Batch: 2019-20**  
**(Scope and Sequence)**

Week and Month	Topic	Sub topics & Learning Outcomes	Teaching activities / Integration of ICT components	Subject Assessment Summative / formative	Resources
July- Aug- Sept 10 weeks	Paper1 Reading Text and concept KC1 All texts exist and are informed by the circumstance of production, communication and reception.	<ul style="list-style-type: none"> <li>Review text types and language features.</li> <li>the key component elements of any text.</li> <li>use of different word classes</li> <li>function and impact of literal and figurative language</li> <li>Identify different sentence types</li> <li>Identify the use of different narrative voice</li> <li>Understand the key component elements of any text</li> <li>Understand the use of different word classes</li> <li>Learn the function and impact of literal and figurative language</li> </ul> <p><b>Getting started on writing:</b> Working with style and linguistic devices as a reader and a writer.</p> <p><b>Working on narrative point of view.</b></p> <ul style="list-style-type: none"> <li>Characters. The characters of a story are the individuals involved, and can be people, animals, and inanimate objects or even invented beings.</li> </ul>	<p>Learners in pairs to discuss: <b>Whole class revision</b> (as required by individual learners) to bridge their knowledge between IGCSE/O Level and AS/A Level English Language..</p> <p>Learners work in pairs to learn/revise language features as tools for analysis and response. Main areas to include are:</p> <ul style="list-style-type: none"> <li>Language registers – different levels of formality</li> <li>Figurative language e.g. simile, metaphor</li> <li>Rhetorical devices e.g. repetition, rhetorical questions, comparatives, superlatives</li> <li>Vocabulary, word ordering and sentence structures</li> <li>Parts of speech/word classes</li> </ul> <p>Using short extracts learners discuss in groups how the language of each extract reflects its purpose, e.g. the vocabulary, narrative point of view, extent of description and technical detail that certain words seem to relate to the same thing or idea, though naturally these words can be found in other contexts.</p> <p><b>Extension activity:</b> write an 80-word paragraph using the chosen words and discuss the effects of the particular words used. This is a homework task. Along with short pieces, of about 70 words, on specific topics, e.g. summer; a crowded sports stadium; a storm; a local event or festivity. They write about the same topic in very different styles – one factual and the other using some figurative language and compare the styles of the two pieces of writing.</p>	Paper 1 / KC1	<p><b>Basic level</b></p> <p>Websites with complete short stories useful for teaching:</p> <p><a href="http://www.bibliomania.com/ShortStories/">www.bibliomania.com/ShortStories/</a></p> <p><a href="http://www.short-stories.co.uk">www.short-stories.co.uk</a></p> <p>Legends, myths and fairy tales make wonderful resource material for work. It also contains interesting techniques.</p> <p>Learners interested in narrative might be directed to <a href="http://www.englishbiz.co.uk/semiotics/basicsemiotics/syntagms.html">www.englishbiz.co.uk/semiotics/basicsemiotics/syntagms.html</a></p> <p>Take brief items from the newspaper, magazines and blog discuss how the stories might have begun, or how they might eventually end.</p>

