

Dawood Public School
Course Outline 2019-20
Cambridge O Level English Language 1123
Grade XI

Month	Content	Reference/Resource
August	<ol style="list-style-type: none"> 1. Introduction to examiner expectations for both Papers 1 and 2 2. Reading for Meaning Chapter 20, 22-24, 28-30 <ul style="list-style-type: none"> • Literal and Inferential Questions • Own Words Questions • Quotation Based Questions • Vocabulary Questions • Writer’s Craft Questions • Meaning/Effect Questions 3. Directed Writing Chapter 9 <ul style="list-style-type: none"> • Formal and Informal Letters 	<p>Teacher Given Resources</p> <p>Cambridge O Level English Language Course Book- Helen Toner</p> <p>Cambridge O Level English Language Course Book- Helen Toner</p>
September	<ol style="list-style-type: none"> 1. Reading for Ideas Chapter 12-15 <ul style="list-style-type: none"> • Content Points • Relevance and Coherence in Summaries 2. Creative Writing Chapter 8 <ul style="list-style-type: none"> • Narrative Writing • Elements of Narrative Writing (plot, theme, characterisation) • Devices (anaphora, alliteration, enhanced vocabulary, use of semi colon and dash, sentence variety) 	<p>Cambridge O Level English Language Course Book- Helen Toner</p> <p>Cambridge O Level English Language Course Book- Helen Toner</p> <p>Teacher given resources</p>
October	<ol style="list-style-type: none"> 1. Directed Writing Chapter 9 <ul style="list-style-type: none"> • Report to Higher Authority (Principal/ Police) 2. Creative Writing Chapter 4 <ul style="list-style-type: none"> • Descriptive Writing • Techniques (perspective, zoom in, zoom out) • Language Devices (sensory, emotive, show-don’t tell, connotations, figurative language) 	<p>Teacher given resources</p> <p>Cambridge O Level English Language Course Book- Helen Toner</p> <p>Teacher given resources</p>
November	REVISION FOR MID YEAR EXAMINATION	
December	MID YEAR EXAMINATION	

<p style="text-align: center;">January</p>	<p>1. Directed Writing Chapter 9</p> <ul style="list-style-type: none"> • Speech • Magazine Articles 	<p>Teacher given resources Cambridge O Level English Language Course Book</p>
<p style="text-align: center;">February</p>	<p>1. Reading for Ideas</p> <ul style="list-style-type: none"> • Facts and Opinions <p>2. Creative Writing Chapter 5</p> <ul style="list-style-type: none"> • Argumentative Writing • Structure (thesis building, paragraphing, strong conclusions) • Language Devices (rhetoric, phrases for register) <p>3. Reading for Meaning Chapter 20, 22-24, 28-30)</p> <ul style="list-style-type: none"> • Literal and Inferential Questions • Own Words Questions • Quotation Based Questions • Vocabulary Questions • Writer’s Craft Questions • Meaning/Effect Questions 	<p>Cambridge O Level English Language Course Book</p> <p>Teacher given resources</p> <p>Cambridge O Level English Language Course Book Teacher given resources</p>
<p style="text-align: center;">March</p>	REVISION FOR MOCK EXAMINATION	
	MOCK EXAMINATION	

Syllabus Breakdown

August

Content	Learning Objectives
<p>1. Introduction</p> <ul style="list-style-type: none"> • Examiner expectations for both Papers 1 and 2 	<ul style="list-style-type: none"> • Identify key features of English Language Paper 1 and Paper 2. • Recognize the importance of using the following through given mat: <ul style="list-style-type: none"> ➤ Standard English ➤ appropriate register ➤ correct tone ➤ staying within word limit ➤ using variety of sentences ➤ using enhanced vocabulary ➤ using literary devices ➤ making a plan ➤ using paragraphs
<p>2. Reading for Meaning</p> <ul style="list-style-type: none"> • Chapter 20, 22-24, 28-30 <ul style="list-style-type: none"> ➤ Literal and Inferential Questions ➤ Own Words Questions ➤ Quotation Based Questions ➤ Vocabulary Questions ➤ Writer's Craft Questions 	<ul style="list-style-type: none"> • Identify if the given question is factual. • Identify if the given question is inferential. • Identify if the given question is vocabulary based. • Identify if the given question is one of writer's craft. • Answer explicit (literal) questions from the given text in the given space. • Answer implicit (inferential) questions. • Answer vocabulary based questions. • Answer 'writer's craft' type questions.
<p>3. Directed Writing</p> <ul style="list-style-type: none"> • Chapter 9 • Formal and Informal Letters 	<ul style="list-style-type: none"> • Differentiate between tone and register. • Differentiate between formats of a formal and informal letter. • Plan the given letter writing task with the following acronyms: <ul style="list-style-type: none"> ➤ Pie ➤ Raft ➤ Daforest ➤ Rubric requirement • Write a formal letter with appropriate requirements as outlined in the bands. • Write an informal letter with appropriate requirements as outlined in the bands.
<p>Vocabulary Development: Reading for Meaning: literal, inferential, elimination method, writer's craft, factual, implied Directed Writing: tone, format, register, formality</p> <p>Types of questions: Reading for Meanings: Refer to past five year papers. Directed Writing: Refer to past five year papers.</p>	

