

BGE S1-S3

English

Planning & Assessment

**Second and
Third Levels**

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Series Editor: Jane Cooper

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Contents

Introduction	1
Part 1 – The Lesson Planning Tables	2
Talk and Listening	2
An introduction to talk skills	2
Group discussion	5
Individual presentation	11
Writing	19
Writing a leaflet	19
Persuasive writing	29
Writing a short story	39
Personal writing	52
Critical Reading & Writing	71
Reading <i>Smelly Feat</i>	71
Characterisation	77
Building critical essay skills: an essay on character	80
Strengthening critical essay skills: an essay on theme	87
Reading for Understanding, Analysis & Evaluation	94
An introduction to close reading	94
Questions about understanding	98
Questions about analysis	104
RUAE practice tests	111
Part 2 – The Assessment Tasks	117
Talk and Listening – group discussion	119
The perfect pet	120
Talk and Listening – individual presentation	123
My most memorable holiday OR My dream holiday	126
My favourite hobby or interest	126
A great day out	127
Time travel	127
Creative Writing	130
A terrifying tale	133
School stories	133
A superhero story	134
A fabulous fantasy	135
A new computer game	136
Personal writing	140
A memorable day	143
Feelings and emotions	143
My pet	144

My best friend	144
My hero	144
The worst day ever	145
My favourite hobby or pastime	145
Functional writing	150
Creating a leaflet about bullying	153
Writing a formal letter	154
Writing a newspaper report	156
Persuasive writing	160
The greatest invention	163
School uniform	164
Vote for me	164
Homework Helps	165
Sport is super	165
My school is great	166
Everyone should learn to cook	166
Music matters	167
Critical Reading & Writing	171
An interesting character	174
An important event	175
A memorable theme	176
A poem you enjoyed reading	177
An important scene	178
Reading for Understanding, Analysis & Evaluation	181
Second Level test: Floppy	184
Second Level test: Ride the Roller Coaster	191
Second Level test: Toys	199
Third Level test: The Hunt Goes On	206
Third Level test: School Meals	215
Third Level test: Supervet	224

Introduction to the Assessment Pack

This assessment pack accompanies the textbook *BGE S1–S3: English Second and Third Levels* by Rachel Alexander, published by Hodder Gibson.

The order of materials in this pack follows that of the textbook.

The pack contains two different types of resource:

For each chapter of the textbook, there are **lesson planning tables**. These tables divide the chapters into “units” made up of a number of lessons. The tables show clearly what pupils will learn and achieve, and they highlight opportunities for assessment. Each table also explicitly connects these lessons and assessments to the Experiences & Outcomes and the Benchmarks for English.

The pack also contains stand-alone **assessments** at Second and Third Levels. Each assessment is made up of notes for teachers (which again refer to the Benchmarks), task instructions for pupils, and either formatted assessment records or detailed marking schemes for teachers to use when marking pupils’ work.

Expressive Writing: Writing personal essays

Expressive writing – personal	Objectives	Key aspects of student achievement	Key assessment opportunities
Writing personal essays	<p>In this unit, pupils will:</p> <ul style="list-style-type: none"> learn about the key features of personal writing <ul style="list-style-type: none"> ◊ thoughts and feelings ◊ showing, not telling ◊ description ◊ language: word choice and imagery be guided through the steps to write a personal essay about a challenging experience have the opportunity to write a second essay, about a holiday 	<ul style="list-style-type: none"> an understanding of the key features of personal writing use of these key features in at least one personal writing task: <ul style="list-style-type: none"> ◊ <i>A Challenging Experience</i> or ◊ <i>A Special Holiday</i> 	<ul style="list-style-type: none"> The Second and Third Levels textbook provides the opportunity for pupils to write two personal essays: <ul style="list-style-type: none"> ◊ <i>A Challenging Experience</i> ◊ <i>A Special Holiday</i> This assessment pack contains seven further opportunities for assessment in personal writing: <ul style="list-style-type: none"> ◊ <i>A Memorable Day</i> ◊ <i>Feelings and Emotions</i> ◊ <i>My Pet</i> ◊ <i>My Best Friend</i> ◊ <i>My Hero</i> ◊ <i>The Worst Day Ever</i> ◊ <i>My Favourite Hobby</i>

