**Long term plan – 2021-2022**

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| **Subject** | Cambridge IGCSE 2nd Language (0511) |
| **Year Group** | 10 |
| **Text Book Title(s) – if applicable** | English as a Second Language |
| **Text Book ISBN** | 978131636558 |
| **Lessons per week (45 minutes)** | 5 |

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| **Week** | **Unit Title** | **Tasks/Focus** | **Assessment Objectives** | **Skills Focus** |
| 1 | **0511 Syllabus** | Students will understand the division of the syllabus into Reading/Writing, Listening and Speaking and how each component is assessed |  | Overview of course. |
| 2-3 | **Non Fiction Writing** | Identify key features of Non Fiction Texts. Analyze Language features of different text types: Letters (Formal/Informal) Emails, Writing to Persuade. Newspaper Articles, | **AO2 Writing**  W1 articulate experience and express what is thought, felt and imagined  W2 organize and structure ideas and opinions for deliberate effect  W3 use a range of vocabulary and sentence structures appropriate to context  W4 use register appropriate to context  W5 make accurate use of spelling, punctuation and grammar. | Practise writing formal and non formal letters.  Difference in use of Language/Tone/Register.  Importance of layout and form.  Language appropriate for Audience. |
| 4-6 | **Comprehension/Text Exploration/Narrative Writing** | Students: read, discuss and complete questions on a range of reading passages. They compare their home with other locations around the world. (Travel Writing) | **AO2 Writing**  W1 articulate experience and express what is thought, felt and imagined  W2 organize and structure ideas and opinions for deliberate effect  W3 use a range of vocabulary and sentence structures appropriate to context  W4 use register appropriate to context  W5 make accurate use of spelling, punctuation and grammar. | Close reading of texts.  Understanding what is being asked.  Finding explicit and implicit information.  Sentence structure.  Expanding vocabulary. |
| 7 | **Assessment** | Students complete the common assessment. |  |  |
| **Mid-Term Break** | | | **Mid-Term Break** | **Mid-Term Break** |
| 9-11 | **Skimming and Scanning/ Presenting personal Opinion** | Students: Find information from a text. Explore future options relating to work and education choices. Present personal opinions in both written and spoken settings | **A02 Writing**  W1 articulate experience and express what is thought, felt and imagined.  W2 organize and structure ideas and opinions for deliberate effect.  W3 use a range of vocabulary and sentence structures appropriate to context.  **AO3 Speaking**  SL1 articulate experience and express what is thought, felt and imagined.  SL2 present facts, ideas and opinions in a cohesive order which sustains the audience’s interest.  SL3 communicate clearly and purposefully using fluent language. | Finding Information  Expressing personal opinion  Research skills.  I  dentifying accurate/ reliable sources of information. |
| 12-14 | **Speaking and Listening** | Students: Practise the skills necessary for the Speaking Test through oral presentation in front of the class. | **A03 Speaking**  SL1 articulate experience and express what is thought, felt and imagined.  SL2 present facts, ideas and opinions in a cohesive order which sustains the audience’s interest  SL3 communicate clearly and purposefully using fluent language  SL4 use register appropriate to context  SL5 listen and respond appropriately in conversation. | Presentation of ideas.  Organizing ideas in a clear and concise manner.  .  Natural use of language.  Note taking.  Listening for Information. |
| 115 | **Assessment Practice/Revision** | Students: Practise and revise for the end of term Assessment. | AO in Reading and Writing will be the main focus of this assessment |  |
| 16 | **Assessment** | Assessment | Tracking student progress | Identify areas where students need more practice. |
| 17 | **Assessment Review** | SSIIdentify and revise topics that students found particularly difficult | **AO1 Reading**  R1 demonstrate understanding of explicit meanings  R2 demonstrate understanding of implicit meanings and attitudes  R3 analyze, evaluate and develop facts, ideas and opinions, using appropriate support from the text  R5 select and use information for specific purposes | Identifying which skills need more practise.  Self-reflection. |
