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| EFL | To create a fanstasy story following its features. | Use appropriate desriptive techniques to create an imaginary character and setting | Write a properly structured argumentative article./writing a cultural story based on a culturre and tradition of their choice emphasising on the cultural elements. | Descriptive composition |
| Unit | Survival | Poetry from different culture and traditions Island man, Limbo | Travel Writing | Shopping and the consumer society /Technology(ESL) Comprehension and Writer's effect,Narrative composition (EFL) |
| Second half term | <p>Make inferences in reading short survival stories, refer to evidence in the text and medium to know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension.</p> <p>Give short talks and presentations, expressing their own ideas on survival (using imaginative stories) use role, intonation, tone, volume, mood, silence, stillness and action to add impact. GL: to learn to sequencing of information. vocabulary: antonyms & synonyms. (spelling) BYOD: Research based learning: watch documentaries on survival.</p> | <p>Read a number of poems from other cultures. Show empathy with the context, setting and themes.</p> <p>Understand the effect of literary devices and their purpose.</p> <p>Analyse the poems independently based on linguistic and structural devices.</p> <p>Compare two or more poems, considering purpose, audience and effect GL: gap filling exerciscs with appropriate words: learn the difference between it, its, it's, its' and use them effectively in writing. BYOD: research on th epoets and their cultural beliefs that pormpted them to write poetry.</p> | <p>Explore the genre of travel writing, to be able to identify the techniques of descriptive writing.</p> <p>Study a variety of types and styles of travel writing enabling them to recognize author's use of style, technique, and rhetorical devices to enhance meaning.</p> <p>GL: reading: Identify the purpose of words in a text, and how does a sentnce or phrase provide an effecitive beginning to a text. BYOD: Create a travel vlog on any place they visited during the weekend.</p> | <p>IGCSE ESL 0511 /Exercise 5 letter writing</p> <p>EFL: 0500 Paper 2 Composition BYOD</p> <p>EFL: Description of an imaginary setting from a television series/movie of their choice ESL:</p> <p>Videoining Interview: Different Shopping styles/Research on "The Hope Probe "spacecraft</p> |
| ESL | to write a diary entry of a survivor. | Diary/Journal entry based on poems | Descibe a person, place and an event | Writing a narrative composition |
| EFL | To write a newspaper report on an incident | Diary/Journal entry from different point of views | Describe a journey of personal experience (use five senses, create vivid imagery) | Narrative writing (Plot, setting, atmosphere, character, viewpoint) |
| Unit | Gothic Genre | Choices taken The road not | My Wishes- Monkey's Paw and Sheikh Mohammed's Speech | Science and Nature/Media & Films (ESL) Responce to reading(EFL) |