BGE S1–S3 English: Second and Third Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
1 Introduction to personal writing	<p>The lesson covers textbook page 53.</p> <p>Pupils learn what personal writing is.</p> <p>They then discuss times when they faced a challenge and settle on one to focus on for their writing.</p> <p>There is a 'Strengthening' exercise which asks pupils to write a brief paragraph about the challenge they have chosen.</p>	<p>Second Level Es & Os</p> <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • share information, experiences and opinions; • explain processes and ideas; • identify issues raised and summarise main points or findings; and • clarify points by asking questions or by asking others to say more. <p style="text-align: right;">LIT 2-09a</p> <p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p style="text-align: right;">LIT 2-20a</p> <p>I am learning to use language and style in a way which engages and/or influences my reader.</p> <p style="text-align: right;">ENG 2-27a</p>	<p>Second Level Benchmarks</p> <ul style="list-style-type: none"> • Communicates clearly, audibly and with expression in different contexts. • Plans and delivers an organised presentation/talk with relevant content and appropriate structure. • Uses suitable vocabulary for purpose and audience. • Selects and uses resources to support communication. <ul style="list-style-type: none"> • Creates texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style. <ul style="list-style-type: none"> • Creates a range of short and extended texts regularly for different purposes. • Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre. 	

BGE S1–S3 English: Second and Third Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
1 Introduction to personal writing		<p>As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel.</p> <p>ENG 2-30a</p>	<p>When writing to describe and share experiences:</p> <ul style="list-style-type: none"> • Describes personal experiences, making context and events clear. • Describes thoughts and feelings about the experience. • Attempts to engage and/or influence the reader through vocabulary and/or use of language. 	

BGE S1–S3 English: Second and Third Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
1 Introduction to personal writing		<p>Third Level Es & Os When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> • communicate information, ideas or opinions; • explain processes, concepts or ideas; and • identify issues raised, summarise findings or draw conclusions. <p style="text-align: right;">LIT 3-09a</p> <p>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.</p> <p style="text-align: right;">LIT 3-20a</p>	<p>Third Level benchmarks</p> <ul style="list-style-type: none"> • Communicates in a clear expressive way in a variety of contexts. • Presents ideas, information or points of view including appropriate detail or evidence. • Organises thinking and structures talks to present ideas in a logical order. • Introduces and concludes talks with some attempt to engage the audience. • Uses signposts throughout talks to provide a basic structure or argument, for example, topic sentences and/or linking phrases. • Uses appropriate tone and vocabulary for purpose and audience. • Applies verbal and non-verbal techniques in an attempt to enhance communication and engagement with audience, for example, eye contact, body language, emphasis, pace, tone and/or some rhetorical devices. <p>Writes for a range of purposes and audiences selecting appropriate genre, form, structure and style to enhance communication and meet the needs of audience.</p>	

BGE S1–S3 English: Second and Third Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
1 Introduction to personal writing		<p>I can engage and/or influence readers through my use of language, style and tone as appropriate to genre. ENG 3-27a</p> <p>I can recreate a convincing impression of a personal experience for my reader, sharing my feelings and reactions to the changing circumstances with some attempt at reflection. ENG 3-30a</p>	<ul style="list-style-type: none"> Creates short and extended texts regularly for a range of purposes and audiences. Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre. <p>When writing to convey personal experiences:</p> <ul style="list-style-type: none"> Establishes a clear context and setting for events. Describes events, making feelings and reactions clear. Makes some attempt to reflect on experiences and/or feelings. Engages and/or influences the reader through use of language, style and/or tone. 	

