

CURRICULUM OVERVIEW 2019-2020		DEPARTMENT OF ENGLISH		
Term/Unit	YEAR 7	YEAR 8	YEAR 9	KS4
	<p>Writing a fantasy story The old troll and the last wheel of cheese &Starlite</p>	<p>Descriptosaurus</p>	<p>Stories on other culture Text: The Necklace & The missing mail</p>	<p>Travel and Tourism/Environmental issues (ESL) Comprehension and Summary,Descriptive composition(EFL)</p>
First half term	<p>Read and listen to fantasy stories to draw on knowledge of literary and rhetorical devices, new vocabulary and grammatical construction Apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form to write fantasy stories . Read their writing and that of others, evaluating its effects (speaking skill to be tested) and editing it to ensure improvement, redrafting as necessary GL: to use varied sentences &appropriate punctuation. Reading- decode, retrieve and infer information and ideas Punctuation: comma,end marks sentences. BYOD:Online quiz https://www.ereadingworksheets.com/genre/genre-activities/genre-quiz. For hot seating activity:https://www.roalddahl.com/create-and-learn/play https://www.oxfordowl.co.uk/pages/roald-dahl#quiz homework: Creating facebook profile for their favourite fantasy character. watching a movie: The lion , The witch and the Wardrobe, Narnia -1 for comparing the visual representation of the character and setting and find out the similarities and differences in the book and movie version.</p>	<p>Write for a wide range of purposes and audiences (for descriptive writing- recounts/letters) including imaginative writing . Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form for descriptive writing to create setting or characters GL:Punctuation: Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts : to focus on the choice of words and why they are used. BYOD: Homework: Visit to a mall and create a video and write a description of the place.Using ther own device to create a product review using descriptive techniques.</p>	<p>Read texts from outside their own culture to have a better understanding of the global community. Make critical comparisons across and understand increasingly challenging texts (stories from different cultures). Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. Know the purpose, audience for writing arguments, participating in debate and writing play script. Writing a cultural short story with special references to the elemnts that make up a cultural story. GL:Gap filling excercise with appropriate words.Punctuation:capitaisation, semicolon, dash.BYOD: Create a powerpoint presentation on the cultural heritage and landmarks of their own countries and give a brief description of each.</p>	<p>IGCSE ESL 0511 /Exercise 5 letter writing EFL: 0500 Paper 2 Composition BYOD EFL Compare three different texts of their choice focussing on TAP and LIST and present their findings in the form of a video with their personal commentary. ESL:Shoot a video description about their place/Plan a Tour of Korea/Dubai waste management</p>
ESL	<p>To describe the setting for a fantasy story</p>	<p>Use appropriate adjectives and sensory details to describe the setting and character / to write a descriptive letter</p>	<p>Debate on Crossroads issues/write a persuasive article / Read and respond: convert the prose in to dialogues/ writing a cultural story based on a culture and tradition of their choice.</p>	<p>Descriptive writing (people's Character and appearance)</p>

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 cultre 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 exercises with appropriate words: learn the difference between it, its, 'it's, its' and use them effectively in writing. BYOD: research on the poets and their cultural beliefs that prompted 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 sentence or phrase provide an effective 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>Videointerview: 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	Describe 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) Response to reading (EFL)

<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) 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 Paper1 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>

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)

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