

Scheme of work – Cambridge IGCSE[®] First Language English (0500)

Unit 5: Selecting, analysing and using 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, brochures 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 selecting, analysing and using 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 Question Papers formerly set for Cambridge IGCSE First Language English.

AO	Learning objectives	Suggested teaching activities	Related assignments	Learning resources
C1:1& 2 C2:1& 3 C3:1C6:3 R1–R4 W2 W3 S1–S5	Select and organise relevant information	<ol style="list-style-type: none"> 1. Students in groups research information about their town, and collect material from a variety of genres and media, e.g. websites, leaflets, video clips. 2. Students then decide which material to use and in which order, to draft an infomercial which would persuade people to visit their town. 3. Students edit a text to answer a specific question, e.g. things to do on holiday, removing repetition and irrelevant details. 	<ol style="list-style-type: none"> 1. Teacher gives out a press release and students role play journalists at a press conference, questioning witnesses and taking notes about a recent dramatic event. 2. Students organise their conference notes and quotations for a news report of the event, and give it a headline. 	<p>Online and library resources.</p> <p>Models of information sheets for tourists.</p> <p>Past Paper 3 passages.</p> <p>Press release statement.</p> <p>Models of news reports.</p>

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C1:2 C2:1 C3:1 C4:3 R1–R3 W1–W5	Expand and link notes	<p>1. Students in pairs select key phrases from a discursive text and develop them into full sentences. They then assemble the sentences into paragraphs of related ideas, using introductory phrases to link them (e.g. Indeed, In fact, Remarkably) to show development of thought. Finally, the paragraphs are put into a cohesive order using paragraph links (e.g. Furthermore, Nevertheless). [E][F]</p> <p>2. Students in pairs identify and highlight the topic sentence in each paragraph of a discursive text, and then discuss how the main idea has been developed to make up the rest of the paragraph, i.e. using example, comparison, statistic, quotation, explanation, reference. Different coloured highlighters can be used for different types of supporting material.</p>	<p>1. Students are given a set of headlines from which to write opening paragraphs for news reports, which give the information Who? What? When? Where?.</p> <p>2. Students can then write second and third paragraphs explaining Why? and How?</p> <p>3. Students listen to a broadcast, e.g. on a current affairs topic, and collect brief notes which they then expand and link to give an account of the gist of the broadcast.</p> <p>4. Students write notes for their diary for the previous day, and then turn them into continuous prose.</p>	<p>Magazine feature articles discussing a topical issue.</p> <p>Set of dramatic headlines, e.g. of a rescue or a natural disaster.</p> <p>Video or audio recordings of TV or radio broadcasts.</p>

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C1:1 C2:2 C4:3 R1–R4 W1–W5 S1–S4	Explain and analyse stylistic effects	<p>1. Students in groups rank order 3 short passages of description of the same subject for effectiveness, giving detailed reasons for their judgement. [E]</p> <p>2. Students transform a literary description to a purely informative one, e.g. a news report, removing all figurative language and stylistic devices. Class discusses the difference in effect on the reader.</p> <p>3. Students underline the rhetorical devices of vocabulary and syntax usage in a piece of argumentative writing, and define the purpose and effect of each of the uses, e.g. transposed word order, emotive diction. [E]</p>	<p>1. Students complete or create similes to describe objects or pictures in the classroom; the class judges the best, according to their originality and aptness.</p> <p>2. Students in pairs select the best choice of 3 given verbs to fill gaps in a descriptive text, justifying their choices.</p> <p>3. Students identify how the reader has been positioned in an argument text to agree with the writer, e.g. use of inclusive 'we'. [E]</p>	<p>3 short texts describing the same thing, e.g. a snowy mountain scene or desert landscape.</p> <p>Stylised literary description of an everyday event or object, e.g. thunderstorm or insect.</p> <p>Polemical text with rhetorical devices and strong language.</p> <p>Gap-fill exercise with some verbs removed.</p> <p>Persuasive text, e.g. charity appeal letter.</p>
C2:1 C3:1 C4:1 & 3 C6:2 R1–R3 W1–W5 S1–S5	Make a persuasive case	<p>1. Students read a holiday brochure and discuss and decide as a class what went wrong on their holiday in that place.</p> <p>2. Teacher revises formal letter structure and Students draft a letter of complaint to the holiday company, which mentions claims made in the brochure and explains in detail how they were misleading. [F]</p> <p>3. Students in groups are given a job advertisement and three fictitious CVs of applicants for the post. They discuss and evaluate the CVs, before presenting their</p>	<p>1. Students in pairs write and perform a role-play dialogue, based on the brochure, between a complainant and a representative of the holiday company, in which each defends their position.</p> <p>2. Students conduct the job interviews in role as interviewers or applicants,</p>	<p>Real holiday brochures or texts from coursebook.</p> <p>Job advert and CVs for 3 applicants.</p>

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		verdict and justifying it to the rest of the class. [E]	having written letters of application on which the interviews are based. [E][F]	
C2:1 C3:1 C4:1 R1–R3 W1–W5 S1–S4	Give an account or report	<p>1. Students in pairs rearrange stages in a disordered process into correct chronological order.</p> <p>2. Students adopt a character’s viewpoint from a text to write an account of an event they witnessed, to be used as a police statement. The register should be impersonal and objective. [E][F]</p> <p>3. Students devise and carry out a survey (of about 5 questions) among their year group, e.g. on TV viewing habits, summer holiday plans. They organise the results and use them to write a report. [F]</p>	<p>1. Students write some chapter or scene summaries for a literary text, which give only the main events and in order.</p> <p>2. Students are given information to use to plan and write an account of a recent school trip or event, e.g. a drama production for a school magazine. [F]</p>	<p>Novel or play being studied in class.</p> <p>Jumbled stages in a process, e.g. a recipe or DIY assembly instructions.</p> <p>Facts relating to a recent school event, e.g. names and dates.</p>
C2:1 C3:1 C4:3 C6:3 R1–R3 W1–W5 S1–S5	Evaluate and review	<p>1. Students watch a film of a novel or play they have studied, while completing a work sheet with relevant headings, e.g. location, casting, costume, pace, camera work, faithfulness to original text, effectiveness of opening and closing shots.</p> <p>2. Students organise their ideas and write a review of the film, which awards a number of stars out of 5 and comments first on its weaknesses and then on its strengths. [F]</p> <p>3. Students write a review of 2 short stories on the same theme, comparing and contrasting them and judging which is more successful. [E]</p>	<p>1. Students in groups study three gap year projects and arrive at a consensus, after devising success criteria, on which is more attractive. Groups give feedback on their decision and reasoning to the class. [E]</p> <p>2. Students plan, organise and write their own school report for English in the third person, commenting on what they have achieved this year so far, and areas for improvement.</p>	<p>DVD of a literary text.</p> <p>2 theme-related short stories.</p> <p>Gap year materials, available on-line.</p>