

## Unit 5: Using and evaluating information

**Recommended prior knowledge:** It will help students to have some experience of reading and writing in forms such as newspaper reports and articles, letters, information sheets, travel literature, advertisements and leaflets. They should be aware of some of the conventions of these different forms and of the different ways in which language is used. They should also be able to convert notes into sequences of sentences and to select reading material and structure it in a convincing order.

**Context:** This Unit follows Unit 4 and is the last to address specific reading questions in Components 1, 2 and 3.

**Outline:** The Unit gives practice in using and evaluating reading material in different forms of writing. An important feature is that students discuss the key points necessary to give a sound answer. Teachers are recommended to create their own stimuli or to use those formerly set as IGCSE First Language English, Paper 2.

5	Learning Outcomes	Suggested Teaching Activities	Related assignments	Resources
A	Create an information sheet  <b>C3: Sect. 1</b> <b>C4: 3</b> <b>R1, R3</b> <b>W 2-5</b>	1: <b>Material:</b> A collage of information about a /your town (see Resources for details). 2: <b>Task:</b> An information sheet using and re-ordering material to persuade people that it is a good town to visit. 3: <b>Discuss:</b> how to: <ul style="list-style-type: none"> <li>• Select information</li> <li>• Use own/persuasive language</li> <li>• Present the town in a favourable light (evaluate).</li> </ul>	1: A letter to the local newspaper by a visitor (satisfied or dissatisfied) to the town.  2: A newspaper report of the opening ceremony of a campaign to promote the town as a tourist centre.	1: A compilation of notes, statistics, lists including tourist sites, recreational facilities, eating places; advertisements with prices; quotations from residents; something about transport; introductory comment from gazetteer; map if appropriate (etc).

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B	Use and expand notes  <b>C3: Sect. 1</b> <b>C4: 3</b> <b>R 1-3</b> <b>W 2-5</b>	1: <b>Material:</b> Reporter's notes of the opening of a new school by the Minister of Education/President, including notes of his speech. 2: <b>Task:</b> Write the report for the newspaper. Your aim is to emphasise the value of education and of modern schools. 3: <b>Discuss:</b> how to: <ul style="list-style-type: none"> <li>• Convert the notes into the appropriate language of a newspaper</li> <li>• Make the theme of the value of education prominent.</li> </ul>	Teach how to write a newspaper report:  Teach: 1:How to invent headlines 2:Making brief introductory paragraphs 3:Recounting events 4:Using direct and indirect speech for interviews 5:Giving the report an angle 6:Using cross-headings	1: A compilation of notes including events and attractions; special features of the school; the part played by the Minister (notes of speech); quotations from local people; some unusual event such as a storm.  The notes should not be in good order.
C	Use diary entries as material for an article  <b>C3: Sect. 1</b> <b>C4: 3</b> <b>C5; C6</b> <b>R 1-3</b> <b>W 1-5</b> <b>S 1-5</b>	1: <b>Material:</b> A work experience diary. 2: <b>Task:</b> An article for a school publication, giving information about work experience and underlining its value. 3: <b>Discuss:</b> how to: <ul style="list-style-type: none"> <li>• Plan the article (e.g. introduction)</li> <li>• Emphasise values</li> <li>• Avoid copying material.</li> </ul>	1: Write a narrative of the first day OR the best day OR the worst day.  2: Write a letter of thanks to your supervisor.  3: Give a talk and discuss your own experiences.	1: The diary will include narrative events and facts about the place where the experience happened, personal successes and difficulties, other people, what was learned and personal feelings about it all. Order will be haphazard.

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D	<p>Complain about a holiday from hell</p> <p><b>C3: Sect. 1</b>  <b>C4: 3</b>  <b>C6</b>  <b>R 1-4</b>  <b>W 1-5</b>  <b>S 1-5</b></p>	<p>1: <b>Material:</b> (a) An advertisement from a holiday brochure.  (b) Rough notes of things that went wrong.</p> <p>2: <b>Task:</b> A detailed letter to the company persuading them to refund the money.</p> <p>3: <b>Discuss:</b> how to:</p> <ul style="list-style-type: none"> <li>• Order the complaints</li> <li>• Relate them to the advertisement</li> <li>• Use an appropriate register.</li> </ul>	<p>1: Write or role-play the script of a TV consumer programme, which features this holiday.</p> <p>2: Write or role-play a conversation between the complainant and a representative of the holiday company.</p>	<p>1: The advertisement should be a real one. The notes should refer to aspects of:</p> <ul style="list-style-type: none"> <li>(i) The journey</li> <li>(ii) The hotel</li> <li>(iii) The place</li> <li>(iv) Entertainment</li> </ul> <p>and could be ordered chronologically.</p>
E	<p>Use information to persuade</p> <p><b>C3: Sect. 1</b>  <b>C4: 3</b>  <b>C6</b>  <b>R 1-3</b>  <b>W 1-5</b>  <b>S 1-5</b></p>	<p>1: <b>Material:</b> 2 CVs from applicants for a teaching post at your school; extracts from their references.</p> <p>2: <b>Task:</b> A persuasive letter to the Principal giving reasons for appointing one, not the other.</p> <p>3: <b>Discuss:</b> how to:</p> <ul style="list-style-type: none"> <li>• Make clear the values you are looking for in a teacher</li> <li>• Use the facts as evidence for your views</li> <li>• Use arguments and language to persuade.</li> </ul>	<p>1: Write or role-play one of the interviews.</p> <p>2: Both teachers are appointed. At the end of the first week, they write their diary entries for Friday. Write the entries and make them fit the characters in the CVs.</p>	<p>1: The CVs exist in a past IGCSE paper. Your two teachers should represent different beliefs. One could be strict and the other very liberal. One could be committed to activities outside the classroom; one could have an uncertain past; one old, one young.</p>

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F	<p>Compare and evaluate</p> <p><b>C3: Sect. 1</b>  <b>C4: 2 and 3</b>  <b>R 1-3</b>  <b>W 1-5</b></p>	<p>1: <b>Material:</b> Three sets of information: notes about different alternatives for a GAP year.</p> <p>2: <b>Task:</b> An article for a school publication making a case for the value of a year off, choosing one alternative and saying why the other two have been rejected.</p> <p>3: <b>Discuss:</b> how to:</p> <ul style="list-style-type: none"> <li>• Make clear the values you are looking for in a GAP year experience</li> <li>• Make comparisons between the information given in the options</li> <li>• Show how the information meets your values.</li> </ul>	<p>1: A letter home while you are on your GAP year</p> <p>2: The story of an adventure that you might have on such a year off.</p>	<p>1: The material for this task exists in a previous IGCSE paper. The three options could be:</p> <ul style="list-style-type: none"> <li>• Back-packing (i.e. only semi-planned)</li> <li>• Working on a scientific project in the Amazon rain-forest</li> <li>• Staying at home and looking for local employment</li> </ul> <p>The material should be facts, advantages and disadvantages, and quotations from participants.</p>