

**Dawood Public School**  
**Course Outline 2020-21 – Virtual Term Adjustment**  
**Cambridge O Level English 1123**  
**Grade XI**

**Monthly Break Up for the Virtual Term (August 2020- December 2020):**  
**Total Expected Classes: 39 (3 classes per week)**

<b><u>Month</u></b>	<b><u>Syllabus break-up</u></b>	<b><u>Reference/Resource</u></b>
<b>August</b>	<ul style="list-style-type: none"> <li>• <u>Introduction</u> to examiner expectations for both Papers 1 and 2</li> <li>• <u>Reading for Meaning (Chap 20,22-24, 28-30)</u> <ul style="list-style-type: none"> <li>➤ Literal and Inferential Questions</li> <li>➤ Own Words Questions</li> <li>➤ Quotation Based Questions</li> <li>➤ Vocabulary Questions</li> <li>➤ Writer’s Craft Questions</li> <li>➤ Meaning/Effect Questions</li> </ul> </li> <li>• <u>Directed Writing (Chap 9)</u> <ul style="list-style-type: none"> <li>➤ Formal and Informal Letters</li> </ul> </li> </ul>	<p>Cambridge O Level English Language Course Book- Helen Toner</p> <p>Cambridge O Level English Language Course Book- Helen Toner</p> <p>Power Point Presentation</p> <p>Past Papers</p> <p>Online Resources</p>
<b>September</b>	<ul style="list-style-type: none"> <li>• <u>Reading for Ideas (Chap 12-15)</u> <ul style="list-style-type: none"> <li>➤ Content Points</li> <li>➤ Relevance and Coherence in Summaries</li> </ul> </li> <li>• <u>Creative Writing (Chap 8)</u></li> <li>• Narrative Writing <ul style="list-style-type: none"> <li>○ Elements of Narrative Writing (plot, theme, characterisation)</li> <li>○ Devices (anaphora, alliteration, enhanced vocabulary, use of semi colon and dash, sentence variety)</li> </ul> </li> </ul>	<p>Cambridge O Level English Language Course Book- Helen Toner</p> <p>Cambridge O Level English Language Course Book- Helen Toner</p> <p>Power Point Presentation</p> <p>Past Papers</p> <p>Online Resources</p>
<b>October</b>	<ol style="list-style-type: none"> <li>1. <u>Directed Writing (Chap 9)</u> <ul style="list-style-type: none"> <li>• Report to Higher Authority (Principal/ Police)</li> </ul> </li> <li>2. <u>Creative Writing (Chap 4)</u></li> </ol>	<p>Teacher given resources</p> <p>Cambridge O Level English Language Course Book- Helen</p>

	<ul style="list-style-type: none"><li>• Descriptive Writing<ul style="list-style-type: none"><li>○ Techniques (perspective, zoom in, zoom out)</li><li>○ Language Devices (sensory, emotive, show-don't tell, connotations, figurative language)</li></ul></li></ul>	Toner  Power Point Presentation  Past Papers  Online Resources
November	<ul style="list-style-type: none"><li>• Revision</li></ul>	
December	Mid Year Examination	

**Dawood Public School**  
**Course Outline 2020-21**  
**Cambridge O Level English Language 1123**  
**Grade XI**

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

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

Syllabus Breakdown

August

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

**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](https://www.slideshare.net/egonzalezlara/letter-complaint?qid=dee211bc-6bc1-4251-8914-0e1c7864d828&v=&b=&from_search=3)

**September**

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

**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><b>1. Creative Writing</b></p> <ul style="list-style-type: none"><li>• Chap 4</li><li>• Descriptive Writing<ul style="list-style-type: none"><li>➤ Techniques (perspective, zoom in, zoom out)</li><li>➤ Language Devices (sensory, emotive, show-don't tell, connotations, figurative language)</li></ul></li></ul> <p><b>2. Directed Writing</b></p> <ul style="list-style-type: none"><li>• Report to Higher Authority (Principal/ Police)</li></ul>	<ul style="list-style-type: none"><li>• Identify subject and focus of the given task.</li><li>• Differentiate between narrative and descriptive tasks.</li><li>• Use techniques such as use of perspective, zooming in and zooming out to structure descriptive essay.</li><li>• Identify subject and focus of the given task.</li><li>• Differentiate between narrative and descriptive tasks.</li><li>• Use techniques such as use of perspective, zooming in and zooming out to structure a descriptive essay.</li><li>• Identify various devices such as sensory, emotive and figurative language for effective descriptions.</li><li>• Define imagery and apply it.</li><li>• Devise a plan.</li><li>• Write an eloquent description.</li><li>• Identify format and structure of a report.</li><li>• Apply formal register using appropriate phrases.</li><li>• Make a plan.</li><li>• Write a report independently.</li></ul>
<p><b>Academic Terms:</b></p> <p>Descriptive Writing: perspective, imagery, sensory language, connotations and denotations, idioms, metaphors, similes, alliteration, zoom in, zoom out</p> <p>Report: authority figures, formal diction, account, eye witness, reliability</p> <p><b>Types of questions:</b></p> <p>Descriptive Writing: Refer to Descriptive Writing tasks in past five year papers.</p> <p>Report: Refer to Report Writing (to the Principal or Police) tasks in past five year papers.</p>	

November

Revision for Mid Year Examination
-----------------------------------

December

Mid Year Examination
----------------------

January

Content	Learning Objectives
<b>1. Directed Writing</b> <ul style="list-style-type: none"><li>Chapter 9</li><li>Speech</li><li>Magazine Articles</li></ul>	<ul style="list-style-type: none"><li>Write for specific purpose and audience by carefully evaluating the task.</li><li>Use colloquial language depending on audience and formality.</li><li>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).</li><li>Use the above in writing speeches independently.</li><li>Note differences between a newspaper report and magazine report.</li><li>Identify the tone, register, purpose and audience of given magazine article.</li><li>Create effective headlines for articles.</li><li>Use quotations either directly or indirectly.</li><li>To use bias as per task requirement.</li></ul>
<p><b>Vocabulary Development:</b> 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><b>Types of questions:</b> 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><b>Surf the net:</b></p> <ul style="list-style-type: none"><li><a href="https://www.slideshare.net/FutureShapersConsulting/6-tips-to-write-speech-that-inspires-78685730">https://www.slideshare.net/FutureShapersConsulting/6-tips-to-write-speech-that-inspires-78685730</a></li><li><a href="https://www.slideshare.net/sabbatarian1/1123-article-writing">https://www.slideshare.net/sabbatarian1/1123-article-writing</a></li></ul>	



February

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

March

Revision for Final Examination
--------------------------------

April

Final Examination
-------------------

Paper Setup:

Component		Weighting
<p><b>Paper 1 Writing</b> <b>1 hour 30 minutes</b></p> <p>Candidates answer <b>two</b> questions: the compulsory question in Section 1 and one question from Section 2.</p> <p><b>Section 1: Directed Writing (30 marks)</b></p> <p>Candidates are presented with one compulsory writing task. Candidates write a response of 200–300 words.</p> <p><b>Section 2: Composition (30 marks)</b></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><b>Paper 2 Reading</b> <b>1 hour 45 minutes</b></p> <p>Candidates answer all questions in both sections.</p> <p><b>Section 1: Reading for Ideas (25 marks)</b></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><b>Section 2: Reading for Meaning (25 marks)</b></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%