

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

Unit 1: Developing reading skills

Recommended prior knowledge

Students will have read and engaged with a variety of First Language English texts drawn from a range of fiction and non-fiction sources. They will have studied the three main genres: narrative, description and argument. These may have been extracts or whole texts. They will have been read as exemplars and as a stimulus for response.

Context

This unit should be studied as an introduction to the work in Units 3, 4 and 5.

Outline

The unit shows students how to develop reading skills and gives practice in identifying, selecting and discussing information and ideas from texts.

AO	Learning objectives	Suggested teaching activities	Related assignments	Learning resources
R1	Read for gist (skim)	<p>1. Students read unseen, short narrative and informative texts within a time limit. They identify main points and feedback orally.</p> <p>2. Teacher asks Who? What? When? Where? (and if relevant, Why? and How?) about a text students have just had read to them.</p>	<p>1. Students repeat exercise with discursive texts, identifying arguments. [E]</p> <p>2. Teacher gives individual texts to students to read quickly and give oral feedback to class of the main points [these can be differentiated by difficulty].</p>	<p>Self-contained short passages from short stories and novels.</p> <p>Texts from newspapers and magazines explaining ideas and presenting arguments.</p>
R1–R3	Read for detail (scan)	<p>1. Students re-read a text and say what they noticed on the second reading that they had overlooked on the first.</p> <p>2. Students listen to teacher's reading of a short text and then say what they remember about it. (They are likely to remember significant details e.g. names, imagery and statistics.)</p>	<p>1. Students in pairs underline the supporting details in a text, which could be removed without altering the story or argument. They explain what would be lost without the underlined material. [E]</p>	<p>News reports.</p> <p>A first chapter of a novel.</p>

AO	Learning objectives	Suggested teaching activities	Related assignments	Learning resources
R1–R4	Read for new vocabulary	<p>1. Students are given a passage containing some unknown words (not more than 10) to underline as they read. They work out the probable meanings from</p> <ul style="list-style-type: none"> a. similarity to known words b. similarity to words in other known languages c. contextual clues d. breaking down words into syllables (including prefixes and suffixes). <p>2. Students record new words, giving synonyms or paraphrases to show meanings.</p> <p>3. Students use the new words in a sentence to illustrate and reinforce the understanding of meaning.</p>	<p>1. Students give other parts of speech for new words.</p> <p>2. Students in pairs do gap-fill exercises with unknown words removed. They are told the missing words after they have provided their own, and can compare them. [For differentiation, the new words are given at the bottom of the exercise and Students must decide which gap they fill.]</p> <p>3. Students in pairs do matching exercises for new words and their definitions.</p>	<p>Short descriptive texts.</p> <p>Gap-fill and matching exercises (N.B. these can be created using software.)</p>
R1–R4	Read for purpose	<p>1. Students are given 3 texts: a leaflet (informative), a flyer (promotional) and a charity letter (appeal) to discuss in small groups what the purpose and intended audience is for each text. [E]</p> <p>2. Class discusses how every piece of writing is for a purpose and has designs on the reader, and how this determines style, structure and layout. [E]</p>	<p>1. Students repeat analysis with other texts, e.g. guide book extract, political speech, magazine feature. [E]</p> <p>2. Students in pairs identify the ways in which the reader is positioned and the emotions which are evoked. [E]</p>	Exemplars from the departmental portfolio of the different relevant genres for this syllabus.

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R2	Read for voice	<p>1. Students study short extracts – a diary entry, science article, news report – to collect evidence of the writer's presence, i.e. how subjective or objective, how reflective or factual the text is. They give a score of 0 to 5 for strength of voice and how this relates to the genre. [E]</p> <p>2. Students in pairs identify the ratio of the active and passive voice in different genres of text, and draw conclusions as to how this affects voice. [E]</p>	<p>1. Students repeat analysis with other texts, e.g. a poem, an encyclopedia, a blog, an autobiography, a newspaper column. [E]</p> <p>2. Students discuss what they can tell about the narrator or persona of a narrative text from its voice.</p>	<p>Suitable texts can be found online or in news media or reference books.</p> <p>Opening extracts from first person short stories or novels.</p>
R2–R4	Read for style	<p>1. Students in pairs study 2 texts which are the same genre and have similar content but different registers, e.g. a dialogue between teenage friends and a dialogue between a teenager and a parent/teacher. Students make notes and give feedback on differences of vocabulary, grammar and sentence structure.</p> <p>2. Students are given similar information – e.g. description of a famous place – presented in different genres, e.g. as literary fiction, guide book extract, holiday brochure and a letter to a relative. Students work in groups to analyse the different styles and students present feedback on one of the texts, with examples, to the rest of the class. [E]</p>	<p>1. Students count the number of sentences in different genres and draw conclusions about the characteristic type and length of sentences.</p> <p>2. Students read aloud some of the texts and class discuss how tone relates to style, i.e. how emotion, or lack of it, is conveyed through syntax and vocabulary choice. [E]</p> <p>3. Class discuss which genres typically use imagery and which do not, and the reasons for this, e.g. news reports do not.</p>	