Surf the net:

- <http://olevelenglish1.blogspot.com/2013/11/example-of-summary-writing-with-cie.html>
- https://www.slideshare.net/egonzalezlara/letter-complaint?qid=dee211bc-6bc1-4251-8914-0e1c7864d828&v=&b=&from_search=3

September

Content	Learning Objectives
1. Reading for Ideas <ul style="list-style-type: none">• Chapter 12-15• Content Points• Relevance and Coherence in Summaries	<ul style="list-style-type: none">• Identify key words in the given rubrics.• Extract relevant content points with brevity.• Write a summary in their own words with the following:<ul style="list-style-type: none">➤ linking devices using the content points➤ transition words➤ discourse marker➤ keeping to the word limit
2. Creative Writing <ul style="list-style-type: none">• Chapter 8• Narrative Writing	<ul style="list-style-type: none">• Identify the following main elements of a story:<ul style="list-style-type: none">➤ exposition➤ setting and atmosphere➤ PoV➤ rising action➤ conflict➤ climax➤ falling action➤ resolution➤ hooks➤ appropriate endings➤ dialogue (it's appropriate use)➤ theme• Write a story with the identified elements.• Identify these elements in an exemplar of a model narrative piece of work.• Brain storm/plan out a narrative essay paragraph wise.• Effectively use punctuation (colons/semi colons).• Use variety of sentences in own writing.• Use dialogue and its punctuation effectively.• Choose appropriate tense.• Use appropriate figurative language.

Academic Terms:

Reading for ideas: rubrics, key words, register, linking devices, discourse markers, brevity, verbosity, transitions, coherence, cohesion

Creative Writing: polysyndetic listing, anaphora, allusion, ambitious vocabulary, point of view (first person, second person, third person limited and omniscient)

Types of questions:

Reading for ideas: Refer to past year papers.

Creative Writing: Refer to Narrative Writing tasks in past five year papers.

Surf the net:

Reading for Meaning:

- <http://olevelsnet.blogspot.com/2014/06/cie-gce-o-level-english-1123-notes.html>

Creative Writing:

- <https://www.slideshare.net/ghievidar/elements-of-short-story-15379480>

October

Content	Learning Objectives
<p>1. Creative Writing</p> <ul style="list-style-type: none"> • Chap 4 • Descriptive Writing <ul style="list-style-type: none"> ➤ Techniques (perspective, zoom in, zoom out) ➤ Language Devices (sensory, emotive, show-don't tell, connotations, figurative language) <p>2. Directed Writing</p> <ul style="list-style-type: none"> • Report to Higher Authority (Principal/ Police) 	<ul style="list-style-type: none"> • Identify subject and focus of the given task. • Differentiate between narrative and descriptive tasks. • Use techniques such as use of perspective, zooming in and zooming out to structure descriptive essay. • Identify subject and focus of the given task. • Differentiate between narrative and descriptive tasks. • Use techniques such as use of perspective, zooming in and zooming out to structure a descriptive essay. • Identify various devices such as sensory, emotive and figurative language for effective descriptions. • Define imagery and apply it. • Devise a plan. • Write an eloquent description. • Identify format and structure of a report. • Apply formal register using appropriate phrases. • Make a plan. • Write a report independently.

Academic Terms:

Descriptive Writing: perspective, imagery, sensory language, connotations and denotations, idioms, metaphors, similes, alliteration, zoom in, zoom out

Report: authority figures, formal diction, account, eye witness, reliability

Types of questions:

Descriptive Writing: Refer to Descriptive Writing tasks in past five year papers.

Report: Refer to Report Writing (to the Principal or Police) tasks in past five year papers.

