Scheme of Work

Cambridge International AS Level
English General Paper 8021

For examination from 2019

Contents

Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study **(I)** and assessing learning **(F)** are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Teaching the Cambridge International AS Level English General Paper

The aim of Cambridge International AS Level English General Paper 8021 is to improve learners' skills in reading and writing and the ability to think critically about contemporary issues. It also seeks to improve communication in English.

As they explore modern issues in this course, learners need to be aware that not everyone sees the world as they do. Where we live and what we value play an important role in shaping our views. Teaching your students to approach modern matters with both maturity and sensitivity is therefore key. There are a number of activities featured in this scheme of work which are designed to help you do this.

As detailed in the syllabus, you are free to cover a wide range of topics as part of your English General Paper teaching. You are not expected, however, to cover all the topics listed in the syllabus. (In fact, doing this would probably sacrifice quality for the sake of quantity.) Instead, remind your learners that it is their responsibility to pay attention in core courses such as science, maths, history, and the arts to help reinforce their understanding of these topics. There are five themes featured in this scheme of work. Feel free to use these themes as the basis for your course, or simply apply the approach to your own set of themes.

One of the common misconceptions about this course is that it is a test of knowledge. While your teaching will cover a range of different topics throughout the year, keep in mind that learners will be assessed on their ability to think critically about and communicate clearly their thoughts on these issues, not on their retention of information.

It is therefore recommended that you cover between four and six themes in a school year (note the optional Topics 5 and 6 below). The most important thing to keep in mind is that the AS Level English General Paper is a skills-based course. The strategies for reading and writing shared in this scheme of work can transfer to any academic field, making this course foundational to your learners' overall educational experience.

Key skills

This scheme of work is underpinned by the assumption that good readers make good writers. Each unit therefore builds reading skills, which scaffold into writing. Papers 1 and 2 share the same set of skills, though the objectives for achieving these differ slightly. For this reason, the skills below are clearly labelled as Paper 1 or Paper 2 in the 'Learning objectives' column:

Key Skill 1 – Understand
Key Skill 2 – Apply
Key Skill 3 – Analyse
Key Skill 4 – Evaluate
Key Skill 5 – Communicate

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 hours for Cambridge International AS Level. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below gives some guidance about how many hours are recommended for each topic.

Topic	Topic area	Suggested teaching time (%)
1. 'The digital era'	Literature, language, the arts, crafts, and the media	It is recommended that this unit should take about 18 hours/ 10% of the course.
2. History's greatest	Economic, historical, moral, political and social	It is recommended that this unit should take about 54 hours/ 30% of the course.
3. Food, water, resources	Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics	It is recommended that this unit should take about 36 hours/ 20% of the course.
4. Leisure, media, entertainment	Literature, language, the arts, crafts, and the media	It is recommended that this unit should take about 36 hours/ 20% of the course.
5 (Optional)*		It is recommended that this unit should take about 18 hours/ 10% of the course.
6 (Optional)*		It is recommended that this unit should take about 18 hours/ 10% of the course.

* Teachers can add one or two additional topics to the Scheme of Work by following the same learning objectives and using the same (or variations of) activities with a new topic area. Refer to the syllabus for the list of course topics to guide your selection of topic area.

Resources

The up-to-date resource list for this syllabus, including textbooks endorsed by Cambridge International, is listed at www.cambridgeinternational.org
Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective.

School Support Hub

The School Support Hub www.cambridgeinternational.org/support is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub at www.cambridgeinternational.org/support. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or   content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge International AS Level English General Paper (8021) syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Key skills help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as 'We are learning to / about…'.

Suggested teaching activities and resources give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources

Teaching tips provide extra guidance for teachers on activities included in the Scheme of Work.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Extension activities provide your abler learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Formative assessment (F) is ongoing assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt; you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

Past papers, specimen papers and **mark schemes** are available for you to download at: www.cambridgeinternational.org/support
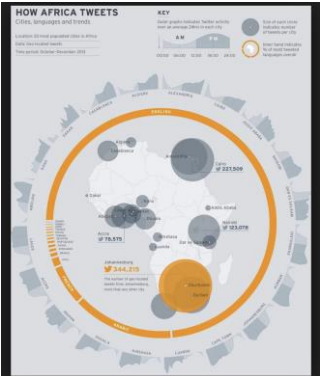
Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Teacher's notes column:

the article as they do not know what role they may play in breaking its message down!

Teaching tip: Formative assessment extension activity: To encourage learners to thoughtfully research and select articles for [...] task, offer a [...]rd to the group [...]e article you pick [...]e assessment!

[...]tion stems to [...]s **application** of [...]ant information:

- *Explain why* X *happened.*
- *Explain the reasons the author gives for…*

Suggested teaching activities and resources column:

Formative assessment:
Split the class into two halves: A and B.

Provide Side A with the following articles, and ask them to complete the two tasks below. **(I) (F)**

- 'Google DeepMind's WaveNet AI sounds human, rocks the piano,' by Carl Engelking
- 'Scientists are drowning, Artificial Intelligence will save them,' by Carl Engelking

Side A tasks:
(1) Actively read each article by jotting notes in the margin to identify main points raised, tone, organisational structure, and purpose as these apply to the passage. **(I)**
(2) Using approximately 250–300 of your own words, explain the potential benefits of artificial intelligence. Use relevant information from the articles to explain your point. **(I)**

Provide Side B with the following articles, and ask them to complete the two tasks below: **(I) (F)**
- 'Google steps away from humanoid robot PR problem,' by Jeremy Hsu
- 'Japanese firm replaces workers with artificial intelligence,' featured in the *Irish Times*

Side B tasks:
(1) Actively read each article by jotting notes in the margin to identify main points raised, tone, organisational structure, and purpose as these apply to the passage. **(I)**
(2) Using approximately 250–300 of your own words, explain the potential risks/threats of artificial intelligence. Use relevant information from the articles to explain your point. **(I)**

Now create groups of four, with two learners from Side A and two [...] from Side B [...]. The[...] explain to each other what they learned about the benefits/draw[...] Learners submit their summaries at the end of the activity. **(F)**

Extension activity
This activity allows learners to **co-create** an assessment for the [...] assess their ability to apply relevant information to a written resp[...] own words.

(1) Working in groups first, learners collectively pick an article of [...] article to be featured in the formative test. (This way, they get a voice in the content used to assess them!)

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Topic 1 'The digital era'

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
UNDERSTAND, APPLY (Paper 2): Identify, select, and interpret information.	Images are an excellent way to reach a wide-ranging audience of learners. The OPTIC activity can familiarise learners with the skills of understanding and analysis without intimidating them. It is therefore a good way to preview the kind of critical thinking this course expects while not overwhelming learners at the start. This activity focuses on understanding: • main idea • relevant details. <u>Teaching tip:</u> Depending on their level, your learners may not be ready for the task set in 'C' yet; as an alternative, they could engage in small group discussion	**Identifying main idea and relevant details** **OPTIC strategy** In groups or as a whole class, ask your learners to observe a number of images you've pre-selected from various digital media platforms, each of which evoke enquiry and discussion. One example might be: Native Brazilian man from Tupi Guarani tribe painting his face, Brazil (Indio) Learners view the images you choose and discuss in groups the following talking points (in the order they appear): • **O** = **Overview** the image. What is happening in the picture (not what *might* be)? Summarise the literal action of the image as you see it. • **P** = List the **Parts** (or details) of the picture that seem important. Name everything you see, describing the placement of these parts. Make notes of colours, figures, textures, lines, groupings, shading, patterns, numbers, repetitions, etc. Now consider what kind of impact these parts intend to have on the viewer (i.e. do they set a mood, stir an emotion, etc.). • **T** = Consider the **Title** of the image, if it has one. What does it tell you about the picture? How does it add to your understanding of the image? If no title exists, create one yourself. What would you call it and why?

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	before justifying their ideas to the whole group.	• **I** = Explain the **Interrelationships** in the image. How do the objects or people relate to each other? What clues do these relationships give you about the main message being conveyed? What is the most important relationship doing this and why do you think so? • **C** = **Craft** a written statement that explains 1) what is happening in the image and 2) what is the argument the author is trying to convey.
UNDERSTAND, APPLY (Paper 2): Identify, select, and interpret data.	Paper 2 features two types of reading passage: • prose • logical reasoning. To understand what they read, learners will need to be able to identify the main idea in either kind of passage. This activity familiarises learners with understanding the big picture of data-related information such as graphs, charts, statistics.	**Understanding and analysing data** **OPTIC strategy with data images** Select a number of graphics and data charts from sources like UNESCO and the World Economic Forum. Using the OPTIC strategy, learners work in groups to determine the meaning of the different types of data images. Sample image for OPTIC analysis (click to view): **Formative assessment:** Ask learners to search for two images from digital media: 1) a photograph 2) a data-based graphic (data, chart, infographic, etc.). Using OPTIC, they compose a multimedia presentation that works through the various elements of OPTIC for each, and present their findings in small groups or to the whole class. **(F)** **Resources** www.inspiration.com/lessonplans/InspireData www.equitymaps.com (with this resource, learners can use data to track their own participation)

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
UNDERSTAND (Paper 2): Understand detailed information and identify key words.	One of the most important ways for learners to understand information is to observe how it is organised. The more organised the ideas are, the easier it is to understand them. Observing the organisational patterns others use can help learners build awareness of organisation into their own approach to writing. Teaching tip: Let learners know that later in this unit they will practise organising ideas using the 'Reasons + examples' structure.	**Understanding organisational structure** First, show this advertisement for Apple. Ask learners to identify the advertisement's purpose. Now ask them to attempt to identify how the advertisement is organised in order to achieve that purpose. One other option is this advertisement from Apple. Now watch the first 5 minutes 46 seconds of Simon Sinek's TED Talk, 'How Great Leaders Inspire Action.' In the opening part of his talk, Sinek introduces the 'Golden Circle' as an organisational structure that companies such as Apple use to persuade consumers to buy their product. According to Sinek, the deliberate use of organisational structure is what makes companies successful at communicating their point and achieving their purpose. See if your learners can apply this organisational pattern to the Apple advertisements viewed earlier. The point of this video is to open learners up to the idea that organisation matters. Now share with learners the various ways information is typically organised: • Reasons + examples (or, Main idea + details) • Cause/effect • Problem/solution • Comparison/contrast • Sequential order • Chronological order • Order of importance For each, provide a passage that employs these structures – or challenge learners to find an advertisement or commercial that does so. **(I)** **Extension activity** Ask learners to think about how advertisements attempt to persuade others to buy a product. How is the information organised to achieve this aim? (Since you've already looked at images in this unit, learners might look at the visual placement of images in adverts, specifically, to see how the organisation of parts achieves the author's purpose.)

