

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

### Unit 9: Speaking and listening

#### Recommended prior knowledge

Students should be used to speaking and listening in the classroom and have a respect for the views of others, an ability to respond in sentences, and an understanding that learning takes place through discussion.

#### Context

Although this unit is free standing, it is closely related to work in the previous units for reading and writing.

#### Outline

The unit provides a variety of activities which will assist the development of students as speakers and listeners. It gives opportunities for both performance and process talk, i.e. unrehearsed talk that contributes to more complex tasks. It addresses the specifications for Components 5 and 6 of Cambridge IGCSE First Language English. Teachers need to make assessments during these activities, make audio recordings, and keep written records of their marks.

AO	Learning objectives	Suggested teaching activities	Related assignments	Learning resources
<b>C4:1 C5:1 C6:1 S1–S5</b>	Giving a talk	<ol style="list-style-type: none"> <li>1. Teacher gives advice on aspects of giving a talk – stance, gesture, voice projection, eye contact, engagement of listener, tone, and register – and refers to the Assessment Criteria.</li> <li>2. Students decide on and plan a 3–4 min. informative talk on a topic of personal interest about which they already have some knowledge, e.g. a hobby or sport. They should include details, examples and references, researched statistics, and perhaps visual aids. They should transfer the key notes of their talk to a card, which they can refer to during their performance.</li> <li>3. Students in pairs rehearse their talks, with the partner asking questions afterwards which relate to the content of the talk.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen to/watch and use as a model a DVD or CD of a speaker giving a talk.</li> <li>2. Students give feedback on each other's practice talks, including the length, using the grade descriptions.</li> <li>3. Students write an informative written piece for coursework, using their talk as the basis.</li> </ol>	<p>Coursebook material on giving a talk.</p> <p>Recording of speaker giving a talk on an area of expertise, e.g. on a wildlife topic from a documentary or an address by a visiting speaker to the school.</p> <p>Syllabus assessment criteria and grade descriptions for C5: 1 or C6: 1.</p>

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		4. Students perform their talks (and discussions with the teacher for C5), which are audio-recorded and assessed.		
<b>C4:1 C5:2 C6:2 S1–S5</b>	Talking in pairs	<p>1. Teacher gives students advice on aspects of paired talk – balanced contribution, cohesion, support, tone, and register – and refers to the Assessment Criteria.</p> <p>2. Students in pairs decide on and plan a 3–4 min. argument dialogue on a topic of school interest, e.g. a campaign to abolish uniform, an impending election for head of school, a decision about the school-leaving event. They should include details, examples and references to support their different views.</p> <p>3. Students in pairs rehearse their dialogues, making sure that their talk, although unscripted, follows the general agreed structure and ends conclusively. They discuss improvements and length adjustments.</p> <p>4. Students perform their dialogues, which are audio-recorded and assessed.</p>	<p>1. Students listen to/watch and use as a model a DVD or CD of an argument dialogue.</p> <p>2. Students write an argumentative written piece for coursework, using the material from the dialogue as the basis.</p>	<p>Coursebook material on conducting a dialogue.</p> <p>Recording of speakers exchanging opposing ideas, e.g. between host and guest on a news programme.</p> <p>Syllabus assessment criteria and grade descriptions for C5:2 or C6:2.</p>

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<b>C6:3</b> <b>S1–S5</b>	Group discussion	<p>1. Teacher gives students advice on aspects of group discussion – listening, acknowledging, linking, balance of input, tone, and register – and refers to the Assessment Criteria.</p> <p>2. Students in groups of 4 read an unfamiliar poem silently and make notes on the ideas and views they are going to contribute to the discussion. They should include quotations and detailed references to support their interpretation and analysis.</p> <p>3. Students perform, for about 5 minutes, their unrehearsed discussions, which are audio-recorded and assessed.</p>	<p>1. Students listen to/watch and use as a model a DVD of a small group discussion.</p> <p>2. Students have a practice discussion of a poem or short story already studied.</p> <p>3. Students write a critical piece as literature exam practice, using the material from the discussion as the basis.</p>	<p>Unseen poems [differentiation by allocation of stimulus material].</p> <p>Coursebook material on participating in a discussion.</p> <p>Recording of group of speakers exchanging ideas and views, e.g. recording of students from previous year, or chat show broadcast.</p> <p>Syllabus assessment criteria and grade descriptions for C6:3.</p>

