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<td>Reading a vast variety of texts</td>
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<td>Creative Writing – Autobiography [emotive writing]</td>
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<td>Directed Writing - Letter[tone, register, language]</td>
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<td>November</td>
<td>Comprehension Practice – Reading for Ideas [content points]</td>
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<td>Narrative writing: involves two main components: a story and some analysis of that story. A narrative essay may be &quot;about&quot; a particular issue, theme, or concept, but it uses a personal story to illustrate that idea.</td>
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<td>Summary writing [brevity, link words &amp; word count]</td>
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<td>March</td>
<td>Practice of comprehending skills; reading between the lines</td>
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<td>Looking closely (discuss the meaning of the words taken from the extract; search familiar words)</td>
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<td>Vocabulary ; highlight the significance of word origins</td>
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<td>Writing about phenomena ( compare and observe natural phenomenon with a living creature; personification, description)</td>
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<td>Writing a reflection ; observe, describe, selection of an image or a series of images, feelings associated with particular colours and forms)</td>
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<td>April</td>
<td>Travel writing, word pool, glossary, writing news letter (how a news letter is different from a private letter as it is addressed to a more general reader, rather than one person. Include plenty of interesting details and descriptive vocabulary)</td>
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Syllabus Aims

A qualification in this syllabus demonstrates to universities that candidates can communicate effectively in Standard English through:

- **(C1) Communicative competence**: the ability to communicate with clarity, relevance, accuracy and variety. Here, students must keep in mind subject-verb agreement and tense continuity, when responding to any directed writing.

- **(C2) Creativity**: the ability to use language, experience and imagination to respond to new situations, create original ideas and make a positive impact. Here, students must be careful regarding thought progression and logic.

- **(C3) Critical skills**: the ability to scan, filter and analyse different forms of information. Here, students are required to understand explicit meaning and implicit meaning.

- **(C4) Cross-cultural awareness**: the ability to engage with issues inside and outside one’s own community, dealing with the familiar as well as the unfamiliar. Reading a wide variety of books, on a multitude of subjects, is often the best building block for this awareness.

Paper Pattern

**Paper 1 (1 hr 30 minutes)**

The first **Task** aspect of Paper 1 is **Directed Writing** (primarily C1 & C4), where communication of key information is required to achieve a specific purpose for a certain audience in a particular situation. **Task Fulfillment, Language and Content** are separately judged and marked. Students must communicate appropriately with a clear awareness of purpose; including every given required point in the writing task.

The second aspect of Paper 1 is **Creative Writing** (primarily C1, C2 & C4) where candidates have an opportunity to display their English language skills in order to express their opinion, experience or imagination. **Language and Content** are separately judged and marked. Ideas must be coherent, logical and exhibit sequence of thought – both at paragraph level as well as at whole text level. **Spellings, punctuation** and **grammar** must be accurate.

**Paper 2 (1 hr 30 minutes)**

The **Task** aspect of Paper 2 is **Reading for Ideas** and **Reading for Meaning** (C3, C1). Here, there is a greater demand for English language skills in order to demonstrate more in-depth understanding of a text. **Students** must be able to

- identify and respond to main ideas of a given text
- follow an argument
- identify a conclusion
- distinguish fact from opinion
- give a personal response to a theme within the text
- identify and summarize required information, such as
  - similarities and differences
  - advantages and disadvantages
  - problems and solutions
  - causes and effects
  - actions and consequences
List of Teaching Objectives

August

Introduction to the Curriculum

Course Book: English, An International Approach, Book 3

UNIT 1

Page 9: ‘Ancient Greek Philosophy’ about ‘Friendship.’
Page 14: ‘What happens when friendship fall out?’
Page 24: ‘Georgie Henley and James McAvoy’
WORK BOOK: pages which cover unit 1

September: UNIT 2 and UNIT 3

Learning Outcome: Writing an Autobiography

Comprehension Practice – Reading for Meaning (Glossary, Word pool, Looking closely)
Course Book: Unit 2: EDUCATION: Page 35-How do we learn in school? ‘Billy Mc Bone’
Course Book: Unit 2: EDUCATION: Page 44 – To Sir with Love. ‘My Plans for this Class.’
Course Book: Unit 3: JOURNEY: PAGE 58-‘The Escape.’
WORK BOOK Pages including UNIT 2 & 3

October

Learning Outcomes: Descriptive Writing/Story Writing /Autobiography

Directed Writing
Course Book: Unit 4: WORK- Page 68, ‘Sky High.’
Course Book: Unit 4: WORK-Page 71 ‘Painting The Fence.’
Course Book: Unit 4: Work- Page 75, ‘Should Children be allowed to Work.’
WORK BOOK Pages including UNIT 4

November

Learning Objective: Writing a report/summary/Narrative Composition

Comprehension Practice
Course Book: Unit 5: BEING FREE- Page 80, ‘If Only Papa Hadn’t Danced.’
Course Book: Unit 5: BEING FREE-Page 84, ‘Out You Get.’
Course Book: Unit 5: BEING FREE –Page 90, ‘What is it like to be in hiding?’
WORK BOOK Pages including UNIT 5

Work sheets for Comprehension Practice
January

Learning Objective: Story Writing (Narrative composition, focus on dialogue)

Vocabulary Development

Course Book: Unit 6: Page 102, ‘My Return.’

WORK BOOK Pages including UNIT 6

Practice of Narrative Composition, emphasize more on correct insertion of Punctuation marks.

February:

Learning Objective: Dialogue Punctuation

Enhance comprehending skills

Course Book: Unit 7 – Page 117, ‘Myth.’
Course Book: Unit 7- Page 125, ‘Flying into Alicante.’
Course Book: Unit 7- Page 127, ‘Hassan.’

WORK BOOK Pages including UNIT 6

March:

Learning Objectives: Practice of comprehending skills; reading between the lines

Looking closely (discuss the meaning of the words taken from the extract; search familiar words)

Vocabulary

Course Book: Unit 8- Page 132, ‘The Flood.’
Course Book: Unit 8-Page 136,’A Frozen World.’
Course Book: Unit 8-Page 140, ‘How do we describe the weather?’
Course Book: Unit 9 – Page 152,’Smith.’
Course Book: Unit 9- Page 156,’The Rue du Coq’ Or, Paris.’

WORK BOOK Pages including UNIT 8 & 9

April:

Learning Objectives: Descriptive writing/ Directed writing /Comprehending Skills

Course Book: Unit 9 – Page163, “The Venice Effect.”
Course Book: Unit 10 – Page 167, “Becoming too American.”
Course Book: Unit 10- Page 180, “Standing in a Field.”

May:

Revision

Final Examination

Resources

Oxford English 3
English Workbook
Dictionary , Past Papers
Internet supported handouts – formed specifically for DPS