BGE S1–S3 English: Second and Third Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
2 Key features of personal writing	<p>The lesson covers textbook page 54.</p> <p>Pupils are introduced to four important features of personal writing:</p> <ul style="list-style-type: none"> • thoughts and feelings • showing, not telling • description • language: word choice and imagery <p>Pupils will discuss model paragraphs in pairs: one that contains these four features and one that does not.</p>	<p>Second Level Es & Os</p> <p>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.</p> <p style="text-align: right;">LIT 2-13a</p> <p>I can:</p> <ul style="list-style-type: none"> • discuss the writer's style and other features appropriate to genre. <p style="text-align: right;">ENG 2-19a (extract)</p> <p>Third Level Es & Os</p> <p>I can select and use the strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding.</p> <p style="text-align: right;">LIT 3-13a</p> <p>I can:</p> <ul style="list-style-type: none"> • identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. <p style="text-align: right;">ENG 3-19a (extract)</p>	<p>Second Level benchmarks</p> <ul style="list-style-type: none"> • Reads with fluency, understanding and expression using appropriate pace and tone. • Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding. • Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising. • Makes relevant comments about aspects of the writer's style, use of language and other features appropriate to genre, with reference to the text. <p>Third Level benchmarks</p> <p>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising and analysing.</p> <ul style="list-style-type: none"> • Identifies and makes evaluative comments about aspects of the writer's style, use of language and other features appropriate to genre with supporting evidence. 	

BGE S1–S3 English: Second and Third Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
3 Thoughts and feelings	<p>The lesson covers textbook page 55.</p> <p>Pupils will work in groups to come up with different ways to describe a range of emotions: happy, sad, scared and surprised.</p> <p>They will end up with a useful word bank for their personal writing.</p>	All Second and Third Level Es & Os as in Lesson 2 above	All Second and Third Level benchmarks as in Lesson 2 above	

BGE S1–S3 English: Second and Third Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
4 Showing, not telling	<p>The lesson covers textbook pages 35–36.</p> <p>Pupils will learn about showing, not telling. There is a task that asks pupils to change sentences that merely ‘tell’ to ones that show.</p>	All Second and Third Level Es & Os as in Lessons 2 & 3 above	All Second and Third Level benchmarks as in Lessons 2 & 3 above	

BGE S1–S3 English: Second and Third Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
5 a & b Description	<p>The lesson covers textbook page 57.</p> <p>Pupils will learn about using the five senses, and about powerful adjectives and adverbs.</p> <p>They will read an extract from Ross Mackenzie's <i>The Nowhere Emporium</i> to look at use of vivid description.</p> <p>There is a 'Strengthening' exercise that asks pupils to look further at the extract and identify descriptive language.</p> <p>An 'Extending' task asks pupils to write a descriptive paragraph of their own. Prompts are provided for this.</p> <p>Most classes will take two lessons to complete this material.</p>	All Second and Third Level Es & Os as in Lessons 2, 3 & 4 above	All Second and Third Level benchmarks as in Lessons 2, 3 & 4 above	

BGE S1–S3 English: Second and Third Levels

The Lesson Planning Tables: Expressive Writing

Lesson	Teaching notes	Experiences & Outcomes	Benchmarks	Assessment opportunities
6 a, b & c Language: word choice and imagery	<p>The lesson covers textbook pages 58–61.</p> <p>Most classes will take two or three lessons for this work.</p> <p>Pupils will learn about word choice. With a partner or group, they will find better alternatives to a selection of overused words: good, bad, nice, said, walked, happy and sad.</p> <p>There is a ‘Strengthening’ exercise that asks pupils to improve a given paragraph by varying the underlined words.</p> <p>Pupils will learn about imagery. They will complete a task that asks them to correctly identify similes and metaphors.</p>	All Second and Third Level Es & Os as in Lessons 2, 3, 4 & 5 above	All Second and Third Level benchmarks as in Lessons 2, 3, 4 & 5 above	

Assessment of Personal Writing: Second and Third Levels

Notes for Teachers

These assessments complement the approaches in the BGE English S1–3 Second and Third Levels textbook in developing personal writing skills. Detailed advice on personal writing can be found in the textbook, pages 53–64.

The assessments for writing in this section focus on writing about personal experience.

Pupils are given support in terms of titles, initial prompts and ideas, to encourage them in their writing. Advice is provided on the features of personal writing: describing key events, thoughts and feelings, reflection and so on.

There is also a planning template that may support pupils with their writing (see page 146). Pupils should use the planning time to make notes and to plan their writing carefully.

Assessment records are provided for the assessments.