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<b>C6:2 &amp; 3 S1–S5</b>	Role play and simulation	<p>1. Teacher gives students advice on aspects of role-play: choosing appropriate content and adopting a suitable voice and register for a particular audience, aim and context.</p> <p>2. Students in pairs decide on a scenario in which normal roles can be reversed for comic effect, e.g. customer and shop assistant, doctor and patient, diner and waiter. They plan, polish and then perform their sketches for the rest of the class. (Teacher can assess them as paired talk for C6.)</p> <p>3. Students in groups of 5 (2 interviewers and 3 applicants) conduct a job interview simulation, after preparation of material. The applicants' performance is evaluated by the interviewers and themselves, and the job is awarded to the best of the 3.</p> <p>4. Students take on the roles of journalists [differentiation by role] – including an editor, sub-editor and photographer – in a newsroom and work in real time, e.g. one hour, to produce a news report. They make decisions about which news item to use as the front-page story, the headline, the sub-headings, the length, the interviewees, the photograph, and the caption. (Teacher can assess the group discussion for C6.)</p>	<p>1. Students watch/listen to comic sketches involving 2 characters.</p> <p>2. Students in pairs practise role play telephone calls, e.g. phone-ins to a radio show.</p> <p>3. Students take on the roles of characters in a novel they have studied and challenge each other, e.g. Ralph and Jack from <i>Lord of the Flies</i> on their voyage home. (This could be written up as a C4 assignment 2 piece.)</p> <p>4. Students conduct hot-seating interrogations or put each other on trial as literary characters.</p>	<p>DVDs of TV comedy programmes.</p> <p>Recently studied novel.</p> <p>Newsroom computer simulation software.</p> <p>Preparatory material for job interview simulation.</p>

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<b>C6:1–3</b> <b>S1–S5</b>	Dramatisation	<p>1. Teacher explains the features of dramatic monologues: implied audience, movement, passing of time, and changes of mood.</p> <p>2. Students choose a character from prose or drama text and write a monologue script which gives the character's thoughts and feelings about events and other characters.</p> <p>3. Students perform their monologues with appropriate voice and expression. (Teacher can assess them as individual talks for C6.)</p> <p>4. Students in small groups choose an incident from a fiction text to turn into a playscript, which they then perform by reading their parts with convincing intonation and emotion. (Teacher can assess the preparatory discussion for the performance or the performance itself for C6.)</p>	<p>1. Students listen to/watch and use as a model a DVD of a dramatised scene from a novel or short story.</p> <p>2. Teacher videos each group's performance and class watches, discusses and evaluates them.</p>	Sample dramatic monologue, e.g. sample empathic literature essay.

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<b>C6:1 &amp; 3 S1–S5</b>	Debating and challenging	<p>1. Teacher gives students advice on what makes a convincing debate speech: sufficient relevant and cogent content and fluent delivery. Teacher sets a motion to be debated – e.g. ‘This House believes that young people should be allowed the vote at 16’ – and divides the class into 4 groups.</p> <p>2. The groups volunteer or are told which side they are on, 2 groups for and 2 against. They discuss and plan a 5 min. debate speech. They should include facts, examples and references to support their view, and agree on the order.</p> <p>3. The groups elect the speaker to represent their group – who prepares a card with key notes on – and the debate takes place. Students take notes on points they wish to dispute, and at the end of the debate they challenge the relevant speakers, who must respond to the questions and counter arguments.</p> <p>4. Class votes on the debate winners according to the quality and delivery of the speeches, and the speakers’ handling of the challenges. (Teacher may record and assess the group discussions or the debate speeches for C6.)</p>	1. Students write up the debate topic and ideas from both sides as a discursive coursework assignment or exam practice piece.	