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
UNDERSTAND, APPLY (Paper 2): Understand detailed information and identify key words. Identify, select, and interpret relevant data, information and examples.	This section expects learners to identify several elements of a passage in order to demonstrate understanding. 'Main idea + details' is one of the many organisational patterns used to structure ideas, and is perhaps most commonly found in the support paragraphs of an essay. The author's tone and purpose impact this main idea, so the first activity is one way of demonstrating how these elements are interconnected. Teaching tip: Key terms to cover are: ● *stated vs. implied main idea* ● *reasons/claims* ● *supporting details/evidence*	**Reading for comprehension** **Identifying the essential elements of reading** Read the article 'Here are 5 Challenges to the Internet of Things' by Aritra Sarkhel. Learners independently identify: (1) The tone of the opening paragraphs. **(I)** (2) The author's purpose for writing the article. **(I)** (3) Now ask them to identify the main message being expressed. They can work in pairs to discuss before sharing. After they have identified the main idea, the pairs work to identify the various details which support Sarkhel's main point. Using a mind map to illustrate ideas, place this information on the board as it develops. **Written response** Now that learners are more familiar with the information in the text and how it is organised, you can begin practising written responses with them. Using the question stems listed in the 'Teacher's notes' column for this section, create several reading comprehension questions to correspond with Sarkhel's article. Introduce the different question styles to your learners and practise writing responses to these, as a class. **Active reading strategies** Using the question stems listed in the 'Teacher's notes' column, create several reading comprehension questions to correspond with the following article: 'From your smart TV being held hostage to personalized healthcare: what to expect from tech in 2017' by Nicole Bogart. First, read the article together, teaching them active reading strategies as you do so. Specifically, as they read, ask learners to create unique marks to identify: ● main idea ● supporting details ● key words to indicate tone, purpose, organisational structure. They should also make margin notes (observations regarding any of the above or other questions/challenges/ connections that naturally arise). Learners then work in pairs to write responses to the questions. Review responses together. **Resources** www.scholastic.com/teachers/unit-plans/teaching-content/strategies-active-reading/

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	Question stems to assess **understanding**: • *What is the main idea of (X paragraph or section of the text)?* • *Which detail from the passage supports the point that…?* • *Name two reasons why…* • *Provide two examples that support…as used in the passage.* • *What is the author's tone at the beginning of the passage…at the end?* • *What is the author's tone in paragraph X?* • *Why do you think the author wrote/included…?* • *How is the information in paragraph/ section X organised? Is this choice appropriate?*	**Four corners 'TED test'** The whole class views the following TED talk: 'Welcome to the Age of the Industrial Internet,' by Marco Annunziata (12:36). Split the class up by assigning them to one of the four corners of the room. Assign each corner a clip from the talk (roughly a three-minute clip per group). Give each group a copy of the question stems to assess understanding. Each group uses the question stems you've provided to write two or three questions which assess a viewer's comprehension of their segment of the talk. Encourage learners to write creative and challenging questions because their peers will later be asked to respond to these. NOTE: You can either re-watch the clips with them and/or provide them with the transcript. Each group also creates an 'ideal response' for each of their questions (similar to an answer key, but be sure they understand there may be more than one way to answer some of these questions). When all groups have drafted comprehension questions for their section, the whole class practises responding to the questions made by other groups. They then use the group-developed 'answer keys' to evaluate their responses. **Formative assessment:** Using the article 'Learn tech and adapt in digital era' by Alvin Ng, or another of your own choosing, assess learners' understanding of the text by asking any combination of the questions listed in the 'Teacher's notes' column. **(F)**

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
APPLY (Paper 2): Identify and summarise major issues in any situations that are presented in a text. Reframe answers using your own words.	When learners can understand information from a passage, they need to be able to combine it with their own thoughts in order to formulate a response to it. Putting the ideas of another into their own words, however, is perhaps the most challenging task for learners taking this course, so plenty of practice in this regard is suggested. <u>Teaching tip</u>: The 'Echo statements' activity can also be carried out via 'random selection,' where the teacher calls a learner to read at random (Partner A task), and that learner then selects another person to explain what was just read in their own words (Partner B). This will help to keep learners engaged throughout	**Using your own words** **'Echo' statements** For this task, you will need 10 participants to come to the front of the room. Pair them up as Partners A and B. Using the article <u>'Does the digital era herald the end of history?'</u> by Matthew Wall, partners complete the following tasks for their audience: (1) Partner A: reads a segment of the text aloud to the class. (2) Partner B: 'echoes' Partner A by explaining the segment read in their own words. Partner A (or the audience) can add to Partner B's response to clarify as needed. Ask the audience to note down Partner B's summary in the margin of their articles near the relevant section. Explain to learners that this kind of brief note-taking strategy can be used to break down a long article into more digestible chunks of information, making it easier to comprehend. **Differentiated instruction** A simpler activity to introduce summarising/using your own words: View the following clip with your learners. Then ask them to explain the video's message using their own words: www.ted.com/watch/ted-institute/ted-ibm/internet-of-things-transforming-the-routine **Jigsaw summary** Before you begin this activity, assign various sections of the TED talk <u>'Can we build AI without losing control over it?'</u> by Sam Harris, to groups of three or four. As a whole class, read the <u>transcript</u> together. Then ask each group to summarise their assigned section in their own words. Place each summary statement on a large post-it and hang them, in order, at the front of the room for review. Watch the TED talk in full, stopping at each section to check that the summary matches, or edit accordingly. **Extension activity** Learners read through the viewer 'discussion,' which appears below Harris's TED Talk. (a) As a whole class discussion, learners take turns putting the various comments into their own words. (b) They can also work in pairs or small groups to recreate the viewer discussion by having each group member take on a character role from the discussion and share these thoughts in their own way. The goal is to give learners as much practice as possible in reframing the ideas of others in their own words.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	the article as they do not know what role they may play in breaking its message down! Teaching tip: Formative assessment extension activity: To encourage learners to thoughtfully research and select articles for this task, offer a reward to the group whose article you pick for the assessment! Question stems to assess **application** of relevant information: • *Explain why X happened.* • *Explain the reasons the author gives for…* • *Using your own words as far as possible, identify X and explain why...* • *Summarise the message being conveyed in…using your*	**Formative assessment:** Split the class into two halves: A and B. Provide Side A with the following articles, and ask them to complete the two tasks below. **(I) (F)** • 'Google DeepMind's WaveNet AI sounds human, rocks the piano,' by Carl Engelking • 'Scientists are drowning, Artificial Intelligence will save them,' by Carl Engelking Side A tasks: (1) Actively read each article by jotting notes in the margin to identify main points raised, tone, organisational structure, and purpose as these apply to the passage. **(I)** (2) Using approximately 250–300 of your own words, explain the potential benefits of artificial intelligence. Use relevant information from the articles to explain your point. **(I)** Provide Side B with the following articles, and ask them to complete the two tasks below: **(I) (F)** • 'Google steps away from humanoid robot PR problem,' by Jeremy Hsu • 'Japanese firm replaces workers with artificial intelligence,' featured in the *Irish Times* Side B tasks: (1) Actively read each article by jotting notes in the margin to identify main points raised, tone, organisational structure, and purpose as these apply to the passage. **(I)** (2) Using approximately 250–300 of your own words, explain the potential risks/threats of artificial intelligence. Use relevant information from the articles to explain your point. **(I)** Now create groups of four, with two learners from Side A and two learners from Side B in each group. The groups explain to each other what they learned about the benefits/drawbacks of Artificial Intelligence. Learners submit their summaries at the end of the activity. **(F)** **Extension activity** This activity allows learners to **co-create** an assessment for the reading skill of 'applying'. The task they create can assess their ability to apply relevant information to a written response, and to summarise and explain using their own words. (1) Working in groups first, learners collectively pick an article of interest for their assessment. Groups submit an article to be featured in the formative test. (This way, they get a voice in the content used to assess them!)

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	own words as far as possible. ● *In your own words, summarise the advantages of X.* ● *From paragraph X, explain Y as it is described in the passage using your own words.* ● *Summarise the author's views about X.* ● *Define X as outlined in paragraph Y in no more than 30 of your own words.* ● *Using your own words, give reasons why the author claims in lines x–x that X is/is not…* Teaching tip: Reading comprehension questions that ask learners to summarise will typically target a distinct section of the passage as opposed	Learners collaborate in groups of four and carry out 'jigsaw research'. Specifically, each group member researches the digital era's impact on a specific environment of each individual member's choice (*the workplace, schools, healthcare facilities, battlefield,* etc.). They then share the most interesting article they find with their group, summarising their findings. The group agrees on the most interesting article within the group, and submit this article to the teacher for further consideration. (2) Take the submitted articles from each group (you'll have about six to eight) and select one (see Teaching tip). Pair it with the question stems to assess application (see the 'Teacher's notes' column) and present this as the class' formative assessment of learning. **(F)**

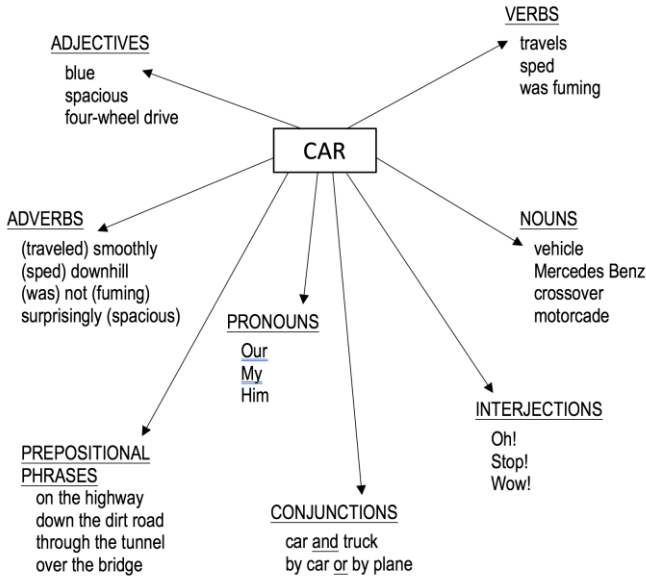| Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	to the entire passage itself (e.g. '*Using your own words, summarise the message conveyed in paragraphs 3 & 4*').	
COMMUNICATE (Paper 2): Organise information and communicate clearly and succinctly in English.	Teaching tip: Avoid allowing learners to use notecards or other 'script' when presenting information. In this way, this activity serves not only as practice for Paper 2, but it also mimics a vital aspect of Paper 1. When writing an essay, learners will not have resources to reference; instead, they will need to recall information from memory and apply it to the question asked.	**PROJECT: Photo essay** Allow learners a choice between the following two questions for their photo essay: • Using knowledge from the text and your own, outside knowledge, explain the <u>benefits</u> of driverless technology. • Using knowledge from the text and your own, outside knowledge, explain the <u>risks</u> of driverless technology. NOTE: You can substitute any other form of digital technology into this question or allow learners to select their own. Learners research information about their topic, reading for understanding. Then ask them to locate five images which depict this research. They share these images with the class in a multimedia format of their choice (PowerPoint, Prezi, etc.), summarising what they learned by explaining each image in relationship to their research. **Extension activity** If your learners have done well with summarising in written form thus far, learners should follow-up their presentations with a written summary for each of the five slides. If not, keep in mind that it is still early in the course. Using speech to practise the skill of summarising and paraphrasing is a good a way to get them comfortable with language in conversation before translating ideas into written form. Instead of having them complete the summaries independently, perhaps work one-on-one with your learners or in small groups to do so.
Bridge between Papers 1 and 2	At this point in the unit, learners have been observing the way others approach writing. Now they will begin applying these	