Week and Month	Topic	Sub topics & Learning Outcomes	Teaching activities / Integration of ICT components	Subject Assessment Summative / formative	Resources
Sept – Nov – Dec (Oct festivals/exams)  10 weeks	KC 2  Paper 1 Reading Directed writing Comparative writing	<ul style="list-style-type: none"> <li>• Conflict and Climax.</li> <li>• Theme.</li> <li>• Setting.</li> <li>• Plot and Dialogue.</li> <li>• Perspective.</li> <li>• Medium and Imagery.</li> </ul> <p><b>Using timescale and flashback:</b>            Events take place in 'real time' in chronological order (A–Z or 1–10). A storyteller can choose to start in the middle or near the end and then 'flash'; backwards or forwards, to gain particular effects.</p> <ul style="list-style-type: none"> <li>• Learn how to decode a typical directed writing task</li> <li>• develop some of the core skills required when writing a directed response</li> <li>• Write a comparative response to explain the differences which have been identified between texts</li> </ul> <p><b>Working with genre:</b>            The genre of a story is its type or kind. Some common short story genres are mystery, detective, science fiction, war, romance and the supernatural.</p>	<p>In small groups learners discuss narrative points of view. They look at text extracts from different narrative viewpoints to assess the effect on the impact of each text, e.g. diary, blog, scientific journal, news website.</p> <p>Text analysis Learners practise text analysis from a variety of texts, including past papers from the current and previous syllabus. Learners may practise on one style of text e.g. 1st person to 3rd person , memoirs, travel writing, before moving on to other genres of writing.</p> <p>Learners read an unseen text; from the given resource work in pairs to annotate the text for the language features they have learned. They share their findings and annotations with a group and then the whole class as feedback.</p> <p>Direct Response writing :            Learners in group write in a different style and their responses are shared amongst the group,            Class discussion on the variety and range of texts that learners write and/or study, e.g. travel writing, news stories in papers and on websites including investigative journalism, letters, emails, diaries, scripted speech, narrative and descriptive writing, editorials, reviews, brochures and advertisements.            Learners work in pairs to discuss and to provide examples of:</p> <ul style="list-style-type: none"> <li>• The differences in appearance or presentation of different genres of texts</li> <li>• The organization of the written material and how this affects the meaning for the audience</li> </ul>	<p style="text-align: center;"><b>Term Exam</b></p>	<p>Stories of ourselves.</p> <p>Passages from Past papers</p> <p>Speech of Nelson Mandela, Obama and Pandit Nehru</p> <p>Various blogs contain advice, and activities which more able learners might enjoy doing, for example</p> <p><a href="http://rutterenglishvoicelessons.blogspot.co.uk/2009/03/voice-lesson-3-imagery.html">http://rutterenglishvoicelessons.blogspot.co.uk/2009/03/voice-lesson-3-imagery.html</a></p> <p>Use individual class presentations to tell stories from the lives of older family members, gothic fiction, variety and range of texts (travel-writing brochures, advertisements.)</p> <p><a href="http://www.teachingenglish.org.uk/article/learning-english-through-childrens-literature">www.teachingenglish.org.uk/article/learning-english-through-childrens-literature</a></p> <p>Original Text Form in to directed writing. Diary/ blog of an experience Writing about the same experience as a different character.</p>

Week and Month	Topic	Sub topics & Learning Outcomes	Teaching activities / Integration of ICT components	Subject Assessment Summative / formative	Resources
		<p><b>Working with description (1):</b> imagery To describe is to use words to express the qualities of something, and is one of the most basic human language activities.</p> <p><b>Working with description (2):</b> comparison and figurative language The most effective writing often employs comparative figures of speech, such as simile, metaphor and personification, which are all a form of metaphor.</p> <p><b>Creating an atmosphere:</b> Descriptions of places can be framed in such a way that individual sense images, descriptive words and metaphors or similes all work together to create a distinctive atmosphere.</p> <p><b>Working with the imagination:</b> Not all students find it easy to use their imaginations, and different exercises should be used to stimulate imagination.</p>	<p>The differences in form and structure between highly visual texts such as advertisements and brochures, and texts that are predominantly prose. Learners discuss how the organization of prose can differ.</p> <p>Learners compare the original text that they read with their writing to consider: A promotional travel piece into letter of complaint , Short story extract to Continue (but not finish) the story Information extract to a personal account Comparing the form, structure and language of two texts.</p> <p>Learners understand that they are writing from the perspective of someone else.</p> <p>Learners work in small groups to prepare their ideas on the features of a good comparative response.</p> <p>Structuring the comparative response earners discuss in groups the advantages and disadvantages of each • Half and half – response addresses the first text in one go before moving on to the second • Comparing both texts in each paragraph – dealing with a different element of language and style and moving between each text as the answer proceeds • Explain the effects of different linguistic and structural features.</p> <p>Learners in pairs identify differences and explain how they affect the tone and purpose of the text in question, or how they create a particular impact on the reader.</p>		<p>Extract from Eve’s Diary by Mark Twain.</p> <p><b>GENRE - Detective stories:</b> Agatha Christie, Ruth Rendell, Edmund Crispin, John Dickson Carr</p> <p><b>Horror stories:</b> Edgar Allen Poe, James Herbert Ann Radcliffe</p> <p><b>Science fiction:</b> Arthur C Clarke, Ray Bradbury, Isaac Asimov</p> <p><b>Narrative texts for reference</b> - Emily Bronte's novel <b>Wuthering Heights</b> is one of the best examples of complex narrative methodology, Mrs. Dalloway by Virginia Woolf</p> <p><b>Guy de Maupassant's</b> short stories often use frameworks.</p> <p>The BBC BrainSmart website has a range of ‘self help’ activities, including revision as well as ‘mind mapping’, at:</p>