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| <p>Third half term</p> | <p>Analyse the text, exploring setting, characterisation and theme through choice of vocabulary. Start to analyse syntax re: description, suspense and effects on reader. To understand the context of the text and why it is considered ‘Gothic’, comparing this with modern day interpretations. GL:to read retrieve, infer & deduce identify the use of specific words in a given text. Research on Gothic setting and atmosphere .BYOD-watch movie trailers based on specific links provided in the class by the teacher and based on their understanding make a presentation on the setting and characters or Presentation B- creating a video covering the enactment of a gothic story created by the students.</p> | <p>Learn about characterisation, setting and theme in the short story based on the theme- Choices. Write analytically about these aspects, justifying their thoughts, using the PEE method.</p> <p>Make judgements about the text and speak during class discussion.</p> <p>Be able to compare and cross-reference different texts with the same theme (poem and prose on the theme- Choice)</p> <p>GL:to read and identify the literary devices used in a text and interpret why they are used. to work on appropriate use of apostrophe and capital letters. BYOD: Create a small video or powerpoint presentation on the increasing areas of deserts around the world and the role of human beings in bringing about this destruction.</p> | <p>Analyse the short story from the point of view of theme. Identify the conventions of formal speech and to be able to use these in their own formal speech. Explore the differences between formal speech and writing. GL: Identifying contextual meanings of words, identifying phrases and their intended meanings, identifying reasons. Punctuation: identifying why specific punctuation are used in a particular sentence. BYOD: Research on Nabati poetry</p> | <p>IGCSE ESL 0511 /Exercise 6 Report writing EFL: 0500 Paper 1 Ex: Read and respond (Writing a report) Paper 1 Ex: 1&2 reading and analysing the language choice and its effect on reader BYOD EFL: Learner visit an important event in UAE (DUBAI SHOPPING FESTIVAL, GLOBAL VILLAGE, EXPO 2020 SITE..) and record a short video report with the learner’s commentary ESL: Research and find one present day scenario where science has had a positive impact on nature.</p> |
| <p>ESL</p> | <p>Create an outline of plot for a gothic short story with special focus on atmosphere</p> | <p>speaking: Live news report for a news channel/Speak expressing their views on the topic during GD</p> | <p>Writing and presenting short speeches on the given topic/ write paragraph on -My Wishes in life</p> | <p>Report writing of an event</p> |
| <p>EFL</p> | <p>Create a complete short story of gothic genre</p> | | <p>Reading and responding to articles in the form of speeches/ writing a speech following its techniques.</p> | <p>News paper report (structuring the essay) and formal report</p> |
| <p>Unit</p> | <p>Triumph</p> | <p>Persuasive writing (Brochures, letters, advertisements)</p> | <p>Mystery The adventures of Speckled Band</p> | <p>ESL: Health , fitness and sports EFL : Directed writing</p> |

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| Fourth half term | <p>Read and listen to increasingly challenging material (speeches and biographies of famous people). Know purpose and audience and context of writing and speeches drawing on this knowledge to support comprehension. Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. Make inferences and refer to evidence in the text discuss language use and meaning.GL:to focus on the use of appropriate punctuation marks- use of commas.BYOD:Research: to enquire about success stories of famous personalities like foot ballers, cricketers, authors, innovators etc. and create a powerpoint presentation or short video of them</p> | <p>Study a range of persuasive writing forms, analysing form, structure and devices. Understand purpose and audience of brochures, advertisements and letters. Comment upon choice of vocabulary, syntax and structure of persuasive texts. Write their own persuasive texts using the conventions learned.GL: vocabulary- antonyms/synonyms, vivid verbs for effective writing. Identifying punctuation errors from a given sentence.BYOD:research on the changing lifestyles in UAE. Creating brochures</p> | <p>Study the short story focusing on theme and characterisation Compare the story with the film – Alfred Hitchcock v Roald Dahl. Complete transactional writing based upon text, have structured debate based upon theme and justify their opinions related to text / film using PEE.GL:gap filling exercises;vocabulary identifying relevant phrases in a text.BYOD: videos will be shown based on one of crime and they will conduct an investigation/students to read the stories of Sherlock Holmes and create a presentation on how he unfolds the crime to the audience/ research on what makes a detective fiction successful/ research on why detective fictions rose into popularity.</p> | <p>IGCSE ESL Ex. 6 Article writing (argumentative) EFL Paper 2 Ex.1 . (Read and respond) write an argumentative or persuasive article/letter BYOD EFL: Design/direct ads to convey a social message using persuasive techniques.</p> |
| ESL | Writing an autobiography of an imaginary character | Create an advertisement using the persuasive techniques learnt/ write an informal persuasive letter | Write a short personal experience by using elements of mystery genre/ write a news report based on the prompt given. | Write an argumentative article (For and Against arguments) |
| EFL | Write a persuasive formal letter Write and deliver a formal persuasive speech | Design a brochure/write an informal persuasive letter using the techniques learnt | Narrate a personal experience using elements of mystery genre | Persuasive and argumentative writing in the form of a letter Writing A speech |
| Unit | Poetry Unit: Pre/Post 1900 Daffodils, The Eagle, The Echoing Green. | Science Fiction | War Poetry- The Charge of the Light Brigade & Anthem for Doomed Youth | Family and lifestyles(ESL) Descriptive composition ,Response to reading (EFL) |