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	strategies to their own work. They will use the knowledge they learned from reading to support their own ideas as they write about contemporary issues.	
UNDERSTAND (Paper 1): Understand the requirements of the set essay question and respond appropriately to its key words. (*As the LO indicates, this understanding will be evident in how clear the response is, and how relevant the supporting information is!*)	Understanding what the question is asking is crucial to providing an appropriate answer, yet this is the step learners often overlook as a result of time constraints. Consistent practice in understanding the essay question is therefore encouraged.	**Understanding the requirements of the question** Introduce learners to the various signal words used in different essay questions to suggest an *explanation*, an *argument*, or an objective *exploration* of ideas . Some examples of signal words include: • Explain – *What/Why*, *Explain*, *Account for*, *Give reasons why*, *Illustrate your point*, *Interpret* • Argue – *Do you agree that*, *In your opinion*, *Do you think*, *Is X fair*, *Should/Can/Is* • Explore objectively – *To what extent*, *How far*, *Consider*, *Evaluate*, *Assess*, *Discuss*, *How successful/important/valuable/efficient is*, *Will/Is…ever* View some of the sample/specimen papers with your learners and discuss the style or approach an essay should take, based on the signal words used in the essay question.
APPLY (Paper 1): Apply appropriate knowledge as evidence to support an argument, opinion, or point. This is often in the form of examples.	One way to generate ideas quickly is to look at the topic through different 'lenses'. An academic lens is a narrow filter through which a topic can be considered or examined. Selecting a few, specific lenses	**Generating essay ideas** **Using lenses** The following list is a standard set of academic lenses learners can use to think about the topic in different ways, each of which can be assigned to a finger on the hand to make them more memorable (often called the 'hand' approach): • Science & technology $\qquad$ 1st digit (thumb) • Politics & government $\qquad$ 2nd digit (index finger) • Environment $\qquad$ 3rd digit (middle finger)

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
(The skill is to select carefully and integrate this knowledge into your own writing.)	narrows the scope of the essay and allows for deeper consideration of the issue. Teaching tips: Learners can apply the content they've learned earlier in this unit on the 'Digital era' to the various steps in the writing process, beginning with 'generating ideas' in these activities. Not all essay topics can be narrowed through lenses (e.g. '*How accessible is healthcare in your society?*' You wouldn't consider how 'environmentally accessible' healthcare is, for instance!) To help learners start thinking about the perspectives that exist within each academic discipline (lens), ask them to consider who the	• Social/cultural 4th digit (ring finger) • Media, sports, entertainment 5th digit (little finger) Feel free to assign lenses to different fingers and assign meaning based on social and cultural norms. (As an example, the social/cultural lens can be remembered by assigning it to the ring finger, since this is the finger where wedding bands are worn as part of culture and tradition.) Provide learners with the essay question: *To what extent should we look forward to old age?* As a class, ask them to generate ideas by looking at the broad topic through more specific lenses. For instance, consider the issue from a *scientific* standpoint: What innovations in (*e.g. medical*) science help us feel good about growing old? From this same standpoint, however, what makes us fear/dread old age? Work through each finger in this way, looking at both positive and negative points under each lens. Now organise learners into groups of three and assign a unique essay question to each group or let groups pick their own. (Use any of the essay questions found in the specimen papers as long as the lenses can clearly be applied). For this activity, learners illustrate the five 'hand' lenses in a creative medium of their choosing. For each finger, they generate one idea in favour of the question, and one against. Learners then present their ideas to the class; the audience judges whether or not each example/idea is relevant to the question. **Resources** For more about this method and others, refer to *Teaching the General Paper: Strategies That Work, By Teachers, For Teachers,* National Institute of Education, Nanyang Technological University, Edited by Caroline Ho, Peter Teo, Tay May Yin (2006) http://edpioneer.com/lending-hand-using-lenses-narrow-essay-focus/ http://edpioneer.com/understanding-perspectives/ **Identifying relevant stakeholders** While some essay questions are broad and need lenses to narrow focus, other questions are more specific. Since lenses don't necessarily apply to these cases, another strategy is needed to generate ideas. Consider, for instance, the question: *'The textbook still has value in 21st century society.' Do you agree?* Notice that the lens strategy does not apply to this essay question. However, within each lens, there are a number of people, groups, or other entities that have something at stake if the issue under study is supported or opposed. By brainstorming a list of relevant stakeholders, learners are uncovering the various points of view (perspectives) which surround this issue.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	stakeholders are. This strategy also encourages them to step out of their own mind-set to consider other perspectives, which can add depth and maturity to their responses. As demonstrated in 'The Situation Room' activity, learners can use fictional characters, but they can pretend to be real people, too! Starting with fiction can make the activity fun and therefore less intimidating (e.g. Devon Heeley). As they grow in knowledge, however, you may want to challenge them to begin citing real figures/entities (e.g. *'I am here on behalf of the United Nations today and I have a say in the matter because…'*)	To practise this, learners play a game called 'The Situation Room,' where they identify the various stakeholders who have a relevant say in the matter and roleplay the conversation they might have when attempting to resolve a contemporary issue that affects them. **'The Situation Room'** Assign learner pairs. Then arrange the class into 'fishbowl' seating, where Partner A is in the inner circle, and Partner B is seated in the outer circle (directly behind Partner A). (1) Provide learners with an essay question such as the one above. (2) Inner-circle learners, in turn, introduce themselves to the circle (in character) by their stakeholder title (*'Hello, my name is Devon Heeley, and I am the CEO of Playhouse Publishing!'*) (3) Outer-circle learners then speak on behalf of their partner by justifying why this stakeholder has a relevant say in today's topic of discussion (*'My partner has a relevant say in this matter because as the leader of a big name publishing company, he knows/sees/understands…'*) (4) Learners on the inner circle then begin discussing the 'situation' as to whether textbooks are still needed in today's society. Outer-circle members track their partner's points; at various points in the discussion, go around the outer circle and ask members to add specific examples to strengthen or extend their partner's points. They also have the option of countering other perspectives if they can come up with an appropriate example. **Formative assessment:** Start a Google Slide document and grant access to the class. Assign a slide to each learner. Then assign an essay question to each learner, specifically one that can be broken down by lenses. Ask them to create an illustration of their essay prompt where they: (1) write the essay prompt (2) identify signal words which recommend style (3) determine words that set broad/narrow limits to the question. Apply the same format to assess their understanding of stakeholder perspectives (they write the prompt and illustrate the voices circling around it). Review the entire slideshow(s) with the class at the end to reinforce the point that essay questions need to be carefully interpreted before attempting a response. **(F***)*

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
COMMUNICATE (Paper 1): The ability to communicate ideas in a well-structured manner.	Expository paragraph practice: • encourage learners to use the stakeholder strategy to help them identify reasons, and examples to support these reasons • have learners use two colours during the brainstorm process to represent their own ideas and those added during class discussion.	**Paragraph practice** Earlier in this unit, students learned that a common structure for organising ideas is a main idea followed by details and examples to support it. Specifically, in an essay, learners will offer reasons to explain or prove a point, followed by examples or other evidence to support. Provide your learners with the following essay question (or another of your own choosing): *'Schools should be teaching computer coding, not handwriting.' Explain why this is true.* Help them set up a mind map where they begin generating ideas about why coding should replace more traditional parts of the curriculum. When their brainstorm is complete, share ideas as a class and allow them to add to their mind map. Using one of the ideas on the map, write a single support paragraph with the whole class, which demonstrates: • strong topic sentence featuring the first 'reason' why teaching coding should replace teaching handwriting • examples to support this reason • explanation/justification of how this evidence relates back to the essay question. Ask learners to select a second reason from their brainstorm which they think is strong. They add to the support by writing the next paragraph on their own (using the structure you just modelled). **(I)** **Differentiated instruction** The third step in the paragraph-writing process involves linking evidence back to the main claim regarding the essay topic. This is a more advanced skill, and it will be covered in greater depth later, so if your learners are not ready for it yet, it is ok to leave this step out for now. **Extension activities** (1) Learners peer mark each other using the structure as a basis for their marking. (2) Assign learners to a slide in Google Slides where they add their paragraphs for a peer to review. Peers then use colours to highlight the various elements of the paragraph, and add feedback in the notes/comments section where they also issue marks. (3) Learners take ideas from any of the mind maps they created in this unit and draft full paragraphs using a basic 'Reasons + examples' format to exemplify points.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
The ability to communicate information, ideas, and opinions in a clear, succinct, and accurate manner (using written English).	This section addresses the various parts of speech and how this knowledge can improve grammatical accuracy and style (e.g. sentence structure). As we can assume learners have had some experience with grammar already, however, the activities in this unit are merely meant to activate prior knowledge or refamiliarise them with what they already know while also revealing what they do not. This can help you tailor future instruction accordingly, based on their needs.	**Parts of speech review** First, briefly review the eight parts of speech with your learners. See which ones they can remember and how well. Be sure to probe their knowledge of the various sub-categories and/or rules within each (e.g. for nouns: *common/proper, concrete/abstract, collective, compound,* as well as rules for forming plurals and possessives). **Speech parts mind map** Ask learners to select a common noun (e.g. 'car'). They put this term in the centre of their mind map. They then add to their mind map by surrounding the central word with examples of the other parts of speech which relate to it. **(I)** An example would be: **Extension activity** Ask learners to write complete sentences using the speech parts they selected (e.g. *'My parents surprised me with a four-wheel drive car for my birthday!' 'The Mercedes Benz belonged to him.'*)

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
		Sentence type scramble Take several sentences and cut them up into smaller speech units (e.g. parts of speech, phrases, clauses). Small groups of 2–3 learners arrange these into their proper order using punctuation, capitalisation, syntax and other hints as a guide. **Resources** www.mindmapping.com https://webapps.towson.edu/ows/parts.asp https://owl.english.purdue.edu/owl/resource/730/1/

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)**

Specimen paper 8021
- *Paper 02 Section B (explain using one's own words)*

Past papers Syllabus 8001
- *Nov 16 Paper 22 Passage 1 (prose/overview of reading skills, range of question types)*
- *Nov 16 Paper 22 Passage 2 (logical reasoning/overview of data and chart analysis)*
- *Nov 14 Paper 22 Passage 3 (prose/identify and explain)*

Past papers Syllabus 8004
- *Any (from 2012–2017)*

Topic 2 History's greatest

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
Introduce the unit	Interpreting word choice is an important part of reading comprehension; defining terms is an important part of writing because it helps writers clearly communicate ideas to their audience. Teaching tip: When defining greatness after the YouTube clip, you could discuss the importance of defining terms in an essay. Let learners know you will revisit this with them later when they begin writing.	To introduce learners to the topic area, watch the following Apple advertisement: 'Here's to the crazy ones' followed by a brief discussion on what makes a person 'great.' You might want learners to collaborate in small groups to determine their definition of 'greatness' before presenting it to the class. AND To introduce learners to the point that careful selection of language is essential to strong communication and good writing, share the following advertisement with learners 'The Power of Words'.
UNDERSTAND (Paper 2): Interpret relevant information and identify key words.	In this activity, learners focus attention on the following to improve reading comprehension, build an awareness of	**Interpreting word choice** Part of what makes leaders like Martin Luther King, Jr., Mahatma Gandhi, and Malala Yousafzai 'great' involves the words they use to accomplish a set purpose. Select a famous speech (or excerpt(s) thereof) that has had an impact on your region of the world (Martin Luther King, Jr.'s *'I Have a Dream'* speech; Malala Yousafzai's Nobel Peace Prize acceptance speech, Elie Wiesel's, *'The Perils of Indifference,'* Gandhi's *'Quit India,'* Steve Jobs' Stanford Commencement speech, etc.)

