

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

www.timesonline.co.uk

www.washtimes.com

www.thesun.co.uk

www.bbc.co.uk

www.virtourist.com/newspapers/

www.nationalgeographic.com

www.newint.org