November

Revision for Mid Year Examination
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December

Mid Year Examination

January

Content	Learning Objectives
<p>1. Directed Writing</p> <ul style="list-style-type: none"> • Chapter 9 • Speech • Magazine Articles 	<ul style="list-style-type: none"> • Write for specific purpose and audience by carefully evaluating the task. • Use colloquial language depending on audience and formality. • Identify various elements such as repetition, triple structures, hyperboles, figures of speech, humour, personal anecdotes, citing sources and rhetorical questions etc. To make effective speeches (DAFOREST). • Use the above in writing speeches independently. • Note differences between a newspaper report and magazine report. • Identify the tone, register, purpose and audience of given magazine article. • Create effective headlines for articles. • Use quotations either directly or indirectly. • To use bias as per task requirement.
<p>Vocabulary Development: Speech: repetition, triple structures, hyperboles, figures of speech, humour, citing sources, reader's sympathy, forceful phrases, anecdotes</p> <p>Magazine Articles: headlines, subheading, by-line, direct and indirect speech, quotations, bias, witnesses, experts</p> <p>Types of questions: Speech: Refer to Speech Writing tasks in past five year papers. Magazine Articles: Refer to Magazine Article Writing tasks in past five year papers.</p> <p>Surf the net:</p> <ul style="list-style-type: none"> • https://www.slideshare.net/FutureShapersConsulting/6-tips-to-write-speech-that-inspires-78685730 • https://www.slideshare.net/sabbatarian1/1123-article-writing 	

February

Content	Learning Objectives
<p>1. Reading for Ideas</p> <ul style="list-style-type: none"> Facts and Opinions 	<ul style="list-style-type: none"> Distinguish fact from opinion by looking into associated vocabulary and context. To identify opinions as <ul style="list-style-type: none"> criticism advice disagreements warnings Extract opinions from given excerpt.
<p>2. Creative Writing</p> <ul style="list-style-type: none"> Argumentative Writing 	<ul style="list-style-type: none"> Plan out an argumentative essay through devising: <ul style="list-style-type: none"> thesis statements main arguments counter arguments relevant supporting details as evidence conclusion Use rhetorical devices: <ul style="list-style-type: none"> ethos pathos logos Write for specific audience and purpose. Decide on a perspective: <ul style="list-style-type: none"> 1st person passive voice Write an argumentative essay independently.
<p>Academic Terms: Reading for Ideas: facts, opinions, criticism, advice, syntax, morphology Argumentative Writing: thesis statements, stance, main argument, counter argument, supporting details, ethos, pathos, logos, passive voice</p> <p>Types of questions: Reading for Ideas: Refer to past year papers. Argumentative Writing: Refer to Argumentative Writing tasks in past five year papers.</p> <p>Surf the net: Reading for Ideas: <ul style="list-style-type: none"> https://www.slideshare.net/search/slideshow?searchfrom=header&q=facts+and+opinions&ud=any&ft=all&lang=*&sort Argumentative Writing: <ul style="list-style-type: none"> https://www.gceguide.com/resources/notes/english-language-1123/argumentative-essays/ </p>	

March

Revision for Final Examination

April

Final Examination

Paper Setup:

Component	Weighting
<p>Paper 1 Writing 1 hour 30 minutes</p> <p>Candidates answer two questions: the compulsory question in Section 1 and one question from Section 2.</p> <p>Section 1: Directed Writing (30 marks)</p> <p>Candidates are presented with one compulsory writing task. Candidates write a response of 200–300 words.</p> <p>Section 2: Composition (30 marks)</p> <p>Candidates complete one writing task from a choice of five descriptive/argumentative/narrative essay titles. Candidates write a response of 350–500 words.</p> <p>This component is externally assessed.</p> <p>60 marks</p>	50%
<p>Paper 2 Reading 1 hour 45 minutes</p> <p>Candidates answer all questions in both sections.</p> <p>Section 1: Reading for Ideas (25 marks)</p> <p>Candidates scan a factual text and identify key points.</p> <p>Candidates use their notes to produce a written summary of 150–180 words.</p> <p>Candidates answer questions to identify examples of a function in the text, e.g. opinions, advice, criticism or warnings.</p> <p>Section 2: Reading for Meaning (25 marks)</p> <p>Candidates respond to questions about one narrative passage.</p> <p>Both passages in Paper 2 will be approximately 700 words each.</p> <p>This component is externally assessed.</p> <p>50 marks</p>	50%