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	language, and strengthen vocabulary: ● tone ● words and phrases in context.	Read the passage as a class and identify the author's purpose for, or intention in, writing it. Then ask learners to determine the author's tone in discussing the topic. When these have been established, ask learners to consider how these aims were achieved. What words does the author use to accomplish this purpose and effect? (1) Analyse one paragraph together, highlighting terms that are either positive or negative in connotation and observing how the patterns of word choice contribute to the overall message. (2) Then provide small groups of learners with their own portion of the speech to analyse. For example, assign each group a different paragraph from the speech you selected. The groups then present their observations to the whole class. When presenting, learners should identify language used, what purpose it serves, and how it impacts the audience (e.g. in his most famous speech on equal rights, Martin Luther King, Jr. uses phrases like the 'desolate' valley of segregation versus the 'sunlit' path of freedom/justice to create positive and negative images in the audience's mind of undesirable versus desirable living, respectively.) **Extension activity** An additional option would be to assign full speeches to different groups and then present their findings as to how words are carefully used to establish tone and accomplish purpose. **Resources** www.history.com/speeches https://archive.org/details/Greatest_Speeches_of_the_20th_Century **The appropriateness of language in context** Another important aspect of clear communication involves understanding the use of certain words or phrases in context. Take this opportunity to discuss how language changes depending on our audience and surroundings; introduce learners to the terms below. Learners should generate examples for each and discuss when it is appropriate versus inappropriate to use (based on both purpose and audience): ● Colloquial language ● Idioms ● Euphemisms
UNDERSTAND (Paper 2): Interpret relevant information and	Particularly in an informal situation, context is key in determining the	**Using context clues to determine meaning** First, familiarise learners with the different ways in which a writer can offer clues as to the meaning of an unfamiliar word:

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
identify key words. **APPLY (Paper 2):** Reframe text in one's own words. **COMMUNICATE (Paper 2):** Organise and communicate information clearly and succinctly in written English	meaning of some of the phrases people use (idioms, euphemisms, colloquial terms, etc.) when communicating. Likewise, context clues can help determine the meaning of formal terms, some of which are topic-specific. Students build reading comprehension by using context clues to determine the meaning of unfamiliar words; they then use this awareness of vocabulary to write sentences of their own, using the words they've learned. Teaching tip: You can use this activity during any unit by organising the vocabulary terms around a skill or topic you are teaching. For instance, if you are teaching critical/argumentative	**Examples**: the sentence or paragraph offers an illustration of the term through the use of examples. Usually signalled by words like 'such as,' 'other,' 'include,' 'these,' and 'for example.' **Definitions**: the explicit definition of the word is built into the sentence or paragraph. Usually signalled by words like 'is' and 'means' **Restatements**: using a follow-up sentence to break down or simplify a point just made using more difficult terms. Usually signalled by words like 'or,' 'that is,' 'in other words,' and 'which is.' **Contrast**: the word is compared to its opposite; by showing what it is *not*, the reader can work out what it *is*. Usually signalled by words like 'unlike,' 'but,' 'not,' 'in contrast to,' 'opposite,' 'apart from,' and 'while'. **Cause/Effect**: the word is placed in relationship to its cause or outcome as a hint to its meaning. Usually signalled by words like 'so,' 'that,' 'so that,' 'because,' and 'in order to.' Provide learners with the papers listed 'Past and specimen papers' section. They practise identifying unknown words by using context clues to help them. They then write sentences using context clues to help their audience understand the meaning of these terms. **Political cartoon vocabulary** This activity mimics the task which commonly appears in Paper 2 exams; learners are asked to define terms based on context clues, then use them in their own sentences in a context independent from the original passage. Organise learners into groups of 2–3, then complete the following steps below: (1) Each group receives a political cartoon of your choosing, along with a sentence you've written using a frequently used (formal) vocabulary term to describe the image. Groups work together to define the term based on the context of the image and the clues in the sentence. A good idea is to create a set of 8–10 cartoons and sentences. That way, you can rotate the activities around the classroom until all groups have practised with each set. (2) Using the same words, ask groups to locate a cartoon of their own, which relates to the term in some way, and then write a sentence about their cartoon using the term. **Resources** https://upfront.scholastic.com/pages/archives/ (Search for 'political cartoon') http://editorialcartoonists.com/cartoon/ www.readwritethink.org/classroom-resources/lesson-plans/analyzing-purpose-meaning-political-794.html?tab=4#tabs

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	writing, your word choice rotation could include words like: *dissuade, refute, vacillate, dissent, deter, concede, advocate*, etc. Or, if you are studying a topic in the field of scientific research, you might use words like: *concise, compelling, pragmatic, enigmatic, obscure, analogous, catalyse*, etc.	

ANALYSE (Paper 2): Interpret what evidence means. This goes beyond observing or summarising the evidence and involves drawing inferences, understanding the implications of a course of action and examining other points of view.	Biographies and autobiographies can help learners gain awareness of global issues and see the world from a perspective other than their own, while building critical reading skills and vocabulary. Specifically, this reading activity will focus on the skill(s) of:
	• making inferences.
		Making inferences to determine meaning Select an excerpt from a biography or autobiography to read with your learners (e.g. 1–3 chapters). The selection you choose should focus on the 'extraordinary' efforts of an otherwise 'ordinary' individual. Keep in mind that while sustained reading is important for reading comprehension, you will need to begin at a level that is most appropriate for your learners. Here are a few suggestions for varying levels of reading competence:
		• Beginner: *Night*, by Elie Wiesel
		  I am Malala (ages 11–13 version), by Malala Yousafzai
		• Intermediate: *A Long Way Gone*, by Ishmael Beah
		  Enrique's Journey, Sonia Nazario
		  Mao's Last Dancer, by Li Cunxin
		• Advanced: *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot
		  Kaffir Boy, by Mark Mathabane
		  Long Walk to Freedom, by Nelson Mandela

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	Meanwhile, continue to build on learners' *understanding* and *application* skills by pairing reading comprehension questions to chapter content. (See Unit 1 'Teacher's notes' for question stems). **'What I Do Matters':** To open this activity, consider reading an excerpt from The Travels of a T-Shirt in the Global Economy by Pietra Rivoli, or Overdressed by Elizabeth Kline, to help you express the point about action and consequence. Major impact of everyday behaviour might lead into conversations about: ● *the Pacific gyre* ● *e-waste* ● *sweatshops* ● *hunger, poverty* ● *economic up/downturns* etc.	**Making inferences** (1) As learners proceed through the reading, ask them to keep a journal of two-column notes. For every five pages of the excerpt or so (depending on overall length of passage), ask them to record at least two quotes or brief passages in which they had to 'read between the lines' in order to understand the meaning of the text. They should record the quote or passage itself in the left-hand column. In the right-hand column, they respond to the excerpt: *What do they think is meant by it? Why might the author have written it? How might the author be feeling as a result of that moment or experience?* Take class time to model this practice with your learners first before having them read in smaller groups and/or independently. (2) Learners consider the consequences which resulted from a character's course of action. What good (if any) came of a decision the character made? What could the character have done differently and what consequences would have resulted if they'd chosen a different path of action? Learners present 'alternative' avenues for at least two separate decisions the character makes during the course of their experience. **Extension activity: 'What I do matters'** Learners track the consequences (positive and/or negative) of the following actions: ● recycling an old computer or electronic device ● throwing away food ● throwing away a water bottle ● buying a product made in a country other than one's own ● (other) (a) Consider the implications of these actions from different lenses. How do the decisions we make as everyday individuals have an extraordinary impact on our own lives and those of others? (b) What kinds of solutions can we come up with to effect change in our world? Learners analyse and respond to these questions via discussion (e.g. Socratic Seminar), presentation, or other medium of communication.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
UNDERSTAND (Paper 1): Understand the requirements of the set essay question and respond appropriately to its key words.	Students use the content they learned in this unit to write an essay in **expository** style. Note that the question to the right is asking learners to identify a problem and explain *why* it is a problem. Encouraging an *expository* approach to writing is therefore sensible. Keep in mind, however, that since learners are offering their *opinion* of what the biggest problem is, it is quite natural for them to feel that they are arguing. With this in mind, learners are welcome to consider opposing views in a writing scenario like this, and their tone may feel critical/argumentative as a result.	**The expository essay** First, deconstruct the following essay question with your learners: *What is the biggest problem facing your region of the world today and why?* As a class, recall the various methods of development from Topic 1 and ask which organisational structure might be most appropriate for an essay like this and why. (Insightful learners might realise that although a problem is the focus of the essay, including a solution is justified as well, therefore suggesting a 'problem-solution' method of development.) The project to follow hereafter is a 'process writing' activity. It contains the following lessons: ● generating and structuring ideas ● the introduction ● support paragraphs ● linking claims and evidence ● drawing conclusions.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
APPLY (Paper 1): Apply appropriate evidence to support an argument.	This project slows down the process of writing for learners, by walking them through each element of an essay and getting them to think through the different decisions a writer needs to make when structuring their ideas. When learners have practised this process with you and with their peers, you can challenge them to do so independently. Teaching tips: The skills students learn in this portion of the unit will serve as the foundation for writing all other styles of writing, so a 'process' approach and an emphasis on revisions is encouraged. In sharing element checklists with learners, remind them these are not	**PROJECT: Whole class essay (process writing)** **Generating and structuring ideas** With the class, begin the writing process by exploring several potential problems and recording them on the board. A good way to get this process going might be to ask them to think about people in society who have been called 'great' because of a problem they are attempting to solve. What problems are these? Once you have enough ideas generated, collectively decide on a single problem to serve as the focus of your 'whole class' essay. (Encourage learners to pick a problem that is very familiar or that they collectively know a lot about so that they can focus more on structure and less on digesting content.) Now you can begin generating ideas to help explain why it is such a problem. Model the use of a mind map to do so. Then break learners up into groups of three to work on drafts of the various elements of an essay: (1) **Introduction** A good way to go about this is to have groups write what they think is a good introduction first, then transfer their writing to a large post-it, present it on a Google Slide, or place a handwritten copy under a document camera for whole-class review. Then present a mini lecture which covers the basic elements of an introduction, and use this checklist to work through each group's introduction with the whole class. You can record comments and suggestions on the introductions, or have groups designate a learner to write these down. Provide them with a checklist of elements for introductions so they can write their notes on it, for example: ● Introduce topic using key words from the question ● Define important/broad/unfamiliar terms ● Offer a sense of why the issue matters (consider context) ● Establish your main claim/theory **Differentiated instruction** As an alternative, use the checklist to write an introduction with the whole class as opposed to having them do it in groups. **Support paragraphs**

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	isolated steps; they sometimes overlap/blend. * **NOTE**: 'linking claims and evidence' is an advanced writing skill because it involves analysis. Therefore, you may choose to include it or omit it from this activity, adding it in later, after learners have had more practice with the basic elements of an essay.	**(2) Body** Before you begin writing the body, work with the class to map a plan for structuring the essay. The essay question asks learners to identify a problem, which they have now introduced in their introduction, but their main task is to explain *why* it is a problem. Returning to the ideas you generated earlier, ask them to pick the strongest reasons why and put them into an order that makes logical sense. This time, write the first body paragraph with the whole class, modelling an approach which effectively supports the point. As you write, create a checklist of things to keep in mind when drafting the body; remind learners, however, that these are not isolated steps (see 'Teacher's notes'). A sample checklist for a body paragraph might include: • The topic sentence indicates a reason • The topic sentence uses key words from the question to maintain focus • The paragraph provides evidence to support the reason • (The paragraph links evidence back to main claim/theory)* • The paragraph uses transitions internally to link ideas as needed • Sentences build logically from one thought to the next When the first paragraph has been written, determine which point should appear next in the essay, again taking time to address: • Logical progression of ideas • Range of ideas • Transitions to link ideas Now ask groups to write the next body paragraph using the model as a guide. **Formative assessment:** Individual learners write the remaining body paragraphs of the essay. Allow them to use the ideas selected in class or pursue their own. This could be done as a homework task. **(I) (F)**
ANALYSE (Paper 1): Demonstrate the ability to show what evidence means by	Strong support paragraphs contain more than just reasons and evidence. They also	**Linking evidence to claims** **(2) Body (continued)** To help learners think critically about the evidence they provide, ask them to imagine body paragraphs as having 'input' and 'output':