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| Fifth half term | <p>To read and recite poems - Read for pleasure and for meaning.</p> <p>Read to analyze the poetic techniques, poet's use of language and its impact.</p> <p>Read to write reviews and diary entries and descriptive letters. GL: to focus on punctuation-colon and semicolon, apostrophe. BYOD: Create a video recording of them reciting their favourite poem / prepare a short film based on their favourite poem (can be animated)</p> | <p>Understand the conventions of the Science Fiction genre</p> <p>Analyse the text from the point of view of setting, syntax, use of vocabulary, description and structure</p> <p>To write using similar content and style GL: to identify appropriate phrase for a particular set of words from the given text./sequencing of information. BYOD: Watching specific science fiction movies for homework. /creating a facebook profile for an alien / extraterrestrial being.</p> | <p>Analyse how the theme of war is conveyed, its effect upon them as the reader and to justify their responses using the PEE method.</p> <p>Analyse texts that are thematically linked, commenting upon the similarities and differences, related to use of literary devices, structure and choice of vocabulary for effect.</p> <p>Make critical comparisons across texts and eras. GL: reading: learn how to sequence information in a text. BYOD: BYOD: Students will analyse the poems and comment on the writer's word choice and will post their answers on the PADLET wall which will be visible to all that will allow them to be reflective learners in further learning process.</p> | <p>IGCSE ESL Ex.6 Writing a book/film review</p> <p>EFL paper 1 Ex.1 (Read and respond) Write a journal entry. BYOD</p> <p>Design a healthy life style for a 21st century youngster focusing various aspects of food, exercise, finance relationship.</p> |
| ESL | Review of one of the poems/ writing an informal letter. | Write an alternative story ending | Theme based diary entries from soldier's perspective | Review writing |
| EFL | Diary/journal entry | Create a complete sci-fi short story/ write a news report. | Read and respond: Compare and contrast prescribed War Poems | Journal entry Diary Entry |
| Unit | Non Fiction Text | Arguments- How authors make and support claims | Non-fiction Text | ESL: Family and lifestyles (CONT..) EFL: Narrative composition, Response to reading |
| Sixth half term | <p>Read to locate and retrieve information and ideas from the non-fictional texts (Magazine/newspaper articles and reviews, instruction manuals etc.) read to understand viewpoint and attitude GL: spellings/read and infer the given text. BYOD: Create a presentation in Prezi/ in their devices on the different kinds of non-fictional texts and their characteristics with examples.</p> | <p>Identify the elements of argument text. Analyze and evaluate authors' position and types of supporting evidence. Write a researched argument essay, prepare argument and refutation for debate, use appropriate language when discussing and writing about texts and issues, including vocabulary learned from reading about the issues, use appropriate academic language when voicing opinions and possible differing viewpoints. GL: spellings/reading and inferring with evidence from a given text. BYOD: Research on the food wastage in school to create awareness among the students. Create info graphic/ presentation</p> | <p>Reading and analysing the language and layout of non-fiction texts</p> <p>Reading and comparing a variety of non-fiction texts</p> <p>Writing their own non-fiction texts- recounts, report, procedures, explanations, discussion texts. BYOD: Students will write blogs online with all features of non-fictional texts and will read their fellow students' blogs and comment about them in class discussion.</p> | <p>IGCSE EFL Paper 2 Ex 1 (Read and respond) Writing a speech</p> |
| ESL | Write an instruction manual/express their views on a piece of writing | Create an advert using appropriate persuasive techniques | Write a report based on given prompt/(introduction to IG report writing) | |
| EFL | Write a magazine article/book review | Write a balanced argumentative article Debate | Read and respond to a fictional text and write a report. | Writing a speech |

* There will be 2-3 leveled texts to teach each unit.

*The blue highlighted ones are the desired outcomes of each unit, for EFL and ESL pathways separately.

<http://learnenglishteens.britishcouncil.org> - skills practice & games

<http://www.vocabulary.com/> vocabulary quizzes

<http://www.bbc.co.uk/>

<https://www.esl-lab.com>

<http://www.english-test.net> lots of vocabulary & synonyms quizzes

<http://www.englishpage.com/>

<http://www.eslgo.com/quizzes.html> - some grammar & vocabulary activities