

## Scheme of Work for 0500 IGCSE First Language English

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### Details of complete Unit Structure

#### **Unit 1 Developing reading skills:**

Read for gist and detail  
Find your own reading speed  
Brain and eye activity  
Self-assessment  
Note taking and highlighting  
Use websites and the library

**Cross-referenced to objectives R1 to 4**

#### **Unit 2**

#### **Developing writing skills:**

Communicate with your audience  
Choose the right word  
Topic sentences  
Writing in different genres  
Write what you know  
Technical matters

**Cross-referenced to objectives W1-W5 and to  
Component 3: 1 & 2 and Component 4.**

**Unit 3 Making summaries:**

Summarise by speaking and listening  
Concision  
Use your own words  
Re-order a text  
Write a focused summary  
Assess summaries

**Cross-referenced to reading objectives,  
to Component 1:1 and Component 2:3**

**Unit 5 Using and evaluating information:**

Create an information sheet  
Use and expand notes  
Use diary entries as material for an article  
Complain about a holiday from Hell  
Use information to persuade  
Compare and evaluate

**Cross-referenced to reading objectives  
and to Component 3: Section 1**

**Unit 4****Reading and response:**

How to respond  
Respond to controversial argument  
Respond to description  
Respond to narrative  
Respond in role  
Assess language

**Cross-referenced to reading objectives, to  
Component 1:2 and Component 2:1**

**Unit 6****Continuous writing:**

Audience, tone, register  
Structure and planning  
Narrative writing  
Descriptive writing  
Argumentative writing  
Discursive writing

**Cross-referenced to objectives W1-W5 and to  
Component 3: 1 and Component 4.**

**Unit 7 Directed writing:**

How to prepare  
Writing a continuation  
Writing a letter  
Writing a report  
Writing a speech  
Writing a dialogue

**Cross-referenced to objectives Wi-W5 & R1-R3 and to Component 3:2.**

**Unit 9 Speaking and listening:**

Speak by oneself  
Work in pairs  
Talk in groups  
Speak in role  
Relate language to audience  
Self-assessment

**Cross-referenced to Speaking and Listening Objectives 1-5 and to Components 5 and 6**

**Unit 8****Writing for coursework:**

Assignment 1 Part 1  
Assignment 1 Part 2  
Assignment 2 Part 1  
Assignment 2 Part 2  
Assignment 3 Part 1  
Assignment 3 Part 2

**Cross-referenced to reading objectives and to Component 4.**

**Unit 10****Drafting and re-drafting:**

Create a plan  
Edit and revise a first draft  
Read proofs and correct them  
Improve beginnings, climaxes and endings  
Order and develop ideas and arguments  
Assess someone else's work

**Cross-referenced to writing objectives 1-5, to Component 3: Sect. 2 and Component 4**

## Rationale for the Unit content and structure

All the suggested learning activities for First Language English are skill-based. There is no requirement for specific knowledge to be tested in the examination.

Each unit has six sub-sections, which cover different aspects of each type of question set in First Language English. Since most questions test a selection of specified skills, this allows each to be considered and practised separately. Some of the reading activities are supplemented by speaking and listening assignments, which may be assessed for candidates working to complete the requirements of Component 6.

Students following the reading units are given practice in reading from different genres and are encouraged to assess their own progress as readers. There is a sub-section that addresses the question in Component 2 set on the writer's use of language.

There is one unit on speaking and listening that gives specific suggestions appropriate to the each category of coursework tasks in Components 5 and 6. Opportunities for assessment in Component 6 are indicated wherever they occur.

The unit on drafting and re-drafting addresses some of the danger areas in students' writing in different genres.

References to the syllabus are given as follows:

- (i) Objectives: R 1-4 (Reading); W 1-5 (Writing); S 1-5 (Speaking and Listening);
- (ii) Components and questions in the examination: for example, C2: 3 (Component 2, Question 3); C3: Sect. 1 (Component 3: Section 1).

Resources are not specified for individual activities as most are readily available in the classroom or can easily be provided by the teacher. Appropriate texts may be selected from:

Course-books	Newspapers	Magazines	Travel literature
Websites	Diaries	Transcripts from TV and radio	Stories
Plays	Poems	Biographies/autobiographies	Reference books
Advertising material	Charitable appeals	Leaflets	Propaganda

Teachers will have their own favourite websites for locating stimulus material. Some useful websites are:

[www.guardian.co.uk](http://www.guardian.co.uk)

[www.timesonline.co.uk](http://www.timesonline.co.uk)

[www.washtimes.com](http://www.washtimes.com)

[www.thesun.co.uk](http://www.thesun.co.uk)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.virtourist.com/newspapers/](http://www.virtourist.com/newspapers/)

[www.nationalgeographic.com](http://www.nationalgeographic.com)

[www.newint.org](http://www.newint.org)