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
drawing inferences, understanding the implications of a course of action. May consider other points of view.	contain the learner's voice, in the form of them interpreting the evidence presented. This can be done in a variety of ways such as: • making an inference • considering implications • suggesting consequence • explaining relevance • considering other points of view. Teaching learners to interpret their own evidence forces them to look closer at its relevance. <u>Teaching tip:</u> Sometimes, learners tend to sound mechanical when linking claims and evidence if they rely too heavily on 'this is why…' or 'which is why' statements. To avoid this, encourage them to	• Input = the information, facts, or knowledge you use to support a point being made • Output = what you or others think about that information (why it is relevant to the point, whether it can be contested by others, etc.) Read back through the body paragraph you created with the class and if it does not contain 'output' already, insert it with the help of the class. If it already exists, point it out as an example. Then ask learners to re-read the body paragraphs they wrote themselves, inserting output commentary. **(I)** Some words/phrases learners can use to link claims and evidence include: <table><tr><td>confirms</td><td>attests to</td><td>Connects</td><td>shows</td></tr><tr><td>demonstrates</td><td>pertains to</td><td>allies with</td><td>exhibits</td></tr><tr><td>affirms</td><td>is congruent to</td><td>Correlates</td><td>is evidence of</td></tr><tr><td>corroborates</td><td>applies</td><td>equates to/with</td><td>is evidenced in</td></tr><tr><td>indicates</td><td>relates</td><td>associates</td><td>signifies</td></tr><tr><td>testifies</td><td></td><td>Aligns</td><td>clarifies</td></tr></table> When learners have revised their own work, they swap with a partner and use two different-coloured highlighters to identify input and output in the supporting paragraphs. They should also give feedback on the strengths of the work. **Differentiated instruction** If you feel your learners are not ready for this step, you can wait until they are more comfortable with generating and structuring ideas. When they have practised writing essays once or twice more, for example, they could edit each of these to practise linking claims and evidence.

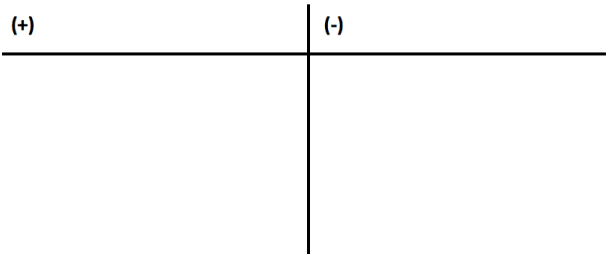| Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	think critically about evidence in different ways and to experiment with using some of the words/phrases listed in this activity to help them link the two.	
EVALUATE (Paper 1): Analyse, interpret, and discriminate in assessing evidence, ideas, and opinions, in order to formulate a reasoned conclusion.	Students often misunderstand the conclusion. They view it as a short summary of points. On the contrary, this is where learners share their insights/create new meaning as a result of their essay's discussion or analysis. They become part of the global conversation here! Teaching tips: In this essay, it is definitely appropriate for learners to consider solutions to the problem. In fact, doing so will help them end the essay in an upbeat way. An important part of	**Drawing conclusions** (3) **Conclusion** If your learners completed the homework/individual task for writing body paragraphs, everyone's essay will be slightly different at this point (e.g. some learners might have written body paragraphs which contain ideas that stretch beyond the group brainstorm). Since the conclusion must be based on evidence from the essay, you will need to ask for a few volunteers to share their work, followed by class collaboration in writing conclusions for these. Collect three to five essays. Teach the class about the elements of a conclusion, creating a checklist as you go. For example: ● Signal closure ● Briefly review the topic and/or restate theory in a fresh way ● Offer evidence-based insights, address implications ● Consider future impact and/or consequences ● Offer solutions when appropriate and address limits ● End in an upbeat way Share the first volunteer essay and create a conclusion for it as a class. It might also be useful to record an outline of the essay's points on the board for easy reference. Make copies of the other volunteer essays, and ask small groups to review and write conclusions for these. Share results with the whole class to assess and edit. Ask learners to write a conclusion for their essay based on what they learned in class. This could be done as a homework task. **(I)**

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	this, however, is recognising the limits of solutions proposed (especially since if it were that 'simple' it would already be done!) and considering potential pushback. The conclusion can be more than one paragraph.	
COMMUNICATE (Paper 1): Communicate ideas, information, and ideas in a clear, succinct, and accurate manner (using written English) and present a well-structured argument.		**Formative assessment:** **Write an expository essay** Give learners a choice of two to four expository essay questions to pick from. A few which relate to the topic area are suggested below or feel free to come up with your own: **(I) (F)** (1) *What is the biggest problem facing your region of the world today and why?* (2) *Explain how ordinary people can play an important role in a country's history.* (3) *Who is the most influential person to arise out of the 21st century so far, and why is this?* **Differentiated instruction** Allow less confident writers to write an essay based on the question posed for the whole class essay, but choosing a different 'problem' as the focus. This can help them apply/transfer the process more clearly to their own work.
COMMUNICATE (Paper 1): Communicate ideas, information, and ideas in a clear, succinct, and accurate manner (using written English) and present		**<u>Use of English</u>** Since students are learning the basic components of an essay in this unit, it would be helpful to cover conjunctive adverbs as part of your grammar/mechanics instruction. These adverbs are the transitional words and phrases learners can use to show relationships among the ideas in their essays. Also, because the expository essay relies on detail and description, it would be useful to break down the following parts of speech with learners, showing them how these can add detail and description to an explanation: • prepositional phrases

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
a well-structured argument.		• adjectives • adverbs

Past and specimen papers
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)** *Past papers Syllabus 8001* • *Nov 15 Paper 23 Passage 1 (prose/range of reading skills assessed)* • *Nov 14 Paper 22 Passage 2 (prose/inference, argument, opinion)* • *Nov 14 Paper 23 Passage 2 (logical reasoning/infer character)* *Past papers Syllabus 8004* • *Any (from 2012–2017)*

Topic 3 Food, water, resources

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
Bridging units	Option 1: ● previews the topic area ● uses expository skills learned in previous unit. Option 2: ● previews the unit's focus on creating an argument ● uses content similar to previous unit.	**Option 1** To review expository writing (Topic 2) and as an introduction to this topic area's theme, view Pam Warhurt's TED Talk, 'How We Can Eat Our Landscapes.' Map the organisational pattern as she explains her town's successes in urban landscaping. AND/OR **Option 2** Share the following video with your learners, where a 14-year old entrepreneur comes up with a solution to a common problem in his community. Then ask learners to think of a problem in their local or immediate environment they would like to solve. They create a 1–2 minute advertisement that 'pitches' the idea to the audience (to gain financial backing etc.).
Opening activity (previews all skills of understanding, applying, analysing, evaluating, and communicating).	This activity is meant as an active, learning 'hook' to open this unit on **critical/argumentative writing** and **analytical thinking**. If bottled water is not popular to or relevant in your society, feel free to adjust the question to a topic which better suits your learners and location.	**Mini debate** 'Should bottled water be banned?' (1) Split the class into two halves, and assign each to one side of the debate (ban, do not ban). (2) Offer class time for each team to research whether or not a ban on bottled water would be beneficial. (3) As they research, ask learners to complete a table with the following headings: *Your opponent might say; Your initial response; Proof to support refutation* That way, they can keep track of potentially opposing views, and problem-solve ways to respond to these with proof from their research. (4) Using a debate timetable, allow the sides to present their research in a modified debate format. (5) Determine the speaker just before the round starts. Allow the team to 'rally' around the speaker to prepare them accordingly. (This approach usually creates an air of excitement and collaboration as opposed to nerves and uneven participation). (6) Consider including an audience task such as tracking each speaker's reasons and evidence.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	(Try to select an item of everyday use that learners can immediately identify with. This will help them speak more openly and confidently when debating.) Teaching tips: Because of the brevity of this activity, not all learners will get a chance to debate, though each will play a role. To encourage participation from all learners, avoid announcing in advance those learners who will be debating. That way, they must all prepare equally. You can pre-prepare articles for each side to use (some options are linked to the right); OR you can allow them to seek out sources on their own (perhaps following up with a lesson on source	Related articles: ● www.channelnewsasia.com/news/singapore/singapore-s-s-134m-bottled-water-addiction/3364034.html ● www.theepochtimes.com/n3/51758-bottled-water-in-china-worse-than-tap-water/ ● www.scmp.com/comment/insight-opinion/article/1199574/chinas-deadly-water-problem ● www.usatoday.com/story/news/world/2016/03/14/montreal-wants-complete-ban-plastic-water-bottles/81754178/ ● www.thejakartapost.com/news/2015/05/27/analysis-bottled-water-industry-faces-both-groth-and-challenges.html ● www.latintimes.com/water-mexico-safe-drink-tourists-told-drink-mexico-city-147764 **Debate follow-up**: When the two sides have finished debating the issue, reflect on the points and evidence raised by recording ideas in a classwide T-chart: **Should water bottles be banned?** (+) (-) Following reflective discussion, ask learners to take a position, and write an essay using the points on the T-chart, and any additional ideas and/or outside knowledge they'd like to add. NOTE: This essay will be used in the next lesson, where students will learn the parts of an argument.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	credibility). Talk with learners about the nerves associated with presenting. Let them know that the debate is meant to be fun, not frightening. Set ground rules before beginning the debate (no calling out, no heckling the speakers during or after their speeches, etc.) Perhaps set a rewards system for the teams that maintain a professional, respectful approach to the process (listening and response, emotional control, sensitivity to the issue and the varying perspectives, etc.) Before picking speakers, it may be helpful to interact with participants as they research in order to gauge comfort level.	**Extension activity** Following learners' first attempt at argumentation, it may be useful to watch Daniel H. Cohen's TED Talk, 'For Argument's Sake' www.ted.com/talks/daniel_h_cohen_for_argument_s_sake/transcript. This can help you emphasise the idea of arguing for an audience and for the purpose of finding solutions, as opposed to arguing as 'war,' as he puts it.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
UNDERSTAND (Paper 2): Understand detailed information.	In this activity, learners deconstruct an argument's 'line of reasoning' and critique its strength based on these observations. The 'Tree of Reasoning' strategy not only helps them illustrate the parts of an argument in a memorable way, the term 'tree' can also serve as an acronym for these component parts: T = theory/main claim R = reasons/sub-claims E = evidence to support reasons E = expose or minimise opposition Teaching tips: As groups complete their poster-sized tree illustration, it might be useful to provide them with the transcript of the TED Talk. After looking at each	**Elements of an argument: the 'Tree of Reasoning'** (1) Familiarise learners with the following terms: • Theory/main claim • Reasons • Evidence • Point/counterpoint • Conclusions drawn • Consequences/implications • Solution and limits (as it applies) (2) Watch Marcel Dick's TED Talk, 'Why not eat insects?' (3) Create a set of two-column notes. In the **left-hand** column, learners list the various elements of an argument. Next to each, in the **right-hand** column, work with learners to fill in information from the talk that fulfils these elements. (4) Using their notes, learners work in groups to create a 'Tree of Reasoning' (http://edpioneer.com/growing-razing-argument/) to reflect the line of reasoning contained in Dick's argument regarding bugs. (5) Give each group a poster or other large drawing space. Demonstrate how the elements of an argument are very similar to a tree: SOIL = foundation or 'context' of the issue TRUNK = theory/main claim BRANCHES = reasons/perspectives to support main claim LEAVES = evidence that fills the branches TOP OF TREE/SUNSHINE = Conclusions drawn and/or solutions proposed which shed new light on the subject CATERPILLARS = Opposing views that eat away at the points raised in the argument (6) Groups design any tree of their choice (deciduous, evergreen, palm, bonsai, etc.), and 'grow' the argument about eating bugs by plugging the component parts into the picture. (7) When all groups have finished, ask the class to share their observations regarding the argument's strength.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	other's trees, the whole class could reconvene to discuss any conflicts in determining the component parts, e.g. by creating a master tree with the instructor.	
UNDERSTAND (Paper 2) Understand detailed information in verbal form and identify key words.	Now that learners understand the basic elements of an argument, learners should break down the structure of their own writing to increase writing awareness/ identify areas for improvement. By now, learners should be well aware of the component parts of an argument. Now they can begin observing *why* these component parts work, and also, why sometimes they do not. In this activity, learners observe what makes an argument 'tick' or	**'Razing' an argument** In this activity, learners deconstruct an argument they wrote at the start of this unit regarding whether or not bottled water should be banned. (1) Using several different highlighters, learners colour-code the various elements of their argument. This process of 'razing' the argument they previously 'grew' will help them gain an awareness of how they approach the critical/argumentative writing process. (2) Based on what they are missing, learners revise their essay in order to strengthen their critical/argumentative approach. **Differentiated instruction** It might be easier for learners to deconstruct a peer's essay rather than their own work. **Critical/Argumentative appeals and logical fallacies** Argument 1 ● Watch Jamie Oliver's talk, 'Teach Every Child about Food'. Hailed as one of the most convincing arguments, challenge your learners to figure out why. ● Specifically, have learners consider Oliver's audience: Who are they? What assumptions does Oliver have about them? What tactics does he use to reach them? Why do these work? ● Introduce learners to the critical/argumentative appeals of *logos, pathos, ethos,* and *Kairos*. Learners should pinpoint instances from his speech where these appeals surface. Argument 2 ● Watch Ann Cooper's talk, 'What's Wrong with School Lunches?' which features several logical fallacies. Ask