- The criteria for the assessments are drawn from the benchmarks for Literacy and English for Second and Third Levels.
- Comment boxes provide a useful way to record the strengths and development needs of pupils in assessing their skills in writing.

The benchmarks used for the assessment records for personal writing are provided below.

Second Level	Third Level
<p>Benchmarks for Personal Writing</p> <ul style="list-style-type: none"> • Describes personal experiences, making context and events clear (ENG 2-30a) • Describes thoughts and feelings about the experience (ENG 2-30a) • Attempts to engage and/or influence the reader through vocabulary and/or use of language (ENG 2-30a) 	<p>Benchmarks for Personal Writing</p> <ul style="list-style-type: none"> • Establishes a clear context and setting for events (ENG 3-30a) • Describes events, making feelings and reactions clear (ENG 3-30a) • Makes some attempt to reflect on experiences and feelings (ENG 3-30a) • Engages and/or influences the reader through the use of language, style and/or tone (ENG 3-30a)
<p>Benchmarks for Technical Accuracy</p> <ul style="list-style-type: none"> • Spells most words correctly (LIT 2-21a) • Uses a range of punctuation (LIT 2-22a) • Punctuation is mainly accurate (Lit 2-22a) • Writes most sentences in a grammatically accurate way (LIT 2-22a) • Links sentences using a range of conjunctions (LIT 2-22a) • Uses paragraphs to separate thoughts and ideas (LIT 2-22a) 	<p>Benchmarks for Technical Accuracy</p> <ul style="list-style-type: none"> • Spells most words correctly, including unfamiliar or specialist vocabulary (LIT 3-21a) • Uses more complex punctuation, where appropriate, to convey meaning or to enhance writing (LIT 3-22a) • Punctuation is varied and mainly accurate (Lit 3-22a) • Writes almost all sentences in a grammatically accurate way (LIT 3-22a) • Uses paragraphs to structure content (LIT 3-22a)

Personal Writing Second and Third Levels

In this assessment you will have the opportunity to demonstrate your skills in personal writing. You will have a choice of essays to write about a personal experience.

You will be assessed on:

- the ideas and content of your piece of personal writing
- the way your ideas are organised
- your use of language in bringing events to life
- the way you describe your thoughts and feelings
- technical features – sentences, paragraphs, punctuation and spelling

Advice

Planning

- You should spend some time thinking, planning and making notes before you begin.
- You may wish to use a planning sheet to make notes.
- Think about the key events you will be describing.
- Think about the order of the events that took place.

Writing

- Describe what happened clearly.
- Describe your thoughts and feelings.
- Use descriptive language to make your personal writing interesting to read.
- Try to reflect on the experience you have described.

Reviewing

- Read over your piece of writing when you have completed it.
- Check your spelling, sentences (use of full stops) and paragraphs.

Choose **one** of the following personal writing topics to write about.

1. A Memorable Day

Write about a day that you remember clearly. Spend some time thinking about why it was so memorable. You may choose to write about one of the following ideas:

- a birthday
- a trip to the seaside
- a memorable day out
- a concert
- a school trip
- a visit to a zoo or a theme park
- a trip to a castle
- a family occasion
- the first day of a holiday
- Christmas Day

Think back to the day you have chosen. The following questions may help in planning your ideas.

- What are the main events that you can remember?
- Can you remember some of your thoughts and feelings on that day?
- Why was this day so important to you?

You may wish to use a planning sheet to make notes.

2. Feelings and Emotions

Write about a time when you felt powerful emotions.

There are three options for writing about emotions, **A**, **B** or **C**. Choose **one** of the options below.

Choose Emotions Option A. Write about a time when you felt scared.

Or Choose Emotions Option B. Write about a time you felt proud of something you had done.

Or Choose Emotions Option C. Write about a time you felt angry.

Whichever option you pick, think back to the experience you have chosen. The following questions may help in planning your ideas.

- What are the main events you can remember?
- Why did you feel such powerful emotions?

You may wish to use a planning sheet to make notes.

3. My Pet

Write about your pet.