| **Term Two** | | |  |  |
| 18-19 | Social Media. Fashion/The Environment | Students focus on texts relating to Social media, fashion and the Environment, revising the difference between fact and opinion. They read and write articles, reviewing the techniques used in persuasion. They practise writing their own articles. | **AO1 Reading**  R1 demonstrate understanding of explicit meanings  R2 demonstrate understanding of implicit meanings and attitudes  R3 analyze, evaluate and develop facts, ideas and opinions, using appropriate support from the text  R5 select and use information for specific purposes  **A02 Writing**  W1 articulate experience and express what is thought, felt and imagined.  W2 organize and structure ideas and opinions for deliberate effect.  W3 use a range of vocabulary and sentence structures appropriate to context. | Understanding media manipulation  Distinguish between fact and fiction.  Expressing personal view points.  Writing to argue and persuade.  Using persuasive Language. |
| 20-22 | **Healthy Living** | Students: Reading Comprehension.  Poster making/Campaign for better lifestyle.  Fact finding. | **A02 Writing**  W1 articulate experience and express what is thought, felt and imagined.  W2 organize and structure ideas and opinions for deliberate effect.  W3 use a range of vocabulary and sentence structures appropriate to context | Reading for information  Using creative skills  Distinguishing between fact and fiction |
| 23-24 | **Education and the Real World** | Students learn techniques for extending their written ideas, focusing particularly on vocabulary building and syntax. They complete reading comprehension and listening tasks on texts relating to the topic. | **A02 Writing**  W1 articulate experience and express what is thought, felt and imagined.  W2 organize and structure ideas and opinions for deliberate effect.  W3 use a range of vocabulary and sentence structures appropriate to context | Expanding vocabulary  Practise writing for specific audiences  Practise Comprehension skills. |
| 25 | Assessment | **Assessment** | Assessment | Assessment practice |
| 26 | Exam Preparation | Students to begin preparing for their IGCSE 2nd language exam by preparing for spoken and written exams | **A03 Speaking**  SL1 articulate experience and express what is thought, felt and imagined.  SL2 present facts, ideas and opinions in a cohesive order which sustains the audience’s interest  SL3 communicate clearly and purposefully using fluent language  SL4 use register appropriate to context  SL5 listen and respond appropriately in conversation. |  |
| 27 | **Speaking Effectively** | Students view and discuss past sample speaking test topics and questions. They listen to student responses and mark them according to the rubric. They revise conventions of speech writing in preparation for writing their own speeches. | **A03 Speaking**  SL1 articulate experience and express what is thought, felt and imagined.  SL2 present facts, ideas and opinions in a cohesive order which sustains the audience’s interest  SL3 communicate clearly and purposefully using fluent language  SL4 use register appropriate to context  SL5 listen and respond appropriately in conversation. |  |
| 28-31 | **Exam Preparation** | Students complete past paper questions in preparation for examinations. Students not taking the examination this year take mock speaking tests which will contribute to their final examination grade. | A02 Writing  W1 articulate experience and express what is thought, felt and imagined.  W2 organize and structure ideas and opinions for deliberate effect.  W3 use a range of vocabulary and sentence structures appropriate to context  A02 Writing  W1 articulate experience and express what is thought, felt and imagined.  W2 organize and structure ideas and opinions for deliberate effect.  W3 use a range of vocabulary and sentence structures appropriate to context | Text Types:  Non Fiction, Narrative Writing to persuade.  Comprehension  Summary writing  Form filling |
| 33 | **18-22 May** | Final School Examinations? |  |  |
| 35-37 | **Entertainment and the Media** | Students study reviews of films, books and music, considering the key features of this genre. They write their own review in pairs. |  |  |
| 38 |  |  | Set holiday homework tasks |  |
| Summer Holiday | | |  |  |