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	'tank'. Teaching tips: Depending on time, both terms can be taught with one TED Talk, but viewing both is recommended. As a general rule, consider it more important that learners can explain *why* a point is fallacious as opposed to merely defining the terms.	learners to explain what they notice about her approach to convincing the audience. Specifically, what does she assume about them? Their values? How does she go about convincing them? When do her tactics work and when do they appear weak? ● When they've made these observations on their own terms, introduce learners to the more formal names of some of the common fallacies. **Extension activity** Students review the transcript of Ann Cooper's talk, and map the original line of reasoning. Then ask them to do any/all of the following: ● renegotiate its organisational structure ● fill in empty claims by researching relevant evidence to correspond ● use Socratic Seminar to discuss observations and offer suggestions for improving the argument. Any of these tasks could be used as a formative assessment of learning. **(F)** **Resources** http://writingcenter.unc.edu/handouts/fallacies/ https://owl.english.purdue.edu/owl/resource/659/03/ https://yourlogicalfallacyis.com
APPLY (Paper 2): Identify and summarise major issues presented in text. Summarise material from the text, reframing the message into one's own words.		**Summarising** **Summarising visual arguments** Ask learners to locate three non-print texts that present an argument regarding this topic area's theme. These may be political cartoons, advertisements, infographics, commercials, promotional materials, trailers to documentaries, etc. Ask learners to summarise the argument (in written form) by using roughly 30 of their own words for each. Potential topics may include: ● Rising obesity ● Food deserts ● Drought ● Dietary needs ● The need for drinkable water ● Resource exploitation, depletion ● Impact of multinational companies

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	Teaching tip: Be aware that the next step in the learning process (Analyse) builds from the 'Summarising perspectives' activity.	• Contamination • Water as a commodity • Organic farming • Alternative energy • Factory output and carbon footprint • Drilling, fracking, pipelines, deforestation **Summarising perspectives** Visit the New York Times' 'Room for Debate' topic archive at www.nytimes.com/roomfordebate and select a topic that will interest your learners and relates to the topic area. Ask learners to read the various perspectives surrounding the debate topic, and summarise each perspective. Each summary should be approximately 40 words in length.
ANALYSE (Paper 2): Analyse data and respond to issues in passages by creating a reasoned argument or judgement and reaching a supported conclusion. **EVALUATE (Paper 2):** Evaluate and choose between different opinions and points of view.	The skill of analysis goes beyond summarising information; it requires the reader to interpret, or look 'between the lines' of text, for deeper meaning. Specifically, analysis usually involves: • making inferences • understanding implications /consequences • examining multiple perspectives. Teaching tip: When teaching	**Examining multiple perspectives** **The RAVEN acronym** Depending on which debate topic you picked in the previous activity concerning New York Times' Room for Debate articles, ask learners to now consider the source of each perspective they summarised. For this activity, they will analyse the credibility of each source to determine whose perspective is most relevant and trustworthy. To analyse source credibility, consider using the RAVEN acronym: R = reputation of the source A= ability of the source to directly observe the issue in question V = vested interest of the source (i.e. Is anything at risk for them? financial gain or loss, reputation, etc.?) E= level of expertise N = the source's level of neutrality (or bias!) Students chart their observations (e.g. using two-column notes) regarding each source. They then explain the strengths and weaknesses of each perspective to the class before determining which source is in the best position to speak on the matter.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	learners to analyse sources, it's important to point out that a single source is not entirely perfect or entirely flawed (e.g. *has expertise, lacks ability to observe*). A thorough analysis of each category will therefore help them make a sound decision.	
ANALYSE (Paper 2): Respond to issues in passages by creating a reasoned argument or judgement and reaching a supported conclusion. This includes interpreting the given material, appreciating how words are used for a particular effect and drawing inferences. **COMMUNICATE (Paper 2):** Organise information and communicate clearly and succinctly in written English.	As you read the articles to the right, use the question stems below to practise skills of analysis with your learners. Some question stems which encourage analysis: • *Why do you think X happened?* • *Infer reasons why…* • *Do you think X is a good idea/plan/choice/ etc.? Justify your answer using evidence from*	**Reading analytically** The following articles relate to the issue of oil and water as important resources. Pair any of the articles with the question stems in the 'Teacher's notes' column to practise analysis. **Resources** www.huffingtonpost.com/edward-flattau/oil-versus-water_b_14574064.html www.theguardian.com/environment/2015/mar/08/how-water-shortages-lead-food-crises-conflicts www.opec.org/opec_web/en/900.htm www.ukogplc.com/page.php?pID=74 www.commongroundnews.org/article.php?id=28590&lan=en&sp=0 www.dailykos.com/story/2009/7/23/753861/- **Extension activity** Ask learners to write a text-based essay using some of the articles above. They should frame their essay around the following argument: *Which of the following is more important: water or oil?*

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	the text. ● *Why do you think the author seems (upset/angry/ excited/ concerned/etc.) about X?* ● *What do you think is meant by the reference to X?* ● *Compare X against Y/Which is best?* ● *Explain what you would have done to resolve X.* ● *In your opinion…*	
APPLY (Paper 1): Apply appropriate knowledge in the form of evidence, carefully selecting and integrating this knowledge into an argument. **APPLY (Paper 2):** Identify and summarise major issues.	In Unit 1, learners created a Photo Essay to practise explaining something in their own words. The Photo Essay is used again in this unit but note that the purpose has changed (see Learning objectives). Using images is a good way to begin the critical/argumentative writing process	**Developing a line of reasoning** **Photo argument** For this activity, ask learners to develop an argument inspired by the topic area and present it to the class using only photos to communicate (this means they do not talk during the presentation this time!) **(I)**. If the class can identify the theory/claim, the learner has effectively accomplished the task of creating a logical line of reasoning. ● Ask learners to think about what contemporary issues are associated with this theme. Encourage them to think widely around the themes. ● Each learner then selects the issue that interests them most, and creates an arguable theory/claim. ● Each learner then selects 5–7 images to support the theory they have developed, and arranges them in an order that 'builds' their point through a clear line of reasoning. ● Learners present their argument images to the class, but without speaking. ● After each presentation, ask the whole class or small group breakouts to identify the main theory/claim.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	because it breaks the pieces of the argument up while maintaining the point that all ideas are interconnected.	
ANALYSE (Paper 1): Interpret what the evidence means by examining other points of view.	Earlier in this unit learners were introduced to the idea of opposing viewpoints when they worked with articles from the New York Times' 'Room for Debate'. Students will now learn how to examine varying points of view as a means of strengthening their own argument. Teaching tips: Giving learners plenty of practice working with the wording of a point-counterpoint can help them sound more confident and sure of their own argument when discussing different views.	**Addressing opposing viewpoints** To begin this activity, you will first need to (re)define the following terms with your learners: ● Point-counterpoint ● Opposing view ● Perspective ● Claim ● Rebuttal ● Admission ● Concession When learners are familiar with some of these terms, ask them why sharing views which oppose their own is important. (During the earlier segment of this unit, you probably had these conversations as you deconstructed arguments, but if you haven't, you will need to discuss this concept at greater length now.) Provide learners with theme-related articles that feature arguments which effectively use counter-argumentation strategies. To familiarise learners with this strategy, deconstruct rebuttals by highlighting the type of language or word choice used to create this effect. Begin a poster-sized list of these kinds of terms. Learners then work in groups or pairs to add further to the list. These are the kinds of words that will help writers effectively address an opposing view without sounding contradictory to their own claim (see 'Teacher's notes' for a few examples). When they have a working list of language and have observed how others use these terms effectively, give learners several pairs of opposing views and ask them to 1) pick the side they agree with 2) write a counterargument to debunk or minimise the opposition. **(I)** **Resources** You can easily gather opposing statements by visiting any of the following sites:

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	Counterarguments can be viewed as in three parts: **A** ● *Some/Many/ Plenty of supporters think that…* ● *It may be true that…* ● *It may appear/seem that…* **B** ● *However…* ● *But…* **C** ● *In reality…* ● *It fails to consider…* ● *It is also possible that…*	● <u>NY Times Room for Debate</u> ● <u>iDebate.org's Debatabase</u> ● <u>ProCon.org</u> ● <u>Debatepedia</u> ● <u>U.S. News Debate Club</u> **Writing activity** Assign groups of three to the essay questions below. Allow them to (lightly) research the topic as necessary: ● *'We should all eat less meat.' Do you agree?* ● *Do you agree that pesticides do more harm than good?* ● *Should a country's energy development be restricted to its own natural resources?* ● *Which is the key to good health: lifestyle or medicine?* ● *Can renewable resources meet our energy needs?* First, ask them to decide which side of the argument they want to support. Next, ask them to write a paragraph which includes: ● Main proposition/claim (i.e. in favour or against) ● Reason 1 (to support main proposition/claim) ● Evidence (to support Reason 1) ● Link evidence back to claim ● Point-counterpoint (to address and minimise opposing views) Groups transfer their paragraphs onto large poster sheets. Edit the work as a whole class in order to model strategies for using point-counterpoint appropriately. **NOTE**: The next activity will build upon this one.
COMMUNICATE (Paper 1): Communicate information, ideas and opinions in a clear, succinct, and accurate manner (using written	In Topic 2, learners wrote an essay with you as a whole class. As a result, they learned the foundational elements of an essay including	**Group essay jigsaw** Now each group works together to write a complete essay around the paragraph they drafted. Groups should complete the following steps to accomplish this: (1) Ask groups to create a visual line of reasoning to map out/plan their essay ideas. Reason 1, which they have already drafted, should appear on one of the branches, along with a 'caterpillar' to feature the point-counterpoint they used. (2) As a group, learners write the introduction together.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
English) to present a well-structured argument. **EVALUATE (Paper 1):** Analyse, interpret, and discriminate in assessing evidence, ideas and opinions in order to formulate a reasoned conclusion.	theory/claim development, topic sentences, maintaining focus, offering reasons and support, and creating conclusions based on evidence. For critical/argumentative writing, some adjustments will occur in tone, however, and the presence of point-counterpoint will be more apparent. Instead of teaching these via lecture, visit each group individually to offer a small group approach to guidance. For example, when groups begin drafting their introductions, visit them to talk about how the critical/argumentative theory statement will be different from the expository theory since the purpose has changed. Do the same for body and	(3) For the body, ask them to assign the various reasons to different group members. Each member is responsible for drafting this portion of the essay. (Keep in mind that one reason does not necessarily mean one paragraph.) Groups should discuss the order of their points by referring back to their mind map visual. It might help to number their points on the map to help determine a logical progression of ideas. (4) Group members then read each other's work and peer edit accordingly. (5) When learners have polished the introduction and body of their group essay, they should look back through their combined evidence to get ideas for writing their conclusion. They will need careful guidance on this step, however, since analysing and evaluating are higher-order skills. (See 'Teacher notes' on offering small group guidance). An critical/argumentative conclusion should/may: ● briefly reassert the claim ● consider the reasons from a 'big picture' standpoint (as opposed to listing them) ● offer new insights about the issue ● revisit opposing views and (briefly) remind audience of your counterpoints ● consider the consequences of accepting or denying your position (but avoid negative or threatening language!) ● offer a feasible solution in response to any problems that arose during the essay. **Writer's circle** When group essays are complete, make copies of each and collate for all learners. Hold a Writer's circle where the whole group works through each essay to offer feedback for revision. Use this opportunity to re-teach any standard aspects of the essay's structure or any elements specific to argumentation. **Formative assessment:** When the Writer's circle is complete, groups create a final draft to submit to you for a final mark. **(F)**

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	conclusion. <u>Teaching tips:</u> A great tool for writing group essays is Google Docs. Students can see each other's work in real time and offer comments and feedback, as well as edit directly or make suggestions for editing. If you use Google Docs, be sure to set ground rules in advance. Providing learners with a peer editing checklist can be helpful in keeping their feedback balanced (as learners tend to only mark grammatical issues when asked to 'edit'). Perhaps ask them to compose the list beforehand.	
COMMUNICATE (Paper 1): Communicate information, ideas and opinions in a		**Formative assessment:** **Write an critical/argumentative essay** Provide learners with approximately 60 minutes of writing time. Ask them to choose one of the following topic area-related prompts and write an argument that is roughly 600–900 words in length. **(F)**

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
clear, succinct, and accurate manner (using written English) to present a well-structured argument.		*(1) Should quality and durability be essential features of consumer goods?* *(2) Argue the case for or against nuclear power generation.* *(3) 'Fast food should not be criticised; it suits the pace of life today.' Do you agree?* *(4) Genetically modified crops now account for 10% of the world's cultivated land. Should GM crops still give us cause for concern?* *(5) What is the greatest problem facing your region's agriculture? Argue your case for the best way to solve it.*
COMMUNICATE (Paper 1): Communicate information, ideas and opinions in a clear, succinct, and accurate manner (using written English) to present a well-structured argument.		**Use of English** Part of the power behind a critical/argumentative tone lies in the verb. In addition, a specific choice of noun can sharpen an argument: • 'critics *claim*…' • 'protesters *insist*… but they *fail* to recognise…' To help learners strengthen their approach to argumentation, review the following parts of speech and discuss how these can impact writing: • Nouns • Pronouns • Verbs

Past and specimen papers
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)** *Past papers Syllabus 8001* • *Nov 16 Paper 22 Passage 2 (argument, perspective)* • *Nov 16 Paper 21 Passage 2 (argument, perspective)* *Past papers Syllabus 8004* *Any (from 2012–2017)*

Topic 4 Leisure, media, entertainment

Key skill(s)	Teacher's notes	Suggested teaching activities and resources

ANALYSE (Paper 2): Analyse data and respond to issues by creating a reasoned judgement and reaching a supported conclusion. Interpret material and draw inferences.
 	
EVALUATE (Paper 2): Justify responses by developing points made, using material sourced from the passage or from candidate's own knowledge.
	This activity serves as a humorous and engaging way to introduce the concept of evaluating.
	
	The purpose is to familiarise learners with the value of careful analysis as a means of evaluating, judging and/or forming an opinion.
	
	<u>Teaching tips</u>: Visit the disclaimer at the bottom of the Mankato website with your learners to demonstrate why 'fine print' is important!
	
	Just as RAVEN is a set of criteria used to evaluate a source's credibility, there are also set criteria for evaluating websites. Take time to review these with your learners or ask them to create their own set of criteria.
		Spoof sites
		Present the following websites to learners, which feature tourist locations:
		
		   a. <u>Lesotho</u>
		   b. <u>Mankato, Minnesota</u>
		   c. <u>Kiribati</u>
		
		Ask them to work in pairs to view the options for travel; then determine which location they would rather travel to and why. They should use evidence from the websites to back their reasons for why one location is better than the other. .
		
		Depending on how carefully they view these websites, they may or may not catch on that the Mankato destination is, in fact, fictitious! Take time to discuss the reliability of sources and how 'vetting' online sources is essential in today's digital era.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
ANALYSE (Paper 2): Analyse data and respond to issues by creating a reasoned judgement and reaching a supported conclusion. Interpret material and draw inferences. **EVALUATE** (Paper 2): Justify responses by developing points made, using material sourced from the passage or from candidate's own knowledge. **COMMUNICATE (Paper 2):** Organise information and communicate clearly and succinctly in written English.	The logical reasoning passages featured in Paper 2 often present several options for learners to analyse before asking them to select the best and/or worst option and justify their reasoning for thinking this way. The scenarios learners encounter in the exam are usually similar to decisions we make in everyday life (where to travel, which venue for an event, etc.). <u>Teaching tip</u>**:** Setting a time limit to the rotation time for this activity can help simulate the time constraints of an exam.	<u>**Analysing and evaluating options**</u> **Everyday decisions** Break the class into groups, providing each with a different 'everyday situation'. Some options are: ● choosing a holiday destination ● selecting an airline carrier ● buying a new car ● booking a hotel reservation ● selecting a restaurant for a celebration ● picking a venue for a wedding or other event. Ask groups to design a profile for each of the people making the decisions. They can do this in any creative way they like (e.g. setting up a pretend social media profile that features the person's interests and personality). Then ask them to create three options for the people to choose from (e.g. three types of cars) and list the features of each and any other information that might help them decide (e.g. *six-cylinder engine; only comes in red, black or white*). They should be sure to include limitations or drawbacks as part of their information. When learners have constructed their scenarios, they attach the following question to it: *'By considering the advantages and disadvantages of each option, which one is the most suitable? Justify your answer.'* Groups can rotate around the scenarios in the room until they've completed all of them.
Paper 2 (all skills) Understand detailed information. Summarise major issues, reframing ideas into one's own words.	In Topic 3, learners read analytically to arrive at a reasoned conclusion. In this unit, they learn to write analytically in order to form a reasoned judgement	<u>**Introducing discursive writing**</u> Share the following YouTube video with your learners, which light heartedly examines the way fast food looks in advertisements versus real time: www.youtube.com/watch?v=XrZFM2nvLXA After they've viewed the video, ask learners: ● *What is the main message of the video?* (Understand, Apply) Ask them to explain using their own words.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
Analyse data and respond to issues by creating a reasoned judgement/offering a supported conclusion. Justify one's response to issues by creating a reasoned judgement / offering a supported conclusion. Evaluate by choosing between different points of view. Organise information and communicate clearly and succinctly in written English.	in the conclusion of their essay.	• *What can you infer about the fast food industry after watching this clip?* (Analyse) Ask them to use evidence from the video to justify their responses. • *Based on this video, what is your opinion of the advertising industry*? (Evaluate) Most learners will probably respond with a negative view towards advertising, using terms such as *dishonest, misleading, deceptive,* or even *money-hungry*. Now ask them to challenge the perspective of the video. Other than making money, are there any other reasons why companies might manipulate a product for the purposes of an advert? After they come up with some of their own reasons, share this YouTube clip with them, which explains from the perspective of a fast food restaurant's marketing director: www.youtube.com/watch?v=oSd0keSj2W8 After watching both videos, learners will have a more balanced understanding of why companies sometimes manipulate their products in advertisements. At this point, invite them to judge (in speech or writing) whether or not this practice is justifiable. (Evaluate) By going through the process of weighing both sides of an issue or seeing it from multiple perspectives before judging it, learners are thinking discursively. This is another style of writing they can use to think critically about the contemporary issues raised in this course. **Extension activity** Another way to get an overview of the discursive process is to read the following essay with your learners: Is deceptive advertising morally wrong? Point out to learners that the writer begins with a question and his tone suggests that he does not yet have an answer for it; and while he has his 'temporary answer' to it, he intends to investigate all perspectives found in his research before arriving at a 'final' answer. This essay is also particularly useful in helping learners understand what is meant by 'defining terms,' and why this is an important part of any discussion, explanation, or argument.
UNDERSTAND (Paper 2): Understand detailed information.	Objectively exploring issues is one of the most difficult tasks for young writers, namely, because they have difficulty shifting back and forth	**Deconstructing the news** Any reliable article of journalism should present all angles of an issue in an unbiased way. While the author might eventually offer a position by the end of the piece, the tone still invites readers to arrive at their own judgement based on the evidence and logic provided. In other words, good journalism is written *discursively*. Read several, theme-related news articles together. Ask learners to annotate the organisational structure of points: • use a (+) and (-) sign to distinguish the different perspectives in favour of and against the issue

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	between perspectives without sounding contradictory to their point. Tone and organisation are therefore key in teaching this style of writing.

This activity uses reading observation to strengthen writing approach. | ● circle transitional phrases used to move between different perspectives.

What kind of approach does the author take in organising the range of perspectives which appear in the article? How do they use transitions to manoeuvre between perspectives? Learners discuss these observations as a class or in small groups. |
| **UNDERSTAND (Paper 1):** Understand the requirements of the set essay question and respond appropriately to its key words. | While there is no requirement to use a certain style when writing for this exam, essay questions do offer suggestions for styles that might work well when drafting a written response. For instance, a question that begins with '*To what extent is X…?*' is distinctly different from a question that begins with just '*Is X…?*' The former seems to suggest a more objective exploration whereas the latter invites an argument. It is therefore important to | **Understanding essay questions**

At this point in the course, learners have been exposed to a range of essay questions, so they will come into this activity with a fair sense of how a Cambridge International English General Paper essay question sounds.