Week and Month	Topic	Sub topics & Learning Outcomes	Teaching activities / Integration of ICT components	Subject Assessment Summative / formative	Resources
Jan-Feb-Mar 10 weeks.		<ul style="list-style-type: none"> <li>• Comment on the different forms and styles of both passages.</li> <li>• Explain the effects of different linguistic and structural features.</li> <li>• Refer precisely to evidence or quotation from each text.</li> <li>• Writing more paragraphs and switching between texts through alternate paragraphs.</li> <li>• This means being able to identify the particular differences and express those differing qualities clearly and analytically, rather than in vague or unspecific ways.</li> </ul>	<p>Refer precisely to evidence or quotation from each text. This means being able to select the relevant words, phrases or references to longer ‘chunks’ of text to support the points made.</p> <p><b>Extension activity:</b> Learners use specimen papers and/or teacher-directed questions to practice the directed writing in response to a text and the comparative response. (F)</p>		<p><a href="http://www.bbc.co.uk/scotland/brainsmart/memory/how_to_learn.shtml">www.bbc.co.uk/scotland/brainsmart/memory/how_to_learn.shtml</a></p> <p>James Cook University has more extensive mind mapping support at:  <a href="http://www.jcu.edu.au/tldinfo/learningskills/mindmap/howto.html">www.jcu.edu.au/tldinfo/learningskills/mindmap/howto.html</a></p> <p>The openings of short stories by and Charles Dickens could be compared with the openings of stories by Anita Desai and Ernest Hemingway.</p>

Week and Month	Topic	Sub topics & Learning Outcomes	Teaching activities / Integration of ICT components	Subject Assessment Summative / formative	Resources
		<p>Learners are required to:</p> <ul style="list-style-type: none"> <li>• write for a specific audience</li> <li>• present a view clearly</li> <li>• construct an argument carefully</li> <li>• write coherently and persuasively</li> <li>• write in a specified form for a specified audience</li> <li>• understand and analyze texts in a variety of forms</li> <li>• write clearly, accurately, creatively and effectively for different purposes and audiences, using different forms</li> <li>• develop critical and informed responses to texts in a range of forms, styles and contexts</li> <li>• have a firm foundation for further study of language and linguistics</li> <li>• develop inter-dependent skills of reading, analysis and research</li> </ul> <p>Essential paragraphing: The sentence which contains the main idea of the paragraph is sometimes known as the topic sentence. There may be four or five sentences in a paragraph, though it will depend on the subject matter.</p> <p>In summary:</p> <ul style="list-style-type: none"> <li>• one main idea clearly stated supported with examples linking with the previous paragraph and</li> </ul>	<p>Learners should be encouraged to imagine and anticipate the opposite point of view.</p> <p>Mind maps/spider diagrams can be drawn on the board, with the whole group contributing ideas, and learning to let them flow and develop into new areas. This is a very useful group activity and encourages more diffident learners who lack confidence in their own ideas, when they see their incipient thoughts grasped and furthered by others.</p> <p>Lists can be created under headings from the spider plan, for those who work better in a more linear fashion. It must be remembered that a written essay is a linear form, so the ideas will eventually have to be processed in a linear way.</p> <p>Planning activity: Learners make a two-column list of matching/opposing points, put points in logical order – number them, write each speech, thinking about how choices of language will create ‘voice’ and attitude</p> <p>Practice in organisation can begin with examples of successful essays being physically cut into paragraphs. Learners then reassemble them in the correct order and give reasons for their decisions.</p> <p>Writing paragraphs on single topics can be practised. There should be one topic sentence and the rest should be in support of it. This work is an essential groundwork for writing a logically structured, well-planned essay. It is suitable for group work, where the group can monitor each other's contributions.</p> <p>Individually or in pairs, learners could research and analyse (good) letters to the editor of a newspaper and examples of (good) leader or article writers, to see (good) signposting at work.</p> <p>More able learners could evaluate what is successful and what is not; less confident learners might need to be directed to examples of successful structuring.</p> <p>Start by offering learners a paragraph plan that will work. This may be:</p>	<p>Paper 1 Section B</p> <p>Directed Writing</p>	<p><b>Cambridge International Examinations AS Level English Language and Literature (Toner and Whittome)</b></p> <p><a href="http://education.cambridge.org/uk/subject/english/english-language-and-literature/cambridge-international-as-level-english-language-and-literature">http://education.cambridge.org/uk/subject/english/english-language-and-literature/cambridge-international-as-level-english-language-and-literature</a></p>