You could describe:

- the day you first saw your pet
- how you take care of your pet
- what your pet is like – its appearance and its personality
- incidents, stories or memories involving your pet
- your feelings about your pet

You may wish to use a planning sheet to make notes.

4. My Best Friend

Write about your best friend.

The following prompts may help in planning your ideas.

- The day you first met your best friend
- What your best friend is like – their appearance and their personality
- Incidents, stories or memories involving your best friend
- Your thoughts and feelings about your best friend

You may wish to use a planning sheet to make notes.

5. My Hero

Write about someone you know personally know and who you admire. You may wish to describe a person in your family, or a friend, or someone else you know well that you admire.

The following questions may help in planning your ideas.

- Who is your hero?
- What is your hero like?
- Why do you admire this person?
- What incidents, stories or memories involving your hero will you describe?
- What are your thoughts and feelings about your hero?

You may wish to use a planning sheet to make notes.

6. The Worst Day Ever

Write about a day that you remember as being one of the worst days you have had.

You may wish to write about a day that was memorable because it was a sad or upsetting experience.

You could write about one of the following:

- the day your best friend left to go to another school
- the day a pet died
- the day of a funeral
- the day you were injured
- the day you received bad news
- the day you were involved in an accident
- the day you went to the dentist
- the day you visited a hospital

Think back to the day you have chosen. Look at the following questions which may help in planning your ideas.

- What are the main events you can remember?
- Can you remember some of your thoughts and feelings on that day?
- What made this such a bad day?

You may wish to use a planning sheet to make notes.

7. My Favourite Hobby or Pastime

Write about your favourite hobby, interest or pastime, or favourite thing to do.

You may wish to write about a sport you enjoy, like golf, athletics, swimming, football, rugby, etc. You may choose to write about your favourite pastime: watching television, playing computer games, playing an instrument, meeting your friends, using social media, reading, going to the cinema, etc.

The following questions may help in planning your ideas.

- What will you choose to write about?
- Why is this hobby or interest so enjoyable for you?
- What is involved in your hobby or interest?
- What are your thoughts and feelings about your hobby or interest?

You may wish to use a planning sheet to make notes.

Personal Writing Planning Guide

You might wish to use the following planning guide. Make notes in each box.

What personal experience have you chosen to write about?

Make a list of the important events / incidents that you will describe.

Where and when did the experience take place?

How will you begin your personal experience?

What thoughts and feelings will you describe?

How will you reflect on this personal experience?

Advice for Personal Writing

Before you begin writing you should read over this section carefully.

You should try to make your personal writing as interesting for the reader as possible.

1. Think about what you are going to write about and plan your ideas.
2. Write using “I”, because you are writing about yourself.
3. Remember to describe: what you did, what you saw, where you were, how you felt and what you thought.
4. Try to describe the most important events clearly.
5. Look for opportunities for description in your personal essay.
6. It is important to describe your feelings clearly.
7. Try to explain what you were thinking about at different points of the experience.
8. Try to reflect on the experience.
 - Think about what you learned from the experience.
 - How you were affected by the experience?
 - What do you think about the experience now – looking back on what happened?

Assessment Record – Personal Writing

Second Level

Student:

Class:

Topic:

Date:

Criteria	Strengths displayed	Development need
Describes personal experience making context and events clear		
Describes thoughts and feelings about the experience		
Comments/Notes:		
Attempts to engage the reader through vocabulary and /or use of language		
Comments/Notes:		
Uses paragraphs to separate ideas and thoughts		
Writes most sentences in a grammatically accurate way		
Punctuation is mainly accurate		
Spells most words correctly		
Comments/Notes:		

Assessment Record – Personal Writing

Third Level

Student:

Class:

Topic:

Date:

Criteria	Strengths displayed	Development need
Establishes a clear context and setting for events		
Describes events, making feelings and reactions clear		
Makes some attempt to reflect on experiences and feelings		
Comments/Notes:		
Engages the reader through vocabulary, language, style and/or tone		
Comments/Notes:		
Uses paragraphs to structure content		
Writes almost all sentences in a grammatically accurate way		
Punctuation is varied and mainly accurate		
Spells most words correctly, including unfamiliar or specialist vocabulary		
Comments/Notes:		