### APPROVED BY: HEAD MASTER

## SAINGEREL.I

2022 - 2023 SCHOOL YEAR

## NEW ERA INTERNATIONAL SCHOOL CURRICULUM OF "English as a First Language" IGCSE FOR THE 9TH GRADE

# Used book: "Cambridge IGCSE - English as a First Language".

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Part 1

Part 2:

Part

#### Terms Units Skills 5 12 13 15 16 17 18 19 21 22 23 24 25 26 27 28 29 32 33 3 10 11 20 31 \* Be able to demonstrate understanding of explicit and implicit meanings through reading guide-book, travel writing and journals. Be able to dentify paragraph topics and select summary points. \* Be able to write summary, description and informative leaflet and identify relevent information. \* Identify and differentiate skimming and scanning, sequencing, genre analysis, paraphrasing, making inferences and appreciating \* Be able to note new vocabularies and use them for writing tasks. Nritina Wrung. \* Be able to express what is thought, felt and imagined through reading a book review, a journal entry, a magazine article, a blog post, a leaflet, and advertisement and a formal letter. Unit 1. Reading Unit 2. Directed Be able to write a blurb, a journal entry, a script for a presentation, an informal and a formal letters and a blog post. Be able to show the understanding of the effect of writing style choices. 3 3 3 3 3 3 writing Unit 3. 24 3 3 \* Be able to make comparisons between different types of text. Composition \* Be able to demonstrate audience awareness. omposition \* Be able to express their opinions while reading a novel extracts, a haiku, an autobiography extract and a poem. \* Be able to write an imaginative description and use adjectives, observation skills and planning and checking written works through practise. \* Be able to understand how writers use language to achieve descriptive effects. \* Be able to use original and appropriate images and literary devices. \* Be able to plan and structure to write effective openings and ending to descriptive compositions. Reading: \* Be able to infer writers' attitudes and sequence ideas. Be able to interval and/outs and sequence deals. Be able to demonstrate understanding of explicit and implicit meanings of texts. Be able to select key points, give instructions and explain/develop writers' effects \* Be able to identify and understand different text types such as blog biography, informative article, poem, magazine article, letters and I Init 4 Reading nterview Unit 5. Directed 3 3 3 3 3 3 3 3 \* Be able to write summary, instructions and synopsis. /riting Writing: \* Be able to respond to texts using a range of genres and analyse and transform genres. <sup>8</sup> Be able to identify and understand texts such as novel extracts, we barticles and news reports. \* Be able to write a magazines articles, an interview, a formal report, a news report, a dialogue and an appeal letter. Composition \* Ba able to identify and analyse devices used to describe a process. \* Be able to describe an event using a chronological framework and add the details. \* Be able to compare text style through reading different types of texts such as memoir, novel, informative account, magazine articles. Unit 6. \* Be able to write informative accounts, descriptions, a sports commentary, imaginative accounts and a formal letter. Reading: Composition Unit 7. Reading Be able to expand notes, compare text styles and analyse writing devices. 3 3 3 3 3 3 3 3 The abits to expect totate compare text system and analyse mining vertices. Be able to demonstrate summary style, write concisely and collate material (biographical summaries) Be able to demonstrate summary style, write concisely and collate material (biographical summaries) Be able to use a variety of comparise sentences through practising sentences structures, connectives and prefixes. Unit 8. Directed Vriting Writina: In run u., De able to choose appropriate and emotive vocabularies in persuasive writing using persuasive devices and evoking sympathy. De able to write formal iteters, an adventisement, dialogues, a flyer, a journal entry and appeal letter and script. De able to aware of targeted audience and sequence writing in role. \* Be able to write chapter of your autobiography, parts of a narrative, a mini-saga, a summary and a narrative composition. \* Be able to engage the readers and plan narratives (openings and endings). \* Be able to structure writing including plot, setting and atmosphere. Reading: \* Be able to write a magazine article, text analysis, summary, an editorial and broadcast script. \* Be able to use their own words when summarizing and demonstrate wide range of vocabularie Unit 9 Composition \* Be able to compare texts, infer attitudes, use the process of summary writing, and use a range of punctuation. з 3 3 3 3 3 3 Unit 10, Reading 3 3 \* Be able to identify and analyse writers' effects. Unit 11. Directe Writing: /riting \* Be able to write a blog article, a dialogue, an argumentative composition and editorial and a letter \* Be able to analyse and refute an arguments using argumentative devices. \* Be able to understand what makes non-fiction convincing. \* Be able to express and support a view. \* Be able to use correct spelling techniques and punctuation. \* Be able to use rhetorical devices and discourse markers. 3 3 3 3 3 3 3 3 3 Total Hours - 99

Planned by English teacher: Naranzul.B