(1) Share with learners a number of words/phrases that typically signal a discursive approach to essay writing. A few examples of these are:
   ● *To what extent*
   ● *How far*
   ● *Assess*
   ● *Discuss*
   ● *Evaluate*
   ● *Analyse*
   ● *Consider*
(2) Now provide learners with a topic such as 'Media manipulation'. With the class, do a Google search of it to see what issues/uncertainties/controversies surround this topic.
(3) Write an essay question together that invites a discursive exploration of some aspect of the topic. For example, you might end up with a question such as: '*To what extent is manipulation in the media justifiable*?' or '*Assess the presence of truth in modern media.*'
(4) When you have a discursive essay question drafted together, ask learners how the question might sound if it were suggesting a different task to be completed, such as explaining or arguing. Learners work in pairs to write an expository and an critical/argumentative version of the question. |

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
APPLY (Paper 1): Apply appropriate knowledge as evidence to support an argument.	help learners understand the nuances of different essay questions so they feel confident in responding. Teaching tip: If writing a discursive essay question is too difficult for your learners, give them a pre-prepared discursive essay question (e.g. from a released exam) and they use this as the basis for adapting into the other two styles.	(5) Now that learners are beginning to understand the genesis of an essay question, they should complete this process again. Give groups their own contemporary topic and they should research the issues surrounding it before writing three variations of an essay question for it. (6) The groups should transfer their questions onto a larger paper and then 'gallery walk' through the posters to see the different types of questions created. **Extension activities** • Each group selects a discursive essay question from those generated in the activity above. On large paper, they generate a variety of perspectives which respond to it (opinions in favour, against, etc.) Each group then shares their ideas with the class. • Ask the class to draw a conclusion about the issue following each presentation.
COMMUNICATE (Paper 1): Communicate information, ideas, and opinions in a clear, succinct, and accurate manner using written English.	Teaching tips: When working with these kinds of questions, learners can organise the support of their essay in more than one way, so long as they make a decision in the end. For example, they could offer: • four advantages and one disadvantage • three advantages and two	**Writing a discursive theory statement** Learners practise writing theory statements for each of the discursive questions listed below. They use the statement stems listed below, or create their own. Essay questions: • *Is the media always misleading?* • *How far would you agree that most people today are too clever to be manipulated by advertising?* • *In advertising, the visual image is more important than language. Discuss.* • *How far do the media have the right to probe into a person's private life?* • *Assess the claim that an uncensored press is dangerous.* • *To what extent would it matter if printed newspapers and magazines disappeared completely?* Discursive theory stems: • *While X, there is also Y.* • *Although X, Y is worth consideration as well.*

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	disadvantages The most important thing is that learners sustain each point they raise.	*X, though not always.* ● *X may lead to…; however, Y…* ● *While X can be said, one can also argue Y.* ● *In some instances X, whereas in others Y.* ● *Depending upon the circumstances, (issue) may be accomplished through X or Y.*
APPLY (Paper 1): Apply appropriate knowledge as evidence to support an argument.		**Generating and organising ideas** When learners have practised writing discursive theory statements, ask them to select one of the questions above that they are most interested in and generate ideas that represent varying perspectives, particularly ones that oppose one another. They select two, directly opposing ideas (e.g. one perspective saying X is too expensive, and the other claiming X is affordable), and draft support paragraphs in different ways. Model some of these options for them first such as: ● one body paragraph featuring two opposing views ● two consecutive body paragraphs, each featuring a different perspective. As you model these different ways to organise ideas in the support of a discursive essay, focus on the importance of transitional phrases, hedging words, and tone. **Extension activity** After learners have completed the next activity (Drawing interim conclusions 'Analytical line-ups'), they can return to these paragraphs and insert an interim conclusion.
ANALYSE (Paper 1): Interpret what the evidence means. This goes beyond observing or summarising the evidence and involves drawing inferences, understanding	When learners link evidence back to their claim they are using their own voice to propel the discussion forward. These insights demonstrate that the learner is thinking critically about the issue, not just repeating learnt	**Drawing interim conclusions** Share the following information with your learners to help them understand what is meant by 'interim conclusion.' Drawing interim conclusions can help writers: ● connect evidence to claims ● make sense of the evidence they have presented so far ● inspire new directions and new ideas ● consider the impact a part of the discussion has on the final conclusion. Example:

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
implications of a course of action, drawing out the significance of the argument, and examining other points of view.	information. There are a number of different ways to link claims and evidence (see Topic 2, 'Linking evidence to claims'), but one excellent way to do this in a discursive essay is to offer *interim conclusions*. Since the learner does not yet know how they feel about the issue, this helps them sort through and keep track of the information as it unfolds.	<u>Main Claim</u> | alternative energy may or may not be a better option than more traditional ways of obtaining energy (i.e. fossil fuels) <u>Reason X</u> | Cost as an issue | | *Reason X1* *Reason X2* those in favor of alternative energy those who denounce alternative energy claim it's increasingly cost-efficient say it's too expensive <u>Interim Conclusion</u> | reviews evidence provided for X1 and X2, then makes a 'thus far' decision regarding which side takes the point/appears stronger
	This activity will help learners better understand the process and value of drawing conclusions mid-way through a discursive essay. <u>Teaching tips:</u> Consider generating	**'Analytical line-ups'** (1) Present learners with the following essay question: *'The photograph rarely tells the whole truth.' Discuss.* (2) Organise learners into groups of three and assign them a lens through which they research the issue (*cultural, economic, political, environmental,* etc.) (3) Groups work together to locate research (also known as *reasons*, or *perspectives*) that supports or challenges the statement contained in the essay question. Specifically, they identify a number of perspectives within their assigned lens and pair with evidence as backing. (4) When all groups have conducted their research, ask them to share findings with each other. As a group, they

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EVALUATE (Paper 1): Analyse, interpret, and discriminate in assessing evidence, ideas, and opinions in order to formulate a reasoned conclusion.	lenses which apply to the question *with* the class before assigning them. To help learners locate the perspectives within their assigned lens, remind them to think about the various stakeholders within that field.	then select the three most compelling perspectives found. These, along with corresponding evidence, will be shared in the Line-up activity. They record these perspectives (reasons) + evidence on a sheet of paper in preparation. (5) Begin Line-up Round 1: one 'Research Representative' from each group joins the line-up. Then ask for two volunteers from the audience to be the 'Analytics Representatives'. Tell them their job will be to draw an interim conclusion at the end! (6) Introduce the question once again to the whole class to put the topic into focus. Then each Research Representative shares one perspective (+ evidence) which responds to this question (challenging or agreeing with it). As the Research Reps share their information, the Analytics Representatives should be paying careful attention. (7) When all perspectives have been shared, the Analytics Reps complete two tasks: (i) put the research into their own words; (ii) draw a mid-way conclusion about the topic based on the evidence thus far. (8) Assign a learner to record a short list of the perspectives, evidence, and interim conclusion drawn, on the board in a column labelled 'Round 1.' (9) Repeat steps 5–8 for two more rounds, using different learners each time. (10) Finally, as a whole class, consider the various interim conclusions drawn before arriving at a final conclusion as to whether or not the photograph tells the truth.
EVALUATE (Paper 1): Analyse, interpret, and discriminate in assessing evidence, ideas, and opinions in order to formulate a reasoned conclusion.	Before writing their conclusion, discursive writers are merely objective observers. Like the journalists learners observed at the start of this unit, their initial aim is to *report* the issue by considering it from different angles. Along the way, they use interim conclusions to express their own,	**Concluding discursive essays** Like any other essay, the conclusion of a discursive essay should/can do any number of things, but some of the aspects that are particularly unique to this style of essay include: ● briefly revisiting the various interim conclusions drawn ● picking a side now that all evidence has been carefully considered ● considering implications of a course of action ● considering limitations of proposed solutions ● suggesting further research. The final two bullet points will be the focus of this activity.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	logical observations about this input. However, it is not enough to merely present the different perspectives. By the end of the essay, learners should synthesise the information by weighing each point of view against the others as they prepare to pass a final judgement. <u>Teaching tips:</u> The audience *expects* the writer to offer their position, so it's important that learners pick a side at the close of a discursive essay. To help learners word their conclusions, share the following statement stems with them: ● *While there are clearly some exceptions to the rule, for the most part, X is…than Y*	**<u>Identifying gaps</u>** Provide a list of appropriate TED Talks (a form of media) which present a solution to a problem. Here are a few examples: ● '<u>Why schools should start later for teens</u>' Wendy Troxel ● '<u>A summer school kids actually want to attend</u>' by Karim Abouelnaga ● '<u>Should we simplify spelling?</u>' by Karina Galperin Working in small, 'think tank' groups, ask learners to complete the following two tasks as a means of evaluating the issue: (1) Consider the limitations of the solutions proposed in the TED Talk proposition (i.e. W*hat didn't the researcher take into account*?) (2) Identify areas that still need researching which weren't considered in the talk (i.e. *What has yet to be determined/explored/understood/proven?*) In considering the limitations of ideas and identifying the 'gaps' in the individual's research, learners can offer suggestions for forward progress. This helps them understand some of the many ways to end a discursive exploration.

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
	X is…but more often than not, however…Y *Evidently, X is…than Y* *Based on the evidence, it can be said that X is…over Y* *It appears that X is…than Y* *After careful analysis, X is clearly…over Y*	
COMMUNICATE (Paper 1): Communicate information, ideas, and opinions in a clear, succinct, and accurate manner using written English.		<u>**Use of English**</u> There are several aspects of language that can complement the writing style taught in this unit. Specifically: - Modals in verb phrases - Other qualifiers - Conjunctions - Sentence types and punctuation (commas and semicolons)
COMMUNICATE (Paper 1): Communicate information, ideas, and opinions in a clear, succinct, and accurate manner using written English.		**Formative assessment:** **Write a discursive essay** Provide learners with approximately 60 minutes of writing time. Ask them to choose one of the following topic area-related prompts and write an argument that is roughly 600–900 words in length. **(F)** *To what extent is it true to say that leisure interests in your country have changed in recent years?* *How true is it that the most pleasurable things in life are bad for you?* *Evaluate the extent to which sport and leisure should be priorities for your country.* *'Travel broadens the mind.' To what extent is this true?* *Discuss the significance of tourism in your country.*

Key skill(s)	Teacher's notes	Suggested teaching activities and resources
		Differentiated instruction Learners may also return to the essay they drafted a theory and body paragraphs for in this unit and continue to develop it.
Paper 1 (all skills) Understand the requirements of the set essay question and respond appropriately to its key words.	The Enquiry research project brings together the complex skills needed to objectively explore an issue before judging it. In addition, it exposes learners to some of the most classically debatable topics that are common in the Cambridge International AS Level English General Paper exams.	**PROJECT: Enquiry research project** View the free e-course 'Facilitating an Inquiry Research Project in Your Classroom: a tutorial,' which provides step-by-step guidance for using an enquiry-based research project in your classroom. Then download the corresponding, classroom-ready materials, which are located within the module.

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)**

Specimen paper 8021
- *Paper 02 Section A*

Past papers Syllabus 8001
- *Nov 16 Paper 21 Passage 1 (logical reasoning/decide between options)*
- *Nov 16 Paper 23 Passage 3 (logical reasoning/decide between options)*
- *Nov 15 Paper 21 Passage 1 (logical reasoning/decide between options, perspectives)*

Past papers Syllabus 8004
Any (from 2012–2017)

Topic 5

NOTE: Teachers can add one or two additional topics to the Scheme of Work by following the same learning objectives and using the same (or variations of) activities with a new topic area. Refer to the syllabus for the list of course topics to guide your selection of topic area.

Topic 6

NOTE: Teachers can add one or two additional topics to the Scheme of Work by following the same learning objectives and using the same (or variations of) activities with a new topic area. Refer to the syllabus for the list of course topics to guide your selection of topic area.