Week and Month	Topic	Sub topics & Learning Outcomes	Teaching activities / Integration of ICT components	Subject Assessment Summative / formative	Resources
		<p><b>Writing:</b> The four or five paragraphs that result are often known as the main body of the essay. The ideas should follow a logical sequence and the structure of the commentary should be clear.</p> <p><b>Introductions and conclusions:</b> An introduction should show the reader that the question is going to be addressed and how the writer is going to discuss the topic. It should make the reader want to read on. It does not have to be very long, provided that it is clear. A good conclusion should be strong; a good conclusion can add something else to the argument, saving a good point to the end. Reading for practice The ability to read critically and thoughtfully is crucial to their development: responsiveness to language is a measure of intellectual and personal development. Reading widely will extend the potential scope of their analytical ability.</p> <p><b>Exam Practice</b></p>	<ul style="list-style-type: none"> <li>• a plan produced by the teacher</li> <li>• a plan produced by an individual learner or pair/group.</li> </ul> <p>As much practice as possible will make essay writing more enjoyable. Plans and openings need to be practised most of all. Learners need to feel comfortable enough NOT to panic and write unplanned essays when they get into the examination. Learners practise writing introductions: they can be taken in and read out loud, with the merits of each one discussed, anonymously if required. This exercise cannot be exactly duplicated with conclusions, since they depend on the thrust and direction of the preceding essay. However, learners can still comment helpfully on each other's work. Plans can be created with the introduction and conclusion written in full, and the main body in point forms. 8 - Checking needs to become second nature – if indeed it isn't already – for learners, a necessary habit of personal hygiene like cleaning your teeth. A piece of work isn't 'finished' if it hasn't been actively checked. Learners should know their own frailties – for example, are they inconsistent with sentence boundaries? –and look actively to locate and correct their mistakes. 9 - Learners could be given this letter (or any similar letter) <a href="http://www.telegraph.co.uk/comment/letters/4258993/A-tank-is-no-place-for-women-during-battle.html">www.telegraph.co.uk/comment/letters/4258993/A-tank-is-no-place-for-women-during-battle.html</a> as:  <ul style="list-style-type: none"> <li>• a Paper 1-style exercise in commentary and directed writing</li> <li>• 10 - A regular class time 'slot' in which learners take it in turns – perhaps in pairs/small groups – to present a linguistic slant on items of world news that is read.</li> </ul> </p>		

Week and Month	Topic	Sub topics & Learning Outcomes	Teaching activities / Integration of ICT components	Subject Assessment Summative / formative	Resources
<p>Over view Of paper 2 April 4 weeks</p>		<p>Learns to identify the core elements of shorter writing tasks and prompts and plan for writing. To use the conventions of particular text types to shape responses.</p> <p>Understand the requirements of the shorter writing task. Learn how to convey a particular mood or tone to fit the purpose and audience for shorter written responses.</p>	<p>English language blogs naturally feature items which are current in world news. Recent items could be displayed on interactive whiteboards, and learners made responsible for researching and updating their content.</p> <p><b>11 – Exam Practice</b></p> <ul style="list-style-type: none"> <li>• Do as much timed practice as possible before the exam, including essay plans.</li> <li>• Read and comment on each other's work.</li> <li>• Display good examples on the walls of the classroom or on interactive displays.</li> <li>• Conduct formal debates as well as general discussions.</li> <li>• Listen to each other's points of view.</li> <li>• Try to argue with logic as well as passion.</li> </ul> <p><b>Introduction of Paper 2</b> Learners do the following task:</p> <p>Your family has recently moved to a new and unfamiliar place. That night, you write your diary, reflecting on the day's events and conveying your outlook and mood. Remind learners that they should remember to use certain features when writing a diary. Such as: Use of first person and particular tenses giving a sense of immediacy whilst also reflecting on events.</p> <ul style="list-style-type: none"> <li>• Form and structure: diaries often begin by describing where you are and how you feel as you write the diary, and then flash back to an earlier point.</li> </ul> <p>Learners write the diary and then change their writing style to send an email to a friend living in their former location. Shorter writing and reflective commentary Learners discuss in groups the terms 'shorter writing' and 'extended writing' particularly relating to the times when they have had to write concisely and when this skill might be useful in real life.</p>	<p>Write your diary entry, using no more than 400 words. Paper 2 Writing Q1a and b Clarify the requirements of: • Shorter writing • Reflective commentary</p>	



Week and Month	Topic	Sub topics & Learning Outcomes	Teaching activities / Integration of ICT components	Subject Assessment Summative / formative	Resources
		The conventions of a letter? e.g. 1st person narrative; clear sense of voice; explaining viewpoint, Standard English register for credibility among the recipients of the letter.	Class develops the ideas that shorter writing means: Selecting the most appropriate language for the task • Sticking to the purpose of the task. Learners focus on the features of the shorter writing task.		